



# ADMISSIONS POLICY

*SÚKROMNÉ GYMNÁZIUM ČESKÁ*



## **IB DIPLOMA PROGRAMME ADMISSIONS POLICY**

IB DIPLOMA PROGRAMME ADMISSIONS POLICY .....	2
IB Mission Statement .....	2
School Mission Statement .....	3
What is necessary to know before entering IB Diploma Programme.....	3
What Is the IB Curriculum?.....	4
Language of instruction of DP subjects (see SGČ Language Policy).....	5
Admission process .....	5
Admissions prerequisites .....	5
Application for admission.....	6
Admissions Tests.....	6
Syllabus for the written entrance examinations:.....	7
Subjects' options.....	9
Choice of subjects.....	9
Admissions Policy and Special Educational Needs Students (SEN).....	9
Roles and Responsibilities of the Steering Committee .....	10
The Policy as a Working Document.....	11
Communicating the Admissions Policy.....	11
References .....	12
Policy Steering Committee (2025-2026).....	12
Diploma Program Application Form.....	13

### **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.*



## School Mission Statement

*Our school strives to consistently deliver highly educated young citizens to our ever-changing multi-cultural society prepared to proactively play their parts in a promising new world.*

*We carefully balance a positive atmosphere with challenging goals, an international curriculum and assessment thereby inspiring the student to create a brighter future through diligence and lifelong learning.*

Choosing the right school is one of most critical decisions in a young adult's life. The admissions team in SGČ is committed to ensuring that applicants and their parents are well advised and counselled so that they can make a confident and informed choice.

From our perspective, the most critical factors in the admissions process are the student's conscious choice for IB DP.

We welcome students to the school at this stage of their education both from abroad and from Slovakia.

## What is necessary to know before entering IB Diploma Programme

Students do not need to be identified as “gifted” to participate in the IB DP.

However, the IB Diploma is academically rigorous, with a heavy workload. A typical student may have to spend:

6-8 hours a week on each subject.

At least 2-3 hours daily on homework and study, not including CAS, TOK, and EE activities.

Balancing coursework, extracurricular activities, and personal life can be challenging, so strong time management and organizational skills are essential.

**Academic Rigor:** The IB DP is challenging and demands a high level of commitment and discipline. Expect to engage in in-depth analysis, critical thinking, and independent research.

**International Perspective:** The IB places a strong emphasis on being globally aware and engaged with international issues. You will explore topics from a range of cultural perspectives.

**Independent Learner:** Students in the IB program are encouraged to take ownership of their learning, be proactive, and develop self-discipline.

**Stress Management:** Due to the high workload and the pressure to perform in both internal and external assessments, managing stress and maintaining mental health are important. Learning coping strategies is key to succeeding in the program.



This chart demonstrates the coexistence and balance of two programmes within a five-year education cycle approved by the Ministry of Education, Research, Development, and Youth of the Slovak Republic.

Our Bilingual (Slovak-English high school) programme	IB programmes
1st grade (Grade 9)	MYP3
2nd grade (Grade 10)	MYP4
3rd grade (Grade 11)	MYP5
4th grade (Grade 12)	DP programme (Grade 12)
5th grade (Grade 13)	DP programme (Grade 13)

The first term (or otherwise five months) is considered a probationary period for all students. If, in the school's view, the student is not thriving academically or socially then the student may have to change programme as deemed necessary by the school. The reasons for all such potential moves will be discussed with parents in advance.



## What Is the IB Curriculum?

The Diploma Program consists of three core elements:

- **Theory of Knowledge** in which students reflect on the nature of knowledge
- **Extended Essay**, which is an independent, self-directed piece of research culminating in an essay
- **Creativity, Activity, Service** in which students complete a project

In addition to these core elements, students may choose courses from various subject groups. Students must choose six subjects in total.

The six subject groups are:

1. Studies in language and literature
2. Language acquisition
3. Individuals and societies
4. Sciences
5. Mathematics
6. The arts

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

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.



## **Language of instruction of DP subjects (see SGČ Language Policy)**

The general medium of instruction and working language in the IB Diploma Programme is English.

Students seeking admission to the school's IB DP are required to have a B2/C1 level of English on the Common European Framework of Reference for Languages (CEFR).

The school provides such a level of language proficiency within the first three grades of the bilingual department.

