



# Admission Policy

**ANGELS INTERNATIONAL COLLEGE**

**IB World School**

**2019-2020**

## **1. AIC's Admission Philosophy:**

Angels International College is an IB continuum school by International Baccalaureate. The School seeks students of average to above average ability who can contribute to and benefit from this programme. Students are selected for admission to the school on the basis of academic potential, developmental maturity, school achievement, and readiness for the school's programme.

All AIC students are admitted to IB programme till grade VIII (MYP III). At MYP III level students are given options to select from three offered curriculum streams; IB, Cambridge and Board of intermediate Education (BISE).

The IB curriculum provides framework for knowledge, concepts, skills and attitudes to be developed over time. Teaching and learning engages students as inquirers and thinkers and supports them to become actively responsible for their own learning. In addition develops the IB learner profile attributes. IB provides exclusive support to develop a unique learner profile, aligning three IB programmes; Diploma Programme with the Primary Years and Middle Years Programme. Approaches to Learning are deliberate strategies, skills and attitudes permeate the IB teaching and learning environment at Angels International College, helping students becoming knowledgeable, communicators and balanced lifelong learners.

The AIC Admissions procedure is transparent and fully explained to the parents of prospective students. Testing is used as one of the tools to provide information to assist in the assessment of each candidate. In all cases, the school retains the right to determine, in its sole discretion, whether or not to select a student for admission or to re-enroll a student.

## **2. Admission Eligibility:**

### English Language Ability:

English is the language of instruction in all grades, and the ability to successfully access the curriculum within a reasonable time and to thrive in our English-language learning environment are the guiding principles for admission to the school. However we do not access English Language Ability for admissions in EYL.

### - EYL

In the Early Years, immersion in the English language curriculum is usually sufficient for children to quickly develop proficient English language skills. On this basis, children regardless of their level of English proficiency benefit from Language Learning Enhancement Programme (LLEP)

### -Primary Years Programme:

Students entering in our PYP programme are required to have competency in English where they can read and write in English. In PYP learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives. Our learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues.

#### -Middle Years Program:

Students entering grades VI – X must generally have acceptable competency in English in order to benefit from offered academic programs. We administer a test and/or ask the applicant to attend school. Learners regardless of their level of English proficiency benefit from Language Learning Enhancement Programme (LLEP).

AIC students are being taught in English as medium of instruction since early years of PYP. From PYP to high school levels, English and Urdu are being taught as a part of curriculum. Students begin the IBMYP program at grade VI level, where they study English as Language & Literature and continue to do so till graduating grades, as per requirement of compulsory subjects and also on the basis of selected subject options. Moreover in order to fulfill national curriculum requirements, MYP V students are expected to take Cambridge exams of Urdu, with Pakistan Studies and Islamiatto acquire equivalence certificate from Inter Board Committee of Chairmen (IBCC).

#### = Ordinary Level (O-Level)

Since English is one of the compulsory subjects for the completion of O-Level (IX-X1), therefore the applicants are required to exhibit a certain level of English proficiency which is evaluated by the admissions office at the time of the admissions using tools of written test and interview.

#### = Matriculation (IX-X) Certification

Since English is the standard language for matriculation for all subjects at AIC therefore applicants are evaluated through written test and interview by the admission office.

#### = Advanced Level A – Levels

We offer a challenging academic program in A level geared towards students planning to go on to college or University. Applicants must therefore have a fairly high degree of competency in English.

#### = Diploma Programme

International Baccalaureate Diploma Program is a package deal – students must take college level courses in six academic areas (English, foreign language, social studies, mathematics, science and a required elective). Additionally, students must complete the Theory of Knowledge requirement, a 4,000 word Extended Essay, and the Creativity, Action, and Service (CAS) component. These competitive academic requirements make the diploma program stands out for most colleges and universities

across the world.

The MYP prepares students for the Diploma Programme by reflecting the depth, breadth and balance that is characteristic of all IB programmes, therefore the students who have successfully qualified the MYP are comparatively well equipped to cope the challenges of the Diploma Programme.

### 3. Admission requirements for Diploma Program

International Baccalaureate course credit is awarded to students based on an intricate assessment process. IB test scores are based on at least three sources of data:

- a) The score received on the external IB examination which is administered in either the eleventh or twelfth grade.
- b) Written papers, oral examinations, or lab activities completed during the school years, graded by the teachers, then submitted to the IB Organization.
- c) Teacher predicted grade for each student in course work examinations.

The admission requirements for diploma programme are designed to evaluate a student's capacity to cope with the demands of the programme. These include:

- A written test with components from Mathematics, English language, General Sciences and analytical reasoning.

Since the programme is offered in English and students are required to write papers and research articles to fulfill the requirement of core components and subject groups, hence prospective students are expected to exhibit proficiency through following:

- a) SRAR (Self Reported Academic Record).
- b) Statement of Interest.
- c) Interview.

In addition to aforementioned admission criteria, following prerequisites are required:

O-Level	MYP
<ul style="list-style-type: none"><li>• Minimum 4 As</li><li>• Not less than B grade in the subjects opted at Higher Level</li></ul>	<ul style="list-style-type: none"><li>• Minimum 32 points of 45</li><li>• 4 points or above in the subjects opted at Higher Level</li></ul>
Other Certificates	

- Evidence of national/international qualifications for 10-12 years of education.
- Nationally valid equivalence of secondary school completion indicating a level of achievement on par with mentioned prerequisites.

