GYMNÁZIUM ŠROBÁROVA

Diploma Programme

IB Handbook
2026 – 2028



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School Mission Statement

Our secondary grammar school aims to provide very good quality secondary education to form and educate hardworking, well educated, creative and active young people willing to show understanding, tolerance and humanity as well as respect to environment, other nations and religions.

IB School Mission Statement

We strive to prepare all students to become life-long learners and responsible citizens both locally and globally ready to meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students – both inside and outside the classroom - that help them develop the knowledge, critical thinking skills and character necessary to succeed in a technologically advanced world.

The International Baccalaureate Diploma Programme

The Diploma Programme was established in the late 1960s and was originally designed to cater for the educational needs of globally mobile students in international school.

The general objectives of the IBO were to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding through shared academic experience. From its inception, the development of the IB DP was based on three fundamental principles:

- the need for a broad general education, establishing the basic knowledge and critical thinking skills necessary for further study
- the importance of developing international understanding and citizenship for a more peaceful, productive future
- the need for flexibility of choice among the subjects to be studied, within a balanced framework, so that the students' options could correspond as far as possible to their particular interests and capacities.

In the years since its founding, the DP has become a leading, internationally recognized pre-university qualification. Now it is a symbol of academic excellence worldwide.
The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of a wide range of skills. He or she is also encouraged to appreciate the universal value of human diversity and its legitimate boundaries, while at the same time understanding the common humanity that we all share.
While each component of the DP has specific aim and assessment objectives, the distinctive aims of the programme as a whole are to:

- provide an internationally accepted qualification for entry into higher education
- promote international understanding

- educate the whole person, emphasizing intellectual, personal, emotional and social growth
- develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically.

IB Learner's Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As 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 strong sense of fairness and justice, and with respect for the dignity and right 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 well-being for ourselves and others. We recognize our independence 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

IB on Šrobárka

Gymnázium Šrobárova is proud to offer IB Diploma Programme and Middle Years Programme. "Šrobarka" is one of the few secondary schools in Slovakia which provide a unique and optimal atmosphere to prepare students for success in the IB. As a school with an established and proud tradition, we are rooted in the local community and region and recognized far beyond our school boundaries. Our IB teachers are passionate about their subjects and enthusiastic about education and the IB. Teachers are approachable, readily available and eager to assist and support students inside and outside the classroom.

The IB Core

Theory of Knowledge

The Theory of Knowledge (ToK) encourages students to reflect on the nature of knowledge and how we know what we know. Rather than learning new facts, students examine how knowledge is created, evaluated and communicated across different subjects and areas of knowledge.

ToK helps students develop critical thinking, consider different perspectives, question assumptions and understand the role of values and ethics in the search of knowledge.

Students learn to:

- explore the question "How do we know?"
- recognize uncertainty and different viewpoints
- think critically about their own beliefs and assumptions
- make connections between different academic disciplines
- consider ethical issues related to knowledge

For more information click on www.ibo.org →

Creativity, Activity, Service

Creativity, Activity, Service (CAS) is an essential part of the IB Diploma Programme that supports students' personal growth through experiences beyond the classroom.

CAS has three strands:

- **Creativity** – exploring ideas through artistic or creative activities
- **Activity** – developing a healthy lifestyle through physical activity
- **Service** – working collaboratively to address real community needs

Through CAS, students develop confidence, responsibility, teamwork and a better understanding of their role in local and global communities.

Students learn to:

- reflect on their experiences
- set goals and develop new skills
- take on challenges and new roles
- participate in meaningful projects
- contribute positively to their communities

For more information click on www.ibo.org →

Extended Essay

The Extended Essay (EE) is an independent research project and a compulsory part of the IB Diploma Programme. Students investigate a topic of their choice in depth and present their findings in a formal academic paper.

Completed under the guidance of a supervisor, the EE develops students' research, writing, communication and time-management skills while encouraging intellectual curiosity and independent learning.

