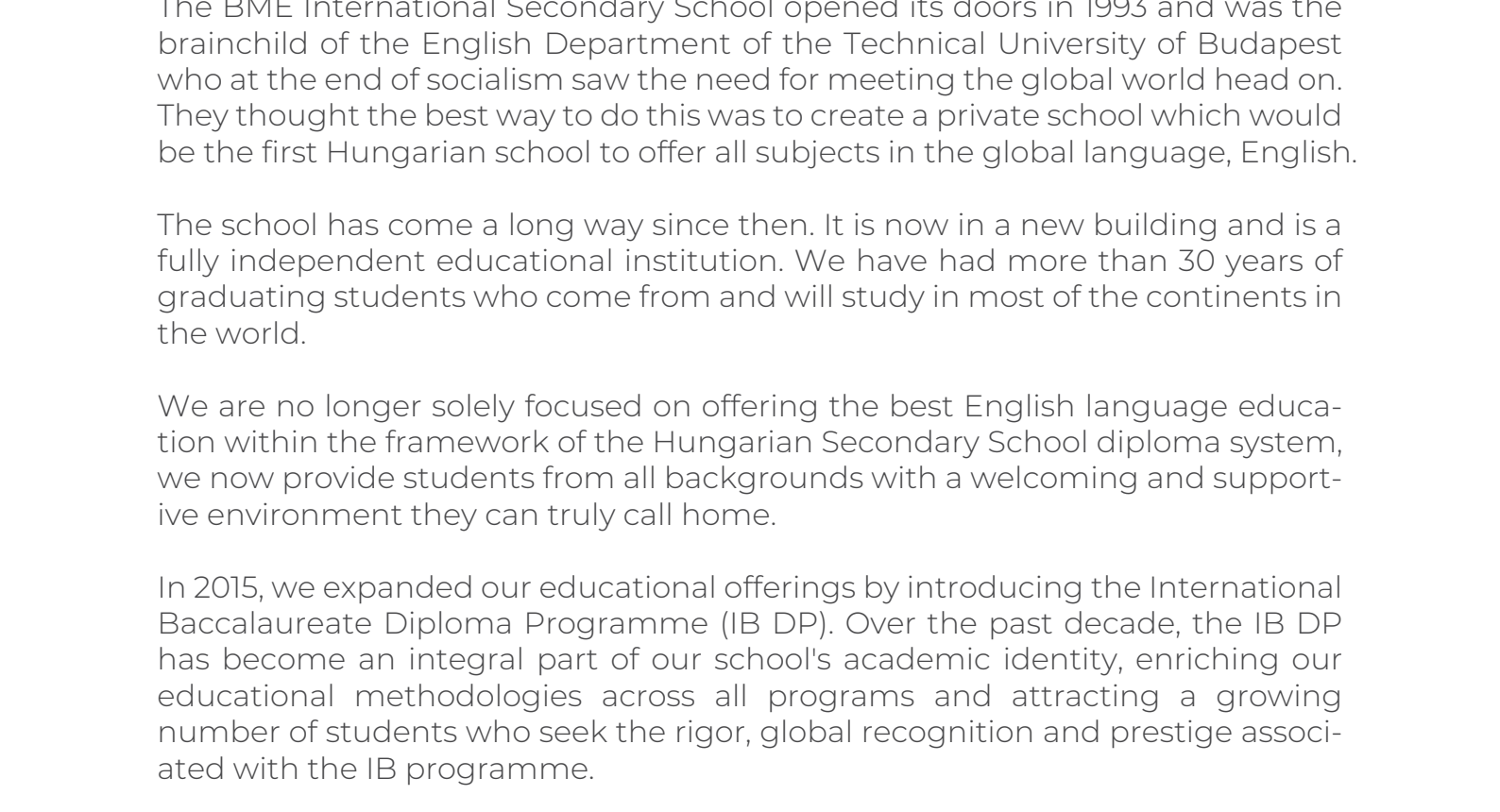




MISSION STATEMENT

The goal of education is to develop the self and find one's voice. To this aim the BME International Secondary School mentors students to reach high academic standards, engage in the school and local community and explore life ambitions while focusing on respect for the visions of others. Having a multinational student community, the BME International School stresses the integration of the student by developing meaningful relationships with other students, into the broader values and rationales of the international community.



