Anatolia & Pinewood International Baccalaureate Diploma Programme

Handbook (class of 2027)

(Effective September 2025)



ANATOLIA COLLEGE

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1. INTRODUCTION

The International Baccalaureate Diploma Programme is an increasingly popular international qualification for secondary education. It is one of the three educational programmes offered by the International Baccalaureate Organisation (IB), a non-profit organisation. The IB Diploma Programme is a two-year course for 16-19 year-olds in 11th and 12th grades. It is taught in either English, French or Spanish **(at Anatolia, the programme is taught entirely in English).** The IBDP is offered only by those schools that comply with the strict academic requirements stipulated by the International Baccalaureate Organization (IB), based in Geneva, Switzerland: Anatolia College has been recognised as an "IB World School" and authorised to offer the IBDP since October of 1997.

Successful completion of the IBDP leads to the award of the "IB Diploma", a widely recognised and well-appreciated qualification for University entry in most countries around the world. The IBDP is an academically challenging and balanced educational programme, designed to prepare students for effective participation in a rapidly evolving global society. Its flexibility allows for adaptation to the diverse needs and personal interests of students, making it a very suitable study course for them. The Greek government has recognized the International Baccalaureate Diploma and by law has granted its equivalence to that of a Greek Lykeion Diploma ("Apolytirio"). See **Section 8** of this document for more information on equivalency.

2. WHO IS THE IB PROGRAMME SUITABLE FOR?

The IB's mission is "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become **active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right."

The IB mission statement is reflected in the "IB learner profile", a set of learning outcomes that can inspire, motivate and focus the work of schools and teachers. The table below provides further details on these attributes.

IB learners strive to be:

Inquirers	*We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.*
Knowledgeable	*We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.*
Thinkers	*We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.*
Communicators	*We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.*
Principled	*We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.*
Open-minded	*We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.*
Caring	*We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.*
Risk-takers	*We approach uncertainty with forethought and determination; we work independently and cooperatively 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 wellbeing for ourselves and others. We recognise our interdependence with other people and with the world in which we live.*
Reflective	*We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.*

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Clearly, a student applying for enrolment in the IBDP espouses the IB philosophy as described in the IB mission statement and is eager to strive to develop the IB Learner attributes.

The Greek legal framework limits students following the IBDP to entry in foreign universities and private universities in Greece. A basic prerequisite for anyone wishing to attend the programme is a very good knowledge of the English language (at least at an "advanced" level), as all subjects are taught in English. In consultation with IBDP administrators or faculty, students choose which subjects to study and at which level (Higher or Standard), balancing their interests, the field that they ultimately intend to follow and the requirements of universities to which they will be applying. For more information about admission criteria, see IBDP Admission Policy.

3. STRUCTURE OF THE CURRICULUM

The IBDP is represented as a circular shape, divided into concentric parts, highlighting the interconnectedness of different elements. In the outer circle the model presents international-mindedness, a central aspect of the IBDP philosophy encompassing all of the programme's elements.
Different subjects are presented as **six academic areas** which support and are supported by **the three central core requirements**: all students are expected to fulfill obligations relative to the core requirements and would choose to study one subject from each of the six academic areas, three at Higher Level (240 teaching hours) and another three at Standard Level (150 teaching hours).



The structure of the curriculum aims to encourage concurrent learning of a range of subjects, ensuring both breadth and depth of study. In the centre, surrounding the student, the model presents the fundamental "IB Learner" attributes listed previously while specific reference is made to approaches to teaching and learning that would effectively serve programme objectives.

3.1. CORE REQUIREMENTS

There are **three** core requirements that are compulsory for all IB candidates in order for them to obtain the IB Diploma:

- Theory of Knowledge
- The Extended Essay
- The Creativity, Activity, Service Program (C.A.S.)

Students may be awarded 0-3 IB Diploma points depending on their combined performance in TOK and the EE **(see paragraph 6.1 of this document**)

3.1.1 Theory of Knowledge

Theory of Knowledge (ToK) is a two-hour per week course, in which students are encouraged to approach the process of acquiring Knowledge from different perspectives. It aims at helping students become familiar with the problems of how knowledge advances and how we validate knowledge, with problems related to the value-systems we employ when making knowledge claims, while at the same time it aims to develop students' ability to view knowledge claims critically and to become argumentative.