The primary language of instruction at SGČ is English. Within the World Languages Department, we have adopted agreements that the primary language of additional language instruction will be in the target language at a developmentally appropriate level.

## **Admission process**

### **Admissions prerequisites**

We must ensure that applicants have a fair chance of success in the courses we offer. To this end, our school has a set of basic prerequisites for candidates applying to our IB Diploma Programme.

Candidates for admission to SGČ IB World School must demonstrate that they are students who embrace and embody the IB Learner Profile.

We expect applicants to have inquiring and open minds, to be diligent and reliable, to be good communicators, and to have an openness to learning new things, a positive attitude and a willingness to work consistently and effectively good time-management and organizational skills are also indispensable qualities for students to be successful in the IB.

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<sup>1</sup> <https://www.ibo.org/programmes/diploma-programme/curriculum/>



In addition to these characteristics, applicants must fulfil the following criteria for admission.

Students eligible to apply for IB Diploma study are:

Students in

1. the second or third grade of four-year high school,
2. third grade of five-year high school
3. Sexta or Septima of eight-year gymnasium study
4. MYP 5 or the equivalent

Admission of the students from other countries is based on the bilateral agreements of the Slovakian government and the government of a particular country. It is the responsibility of the student/legal guardian to check if he/she is eligible for admission and provide the school with the necessary documentation.

Grade point average in the first semester, the third grade (11th grade) cannot be less than 2.0. in the 5-point scale (1 the best - 5). In addition, there cannot be no more than three subjects with a grade 3 and no subjects with a grade 4.

!!! Grades are not the only basis of admission. We take a more holistic view as the IB requires a high level of maturity and motivation and not least the willingness to put in a considerable, independent effort. Whether the student lives up to these requirements will be assessed in interviews during admission.

### **Application for admission**

Students who are interested in completing the full IBDP fill out and submit a completed application form for admission and a school transcript (report) from the last academic semester to the respective contact by January 31.

***The application form*** can be downloaded from the school website.

Applicants from outside the EU/ EEA must document at the time of application that they have already received the necessary residence permit.

### **Admissions Tests**

Admissions Tests take place in the last decade of May of the current year. The precise dates are announced on the school website.



Entry exams consist of the written tests: English, Mathematics, and an Interview.

### Syllabus for the written entrance examinations:

1. **The English test** consists of three parts: Reading & Use of English and Listening like the FCE and CAE Exams Format (B2 (70%) & C1 (30%).

### 2. Mathematics

#### *Number and algebra*

- Number systems: natural numbers; integers,  $\mathbb{Z}$ ; rationals,  $\mathbb{Q}$ , and irrationals; real numbers,  $\mathbb{R}$
- SI (Système International) units for mass, time, length, and their derived units, e.g. area, volume and speed
- Rounding, decimal approximations and significant figures, including appreciation of errors
- Definition and elementary treatment of absolute value (modulus)  $|a|$
- Use of addition, subtraction, multiplication and division using integers, decimals and fractions, including order of operations
- Prime numbers, factors (divisors) and multiples
- Greatest common factor (divisor) and least common multiples (HL only)
- Simple applications of ratio, percentage and proportion
- Manipulation of algebraic expressions, including factorization and expansion
- Rearranging formulae
- Calculating the numerical value of expressions by substitution
- Evaluating exponential expressions with simple positive exponents
- Evaluating exponential expressions with rational exponents (HL only)
- Use of inequalities,  $>, <, \geq, \leq$  intervals on the real number line
- Simplification of simple expressions involving roots (surds or radicals)
- Rationalizing the denominator (HL only)
- Expression of numbers in the form  $a \times 10^k, 1 < a < 10, k \in \mathbb{Z}$
- Familiarity with commonly accepted world currencies
- Solution of linear equations and inequalities
- Solution of quadratic equations and inequalities with rational coefficients (HL only)
- Solving systems of linear equations in two variables
- Concept and basic notation of sets. Operations on sets: union and intersection
- Venn diagrams
- Addition and subtraction of algebraic fractions (HL only).
- Financial math: simple and compound interest

#### *Functions*

- Graphing linear and quadratic functions using technology, Properties
- Mappings of the elements of one set to another. Illustration by means of sets of ordered pairs, tables, diagrams and graphs