TEAM WELCOME

Dear Prospective Parents and Students,

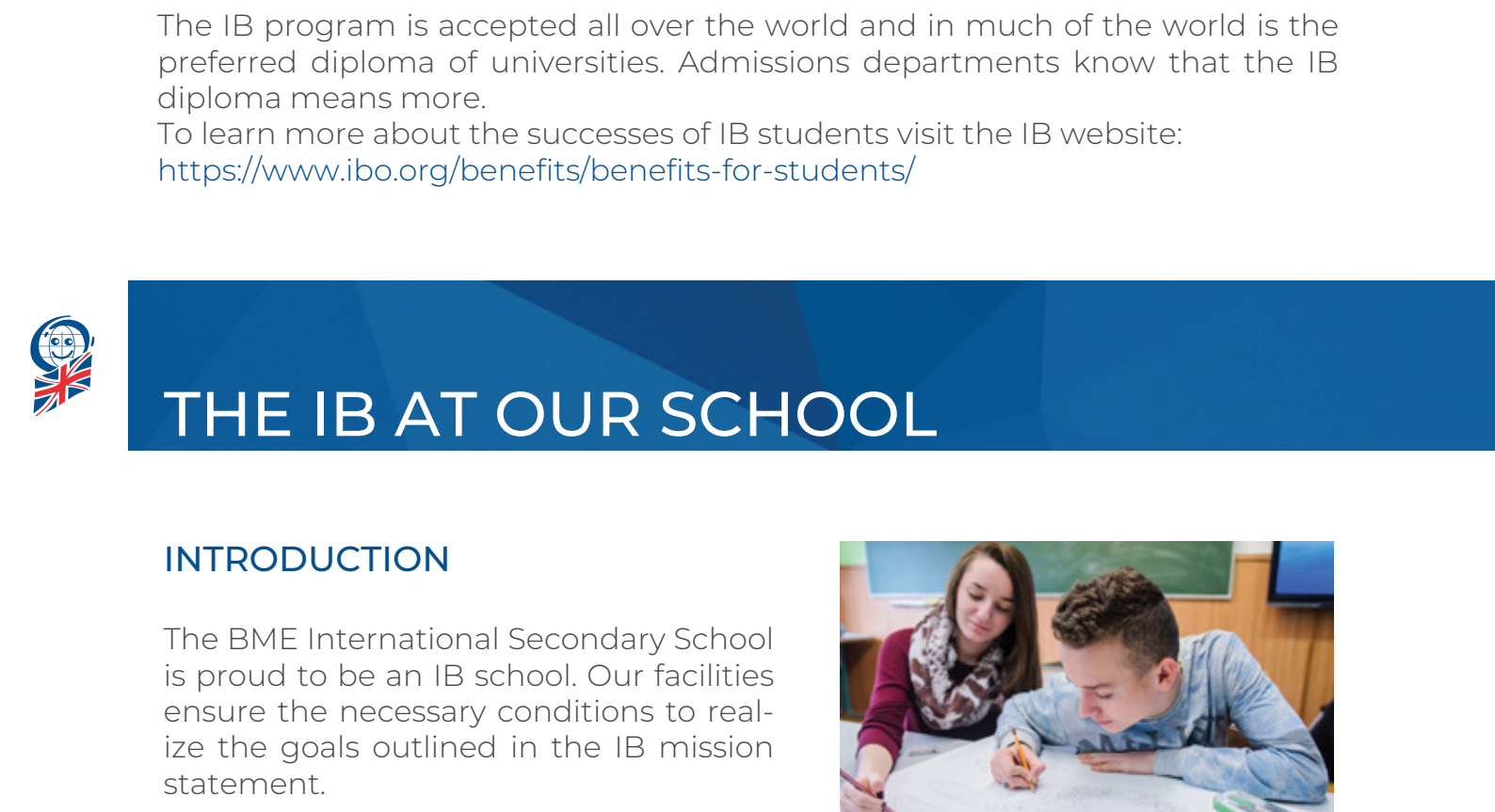
The International Baccalaureate (IB) at our school is an exciting experience. Many of the students tell us that our IB program is special. The diploma and the privileges of that diploma are the same as any other IB program, but here the students seem to feel they are part of a tight family. Working and organizing together builds on the decades of tradition we share. It's not unusual to see students and teachers having a working lunch or taking part in crafts, music, or sports in small groups both casually and formally.