ToK is assessed through an exhibition and a 1,600-word essay. The former requires the students to create an exhibition of three objects that explores how ToK manifests in the world around us. The essay focuses on a conceptual issue in ToK.

3.1.2. The Extended Essay

The Extended Essay constitutes the first approach, on the students' behalf, to the most essential aspect of academic life: **research.** It exposes the student to a more personal type of research in one of the subject areas offered by the IB Programme. Each student undertakes a 4,000-word essay in the discipline of their choice beginning in February of the first year in the IB programme and brings it to completion by December of the second year. The process includes use of the "researcher's reflection space" and three compulsory written reflections.

The Extended Essay is assessed externally by examiners appointed by the IB.

3.1.3. C.A.S.: (Creativity, Activity, Service)

In addition to their academic duties, students have to participate in activities, which contribute to the further development and enrichment of their personality and interests. These fall into three categories:
C reativity: arts, and other experiences that involve creative thinking.
A ctivity: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.
S ervice: an unpaid and voluntary exchange that has a learning benefit for the student.

To fulfil CAS requirements a student must show active participation in all three fields, provide evidence that they have achieved specific learning outcomes and have taken part in a CAS project involving systematic actions lasting for at least one month. The CAS advisor that the school appoints for every student assists with the preparation of a personal activity programme that is representative of the student's interests, while at the same time supervising the programme's progress. Anatolia College organizes a number of activities on a permanent basis for the whole school ("clubs" – extracurricular programme). Some of the CAS requirements can be met through participation in these activities.

3.2. CHOICE OF SUBJECTS

The IBDP, in addition to the core requirements, comprises six subject groups. Most subjects are offered at two different levels, **Higher Level (HL) and Standard Level (SL).**

Students study **six subjects**, choosing one from groups 1-5; their sixth subject may be chosen from group 6 or any other subject group. At least three - but no more than four - of the chosen subjects must be at Higher Level. Their selection of subjects should be based on their interests, their aptitude and the requirements of Universities they intend to apply to. Students and their legal guardians are strongly advised to discuss subject choices with IBDP administrators before making their final decisions.

It is the school that primarily directs a student's choice of language courses (Group 1 and Group 2 subjects), so that students are placed in a course that is suitably challenging for them. The school organises corresponding processes to determine the student's competency in the target language; these may include a review of the student's scholarship exam script, written placement tests, or class discussion/exercise.

Subjects that are selected by fewer than 7 students may still be offered at an extra charge.

Online courses are offered through Pamoja Education, an online course provider authorized by the IB. Parents would be asked to pay the full cost of the Pamoja invoice for their children.

3.3. SUBJECTS OFFERED

		Higher	Standard
Group 1	**STUDIES IN LANGUAGE & LITERATURE (Language A)**		
	English A - Literature	☐	☐
	English A - Language & Literature	☐	☐
	Modern Greek A - Literature	☐	☐
	Modern Greek A-Language & Literature	☐	☐
	Other Language A (as a self-taught course)		☐
Group 2	**LANGUAGE ACQUISITION**		
(Not compulsory if you have chosen 2 subjects from group 1)	English B	☐	
	Spanish for beginners (Ab Initio)		☐
	Spanish B*	☐	☐
	French for beginners (Ab Initio)*		☐
	French B*	☐	☐
	German B*	☐	☐
	Chinese - Mandarin Ab initio (as an online course**)		☐
Group 3	**INDIVIDUALS AND SOCIETIES**		
	Business Management	☐	☐
	Economics	☐	☐
	Global Politics	☐	☐
	History	☐	☐
	Psychology	☐	☐
	Environmental Systems & Societies (or as a Group 4 subject)		☐
Group 4	**NATURAL SCIENCES**		
	Environmental Systems & Societies (or as a Group 3 Subject)		☐
	Biology	☐	☐
	Chemistry	☐	☐
	Computer Science	☐	☐
	Physics	☐	☐
Group 5	**MATHEMATICS**		
	Mathematics Higher Level - Analysis and Approaches	☐	
	Mathematical Standard Level - Analysis and Approaches		☐
	Mathematics Standard Level - Applications and Interpretations		☐
Group 6	**ARTS AND ELECTIVES**		
Or another Group 1, 2,3, or 4 subject	Visual Arts	☐	☐
	Theatre	☐	☐
	Film (as an online course**)		☐
	Dance	☐	☐
	Music (additional fees if fewer than 7 students enroll)	☐	☐