Students learn to:

- conduct academic research
- explore a topic of personal interest
- develop and communicate arguments
- reflect on their learning process

For more information click on https://ibo.org/globalassets/new-structure/university-admission/pdfs/ee_subjectbrief_en.pdf

Subject offerings on Šrobárka

Group 1: Studies in Language and Literature

Slovak A: Literature (HL & SL)

Slovak A: Literature explores literary works from different periods, cultures and contexts. Students analyse how writers use language, form and style to create meaning and examine how texts reflect different perspectives and experiences.

The course develops students' ability to interpret, evaluate and discuss literature while building an appreciation of language and creativity.

Students learn to:

- analyse a variety of literary texts
- explore connections between texts and cultural contexts
- develop critical thinking and communication skills
- appreciate different interpretations of literature

For more information click on www.ibo.org →

English A: Language and Literature (HL & SL)

English A: Language and Literature explores how language shapes communication, ideas and our understanding of the world. Students study literary and non-literary texts to examine how meaning is created through language, structure and context.

The course develops students' skills in analysis, interpretation, communication and critical thinking.

Students learn to:

- analyse different types of texts and media
- understand how language influences audiences
- explore cultural and global perspectives
- communicate ideas clearly and creatively

For more information click on www.ibo.org →

Group 2: Language Acquisition:

German B (SL)
French B (SL)
English B (SL)
Spanish B (SL)

Language B courses are designed for students with previous experience of the language. Students develop their communication skills through the study of language, cultures, themes and texts.

The course focuses on five themes:

- identities

- experiences
- human ingenuity
- social organization
- sharing the planet

Students develop the ability to communicate effectively in different contexts while gaining intercultural understanding.

Students learn to:

- communicate in familiar and unfamiliar situations
- understand different cultural perspectives
- develop vocabulary, grammar and language skills
- use the language for their study, work and everyday life

For more information click on www.ibo.org →

Group 3: Individuals and Societies

Geography (HL & SL)

Geography explores the relationship between people, places and the environment. It examines how physical and human processes shape the world and how societies respond to challenges such as climate change, resource management and sustainable planet.

Students develop an understanding of global issues while learning to analyse patterns, evaluate solutions and consider different perspectives.

Students learn to:

- understand interaction between people, places and environments
- analyse geographical issues from local and global perspectives
- evaluate strategies for sustainable development
- apply geographical skills and methods to real-world problems

For more information click on www.ibo.org →

History (HL & SL)

History is an evidence-based subject that explores past through different perspectives and interpretations. Students investigate historical events, ideas and experiences while developing the skills needed to analyse sources and build well-supported arguments.

The course helps students understand how history influences identities, cultures, societies and global relationships.

Students learn to:

- investigate historical events and issuses
- analyse and evaluate different perspectives
- work with historical evidence
- develop informed opinions and arguments

For more information click on https://ibo.org/globalassets/new-structure/programmes/dp/pdfs/dp-history-sb-en.pdf

Economics (HL & SL)

IB Economics explores how individuals, businesses and governments make choices when resources are limited. Students study microeconomics, macroeconomics and the global economy to understand economic decisions and their impact on society.

Through economic models, real-world examples and data analysis, students develop critical thinking skills and learn to evaluate economic issues and possible solutions.

Students learn to:

- understand key economic theories and concepts
- analyse real-world economic issues using data
- evaluate the effects of economic decisions
- understand the links between individuals, societies and the global economy
- develop responsible and informed global citizenship.

For more information click on https://ibo.org/globalassets/new-structure/programmes/dp/pdfs/sl-economics-en.pdf

Group 4: Sciences

Biology (HL & SL)

Biology explores the study of life and living systems, from molecules and cells to ecosystems and the biosphere. Students investigate how living organisms function, interact and respond to their environments.

Through scientific inquiry and practical work, students develop skills in experimentation, data analysis and problem-solving while exploring current scientific issues.

Students learn to:

- understand key biological concepts and connections
- design and evaluate scientific investigations
- analyse scientific information and evidence
- apply scientific knowledge to real-world challenges

For more information click on www.ibo.org →

Chemistry (HL & SL)

Chemistry explores the structure, properties and behaviour of matter. Students investigate how substances interact and how scientific models help explain processes at both microscopic and macroscopic levels.