In this booklet you will find what you need to know about our program. It starts with a description of our school and is followed by information concerning the IB and the IB in our school. We also include brief policy statements and information about fees and services.

Enjoy looking through this brochure and we look forward to any questions you might have.

All this and other information about our school and school-wide policies can be found at: www.bmegimnazium.hu

Yours, The IB Team



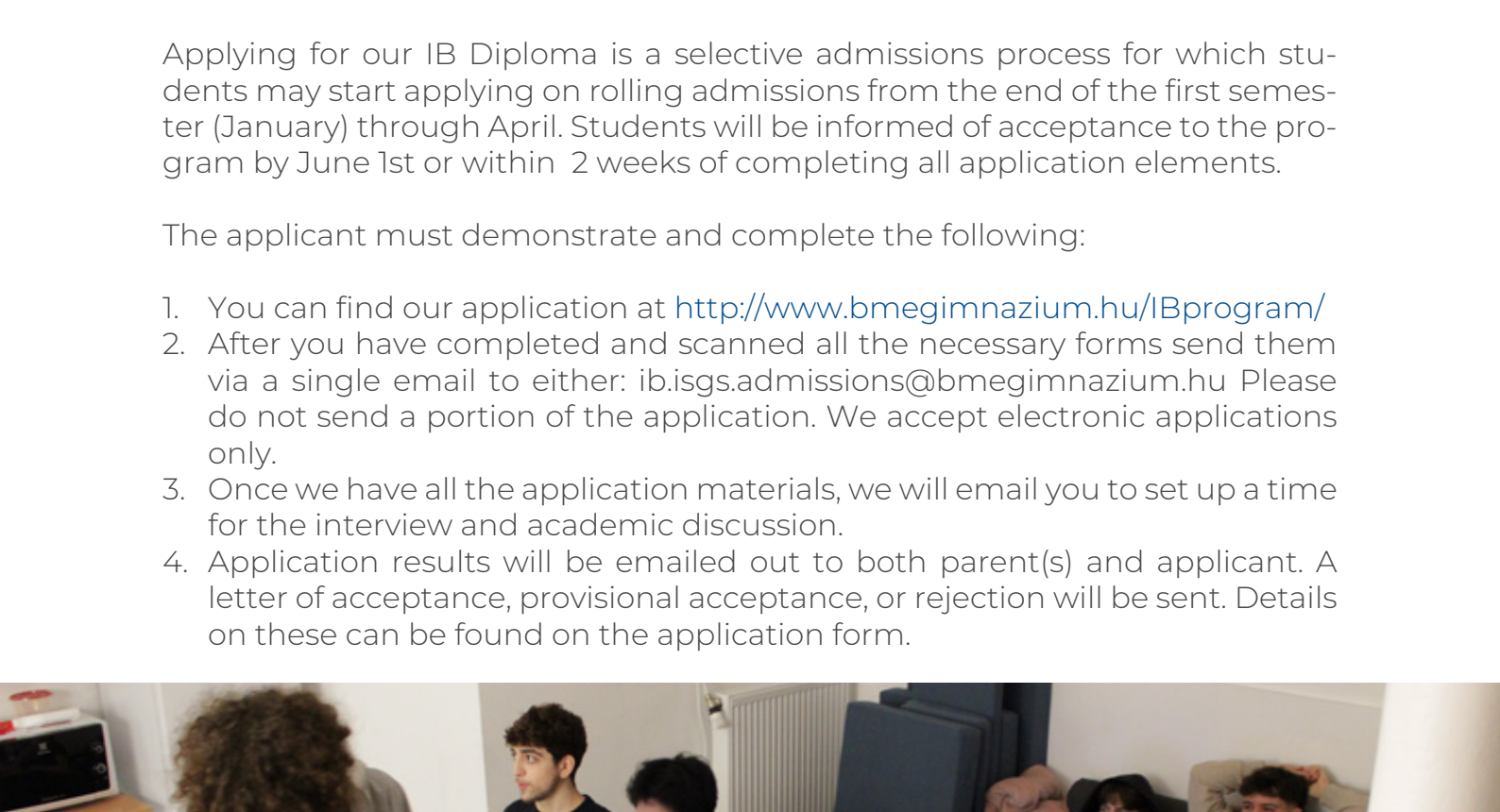
OUR HISTORY

The BME International Secondary School opened its doors in 1993 and was the brainchild of the English Department of the Technical University of Budapest who at the end of socialism saw the need for meeting the global world head on. They thought the best way to do this was to create a private school which would be the first Hungarian school to offer all subjects in the global language, English.

The school has come a long way since then. It is now in a new building and is a fully independent educational institution. We have had more than 30 years of graduating students who come from and will study in most of the continents in the world.

We are no longer solely focused on offering the best English language education within the framework of the Hungarian Secondary School diploma system, we now provide students from all backgrounds with a welcoming and supportive environment they can truly call home.

In 2019, we expanded our educational offerings by introducing the International Baccalaureate Diploma Programme (IB DP). Over the past decade, the IB DP has become an integral part of our school's academic identity, enriching our educational methodologies across all programs and attracting a growing number of students who seek the rigor, global recognition and prestige associated with the IB programme.