### *Geometry and trigonometry*

- Pythagoras' theorem and its converse
  - Mid-point of a line segment and the distance between two points in the Cartesian plane
- Geometric concepts: point, line, plane, angle
- Angle measurement in degrees, compass directions
- Three-figure bearings
- The triangle sum theorem
- Right-angle trigonometry, including simple applications for solving triangles
- Simple geometric transformations: translation, reflection, rotation, enlargement
- The circle, its centre and radius, area and circumference. The terms diameter, arc, sector, chord, tangent and segment
- Perimeter and area of plane figures. Properties of triangles and quadrilaterals, including parallelograms, rhombuses, rectangles, squares, kites and trapezoids; compound shapes
- Familiarity with three-dimensional shapes (prisms, pyramids, spheres, cylinders and cones)
- Volumes and surface areas of cuboids, prisms, cylinders, and compound three-dimensional shapes

### *Statistics, probability, combinatorics*

- The collection of data and its representation in bar charts, pie charts, pictograms, and line graphs
- Obtaining simple statistics from discrete data, including mean, median, mode, range
- Calculating probabilities of simple events
- Venn diagrams for sorting data
- Tree diagrams
- Combinatorics – Permutations, Combinations, Variations, Binomial theorem

### *Calculus*

- $\text{Speed} = \frac{\text{distance}}{\text{time}}$

The test will be available in English.

**The interview (10-15 min)** is intended to ensure that students take time to read and reflect on the IB Learner Profile traits with respect to themselves, to ensure that students critically consider their reasons for applying and what they hope to achieve through the DP.

Students should understand the philosophy of the programme, be familiar with three core elements (CAS, TOK, and EE), explain to the examination committee what they were guided by in their choice of IB subjects, know and be able to interpret the IB Mission Statement and School Mission Statement, tell their plans.



## Subjects' options

Our school offers the following IB subjects:

### Group 1: Language A

- 1) Slovak Literature, SL
- 2) English A: Language and Literature SL/HL
- 3) Self-Taught Languages, SL

Group 2: Language B – English B, SL/HL, German B/SL,  
German ab initio

### Group 3: Individuals and societies:

- 1) Economics SL/HL
- 2) Geography SL/HL
- 3) History SL/HL
- 4) Psychology SL/HL
- 5) Environmental systems and societies (ES&S interdisciplinary course) SL/HL

### Group 4: Sciences

- 1) Biology SL/HL
- 2) Computer Science SL/HL
- 3) Chemistry SL/HL
- 4) Physics SL/HL
- 5) Environmental systems and societies (ES&S interdisciplinary course) SL/HL

Group 5: Mathematics: Applications and Interpretation SL/HL

## Choice of subjects

The school cannot guarantee that the student will be admitted to the level he/she wishes if our evaluation shows that it is highly improbable that he/she will pass. It will also be at the school's discretion to prevent students from transferring into the IB Diploma should they be lacking in one or more of the following categories: academic grades, effort grades, absence (from classes/missing assignments) or the transgression of school rules.

Example subject choices:

<https://www.ibo.org/programmes/diploma-programme/curriculum/example-subject-choices/>



## **Admissions Policy and Special Educational Needs Students (SEN)**

SGČ's inclusive admissions policy includes welcoming students with a variety of different abilities and special needs.

However, due to the historic nature of the buildings, we are not able to accept students who require wheelchair access.

The SGČ Admissions Policy sets out the criteria for admitting students to the school. With our current programming and resources, SGČ can admit and offer an IB programme for students with moderate learning difficulties. This includes students receiving counseling, academic support (inside and beyond the classroom), and limited modifications to the curriculum or to the physical learning environment to accommodate their physical, emotional, sensory, or medical needs.

The Head of School will be consulted before accepting students with known special educational needs into the academic programs offered by the school, so they can decide whether SGČ has the resources to effectively work with the student. Parents must share all relevant information regarding their child's special needs and medical history (including a complete medical report of the child), to allow the school's Leadership Team to make an informed decision about the appropriateness of the child's placement at SGČ. Everyone with special educational needs, as well as the parental commitment to supporting their child's educational program at home and school, will be reviewed on an individual basis at the time of application.

The Leadership Team will consult with the school psychologist before accepting a student with special educational needs as a candidate for the IB programme.

If a student with special educational needs is accepted into the IB programme, careful consideration will be given to how the student will be effectively included and supported so that they can access the programme successfully.



## **Roles and Responsibilities of the Steering Committee**

The SGC IB Diploma Program Coordinator is responsible for assembling the Steering Committee and informing the committee of regulations regarding the IB Diploma Program as it relates to admissions principles and practices.

