



CHRISTIAN ALLIANCE  
INTERNATIONAL SCHOOL  
宣道國際學校



# IB Admissions Policy



# Admissions Policy

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## 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.

## CAIS MISSION STATEMENT

To cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity.

## CAIS VISION STATEMENT

At Christian Alliance International School, we aspire to be the best school *for* Hong Kong, *for* the world, and *for* Christ.

## THE IBDP LEARNER PROFILE

The IB Learner Profile is a set of ten qualities we desire in our students.

IB Diploma students 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 to the views of other individuals and groups.

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights 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 change in the lives of others and 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 interdependence with other people and 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 to support our learning and personal development.

## INTERNATIONAL-MINDEDNESS

In line with our school ethos and that of the IBO, we strive to foster an environment of caring individuals who promote a better world through intercultural understanding and respect. Our IB policies on Language, Assessment, Inclusion, Admission, and Academic Integrity are integral in helping us fulfill this aspect of our mission.

## 1. INTRODUCTION

This International Baccalaureate Diploma Programme (IBDP) Admissions Policy is an extension of the Christian Alliance International School (CAIS) Admissions Policy. In other words, candidates and their parents should read, understand and agree with the school-wide admissions policy and their related policies before they apply for the IBDP at CAIS. Candidates applying for the IBDP at CAIS should complete the CAIS Student Application Form (if they are not currently students of CAIS) as well as the CAIS-IBDP Application Form.

Students taking IBDP at CAIS must understand and support the mission of CAIS as well as the philosophy of IBDP. Students are encouraged to attempt the 2-year full diploma, not individual diploma courses.

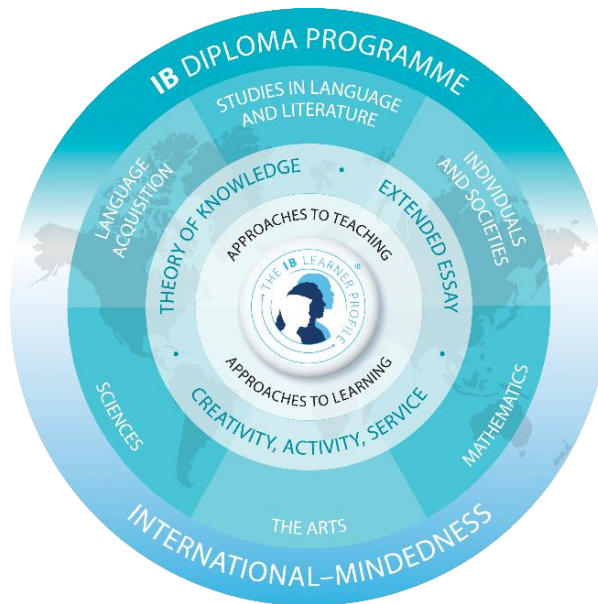


Figure 1. The IBDP Curriculum Model

## 2. CURRICULUM FRAMEWORK AND LEARNER PROFILE

The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19 at Grade 11 and Grade 12. The programme is designed to equip students with the basic academic skills needed for university study, further education, and their chosen profession. Additionally, the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life.

A distinguishing characteristic of the DP is its concern with the whole educational of each student. The Core components (EE, TOK, CAS), Approaches to Teaching and Learning, and IB Learner Profile are positioned at the centre of the curriculum model, reflecting the priority given to character as well as cognitive development (see Figure 1). This framework and supporting principles ensure that each student attains a broad and balanced education.

### 3. IBDP SUBJECT CHOICES AT CAIS

Students are required to study six subjects over two years. One subject is chosen from each of the six groups. Group 6 (The Arts) may be replaced by a second Group 3 or 4 subject. For students pursuing the IBDP Bilingual Diploma, Chinese A must be taken in place of a Group 2 subject (next page for details). Students must choose three subjects at Higher Level (HL) and three at Standard Level (SL). HL courses cover more material and meet more often than SL. Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS) are required core components that broaden the educational experience and challenge students to apply their understanding.

The IBDP subjects offered by CAIS are:

GROUP 1 (Language A)	GROUP 4 (Sciences)
English A: Language and Literature (HL/SL) <sup>1</sup> Chinese A: Language and Literature (HL/SL) <sup>2</sup>	Biology (HL/SL) Chemistry (HL/SL) Physics (HL/SL) Design Technology (HL/SL)
GROUP 2 (Language Acquisition)	GROUP 5 (Mathematics)
Chinese B (HL/SL) French ab initio (SL) Spanish ab initio (SL)	Math: Analysis and Approaches (HL/SL) Math: Applications and Interpretations (SL)
GROUP 3 (Individuals and Societies)	GROUP 6 (The Arts)
Economics (HL/SL) Business Management (HL/SL) History (HL/SL) Psychology (HL/SL)	Visual Art (HL/SL) <sup>3</sup>
Core Subjects (required)	
Theory of Knowledge   Extended Essay   Creativity, Activity, Service	

<sup>1</sup> A required course at CAIS.

<sup>2</sup> May be taken in place of a Group 2 subject to achieve the IBDP Bilingual Diploma.

<sup>3</sup> The Arts may be replaced by a second Group 3 or Group 4 subject.