***In subjects with enrollment of <u>fewer than 7 students</u>, additional fees will apply as announced by the school.**

****There is an additional charge for online courses.**

Note that because of scheduling restrictions some combinations may prove impossible. In that case you may be asked to change your choice of subjects.

4. ACADEMIC INTEGRITY

According to **Article 16** in the IB General Regulations: Diploma Programme publication, "[t]he IB defines academic misconduct as behaviour (whether *deliberate or inadvertent*) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another candidate is also regarded as academic misconduct."

It is the school's duty to ensure that all pieces of work sent to the IB for assessment are the original work of the candidates and comply with the requirements of each subject. To that effect the student must be in touch with the teacher/supervisor throughout all stages of each assignment, from its planning to its final stages. Failure to do so may result in the assignment not being accepted for assessment.

Academic misconduct, according to IB regulations, includes, but is not restricted to, the following:

a. plagiarism—Copying from external sources or peers

b. facilitating plagiarism—Students facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills

c. collusion—All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own. This applies to all types of media, including text, visuals, videos, audio, interactive media, print, social media, multimedia, performance and data/infographics.

d. Submitting work commissioned, edited by, or obtained from a third party—This list includes, but is not restricted to: friends, family members, or other students in the same or different school, college or university, private tutors, essay writing or copy-editing service, pre-written essay banks, file sharing sites.

e. Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

All incoming students and parents are expected to be familiar with school and IB policy concerning academic integrity and misconduct, as outlined in these regulations and in the school's Academic Integrity Policy, which outlines school philosophy and procedures. To this effect, the school asks that all students and parents sign a statement that they have read and understood regulations contained in this handbook, including procedures related to

academic integrity. The school further undertakes to highlight sections of these regulations in student and/or parent orientation sessions.

5. ELIGIBILITY TO REGISTER FOR THE IB EXAMS

The IB delegates to schools the right to decide which students are eligible to take part in the final IB Diploma exams. The student has to be in good standing with the school, before the school registers him/her for the exams. **A breach of the General IB regulations or of the regulations contained in this handbook might result in the school denying the student registration for the exams until the school is satisfied that the student has complied with requirements.**

5.1. ACADEMIC PERFORMANCE – ADVANCE TO 2ND YEAR

For students who end the year with a failing condition, meaning their total in the 6 subjects is under 24 and have fewer than 12 points in their HL subjects, the school will contact the family to discuss possible courses of action.

Students who, nevertheless, decide to continue into the 2nd year should accept the serious possibility of failing the Diploma.

5.2. ATTENDANCE –ABSENCES

The IB prescribes a minimum of 100 hours of class attendance for ToK, 150 hours for every Standard Level subject and a minimum of 240 hours for every Higher Level subject that a student has selected. This practically means that a student cannot miss more than 12 hours of ToK and should not be absent in total more than 120 hours over the two years, regardless of whether these absences are excused or not.

IB regulations clearly stipulate that it is the responsibility of the school to approve a student's registration for the final IB examinations. If a student has not completed the minimum hours of attendance, the IB faculty is eligible to approve or deny the registration following extensive review of the student's particular circumstances during formal meeting time. The student's attendance record is available to university application advisors who may comment about punctuality and diligence in their reference letters to universities.

5.3. DEADLINES

The IBDP is a demanding program that requires systematic study habits and very good time management. Throughout its two years students will be asked to meet a number of deadlines regarding the submission of assignments. Depending on the subject, these take the form of written essays, commentaries or research projects, lab reports, oral presentations, etc. To aid the students in planning their work every year the faculty puts together a calendar, which distributes the workload in a rational way throughout the year. Non-compliance with a deadline may result in the work not being accepted, which in turn may lead to the non-award of the IB Diploma.

