



MEF NATIONAL AND INTERNATIONAL SCHOOLS ASSESSMENT PROCEDURE

STATEMENT OF AIM

Assessment is an educational tool used to measure the level of achievement by students against prescribed learning objectives. It is a continuous process that has both formal and informal components that can motivate students and provide information on their knowledge, strengths and needs and gives teachers, students and families information about attainments and progress. Assessment identifies the essential elements of students' understanding, knowledge skills, attitudes and action taken, as well as the development of the IB Learner Profile.

RATIONALE

1. A variety of assessment practices provide information so that learning can be evaluated and programmes of learning can be appropriately developed.
2. Standardised and non-standardised assessments are used to determine the potential, status and progress of students.
3. Students, teachers, parents and administrators are involved in the assessment process and should have a clear understanding of the reasons for the assessment, what is being assessed, the measurement criteria and the assessment task.
4. Assessing the essential elements is central to achieving the PYP goal in primary.
5. In Grades 11 and 12, courses are structured by IBDP learning objectives. These are the central element in the course design, assessment and instruction and are explicitly stated for the courses taught and the assessment given.
6. The assessment philosophy and procedures are communicated to the school community using a variety of methods.
7. Criteria-based assessment practice, in line with the programmes of the school, is utilised.
8. Analysis of assessment data is used to inform teaching and learning.

Adapted from the IB Programme Standards and Practices, 2014

GUIDELINES

The assessment component can be subdivided into three closely related areas:

I. ASSESSING – How we discover what students have learnt.

II. RECORDING – How we collect the data.

III. REPORTING – How we communicate the information we have gathered.

I. ASSESSING

Assessment is used to inform teaching and learning. Teachers provide varied opportunities for students to participate in, and reflect on, the assessment of their work. ManageBac should be used to store formative and summative assessment materials for individual units.

Pre-Assessment

All teachers will assess students' prior knowledge and experiences before embarking on new learning experiences. All new students entering the school are tested by the learning support team in their English ability.

Formative Assessment

Ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods will be used.

Summative Assessment

Summative assessment happens at the end of the teaching and learning process and is planned for in advance which allows the students to demonstrate their understanding, knowledge and skills in an authentic context. Where possible and applicable the students will be encouraged to be involved in the design of these assessments.

All units in Secondary are assessed summatively with exams and/or performance tasks.

ASSESSING IN SECONDARY:

Assessment of student learning is based on the objectives and assessment criteria specific to each subject. Assessments across the Secondary School will be as follows:

Exam	30%
Performance Task	20%
Performance 1	25%
Performance 2	25%

1. Internal Exams

- 1.1. All exams must be 40 minutes in middle school (one period) or 80 minutes in high school (two periods).
- 1.2. There should be one exam per semester in all subjects (midterm and final). For subjects with only two teaching hours per week (TOK, Music, Art, ICT and PE), the two exams should be substituted by two *practical assessments* during exam week. An [exam outline](#) is expected a month before the scheduled specialist exam.
- 1.3. Internal exams model the external exam outline and skills.
- 1.4. A range of question types should be used when compiling an exam.
- 1.5. The content of the exam should cover at least one unit.
- 1.6. Exams must be identical when there are two teaching groups (with the same or different teachers) learning the same units.
- 1.7. IB Diploma teachers should set assessment tasks through the program, or adjust examination criteria, so that students in the first year of study have access to the full range of assessment grades as they move through the program.
- 1.8. The exam key and the exam questions are prepared by the teacher and checked by the Department Head. The question paper must include the number of marks per question. The answer key must include the breakdown of marks within questions. Both question papers and answer keys are submitted to the Academic Dean and Curriculum Coordinator.
- 1.9. The exam should be submitted to the student support team, Academic Dean and Curriculum Coordinator at least one week in advance for review for individual students.