Through laboratory work and scientific inquiry, students develop practical skills and learn to apply chemistry to real-world problems.

Students learn to:

- understand chemical principles and models
- carry out and evaluate experiments
- analyse scientific data and claims
- explore the impact of chemistry on society and the environment

For more information click on www.ibo.org →

Physics (HL & SL)

Physics explores the fundamental principles that explain the natural world, from particles and forces to energy and the structure of the universe. Students use the observations, models and theories to understand physical phenomena.

Through practical investigations, students develop scientific and problem-solving skills.

Students learn to:

- understand and apply physical concepts
- design and evaluate scientific investigations
- analyse data and scientific explanations
- apply physics to real-world situations

For more information click on www.ibo.org →

Collaborative Science Project

The Collaborative Science Project brings together students from different Group 4 subjects to explore a shared scientific issue. Students work collaboratively to connect ideas across disciplines and consider the environmental, social and ethical impacts of science and technology.

The project develops teamwork, communication and an understanding of how different scientific fields work together.

Group 5: Mathematics

Applications and Interpretation (HL & SL)

Mathematics: Applications and Interpretation focuses on using mathematics to solve real-world problems. The course explores mathematical concepts through practical applications, modelling, statistics and the use of technology.

Students learn how mathematics is used to understand data, make predictions and solve problems in different fields.

Students learn to:

- apply mathematics in real-life contexts
- use technology to explore and analyse problems
- communicate mathematical ideas clearly
- develop logical, creative and critical thinking skills

For more information click on www.ibo.org →

Group 6: The Art

Visual Arts (SL)

Visual Arts encourages students to explore creativity, artistic expression and the role of art in society. Students develop their own artistic style while experimenting with different techniques, materials and approaches.

The course combines practical art-making with critical reflection, helping students understand how artists communicate ideas and respond to the world around them.

Students learn to:

- create and develop original artworks
- explore different artistic traditions and contexts
- analyse and reflect on artistic processes
- communicate ideas through visual expression
- develop creativity, independence and critical thinking

For more information click on https://ibo.org/globalassets/new-structure/university-admission/pdfs/dp_vis-arts_subjectbrief_en.pdf

Example Subject Choices

Over the course of the two-year IB DP, students study six subjects chose from the six subject groups, complete an extended essay, follow a theory of knowledge course and participate in creativity, activity, service.

The future IB DP students need to make informed choices about their IB subjects as this have a direct effect on the choice of university / college degree programme. It is strongly advised to research several universities to check their general entrance requirements for specific subjects.

Students can choose many varieties of subject options, a small selection of the many combinations chosen by students are shown below.

Course	If you wish to take a subject you are studying at school at university level, you should take that subject at HL
Architecture	Art and Math/Physics at HL
Bio-Technology/Engineering	Biology HL and another science at HL, Math at SL
Business Management	Some may require Math at HL
Chemical Engineering	Chemistry HL with Maths HL and Physics HL
Economics	Math HL
Environmental Science	At least one science at HL (usually Chemistry)
Law / Politics / Philosophy	History HL
Mechanical / Electrical / Automobile Engineering	Math HL, Physics HL
Medicine / Dentistry	Chemistry HL, Biology HL, Maths HL/SL
Language (French / Italian / Spanish / German)	Language B HL
Physiotherapy / Nursing	Biology HL, usually with Chemistry SL
Psychology	Biology or Chemistry at HL, some require Math HL
Veterinary Science	Biology and Chemistry HL, Math HL/SL

Assessment

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

Basic skills are also assessed, including:
- retaining knowledge
- understanding key concepts
- applying standard methods

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, whenever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

IB uses both external and internal assessment in the DP.

External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.
They include:
- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.