#### 4. PLACEMENT IN LANGUAGE COURSES

It is important that students be correctly placed into DP language courses. The IB Organization states that intentional misplacement of a student into a language course which does not provide an appropriate degree of challenge may be considered school maladministration. Therefore, when making language course decisions, the following guidance must be taken into consideration:

**Language ab initio** is a language acquisition course for students who have no prior experience of the target language, or for those with very limited previous exposure. Language ab initio courses are only offered at Standard Level (SL), but they must not be considered an “easy option”.

**Language B (SL)** is a language acquisition course for students who have some previous experience in the target language and can already communicate in the language in familiar contexts. While in the course, they will further develop this ability.

**Language B (HL)** is a language acquisition course for students who have previous experience in the target language and the ability to communicate in that language in a variety of contexts and for a variety of purposes. As the study of two literary works in the target language is compulsory in Language B (HL), entering the course with these communication skills allows the student to begin the study of works of literature.

**Chinese A: Language and Literature** is a language and literature course for students who are already able to read, analyse and respond to complex literary and non-literary texts in Mandarin. If a student can already communicate on a range of topics in a variety of familiar and unfamiliar contexts, then Chinese A may be considered in place of a Group 2 language.

##### The IBDP Bilingual Diploma

At CAIS, a student who has Mandarin fluency above Chinese B (HL) may strive for the IBDP Bilingual Diploma. To achieve the Bilingual Diploma, Chinese A: Language and Literature must be taken in place of a language acquisition course. If a score of 3 or higher is achieved in two Group 1 courses (English A and Chinese A), the IB Organization will award the student with an IBDP Bilingual Diploma.

#### 5. ROLE OF THE ACADEMIC COMMITTEE

The Academic Committee for IBDP consists of Senior Leaders, IBDP Coordinator, and Guidance Counsellors. The service of the Committee is to track the well-being and academic performance of each student as well as advise and decide pathways to their success.

If a student of IBDP Year 1 applies for a change of curriculum from IBDP to Alberta High School Diploma, he/she should seek approval from parents/guardians and submit a request by 30th of September in IBDP Year 1. A decision will be made by the Academic Committee after consulting appropriate parties.

At the end of IBDP Year 1 and routinely in Year 2, the Academic Committee and teaching staff will carefully review each student's performance. If the Committee determines that a student would have a higher likelihood of achieving his/her university or career aspirations in the Alberta curriculum, parents will be informed and may be presented with the following options: (i) repeat IBDP Year 1, (ii) transfer to Alberta High School Diploma Grade 11, or (iii) promote to Alberta High School Diploma Grade 12. In such cases, the Academic Committee has final authority and will base its decision on the best interest of each student.

### **Acceptance into the Programme**

Upon being accepted into the IB Diploma Programme at CAIS, students and parents are required to submit a signed "Letter of Acceptance" and signed "Consent to Pursue the IBDP at CAIS". The consent form ensures all parties are aware of the requirements to be awarded the IB Diploma, as well as the role of the Academic Committee in having final authority in placing students into, and removing them from, the IBDP.

## **6. APPLICATION TO CAIS-IBDP**

Those interested in the IBDP at CAIS must complete Secondary 4 level of education (i.e., Grade 10) or equivalent. Interested candidates should understand the characteristics of Alberta Diploma curriculum and IB Diploma before submitting the CAIS-IBDP Application Form.

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### **Internal Applicants to CAIS-IBDP**

#### **Required:**

- Submission of the CAIS-IBDP Application Form
- 30-minute interview with IB Coordinator and member of the Academic Committee
- Academic average of at least 75% (cumulative, all subjects) in Grade 10
  - Math AA (HL) requires G10 Math (accel.) and teacher approval
  - Math AA (SL) requires G10 Math (accel.) or summer course equivalent (80% or higher)
  - Math AI (SL) requires G10 Math (accel.) or summer course equivalent (50% or higher)

#### **Recommended:**

- Grade 10 English and Humanities subject averages of at least 75%
- Grade 9 PAT test of 70% or above in every subject

## External Applicants to CAIS-IBDP

- Submission of the CAIS General Admission Application (see <https://www.caisbv.edu.hk/how-to-apply/>)
- Submission of the CAIS-IBDP Application Form
- CAIS entrance tests for English and Math (further assessment on Languages or Science may be required)
- Attendance of a 30-minute interview to introduce his/her rationale for undertaking the IBDP and to answer any questions from the Academic Committee

## 7. APPROVAL AND REVIEW DETAILS OF THIS POLICY

Approval and Amendment History	Details
Proposer	Peter Chan (DPC), Sep 2019
Original Approval Authority and Date	Principal/HOS, Sep 2019
Last Update	Ben Myers (DPC), Jan 2024
Notes of Changes (last update)	-Major formatting -Addition of Learner Profile -Addition of International-Mindedness -Addition of Mission and Vision Statements -Update of course offerings -Addition of section 5: "Role of the Academic Committee" -Elimination of essay required to apply
Amendment Authority	Daniel Schick (Principal), Jan 2024 Richard Vanderpyl (HOS), Jan 2024

## REFERENCES

International Baccalaureate Organization. (2019). *What is IB Education?*

International Baccalaureate Organization. (2023). *Diploma Programme Assessment Procedures 2023.*