- 1.10. Minimum one month notice should be given to students before the exam and the approximate dates included in the course outline (see teaching and learning procedure) given at the start of the semester.
- 1.11. All teachers should provide a study guide of around 2 - 5 pages for their exams. Study guides should be handed to students a minimum of one week before the exam. This should include a list of topics and practice questions for students. (see Teachers must use this [middle school study guide template](#) or [high school study guide template](#))
- 1.12. Only two written exams can be given per school day. This rule does not apply to externally scheduled exams.
- 1.13. ELL students of all tiers are permitted to use simple translation dictionaries if English is not their first language in non-language exams; i.e. in subjects other than English, MFL and Turkish exams.
- 1.14. Internal MEF IS exams should be run as detailed in the appendix.
- 1.15. Teachers should grade the exam papers within one week of the exam and input the results to ManageBac.
- 1.16. Teachers should review the exam paper in class with students and students should complete the [exam reflection form](#). Students may not take the exam paper or copy the exam paper out of the school. (Learning (0404))
- 1.17. Teachers should submit the graded and reviewed papers to the Academic Dean in envelopes. The Academic Dean will archive the exam papers.
- 1.18. If a student does not take an exam, the parents should inform the Deputy Principal/Academic Dean in writing with officially signed and stamped documents verifying the excuse within 7 days from the day the excuse starts. The Deputy Principal informs the student if they are eligible to sit the exam. Valid reasons for missing an exam include illness, family emergency, visa appointment, external examination etc. Another time for the student to sit the exam is arranged with the student and teacher/Academic Dean; usually the day the student returns to school. This make-up exam can be given outside the class during the makeup exam days.
- 1.19. Students who cannot submit official documents or verify the urgency of their situation officially are given the grade zero (0) and this information with the required attachments should be passed on to the school administration.
- 1.20. The academic honesty procedure is followed in case of academic misconduct.
- 1.21. Parents of students may ask for the regrading of examinations or other assignments. If a parent or guardian believes an examination or assignment has been unfairly or incorrectly graded, then the parent or guardian must submit a written request to the Principal indicating the examinations/assignments for review. This request should include a rationale for the request, as well. A committee of two teachers who are subject teachers or have the experience in the subject area in concern will be formed. The two teachers will grade the assignment and the final grade for the assignment will be provided. The teacher of the student will not be involved in this process, and the other two teachers will carry out their work in line with confidentiality. The final grade awarded by the committee will be final. The grade will remain unchanged if the grade is lower than the grade provided in the original marking. This process should be completed within 5 working days of the letter being received.
- 1.22. The parents of any students who fail an internal examination will be [invited in for a meeting](#). The teacher will conduct a face to face meeting with the parent to discuss and share information; the examination failed, strengths of the student, areas for improvement, recommended action plan: what the student should do to help him/herself, what the teacher will do to support the student. The [Student Academic Support form](#) will be filled out and a copy provided to the parent/guardian and the Deputy Principal/Academic Dean with the

signatures of the teacher and parent. If a parent is unable to attend a meeting, the teacher will inform the parent via email and share the same information and cc the Deputy Principal/Academic Dean - an email should only be used if the parent is unable to attend.

1.23. National School students will sit the exams, and the exam grades submitted to the National School to be added to the Turkish 'e-okul' system.

2. **Average increasing exams** for students failing are given at the end of the semester. These are given before Responsibility Exams and should test learning from the whole semester. This exam grade is averaged with the other two written exam grades. These exams are 45 minutes in length.
3. **Performance 1 (25%)** is calculated with assessment grades from any assignments given during the semester. These calculations are based on the grade assignments which were decided by departments at the start of the year and the new Turkish Ministry regulations.

