

# Súkromné Bilingválne gymnázium Česká 10

is a Candidate School  
for the Diploma  
Programme

# 01

The school opened its doors in 2006. As the number of applicants rose, so too did the admissions requirements.

The school is located near the centre of the capital city, but it is also close to the main railway and bus stations; therefore, it is accessible to all of Bratislava, the surrounding communities and beyond.

Our tuition is relatively low and very fair. The convenience of the location, affordable tuition, and highly qualified teachers make our school an attractive option for a plethora of families living in or around the most populous city in the country.



Súkromné gymnázium Česká is a Candidate School\* for the Diploma Programme (IB DP), pursuing authorization as an IB World School. These are schools that share a common philosophy - a commitment to high quality, challenging, international education that SGČ believes is important for our students.

\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>

## WHAT IS THE INTERNATIONAL BACCALAUREATE?



The International Baccalaureate (IB) offers rigorous, high-quality programs of education to a worldwide community of schools.



Four programs for students aged 3 to 19 help develop the intellectual, personal, emotional, and social skills to live, learn and work in a rapidly globalizing world.



IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional, and social growth through all domains of knowledge.

# 02

## IB MISSION STATEMENT

The International Baccalaureate aims 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 programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.



## WHAT IS DIPLOMA PROGRAMME?

The DIPLOMA PROGRAM is a two-year programme with final examinations that prepares students aged 16 to 19 for success at university and in life beyond.

The International Baccalaureate® (IB) Diploma Programme (DP) is recognized and respected by the world's leading universities, and evidence suggests that higher rates of DP students go on to university and higher education study than non-IB students.

The IB works closely with universities in all regions of the world to gain recognition for the IB diploma.

A full list of colleges and universities is available on the IB website.

# IB

DIPLOMA PROGRAM not only prepares students for university, but also encourages them to:

ask challenging questions

learn how to learn

develop a strong sense of their own identity and culture

develop the ability to communicate with and understand people from other countries and cultures



## WHAT IS THE LEARNER PROFILE?

It is the IB mission statement translated into a set of learning outcomes for the 21st century. IB learners strive to be:

Inquirers

Open-minded

Knowledgeable

Caring

Thinkers

Risk-takers

Communicators

Balanced

Principled

Reflective

# 04

## DIPLOMA PROGRAM CURRICULUM

The International Baccalaureate® (IB) Diploma Programme (DP) curriculum sets out the requirements for study of the DP. The curriculum is made up of the DP core and six subject groups. Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

### DP CORE REQUIREMENTS

#### Extended essay

- an independent, self-directed piece of research
- investigate a topic of individual interest
- writing skills expected at university
- finishing with a 4,000-word paper.

#### Creativity, action, service (CAS)

- encourages students to be involved in: artistic pursuits, sports, community service work
- fosters students' awareness and appreciation of life outside the academic arena
- a project related to those three concepts.

#### Theory of knowledge (TOK)

- interdisciplinary
- exploring the nature of knowledge across disciplines
- encouraging an appreciation of other cultural perspectives
- making students reflect on the nature of knowledge and on how we know what we claim to know.

#### The six subject groups are:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts





## CHOOSING SUBJECTS IN THE DIPLOMA PROGRAMME

There are different courses within each subject group. Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level. Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

## ASSESSMENT IN THE DIPLOMA PROGRAMME

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses. DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
  - evaluating and constructing arguments
  - solving problems creatively.
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In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

The IB uses both external and internal assessment in the DP. Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. At the end of the two-year program, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject. Internal assessment carried out and graded by teachers moderated by external examiners External assessment conducted and overseen by teachers marked externally by examiners.



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