All penalties incurred are recorded in the student's file by the class advisor and may subsequently appear as points of note in the reference letters that the school provides.

Article 3.3 of the IB General Regulations makes it clear that:

"Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in article 16), and must be in good standing at the school at the time of the examinations."

5.4. CONDUCT / ETHICAL BEHAVIOUR

The rules stipulated in **Article 7** of the Anatolia High School Rules of Operations and all of the rules regulating behaviour in schools throughout Greece apply to IB students as well.

In addition, the school retains the right not to register for the final exams those students who, in any way, violate the IB General Regulations and/or the rules outlined in the present Handbook and the Anatolia High School Rules of Operation.

5.5. OUTSTANDING FEES

Article 3.3 of the IB General Regulations quoted above stipulates that candidates should be **"in good standing"** with the school at the time of examinations. **This clause gives schools the right to withdraw a candidate from an examination session and defer them to a future one if any tuition fees remain outstanding without the school's consent.**

6. ASSESSMENT OF STUDENT WORK

6.1. OVERVIEW

Students are assessed in two ways by the IB:

- **Externally:** through examination papers graded by independent examiners, selected by the IB. The grades they issue usually count for about 70% of the final grade in a subject.
- **Internally:** when a teacher assesses student progress throughout the program according to procedures and criteria stipulated by the IB. About 30% of the final grade in each subject is based on internal assessment, which, depending on the subject's demands, may include presentations, written essays, Lab experiments and reports.

In each of the six subjects, a student receives a final overall grade between 1 and 7, based on characteristics of performance that may slightly vary across the subject groups.

Up to 3 additional points can be awarded on the basis of students' achievement level in the core requirements (see table below).

The IB Diploma will be awarded to students on the basis of their overall score derived by adding final grades in all six subjects and additional points from the Extended Essay and Theory of Knowledge. Standard Level and Higher Level subjects are equally valued in determining the student's total points.

		Theory of knowledge				
		A	**B**	**C**	**D**	**E**
Extended Essay	**A**	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

Failing condition: Diploma NOT awarded *regardless of total number of Diploma points*

The academic year in the DP is divided into three terms, with students receiving grades at the end of each. Throughout their two-year study students' term grades are based on their performance on summative assessments prepared and graded by subject teachers. In addition to the term grade, their participation in class, their consistency in meeting deadlines, submitting formative assessments, as well as their overall progress, is assessed through the Engagement grade. In this way, students can monitor their progress in a more holistic manner, focusing on skill development as much as actual performance.

Written examinations are set in June of the first year (end-of-year examinations) and in March of the second year (mock exams). The three terms and the end-of-year or mock examination determine the year's average grade. **The average of those weighted elements at the end of IB1 produces the year average, which, in turn, is the deciding factor for the extraction of the predicted grade offered to Universities, if required (also see Section 7 below).** Please refer to the IBDP's Assessment Policy for further details on assessment.

6.2. AWARD OF THE IB DIPLOMA (IB Diploma Programme Assessment procedures 2025-Section A.2.2)

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

a. The candidate's total points are 24 or more.

b. CAS requirements have been met.

c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.

d. There is no grade E awarded for theory of knowledge and/or the extended essay.

e. There is no grade 1 awarded in a subject/level.

f. There are no more than two grade 2s awarded (HL or SL).

g. There are no more than three grade 3s or below awarded (HL or SL).

h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

6.3. PROGRESS REPORTS

Parents and legal guardians are informed of students' progress by grade reports sent after the end of each term and by parent-teacher meetings (two afternoon meetings during the year and weekly morning consultations). A copy of the yearly calendar detailing all the major deadlines throughout the year is electronically made available to students in June of the previous year.

