

# Education

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## Imprint

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## Philosophy

Da Vinci international College International believes that learning is an organic process that evolves at different rates and in various ways for each, individual student. In order to spark their curiosity, young people need to be exposed to as wide a range of academic, creative, personal and physical experiences as possible. By so doing, students are given the opportunity to discover their hidden talents, interests and potential and it is this realisation that truly motivates and drives their learning

## Aims

Da Vinci International College aims to offer students far more than just an education. Our students are given the widest possible range of educational pathways through which to develop their interests and talents. Whether it be in vocational training, the arts or academics, students at Da Vinci are provided with rich, varied and meaningful experiences that let them discover their hidden talents and help them make informed higher education and career choices.

Our vision is driven by a strong belief in the crucial role that creativity plays in the education and development of the whole person, Da Vinci international College has striven to find solutions to ensuring that the education we offer is gives equal weight to academics, creativity and personal development. To this end, teaching and learning is personalised for each student. We believe that it is important to take into account the differences in how we teach different students. It also means providing flexibility within our curriculum so that in addition to what all students need to learn in common, there are opportunities for them to pursue their individual interests and strengths as well.

*"Creativity is putting your imagination to work, and it's produced the most extraordinary results in human culture. The role of a creative leader is not to have all the ideas; it's to create a culture where everyone can have ideas and feel that they're valued."*

Sir Ken Robinson

## Vision

Da Vinci international College aims to promote an international community, which promotes life- long learning, creativity and global awareness, in a caring and supportive environment. We strive to provide educational experiences based on rich concepts of human creativity and intelligence, which nurture and develop the wide diversity of talents, interests and abilities within our school community. It is our mission to ensure students are provided with opportunities to realise their hidden talents and interests and excel as creative and motivated lifelong learners.

# Departments

To ensure a personalised and flexibility curriculum, the school is divided into three departments:

**Academics and Humanities**

**Performing and Visual Arts**

**Creative Industries**

Each department is led by a head of department whose job it is to monitor teaching and learning, curriculum coverage and cross-departmental teaching. Students may find that they study subject areas across departments or choose subjects that are the responsibility of a single department.



# Performing and Visual Arts

## IGCSE AND A LEVEL

Students will enjoy this course if they have an interest in developing broad skills, knowledge and understanding based on the practical needs and concerns of the performing arts, TV and film industries. They'll have the opportunity to specialise in either performance or production support and gather a knowledge of the methods used by professionals working in teams and with clients, commissioners and audiences.

## BTEC

The Pearson BTEC Tech Award in Performing Arts is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying acting, dance or musical theatre as part of their learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement IGCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.



# Creative Industries

Whether they are a fledgling engineer or dreaming of working in digital media, BTEC courses will help develop students' employability skills, including communication, self-motivation and working to deadlines. The modular format of vocational courses allows students to work across a number of different platforms and mediums, thus immediately developing transferable knowledge and the ability to learn and adapt. Assignments mimic professional practice, enabling students to improve time management and organisational disciplines."



# Academics and Humanities

## INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION

At Middle Secondary level, Years 10 and 11 (14 – 16 years old), students choose up to 10 subjects to study for their IGCSEs. Students select these subjects in Term three of Year 9 allowing them plenty of experience in the classroom in order to make informed decisions. Selections include a minimum of six compulsory academic subjects and a number of optional subjects, choosing from a diverse range of 22 IGCSE subjects. We offer a range of five languages out of which a Year 9 student can select up to two.

## IGCSE ADVANCED LEVEL

Da Vinci International College aims to offer a range of AS (Advanced Subsidiary) and A-Level (Advanced Level) qualifications. These examination level courses are delivered and administered within our Academics Department and require students to focus on fewer subjects for which there are higher academic expectations and a strong emphasis on independent study. By offering a broad range of subjects, with teaching styles tailored to suit individual needs, Da Vinci enables students to discover their talents and explore their passions through a range of subjects at varying levels and depths.

## CHOICES OF IGCSE

(Ages 14 to 16)

Students may choose up to study 10 IGCSEs examination subjects. These include mandatory core subjects:

- English Language
- Mathematics
- Science  
(either as a double award subject or a combination of single subjects from Biology, Chemistry and Physics)

Students may then choose three or four other subjects from the following :

- Geography
- History
- RE
- MFL (Modern foreign languages)
- Business Studies
- ICT (Information and Communication Technology)
- English Literature
- Additional Mathematics
- Physical Education
- Art
- Design Technology
- Media
- Photography

... and perhaps a self-study first language

# Business and Technology Education Council (BTEC)

BTECs are an increasingly popular alternative to A-Levels (Advanced Level) and are recognised by universities and employers around the world. BTECs are practical-based, vocational qualifications which provide the opportunity to gain hands-on experience in a field or subject and are a viable alternative to the more theory-focused, classroom-based ways of learning.