Homework/Quiz/Classwork	10%
Project/Essay/Lab/Test	15%

- 3.1. Between 4-10 homework/classwork per semester
- 3.2. Completion grades are acceptable for homework and classwork
- 3.3. Rubrics are not required for homework and classwork grades
- 3.4. No more than 4 quizzes per semester
- 3.5. Quizzes should be no longer than 20 minutes and cover content from 1-2 lessons
- 3.6. Between 2-4 projects, essays, labs and tests per semester
- 3.7. A task given with clear guidelines and a rubric
- 3.8. Tests are longer than 20 minutes and cover content from several classes or weeks

The following definitions should be used:

Homework/ Classwork:	A very short task (30 minutes or less per subject except in the IBDP)	4-10/semester
Quiz:	One to two page structured questions covering material learned the previous lesson (20 minutes or less)	1-4/semester
Test:	Structured questions covering material from more than two lessons (30 minutes or more)	2-4/semester
Project:	A longer task with clear guidelines and grading criteria given to students over a number of days or weeks	
Essay:	A composition on a theme or subject with a clear grading criteria	
Lab:	A write up of methodologies, results and conclusions from experimentation with a grading criteria	

Group Work

In assigning group work, teachers should be considerate of the complicating factors in Istanbul that make it difficult for students to convene (e.g., traffic, extracurricular demands, etc.). Therefore, teachers should avoid assigning group work unless: a substantial amount of the work can be done in the classroom and then the individual students from the group can complete their respective portions at home; the work can be completed via collaboration over Google Drive, Skype, etcetera; the individual group members can complete their tasks independently. All group work should have clear parameters for each student's involvement. For larger projects such as performance tasks, each student should receive an individual grade.

4. **UbD Performance Task (20%)** is an internal assessment of student learning from a unit of work using the UbD framework ([GRASPS](#)) in grades 6-10. One performance task is given in each semester and is assigned for approximately an 80-minute period.

In grades 11-12, the IB internal assessment framework is implemented for one performance task over the course of the semester. For subjects with only two teaching hours per week (TOK, Music, Art, ICT and PE), the performance tasks follow the UbD framework and are also assigned over the course of the semester. See [Late Work Submission Policy](#).

Students must be awarded individual grades for the performance task. Group grades are not awarded.

Teachers are expected to make the assignment, assessment criteria and submission date clear when assigning an assessment.

- 4.1. Dates should be selected and shared with the students by the end of September
- 4.2. Teachers are asked to select a date on the grade level ManageBac for each of their classes when their performance task will take place or IA is due
- 4.3. Students should not complete more than two assessments per week
- 4.4. The task follows the [G.R.A.S.P.S format](#) and are given to grades 6-10
- 4.5. The tasks are completed during an 80-minute period and not at home
- 4.6. The task assesses targeted standards and require extended thinking – not just an answer
- 4.7. The task calls for understanding and transfer of knowledge, not just recall or following a formula
- 4.8. The task has a meaningful, real-world context for application of knowledge and skills, i.e. includes realistic purpose, a target audience and genuine constraints
- 4.9. The task includes a rubric, checklist, or success criteria
- 4.10. The task allows students to demonstrate their understanding with some appropriate choice (e.g. of products or performances).
- 4.11. *Specialist classes will complete performance tasks over the course of the semester and work can be completed outside of class

5. **Performance grade 2** is calculated with data on how well students are prepared for learning. This is based on the IB Approaches to Learning (ATL) - participation, communication, collaboration, organization and affective skills; and is a simple rubric table for teachers to use to allocate points to students, and therefore the overall grade calculated.

Two grades per semester should be awarded. One mid semester, and one at the end. In October, January, March, and June. Using ATL skills, students will first [self-assess](#) and then teachers will assign each student a class performance grade out of 40.

Teachers must track student attendance and behavior in Managebac throughout the year.