Internal assessment

Teacher assessment is also used for most courses. This includes:
- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

Award of diploma

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma. The IB Diploma will be awarded to a candidate provided all the following requirements have been met:
- CAS requirements have been met
- the candidate's total points are 24 or more
- there is no "N" awarded for TOK, the EE or for a contributing subject
- there is no E awarded for TOK and/or the EE

- there is no grade 1 awarded in a subject/level
- there are no more than two grade 2s awarded (HL or SL)
- there are no more than three grade 3s or below awarded (HL or SL)
- the candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- 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)
- the candidate has not received a penalty for academic misconduct from the Final Award Committee
- a maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need to be consecutive.

Receiving a Bilingual Diploma

A bilingual diploma is awarded to the candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

Students who gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individuals and societies or science subject, completed in different language, will also receive the bilingual diploma.

For more information click on https://ibo.org/globalassets/new-structure/programmes/dp/pdfs/students-and-parents-amended-2020.pdf

Important dates and contacts

IB DP CALENDAR 2026 – 2028

YEAR 1 – IB DIPLOMA CLASS of 2028

YEAR 1	
September	
Week 1	1st Day of school
Week 2	KOŽAZ (CAS activity)
Week 3	
Week 4	
Week 5	
October	
Week 6	Visual Art – Museum / Exhibition Visit
Week 7	
Week 8	
Week 9	Autumn break
November	
Week 10	
Week 11	

Week 12	
Week 13	
December	
Week 14	Information on EE by EE coordinator
Week 15	
Week 16	CSP – Information and topic selection
Week 17	
Week 18	Christmas break
January	
Week 19	Christmas break
Week 20	
Week 21	
Week 22	
February	
Week 23	
Week 24	EE – First reflection sessions
Week 25	
Week 26	Spring break
March	
Week 27	
Week 28	Visual Art – Museum visit – Andy Warhol
Week 29	
Week 30	Easter break
Week 31	
April	
Week 32	Easter break
Week 33	
Week 34	Visual Art – Mock Version
Week 35	
May	
Week 36	EE – Interim reflection sessions
Week 37	CSP – project presentations
Week 38	Visual Art – CS Mock version
Week 39	Maturita – oral examination
June	
Week 40	
Week 41	ToK exhibition
Week 42	EE – first draft
Week 43	Geography – IA – first draft
Week 44	Final week

YEAR 2 – IB DIPLOMA CLASS of 2028

YEAR 2
September

Week 1	First week of school		
Week 2			
Week 3			
Week 4	History – IA – first draft		
Week 5	EE – first draft – supervisor comments		
October			
Week 6	Visual Art – AIP – first draft		
Week 7	Slovak A, English A – HL essay – first draft		
Week 8	Geography – IA – final version	Chemistry – IA – first draft	Economics – IA – first draft
Week 9	Autumn break		
November			
Week 10	Mathematics – SL/HL – Mathematical exploration – first draft		
Week 11	Visual Art – CS – first draft		
Week 12			
Week 13	Biology / Physics – Scientific Investigation – first draft		
Week 14	History – IA – second draft	EE – final version submission	
December			
Week 15	Geography – IA – Fieldwork report – final version		
Week 16	EE – Viva voce RPF		
Week 17	TOK Essay – first draft		
Week 18	Christmas break		
January			
Week 19	Christmas break		
Week 20	Language A HL essay final version	Visual Art – CS final version	
Week 21	Visual Arts Exhibition	History – IA – final version	TOK Essay final version
Week 22	CAS Reflection final submission		
February			
Week 23	Language A - IO	Economics – IA Portfolio	
Week 24	Chemistry / Physics – IA – Scientific investigation final version		
Week 25	Mathematics – IA – final version		
Week 26	Spring break		
Week 27	Mock Examinations		
March			
Week 28	Maturita – written assessment		
Week 29	Biology – IA – final version	Visual Art – RA – final version	
Week 30	Language B – IO		
Week 31			
April			
Week 32			
Week 33	Easter break		

Week 34	Predicted grades
Week 35	Examination sessions
May	
Week 36	Examination session
Week 37	Examination session
Week 38	Examination session
Week 39	Maturita – oral examination
Week 40	
June	
Week 41	
Week 42	
Week 43	
Week 44	Final week

Contacts

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