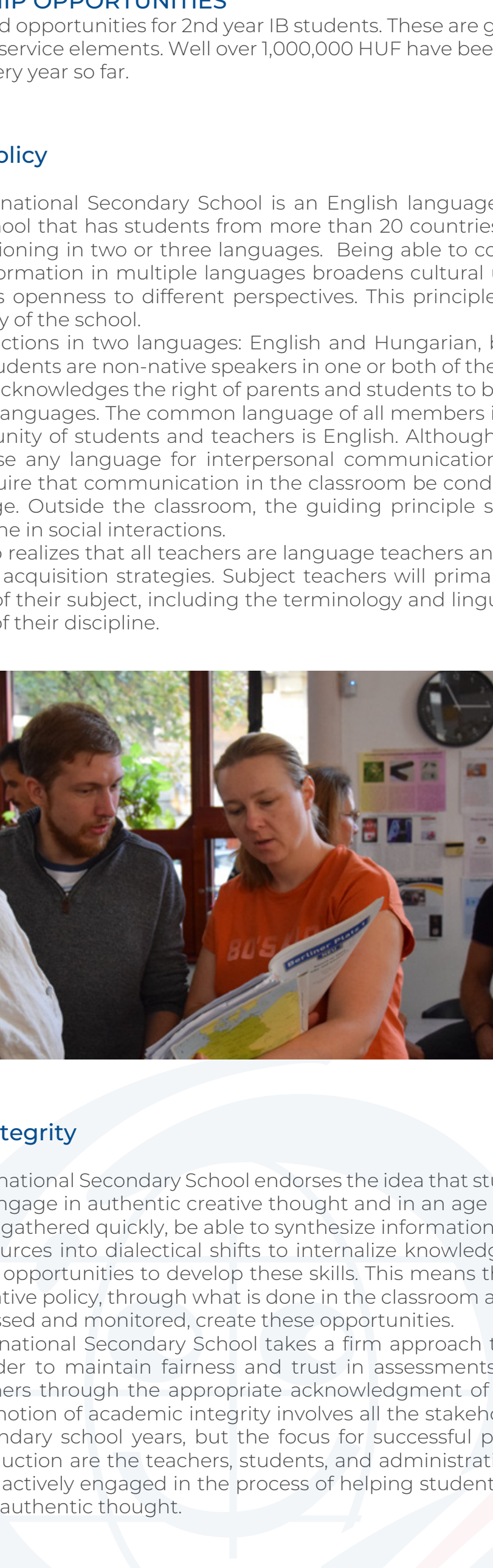


WHAT IS THE IB?

IB MISSION STATEMENT

The core of the IB is its philosophy - seen through its mission statement and often repeated list of traits (the learner profile). It is worth stating a bit of it here.

"The IB aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect."



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THE PROGRAM

To realize this mission the IB offers an academically challenging and balanced two-year course of study for students in their last years of secondary school. Candidates for this program take 6 different courses, choosing one from each of the various categories and then take centralized exams at the end of the second year in three higher level and three standard level courses. In addition, there is a critical thinking course all students take (Theory of Knowledge), there is a projects and service element known as (Creativity, Action, Service (CAS), and finally there is a 4,000 word research/exploration (Extended Essay) students must complete to graduate. These make up the core of the IB and are best illustrated in the IB hexagon. For more information please visit: www.ibo.org



WHY THE IB?

The IB is international. The IB is accepted around the world. The IB is designed with a globe in the hand. IB graduates are respected and respect each other. These are the reasons for the IB, but this program is not for everyone. If you like school, enjoy reading books, challenging your mind, and are ready for an intense two years that will test your intellect, creativity, and initiative, you can profit from this program.

THE IB TEACHES THINKING SKILLS FOR LIFE

- The IB uses a problem solving approach.
- The IB teaches how to judge information.
- The IB gives students a chance to produce.
- The IB stresses personal responsibility.
- The IB believes in empathy and making moral judgments.

In other words, the IB prepares students for the work world and life.

UNIVERSITIES LOVE THE IB