Point Distribution:

- 4 – Meets expectations consistently
- 3 – Meets expectations sometimes
- 2 – Approaching expectations
- 1 – Below expectations
- 0 – Needing significant support

COMMUNICATION / PARTICIPATION	GRADE
Actively participates in discussions.	
Listens actively to others.	
Asks relevant questions in class.	
Completes activities and tasks given in class.	
Is reflective and willing to take into consideration the ideas of others.	
COLLABORATION	
Participates effectively in pair and group work activities	
ORGANISATION	
Brings and uses necessary equipment and supplies.	
Takes notes and keeps educational materials organised.	
AFFECTIVE	
Attends to lessons and remains on task.	
Contributes positively to the classroom atmosphere.	

6. External Examinations

Middle School

All students in grade 8 sit the Cambridge Checkpoint exams as scheduled by CIE (Cambridge International Examinations) in April.

High School

Students in grades 9 and 10 are following the CIE IGCSE curriculum in some subjects which culminate in summative examinations at the end of the academic year (April - June). Teachers pass on the recommendation for which students should be entered for specific exams in January after the midterm exam. Parents and students are given this information and they can choose which exams they would like to be entered into. A template letter is attached to this document. The deadline for this is the middle of February (in line with CIE deadlines).

Students in grades 11 and 12 are following the IB Diploma Programme curriculum in some or all subjects. Students following the IB Diploma programme are entered for all the exams. Students following the Certificate programme will have the option to take the IB exams in the subjects in which they are studying for the IB. Families pay the IB exam fees in the tuition. These take place towards the end of the academic year as scheduled by the IB (May). Any changes to the exams scheduled, families are responsible for the pricing change.

7. IB Entrance Requirements

In order to be entered for the full IB Diploma Programme, a student's GPA at the end of grade 10 must be: 75% and above.

Alternatively, eligibility for the IB Diploma Programme can be obtained via entrance exams, following the guidelines below:

Option #1: Students must achieve the following results in mock exams:

MFL, Economics - 75% or above

English First Language - 75% or above

English Second Language - 85% or above

Extended Mathematics - 75% or above (For HL, %85 or above)

Core Mathematics - 85% or above

Extended Sciences - 75% or above

Core Sciences - 85% or above

Option #2: Students earn C or above (or B above depending on the subject eg: ESL) on IGCSE Extended Exams (or Predicted Grades if exams don't take place) in English, Mathematics, Sciences and Modern Foreign Languages at the end of grade 10. The Core students do not have option 2.

Option #3: Students score 75% on an IBDP Entrance Exams in English, Mathematics, and Sciences in August.

Specific assessment guidelines related to instruction in the IB Diploma Programme: (0404-02-0131)

1. All assessments in the Diploma Programme will relate to the aims and objectives, as outlined by the corresponding IB subject syllabus of the course being studied.
2. A full range of assessment techniques will be utilized to promote international-mindedness within the dimensions of the course.
3. When possible, assessment – both formative and summative – should be inquiry-based and student-centered.
4. Assessments should be ‘criterion-referenced’, measuring student learning against specific learning objectives related to the assessment criteria designated in specific course guides, as opposed to ‘norm-referenced’ in which a student’s score is compared to a predetermined distribution of performance.
5. When possible, internal assessment tasks should take place within regular classroom teaching hours and should focus on student learning of particular skills.
6. Internal assessment marks should represent a student’s best level of performance during a course and not merely an average over the course. Deadlines for official internal assessments are outlined in the IB Diploma calendar, which is distributed to the entire school community, along with the IB Diploma Programme internal assessment document, which is distributed to all Diploma Programme teachers.
7. All IB Diploma Programme teachers will follow the homework guidelines outlined in the school “Homework Procedures”.
8. The school provides security for the secure storage, transportation for IB assessment materials, physical or virtual, with controlled access restricted to designated staff (Secure case in School Principal office)(Environment(0201))

II. RECORDING

Grades are recorded on the ManageBac database within two weeks of the submission date of an assessment. Teachers are advised to keep a backup copy of grades.

Homeworks/Tests/Quizzes: A minimum of 5 assessments and grades per semester should be included on ManageBac.