6.4. FINAL IBDP RESULTS

Final IB Diploma results are made available to schools in the afternoon of July 5th of the students' graduating year. The school releases copies of results to students on the same day. In addition, students receive a personal pin code which they can use to access their results electronically on July 6th. **The IB gives schools the right to withdraw a candidate's results in cases where there are outstanding fees.**

6.5. ENQUIRY UPON RESULTS – REQUEST FOR REMARK

IB regulations allow parents and students to request the re-examination of the externally assessed components for any subject. The request, called enquiry upon results, can only be made through the school and is charged extra by the IB. **It may result in no change of grade or a higher grade but also could give a lower grade to the student.**

6.6. RESITTING FOR THE IB DIPLOMA

Should a student fail to be awarded the International Baccalaureate Diploma as a result of gaining low grades in a certain subject or subjects, he/she has the right to improve his/her grade(s), by either re-attending classes in the subject(s), and/or by simply re-sitting the exam(s). Choosing to re-attend classes gives a student the chance to also improve his/her grade in the internally assessed component. (Approximately 25% of the total grade in each subject is derived from what is termed "Internal Assessment"). The school welcomes registration to retake examinations in the following May session but will only accept registration for the November examination session in exceptional cases and on the condition that this registration has been approved by IBDP faculty during formal meeting time.
The fee for repeating a subject or subjects varies depending on the total number of hours that one is required to attend in order to re-sit for the International Baccalaureate Diploma.

A student is allowed to sit a *maximum of three examination sessions* (regardless of number of subjects examined) in order to satisfy the requirements for the award of the IB diploma.

6.7. ASSESSMENT INCLUSION ARRANGEMENTS – SPECIAL EDUCATIONAL NEEDS

In accordance with the Anatolia College Mission Statement, the IBDP programme has an **equal opportunities policy**. We, therefore, provide an educational programme with equal opportunities in an inclusive environment, while encouraging students to achieve their full potential. The programme welcomes individuals with special educational needs, provided that the nature and severity of their difficulties can be accommodated within the school and allows for them to complete the Diploma programme requirements.

Please refer to the IB's Inclusive Access Arrangement Policy as well as the Article 4 (Equal Opportunity statement) in the IB General Regulations for details on related policies and procedures, including assessment inclusion arrangements.

7. PREDICTED GRADES – APPLICATIONS TO UNIVERSITIES

Before embarking on the IB Diploma programme students are offered counselling and support in choosing the subjects and the level they are going to study. IB teachers and the University advising office provide guidance in choosing universities, courses, and filling out application forms. Students complete applications to universities between September and January of their 2nd year in the IB Programme in accordance with deadlines set out on the Calendar.

University admission officers increasingly look for the following characteristics in applicants seeking a place at University:
Self-organization: ability to meet coursework deadlines; follow assignment guidelines; answer assignment questions; and balance study with other work and family and social life.
Independence: ability to read independently outside set texts; learn from and act on feedback; prepare for study outside the classroom; ask guidance; and make independent judgments
Motivation: willingness to engage with studies; persist with tough topics; participate in class; put effort into studies; show enthusiasm for learning; and take advantage of learning opportunities outside the curriculum.

Most universities admit candidates on the basis of five standards:

1) Grade reports from the last three years in school
2) The student's personal statement or essay samples
3) Predicted grades provided by the school
4) Reference letters provided by the IB Coordinator and/or by IB teachers-advisors
5) The student's performance in tasks required by certain courses of study or universities (tests, interviews, portfolios, etc)

Candidates ought to know and accept the following regarding predicted grades and the procedure of applying to Universities:

- Predicted grades are based on the overall progress of the students, their reliability and their commitment to the DP Programme in general. This means they are largely based on the average achieved in the first year of the programme; if a student does not achieve satisfactory results in the first year, he/she should not expect high-predicted grades, even if there are signs of improvement in the beginning of the second year.
- In addition to the predicted grades sent out with student applications to American universities between September and January of IB2, the US College Counselling office will also supply universities that have made offers to IBDP students with the final predicted grades that the school submits to the IB in April before the May examination session. Please note that if a student's performance deteriorates in the period between the two sets of predicted grades, this could have an impact upon their university placement.

- Securing a place in a University does not depend only on predicted grades. Great importance is placed on the Personal Statement or a sample of a written essay listed by many universities as a part of the package that supports the candidate's application form. If a student's response to those requirements is not of a high standard - even if predicted grades are high – he/she is not likely to get an offer from a top University.
- Disciplinary problems recorded by the school are reported to universities when asked to evaluate a candidate's application.