The IB program is accepted all over the world and in much of the world is the preferred diploma of universities. Admissions departments know that the IB diploma means more. To learn more about the successes of IB students visit the IB website: <http://www.ibo.org/benefits/benefits-for-students/>

THE IB AT OUR SCHOOL

INTRODUCTION

The BME International Secondary School is proud to be an IB school. Our facilities ensure the necessary conditions to realize the goals outlined in the IB mission statement.

OUR IB FACILITIES

Our IB Learning Environment is designed for Excellence

Every detail of our IB building reflects our commitment to student success and wellbeing. All our IB teachers are formally trained and experienced in delivering the IB curriculum, ensuring high-quality instruction and mentorship. Our classrooms are well-lit and equipped with projector technology to create an engaging and interactive learning experience.

There is a dedicated IB laboratory equipped with Vernier sensors that allows students to conduct hands-on experiments in small groups, fostering inquiry and precision. Our fully equipped Art and Music rooms encourage self-expression and interdisciplinary exploration. There is also a functioning library that supports independent study, research, and quiet reflection.

Furthermore, students, parents, and teachers can track progress seamlessly through ManageBac, promoting transparency and personalized support. <http://www.managebac.com/ib-diploma>

We also care about our student's comfort. Our relaxing lounges offer space to unwind between classes, with a student-accessible kitchen allowing for warm meals and a sense of home. Students consistently praise the welcoming ambience, collaborative spirit, and sense of belonging that defines our IB community. Whether in the lab, the classroom, or the lounge, our IB building is more than just a space. It's a launchpad for global thinkers, compassionate leaders, and lifelong learners.