Projects/Essays/Lab: A minimum of 2 assessments and grades per semester should be included on ManageBac.

III. REPORTING

End of semester reports are sent home two times each year, and two parent conferences are scheduled throughout the year.

Parent-teacher conferences

Parent-teacher conferences are held to discuss student progress, inform parents of work habits and share ideas with how students can be supported at home.

Reports

1. Report Cards include information about attendance and student achievement. They are signed by the Deputy Principal and Principal.
2. Students achieving an end of semester / end of year overall GPA of 80 - 89 are awarded a "Certificate of Merit" together with their report card. Those who have a GPA of 90 - 100 are awarded a "Certificate of Distinction".
3. Report Cards are given twice per year; one after the end of the first semester, and one at the end of the second semester.
4. In the Primary School parents receive summative assessments at the end of each Unit of Inquiry in the areas of Mathematics, Language and the Unit of Inquiry.
5. Transcripts are printed once a year and issued on request.
6. Original report cards cannot be issued more than once.
7. To determine the semester average for students arriving mid semester, the grades of the previous school can be taken into account, depending on the date joined in the semester. The document received from the previous school must be original, signed and stamped.
8. The school cannot process requests for report cards or transcripts for the current school year before the last day of school, when all report cards and transcripts are distributed.

Reports for the National School students are produced by the National School. Grades are submitted to the National School Administration by the International School Administration for this purpose.

IB Progress Reports - Grades 11 and 12 (DP years)

Two times per year an IB Progress Report is issued for each one of the IB1 students and one time per year for the IB2 students. The purpose of this shared report is to communicate student progress in individual IB courses during specific time intervals.

The grades on these reports, using the IB system 1 to 7, are unofficial in that they have no bearing on student transcripts. However, it is our belief that this information may improve a student's academic performance if the student reflects on the teacher's comments. Teachers typically submit grades for this report a week before the report is issued.

The scores of "3" or lower are considered unsatisfactory and may result in a student probation. For students in the full Diploma Programme, an unsatisfactory score on this progress report combined with a failing grade at the end of the first semester may relegate or demote a student to the IB Course Certificate Programme.

GPA: Grade Point Average

To calculate the GPA, the grades in all subjects are combined by weighting them according to the number of periods per week. GPA (Grade Point Average) is determined according to the report card grades in all subjects

1. During the calculation of the arithmetical average, after the division, the mark is extended by two digits after the comma.
2. While transferring this average to a grade, decimals/fractions of .5 and above reflect as full point.
3. If/when needed, semester averages can be taken with one missing exam grade, provided that there are other substitute grades.
4. Students with health problems or other functional limitations can be exempt from the PE classes if a hospital report is submitted. The report must clearly explain the period that the exemption is valid, that the exemption is permanent, that the exemption is valid for certain activities (such as swimming, jogging, etc).
5. **End-of-year average** is determined by taking the arithmetical average of the first semester average and the second semester average. Please note that in the case of IBDP Language A: Self-taught Literature or other online courses, students will not receive a grade but will receive credit hours if the course is pre approved by the Administration.
6. **Final end-of-year average** is determined by taking the arithmetical average of the end of year average and the Final GPA score.
7. When receiving a transfer student where we do not offer the subject completed in the first term in the previous school,
 - 7.1. if there is time to receive one semester grade, second semester grade from the new subject determines the end-of-year average
 - 7.2. if there is no time to receive one semester grade, the subject grade from the previous school determines the end-of-year average.
8. While calculating the semester arithmetical average, after the division, extend the digits by two after the comma.
9. While calculating the end of year average, fractions of .5 and higher are taken as full point.
10. Weight: number of periods offered per week
11. Weighted point: End-of-year point times the number of periods per week
12. Weighted grade: Number of periods per week times the end-of-year grade.
13. End-of-year point is entered into the diploma book and is used to determine the graduating GPA.
14. Any document required to be official is defined as the original document with signatures and stamps/seals on.
15. Emails are not regarded as `in writing` since signature is required.