At Da Vinci, we aim to offer Level 3 BTECs, where each one is equivalent to an A-Level. If we see that at least five students are interested in completing a BTEC course in a specific subject area, we will do all we can to open that course.

**BTECs are undertaken in vocational subjects ranging from business studies to engineering.**

Examples of qualifications that that may be considered at Da Vinci include:

- Applied Science
- Applied Psychology
- Art & Design
- Business
- Computing
- Creative Digital Media Production
- Engineering
- Hospitality
- Health & Social Care
- Music / Music Technology
- Performing Arts

## CHOICES OF BTEC

More BTEC subjects may be considered as the school grows.

- Animal Management
- Applied Law
- Children's Care and Learning
- Creative Digital Media Production
- Early Years & Education
- Hair and Beauty
- Health & Social Care
- Public Services
- Sports Science
- Travel & Tourism

Each of these can be taken together with either 2 other BTECs or 2 A-Levels.

For example, a student could choose a BTEC in Travel & Tourism plus A-Levels in Geography and French.

For each BTEC, a student completes a series of units – some core, others optional – which are assessed. For each unit, he or she receive either a Pass, a Merit or a Distinction (Distinction being the highest).

# Whats the difference between BTECs and A-LEVELs ?

## TEACHING STYLE

If a student studies A-Levels, he or she will be taught in a similar manner to how they have been used to throughout their secondary education. BTECs are slightly different in that theory is combined with regular practical work so students can directly apply what they learn.

## EXAMPLE

Those studying a BTEC in Business will still learn the key concepts as they would at A-Level; however, the assessments to test this knowledge may be different.

## ASSESSMENTS

whereas A-Levels are assessed mainly through exams at the end of Year 13, BTECs are assessed via regular coursework and projects throughout the course. If students don't excel in exam conditions, BTECs can relieve this pressure, spreading out the work that dictates their final grade.

## PRACTICAL EXPERIENCE

When applying to university, students will need to demonstrate their passion for the field they wish to study. The benefit of BTECs is that they automatically gain the practical experience to show this, as part of their course.

Entry requirements: Students will usually need at least five IGCSEs at grade A to D to get on to a Level 3 BTEC course, but this is not normally the case for students attending international schools.





# What are the AS / A2 / A-Level qualifications?



## ADVANCED SUBSIDIARY

The AS is a qualification forming the first unit of study of the A-Level. It is intended to be more 'accessible' both in terms of its content and assessment, representing the first half of the full A level. It has also been designed, and is recognised, as a separate qualification.

## A2

The A2 is the second unit of study and contributes to the full A-Level. It is more demanding and assessed to a higher level. The A2 is not a qualification in its own right. An A-Level is awarded only after students have successfully completed both the AS and A2 units of their chosen subject. A flexible system, this allows the opportunity for a broader curriculum and greater choice without sacrificing depth or reducing the standard of the IGCE A-Level.

## ACADEMIC PATHWAY

Students who decide to study solely within the Academics and Humanities faculty are expected to do a minimum of four AS subjects in Year 12 and three A2 subjects in Year 13. For students who already know which university course or career path they wish to pursue will be supported in deciding exactly which courses at AS and A2 level they require.

# Joining

## DA VINCI INTERNATIONAL COLLEGE

Students considering joining the college will be offered a 1 to 5 day trial period to assess whether the college is a good fit for them and to allow them to experience life at Da Vinci. Following the trial period, prospective students will be asked to complete an entrance test, the results of which may determine whether he or she is offered a place at the college. The test is computerised and tests a student's aptitude for learning rather than previous learning and knowledge. To this end, the test assesses aspects such as non-verbal reasoning, phonics awareness, visual and auditory memory and so on.

The assessment provides a diagnostic tool which allows us to implement strategies to best suit the student's learning style while highlighting and specific learning difficulties that the student may have. If the college feels that a student has specific learning difficulties, or other special educational needs that cannot be adequately catered for at Da Vinci, an offer of placement may be declined.

The results of entrance tests are discussed with parents together with a printout of the results, conclusions and any recommendations.





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