8. EQUIVALENCE OF IB DIPLOMA TO GREEK HIGH SCHOOL "APOLYTIRION"

According to regulations set by the Greek Ministry of Education, Greek students attending the IB Diploma programme are additionally required to attend a Greek History course as well as Greek Language/Literature classes, so that the IB Diploma be recognized as 'equivalent' to the Greek 'Apolytirion'. Grades in those two subjects are awarded according to the Greek Lykeion grading scale.

9. PARTICIPATION IN SCHOOL TRIPS AND DELEGATIONS

Participation in school trips and delegations is strongly encouraged, as an opportunity to enrich a student's curriculum or explore their talents. At the same time, before committing to such activities, students are advised to consider their absence record, workload and overall academic performance. Participation is strongly discouraged if the trip results in the student missing classes and that student has received warnings about excessive absences or academic performance. See **Article 11** of Anatolia High School Rules of Operation for rules of conduct.

The IB Faculty may not grant permission for any student to join school trips or school delegations if there are significant outstanding fees.

10. GRADUATION CEREMONY – "COMMENCEMENT"

IB students participate in the graduation ceremony (Commencement) together with the rest of the Anatolia students.

At Commencement, prizes are awarded for academic excellence to the three best graduating students (see "Assessment Policy," Section 9). Since the graduation ceremony usually takes place before the official IB results are announced, IB Faculty approves academic excellence awards after review of the arithmetic grade averages of students over both years in the Programme. The awards are ranked and the student awarded first place is automatically recognised as class valedictorian. In the case of a tie, first place is decided on the basis of decimal points. Only full Diploma students who have been in the IBDP programme of Anatolia & Pinewood for both years are eligible for an award, who must additionally have demonstrated impeccable conduct. (Please refer to the school's "Assessment Policy" for further details).

11. SCHOOL FEES AND OTHER FINANCIAL MATTERS

11.1. PAYMENT OF SCHOOL FEES

School fees and the corresponding payment schedule are shown in the tuition calculator available on the school's website. Other financial information may be reviewed here.
For parents of incoming IB1 students, this includes a non-refundable deposit to secure the child's place in the IBDP, payable in May/June before the start of the academic year.

According to **Article 12** of the Anatolia High School Rules of Operation, annual tuition fees are paid in three installments: in June, September, and January. Student registration or renewed registration takes place after payment of the first instalment, which constitutes approximately 25% of the tuition fees, guarantees a place in the School, and is NON REFUNDABLE. The remaining tuition fees are paid in two equal installments in September and January. It must be noted that, under law 4713/20, failure to make payment of the tuition fees of two years may result in the School's refusal to renew a student's registration.

If a student leaves during the academic year, the parent has the obligation to pay off the whole amount of the annual tuition fees. In special circumstances, as in the case of a serious illness or change of place of residence, the Anatolia Administration examines the matter and may refund the relevant amount.

Students' registration for either the first or second year in the IBDP, in accordance with the High School Rules of Operation (see above) is finalized after parents have paid the first installment, guarantees the students' place in the Programme and is non-refundable.

The following expenses are **not included** in the school fees:
• Boarding house charges (if applicable), payable in three installments.
• The cost of textbooks, calculators and other necessary materials.
• Fees paid to the IB (see below)

For more detailed information about financial matters visit the school's website here.

11.2. FEES PAYABLE TO THE IB

The following fees, payable by the school to the IB, are also charged:

- Exam fees for the official International Baccalaureate exams at the end of the second year of study (€ 580 euro in 2025)
- Legalisation of the IB Diploma (approximately € 130 in 2026)
- Re-sit examination fees, if necessary
- Requests for remarks, if asked

The above fees are paid to the IB, through the school. Bank transfer charges are also borne by the student.

IBDP applicants and their parents/legal guardians must sign a statement affirming that they have read and that they accept the IB General Regulations and the school regulations contained in this handbook. The statement is attached to the IBDP application form and – once signed - will be kept on file.