GRADING: For Grades 6 to 12, assessment and grading are as follows:

7 -	90 - 100	excellent
6 -	80 - 89	very good
5 -	69 - 79	good
4 -	60 - 68	satisfactory
3 -	49 - 59	unsatisfactory/failing
2 -	34 - 48	poor
1 -	0 - 33	very poor

Document History		
Date	Details	Responsible
April 2015	Policy created	Figen Sonmez
May 2022	Policy modified	Jennifer Graham-Magill



STUDENT ACADEMIC SUPPORT MEETING

This form must be completed for every instance of a student failing an exam.

Teacher name: _____ Subject: _____ Exam: _____

Student name: _____

Date: _____ Time: _____

Agenda:

Including the strengths of the student, areas for improvement:

Brief minutes:

Follow up:

The teacher will:

The student will:

Parent/guardian signature: _____

Teacher signature: _____

Academic Dean Signature: _____

INTERNAL MEF IS EXAMINATIONS PROCEDURE

Exams (30%)

1. Study guides:

- Teachers must use this [middle school study guide template](#) or [high school study guide template](#)
- Study guides must be 2-5 pages
- Study guides must include a list of topics and practice questions for each skill you will assess
- Study guides must be given to students 1 week before the subject exam
- Assessment rubrics must be included on the study guide and on the exam when applicable
- The number of marks each question is worth must be included on the study guide and exam

Exam Outlines (for Specialists only)

- Specialists must follow this [exam outline template](#) for all grade levels
- Exam outlines must have a rubric
- An exemplar should be provided to aid in student understanding
- Exam outlines must be given to students 1 month before the exam date deadline

2. Exams:

- Exams are written by the class teacher(s).
- The Department Head checks all exams to ensure that they are fair, test a variety of skills.
- All exams must include a cover page - [MS sample](#) and [HS sample](#)
- Exam envelopes must include the proper envelope cover - [IS sample](#) and [NS sample](#)
- Exams are submitted to the EAL and LS teachers for modifications for named students at least one week before the exam is being administered.
- Exams are submitted to the Academic Dean and Curriculum Coordinator for a final check one week before the exam is being administered.

3. Exam Week Study Periods:

- Scheduled classes during exam week will be study periods
- Teachers should ensure that all study periods are a quiet environment
- Students may study in groups no larger than 3
- Senior students are allowed to leave school when they are not in exams

4. Exam Reflection:

- During exam reflection week, students must complete an [exam reflection form](#) while reviewing their exam grades
- Teachers will enter marks into ManageBac
- Academic Dean will provide exam result analysis from ManageBac for teachers to discuss during department meeting
- Teachers must [email parents](#) of any students who received lower than 60% on the exams, set a date using the bookings system, and parents must sign the [academic support meeting document](#).

Exam Day

1. Exam invigilators are responsible for picking up the exams from the Deputy Principal's office.
2. Invigilators should be in the classroom 2-3 minutes early.
3. Students must put all materials at the front of the classroom: notes, books, mobile phones, etc.
4. Students should not have any writing on their bodies (they may need a reminder).
5. Students sitting non-language exams (i.e. not English, MFL or Turkish) may use a simple translation dictionary if deemed necessary by the LS department..
6. Exams should be started in a calm, positive way.
7. The invigilator should take attendance on the attendance sheet attached to the envelope.
8. The invigilator should write the start and end times on the board, and inform students when there are 5 minutes remaining of the exam.
9. The invigilator should be aware of students at all times. They should walk around the room. The invigilator should not be engaged with a computer, marking etc. during the examination.
10. The invigilator may not give students answers to the questions, but may re-read the question if the student is unsure of the instructions.
11. The invigilator should not leave the room, or use their mobile phone.
12. At the end of the exam, the invigilator should return the completed exams to the corresponding subject teacher.
13. Students may not leave the exam early or submit the paper early if they finish before the stated time.