COURSE CHOICES FOR THE IB

The following courses may be offered at standard level: Studies in Language and Literature: English Language and Literature, Hungarian Literature, School-Supported Self-Taught Literature Language Acquisition: French, German, German Ab Initio, Spanish Individuals and Societies: Business Management, Environmental Systems and Societies, History, Psychology, Economics Experimental Sciences: Biology, Chemistry, Environmental Systems and Societies, Physics Mathematics: Mathematical Applications and Interpretation The Arts: Visual Arts	The following courses may be offered at higher level: Studies in Language and Literature: English Language and Literature Language Acquisition: French, German, Spanish Individuals and Societies: Business Management, History, Psychology, Economics Experimental Sciences: Biology, Chemistry, Physics Mathematics: Mathematical Analysis and Approaches The Arts: Visual Arts
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OUR IB DESIGN

Students will be in the school working for 3 or 4 blocks each day. Each block consists of 90 minutes. This allows for intensive, varied practical work. In addition there are individual consultations and time after school to work on projects, essays, and CAS. Students have the opportunity to take part in clubs and after school programs related to science, social sciences, creative arts, and service.

APPLICATION INFORMATION

Applying for our IB Diploma is a selective admissions process for which students may start applying on rolling admissions from the end of the first semester (January) through April. Students will be informed of acceptance to the program by June 1st or within 2 weeks of completing all application elements.

The applicant must demonstrate and complete the following:

1. You can find our application at <http://www.bmegimnazium.hu/IBprogram/>
2. After you have completed and scanned all the necessary forms send them via a single email to either: ib.sgs.admissions@bmegimnazium.hu Please do not send a portion of the application. We accept electronic applications only.
3. Once we have all the application materials, we will email you to set up a time for the interview and academic discussion.
4. Application results will be emailed out to both parent(s) and applicant. A letter of acceptance, provisional acceptance, or rejection will be sent. Details on these can be found on the application form.

How we determine Acceptance

The following are the minimum requirements.

- 90% attendance rate in current school.
- A minimum of a "B" average in academic subjects for the previous one and a half years (Hungarian 4.5).
- No less than "B" but at least one "A" in higher level choice subjects for the last half year.
- Between 16-19 years of age on the first day (September 1) of IB studies.

The staff will then determine acceptance based on the following criteria as demonstrated through the application:

- Ability to understand and take part in an English language classroom
- Ability to achieve in three higher-level subjects
- Ability to use the language for thoughtful writing
- An open, caring attitude
- The trustworthiness needed to carry out independent work
- Long-term goals that match the IB program

SERVICES AND FEES:

TUITION

The tuition fee for the program can be found on our website

INCLUDED IN THE FEE:

Instruction (35 hours/week), laboratory time, consultancy with DP coordinator, CAS and EE coordinator, Managebac information system

NOT INCLUDED IN THE PROGRAM

Textbooks, graphic calculator, laptop, examination fees, CAS expenses

SCHOLARSHIP OPPORTUNITIES

There are award opportunities for 2nd year IB students. These are given for both academic and service elements. Well over 1,000,000 HUF have been distributed to students every year so far.

Language Policy

The BME International Secondary School is an English language Hungarian school that has students from more than 20 countries with many students functioning in two or three languages. Being able to communicate and access information in multiple languages broadens cultural understanding and fosters openness to different perspectives. This principle guides the language policy of the school.

The school functions in two languages: English and Hungarian, but because many of the students are non-native speakers in one or both of these languages, the school acknowledges the right of parents and students to be supported in their native languages. The common language of all members in our multilingual community of students and teachers is English. Although we respect the right to use any language for interpersonal communication within the school, we require that communication in the classroom be conducted in the target language. Outside the classroom, the guiding principle should be to include everyone in social interactions.