#### 4. Grade Placements:

Our grade placement is based on many years of experience, the need to ensure the quality and consistency of our academic progress, and the ultimate aim to place students in the most appropriate grade for their academic and social development.

Students at Angels International College are placed into respective classes based on their age. The student age bracket is determined at the beginning of the academic year

Enrolment Age Criteria is:

EYL Grades		Age Brackets
Pre Nursery		3-4 Years
Nursery		4-5 Years
Prep		5-6 Years
PYP Grades		Age Brackets
PYP I		6-7 Years
PYP II		7-8 Years
PYP III		8-9 Years
PYP IV		9-10 Years
PYP V		10-11 Years
MYP Grades		Age Bracket
MYP I		10 – 11 Years
MYP II		11 – 12 Years
MYP III		12 – 13 Years
MYP IV		13 – 14 Years
MYP V		14 – 15 Years
College Grades		Age Bracket
O-I / IX Matric		13 – 14 Years
O-II / X Matric		14 –15 Years
O-III		15 – 16 Years
A-Level/Diploma Program		16 - 19Years

## 5. Admission Process:

The Admissions process is composed of 4 steps:

- a) Student assessment and interview
- b) Parents interview
- c) Acceptance

## **6. Admission Procedure Details:**

The student/ parent is contacted to specify date and time of the test. The designed tests are based on the transdisciplinary approach for PYP, interdisciplinary approach for MYP and written test for Diploma Programme comprising multiple components such as language and analytical reasoning.

Based on the test results, applicants are being informed the same day whether or not they have been granted admission. If an applicant has been granted admission, parent(s) collect the fee bill from the Admission/Accounts office and deposit the amount with the same office. Once the fee is paid, the school office sends an admission confirmation letter.

After the admission confirmation, parents are to be interviewed either by the Principal or the Programme Head.

Note: The child must be accompanied by at least one parent on the date of the interview/assessment. We do not entertain anyone other than the parents of an applicant at the time of the interview. If parent(s) are unable to attend the appointed interview/assessment, a new date must be requested promptly from the admission office.

## **7. Significance of Academic Honesty:**

AIC expects students and their parents to familiarize themselves with regulations concerning decent and honest behavior according to the Academic Honesty policy. Students are expected to respect intellectual property of others while working towards their own and in the process of producing their academic works. As part of the admission procedure, the office explains regulations as per Academic Honesty Policy.

In addition the importance of Academic Honesty is explained to the parents and students throughout the year integrating the same with assessment policy. Special focus of parents and students brought prior to:

- PYP exhibition
- MYP Personal Projects and e-portfolios.
- DP Extended Essays

As part of a learning continuum the three programmes (PYP, MYP and DP) share commonalities in what they assess and how they assess. Across the programmes, learning engagements provide thinking forums to integrate attributes of the IB Learner profile with everyday day learning and real life applications. This profile serves to increase the

student's awareness of and sensitivity to, the experiences of others beyond the local or national community. Additionally, all three programmes are driven by goals to measure students' conceptual understanding and not merely their ability to learn the content.

### **7. Admission and Inclusion:**

We uphold the principles of a balanced education rooted in the firm belief in inclusion. Academic excellence is reflected in our philosophy of supporting and celebrating the diversity of learning needs within the school community. We endeavor to accommodate students with diverse learning needs to achieve their highest potential while celebrating their unique learning strengths and needs, providing equal opportunities for the school population across. If we determine that we are unable to accommodate a candidate's special needs, we direct parents to more suitable options. AIC cannot accept students whose physical or learning disability is judged by our SEN Coordinator to be such that we cannot effectively educate the child.

Please note that any special educational, social/emotional, physical or behavioral issues and needs must be fully disclosed and described in detail in the application for admission.

On acceptance of admission, a formal 15 minutes session is arranged with the prospective entrant and parent explaining implementation of policies at that particular grade level. The student and his/her parents are expected to sign the Assessment, Academic Honesty and Language policy at the time of admission.

### **9. Documentation Required:**

Completed forms are to be submitted within 7 business days, with the following documents attached:

- Copy of child's birth certificate/Copy of child's B-form
- 2 recent passport size photographs
- Copy of last attended School Report Card/  
Transcripts ▪ School Leaving Certificate (where applicable)
- Copy of parents' CNIC

### **10. Conditional Admission Granted for Diploma Programme:**

Students who do not meet the mentioned grade criteria for admission to DP but show promise in their admission test, SRAR and statement of interest may be extended conditional admission. An applicant offered admission on conditional basis, needs to get a letter of Conditional Admission signed by his/her parent or guardian. Conditions of admission vary for each individual depending upon percentage of marks, exam results, behavioral conduct and more.

### **11. Sharing with Stakeholders:**

The admission policy is shared with all stakeholders through following mediums:



- At the time of admission
- School website
  - Discussed frequently in Parent-Teacher-Management collaborations conducted by the school

## 12. Policy Review:

AIC policy review panel shall review and update the presented Admission policy in December, 2019. The panel includes office bearers from academic monitoring and evaluation departments.

## 13. References:

Admission Policy July 15, 2015, Yokohama

International School: retrieved from

<https://www.yis.ac.jp/admissions/admissions-policy>

Admission Policy 2017, International School of Nanshan Shenzhen: retrieved from

<http://www.isnsz.com/admissions/admission-policy/>

Admission Policy 2016-17, Carroll Wood Day School: retrieved from

<http://www.carrollwooddayschool.org/page.cfm?p=726>

IB Africa, Europe & Middle East Regional Conference 2014 Rome 16 -19 October, retrieved

from:<http://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/klaiss-rome-presentation.pdf>