All members of the Steering Committee are responsible for reading relevant IB documents related to the formation and/or revision of an admissions policy and evaluating the current SGČ IB policy document considering these documents.

### **The Policy as a Working Document**

The SGČ Admissions Policy is to be considered a working document that is reviewed and revised at least every five years in conjunction with the school's IB self-study review cycle, or more frequently if changes in the school's student population, state laws, or IB course offerings and/or sequencing dictate review and revision.

### **Communicating the Admissions Policy**

The SGČ Admissions Policy is available to all prospective students and families as part of the comprehensive SGČ website; this site serves as the IB Handbook for potential IB Diploma Program students. These policies will be also communicated to students and parents through individual IB course teachers, counselors, and the DP Coordinator at the start of the academic year.



## References

- International Baccalaureate Organization. (2013). *IB learner profile*.
- International Baccalaureate Organization. (2014). *Programme Standards & Practices* (updated March 2016).
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- International Baccalaureate Organization. (2015). *Approaches to Teaching and Learning in the Diploma Programme*.
- International Baccalaureate Organization. (2015). *Rules for IB World Schools*.
- International Baccalaureate Organization. (2015). *The Diploma Programme: From Principles into Practice*
- International Baccalaureate Organization. (2019). *What is an IB education?*
- International Baccalaureate Organization. (2020). *Diploma Programme Assessment procedures*. P.35
- Pletser, J. (2012). *Learning Diversity and the IB Continuum of International Education*. International Baccalaureate Organization.

This Policy has been informed by and correlates to the following SGC policy documents:

Academic Integrity Policy

Assessment Policy

Language Policy

SEN Policy

## Policy Steering Committee (2025-2026)

1. Svetlana Veselová, DP Coordinator –Committee leader
2. Juraj Babic, IB Head of School
3. Jana Šišmišová, Languages Department Chair/English B teacher
4. Juraj Babic, CAS Coordinator
5. Miroslav Rohárik, Mathematics Department Chair/Math teacher



## Diploma Program Application Form

Formal Name: (as it should appear on an IB diploma) please use upper- and lower-case

Roman letters; for example, David Cheung.

First Name: \_\_\_\_\_

Family Name: \_\_\_\_\_

Called Name (Nickname): \_\_\_\_\_

Birth date: Day: \_\_\_\_\_ Month: \_\_\_\_\_ Year: \_\_\_\_\_

Parents' Names: \_\_\_\_\_

\_\_\_\_\_

PLEASE PRINT YOUR EMAIL CLEARLY!

Parent email: \_\_\_\_\_

Student email: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Phone number: \_\_\_\_\_

\_\_\_\_\_

Student's Signature

\_\_\_\_\_

Parent or Guardian's Signature



## IB DIPLOMA PROGRAMME – 2025/2026 / Course Selection Sheet

### INSTRUCTIONS TO SELECTION OF IBD SUBJECTS:

- ✓ in group 1, choose and tick the language for a literature course for native or near - native speakers
- ✓ in groups 2 – 5, choose and tick one subject
- ✓ when both levels are offered, choose the desired level:
- ✓ HL = higher level, 5-6 hrs. weekly
- ✓ SL = standard level, 3-5 hrs. weekly
- (HL and SL differ in weekly time commitment, in depth and breadth of scope, sometimes also in content)
- ✓ Mathematics is classified in the Group 5
- ✓ in group 6, choose 1 subject and its level
- ✓ your selection must include 3 HL subjects and 3 SL subjects or 4 HL subjects and 2 SL subjects.
- ✓ your selection must include Mathematics

Group 1	Subjects	SL	HL
Language A	Slovak literature		
	English A		
	The student's mother tongue or strongest language. (Externally Taught Language)		
Group 2	English B		
	German B		
Group 3: Individuals and societies:	Economics		
	Geography		
	History		
	Psychology		
ES	Environmental systems and societies		
Group 4: Experimental sciences	Biology		
	Computer Science		
	Chemistry		
	Physics		
	Environmental systems and societies		
Group 5: Mathematics	Mathematics: applications and interpretation		
Group 6: a subject from 2-4 groups			

\_\_\_\_\_  
Student's Signature

Signature of compliance with all school policies

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent or Guardian's Signature

\_\_\_\_\_  
Parent or Guardian's Signature