The school also realizes that all teachers are language teachers and must support language acquisition strategies. Subject teachers will primarily focus on the discourse of their subject, including the terminology and linguistic genres characteristic of their discipline.

Academic Integrity

The BME International Secondary School endorses the idea that students need to be able to engage in authentic creative thought and in an age where information can be gathered quickly, be able to synthesize information from multiple kinds of sources into dialectical shifts to internalize knowledge. Students must be given opportunities to develop these skills. This means that teachers and administrative policy, through what is done in the classroom and how students are assessed and monitored, create these opportunities.

The BME International Secondary School takes a firm approach to academic integrity in order to maintain fairness and trust in assessments, and foster respect for others through the appropriate acknowledgment of information used. The promotion of academic integrity involves all the stakeholders in the student's secondary school years, but the focus, for successful promotion of authentic production are the teachers, students, and administration. Each of these must be actively engaged in the process of helping students synthesize information to authentic thought.

Assessment Policy

Assessment is a natural process in which all stakeholders, particularly educators and students must be fully involved with on a daily basis. Self-assessment with guidance has always been a part of this process. Assessment also does not just come from teachers in a traditional classroom setting in numerical rigour, but challenges include it comes from peers, administrators, or even parents or even the wider community. It can be found happening in forums, formal events, or private consultations.

At BME International Secondary School we believe and expect that all students have the ability to achieve at high levels. As the BME International Secondary School International Baccalaureate Diploma Programme staff, we expose students to a rigorous and challenging curriculum that is aligned to the standards, practices and content expectations of the IB Diploma Programme as well as the established State Education Laws. Students are given the assistance from the school they need to achieve their educational goals. What is required from them is their best effort in class and their initiative to seek out assistance from a variety of resources, when needed. Working together we can provide all students the education they need to become life-long international learners, a part of the community, and academically successful. Simultaneously the students will be assessed through the IB assessments as well as an in-house system. This in-house system is used to evidence continuous assessment which is a legal requirement of the country. Transcripts of semester grades may be sent to higher education institutes, and allows promotion from the first year of the IB to the second. The IB internal and external assessment, of course match the requirements for the IB Program and carry the full privileges of this diploma.

An Outline of IB Assessment

The International Baccalaureate Diploma Programme uses the following numerical scale in each individual subject area.