STUDY GUIDE

Subject

Grade __

Teacher's name

Midterm Exam, 2022-2023

TOPIC-SKILLS LIST

Topic: _____ (write the topic and at least 3 'I can' statements)

- I can use ...
- I can represent ...
- I can construct ...
- I can engage ...
- I can demonstrate ...

Topic	Core Skills	Supplement Skills
Unit 4:		

REFERENCES

Add ebooks/pdfs, links, helpful resources, or simply write 'refer to PPT on Classroom'			
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QUESTION TYPES/GUIDELINES

1. Here you must outline the types of questions that you will have. Look at past study guide examples. You can also just use a past paper as your study guide.

ANSWERS

1. Include a rubric
2. Ensure that an answer key is provided



MAY/JUNE 2023 IGCSE EXAMINATIONS

2 January 2023

The grades 9 and 10 course follows the IGCSE programme (International General Certificate of Secondary Education) run by Cambridge Assessment International Education (CAIE). For students to receive internationally recognised certificates in the subjects they have studied, they must complete end of year examinations for each subject. These exams are sent to us by Cambridge. They are externally compiled and externally graded. Teachers at MEFIS do not grade them as we send them immediately after the end of each examination has ended to Cambridge for marking. Examination entry fees are included in the school fees. Examinations are between one and four papers for each subject, and range from 45 minutes to 2 hours and 15 minutes long. The examination schedule has been sent home to you and is also accessible on the school website. The results are published and accessible online in mid-August

Candidate registration is in the middle of February for the examinations in May and June. This form is for you to confirm the examinations which your student is going to enter. We expect all students to enter the examinations as recommended.

Name: Student Name

Following the results from the first semester, and based on teacher feedback and classroom assessment and evaluation; our recommendation to you is that you are entered for the following IGCSE subject examinations:

English Language Extended/English Second Language
English Literature
Co-ordinated/Combined Science Core/Extended
Mathematics Core/ Extended
Spanish / French / Turkish

We wish students to enter into exams in which they will have the best chance for a successful outcome.

Core examinations

If a student has the recommendation to sit a core examination, this is to support their chances of earning a grade C, as papers are written to enable students to succeed by testing with less difficult questions. Grades awarded range from C to G and U (ungradable).

Extended examinations

If a student has the recommendation to sit an extended examination, this is because they have proved they have good exam testing success. Papers are written with more challenging questions which allow students to earn grades up to A*.

Additional grading information

Please note that subjects which are not divided into core and extended cover both of these within the exam and grades awarded range from A* to G and U (ungradable). Grade C is usually considered as a passing grade.

Coordinated or Combined Science

We have recommended students are entered into either coordinated or combined science examinations. These papers are compiled by Cambridge and include all of the Biology, Chemistry and Physics questions in the same paper. This is of benefit to your student as they will sit three papers instead of nine (which would be the case if they were entered for Biology, Chemistry and Physics subjects), and will allow for review time in class to be focused on the more important aspects of science, to better prepare the students for grade 11. Many schools choose to enter students in for these exams as it provides them with a better chance to earn a higher grade. If a student enters for the coordinated exams, they will receive two science grades. If a student enters for the combined science exams, they will receive one science grade.

Please contact me with any queries.

Kind regards,

Beliz Kearin
Cambridge & IBDP Coordinator
kearinb@mefis.k12.tr

Please complete and this form (*using capital letters*) and return to **Ms. Beliz Kearin** no later than **8 January 2023**.

Candidate full name (as stated in your passport):

Date of birth (day/month/year)

Native Language

Yes, I would like my son/daughter to sit the recommended external examinations as written on the back of this page

I would prefer the following choices of external examinations:

.....
.....
.....
.....
.....

Parent/Guardian signature

Student signature

Date