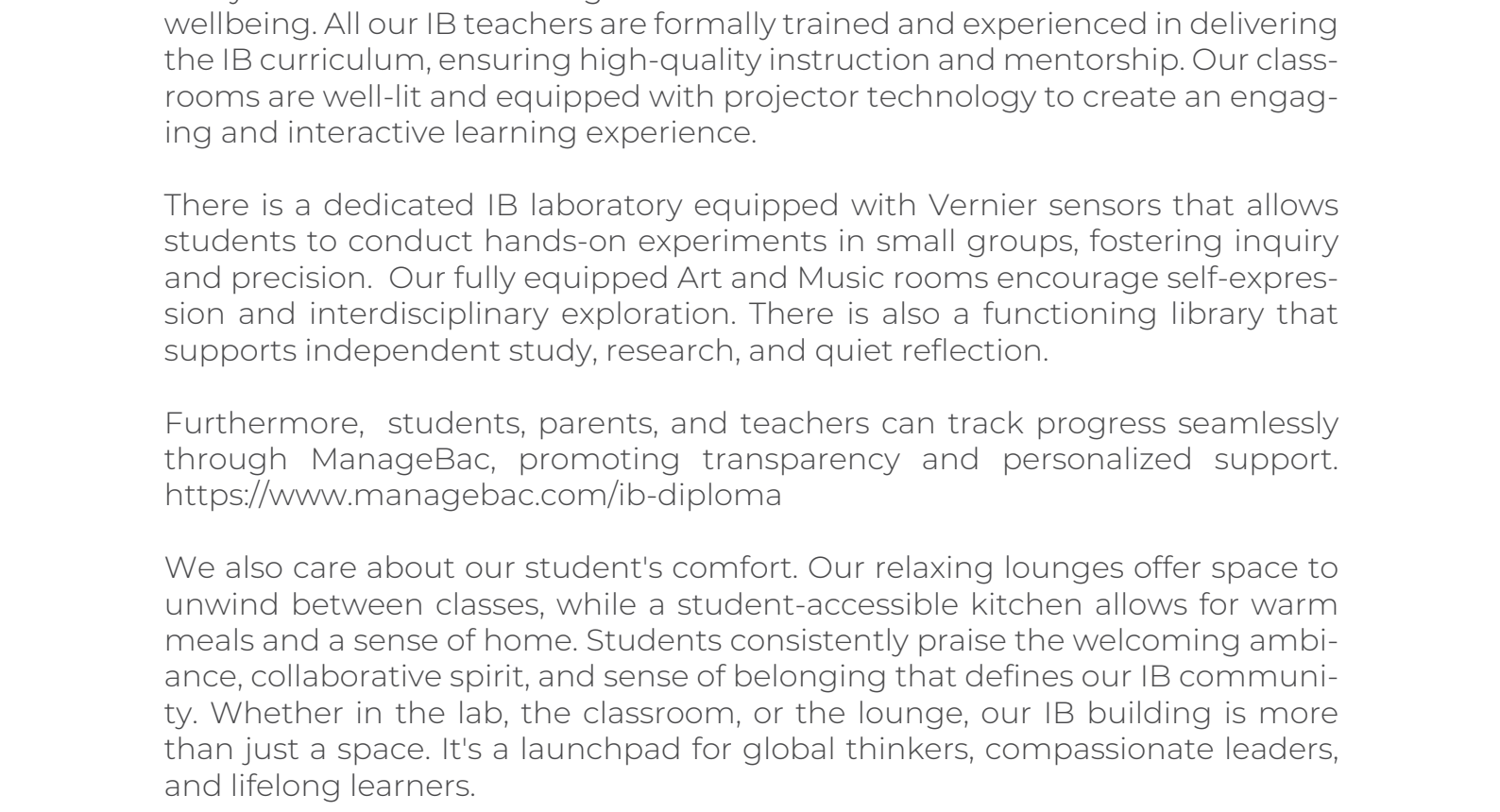
7 – Excellent; 6 – Very good; 5 – Good; 4 – Satisfactory; 3 – Mediocre; 2 – Poor; 1 – Very Poor

Additionally, the assessments for the Theory of Knowledge course as well as the Extended Essay follow a letter grade system as seen below.

A – Excellent; B – Good; C – Satisfactory; D – Mediocre; E – Elementary; N – No grade

Each descriptor for each group of subjects is explained through grade descriptors. Grade descriptors consist of characteristics of performance at each grade. Students will receive these grades from two forms of assessment: Internal assessment which are periodic assessments completed in school, graded by the school teacher, but approved by external IB moderators; and the other form: external assessment which are assessments graded exclusively by an external IB examiner.

For details on all of these policies please see our website: www.bmegimnazium.hu/IB/policies.



WHAT OUR TEACHERS THINK

The IB program equips students with essential skills for university, fostering confidence through research, critical thinking, and organisation. Despite its competitiveness, it is seen as a great program. Strengths lie in academic rigour, but challenges include intense competition and potential gaps in math proficiency. Individualised support is provided through weekly consultations. Emphasising the importance of studying for knowledge rather than predicted grades, maintaining a disciplined weekly schedule is crucial for success in the IB program.

WHAT OUR STUDENTS THINK

Students often find the IB program to be challenging beyond expectations, emphasising the unforeseen difficulty. Success requires not just motivation but a genuine liking for studying. Despite the hardships, there is a strong sense of community within the IB, providing support. The program instills independence, a valuable skill for navigating higher education and beyond.



CONTACT US

If you have any further questions contact us!

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