



**Lahore Grammar School**  
**55 Main Gulberg**

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## Introduction

Lahore Grammar School 55 Main's academic programme aims to develop critical thinking and encourage a lifelong enthusiasm for learning and discovery. A dynamic and challenging curriculum is central to our educational offerings. The emphasis is on learning how to think for yourself rather than simply absorbing facts.

Our curriculum encompasses a range of disciplines, in order to ensure that students develop a range of skills and intellectual abilities. The humanities and arts, the social sciences, and the natural and mathematical sciences all involve different modes of thinking. In a world where adaptability is ever-increasingly important, we want to make sure our students are equipped to handle the variety of experiences that they will encounter in their lives beyond school.

## Regular School Time Table

Monday-Thursday

Attendance/Homeroom	7:30-7:40
1 <sup>st</sup> Period	7:40-8:15
2 <sup>nd</sup> Period	8:15-8:50
3 <sup>rd</sup> Period	8:50-9:25
4 <sup>th</sup> Period	9:25-10:00
Long Break	
5 <sup>th</sup> Period	10:25-11:00
6 <sup>th</sup> Period	11:00-11:35
7 <sup>th</sup> Period	11:35-12:10
8 <sup>th</sup> Period	12:10-12:45
Short Break	
9 <sup>th</sup> Period	1:00-1:35
10 Period	1:35-2:10

Friday

Attendance/Homeroom	7:30-7:40
1 <sup>st</sup> Period	7:40-8:15
2 <sup>nd</sup> Period	8:15-8:50
3 <sup>rd</sup> Period	8:50-9:25
4 <sup>th</sup> Period	9:25-10:00
Break	
5 <sup>th</sup> Period	10:15-10:50
6 <sup>th</sup> Period	10:50-11:25
7 <sup>th</sup> Period	11:25-12:00
8 <sup>th</sup> Period	12:00-12:30

## Attendance

It is a school expectation that all students attend school regularly. Students and parents should aim for zero absences.

We strongly discourage students from taking extended leave during term time, so parents are advised to plan their holidays or trips keeping the school calendar in mind. We also request parents to avoid making doctor, dentist, passport, or any other appointments during the school day. Parents should not collect their daughter early from school unless it is an emergency. The school does keep a record of students who are habitually late to school or whose parents frequently make requests to collect

them early. If the school finds that such requests are made more than once a term, we may schedule a meeting with the parents.

Attendance is marked in the homeroom period as well as by subject teachers. Attendance is calculated in each term as an average of homeroom and subject attendance.

### Minimum attendance requirement

O Level students who do not meet the minimum attendance requirement of 80% per term may find themselves facing academic sanctions, including, but not limited to, the possibility of reduced grades and private status in the board exams. Attendance is reviewed after the Mid-Year, Final, and Mock Exams. The 80% benchmark has been set based on the guided learning hour recommendations of the Cambridge Assessment International Education (Cambridge) board that sets the IGCSE and O Level exams sat by our students.

### Leave applications

If a student must miss school for unavoidable reasons, parents must send in an application, via email or in hard copy to the relevant administrator. Applications for sick leave longer than two days must be accompanied by a medical certificate. Medical certificates may not be issued by the student's parents.

Students who are regularly absent or lack punctuality do not display the sense of responsibility or commitment we would like to see in our students. These students will not be viewed favourably when the faculty shortlists students for student council positions.

For O Level students, low attendance can also have serious academic consequences. We would particularly emphasise that while leave applications are required for students to be eligible for retests and for other administrative purposes, ALL absences are counted as such when tallying O Level attendance.

## Assessment and Examination

Informal assessments allow teachers to gather information from a variety of sources, including daily assignments, day to day observations, conversations, demonstrations, projects, performances, homework, and class participation.

The primary purpose of formal assessments is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each subject. The information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programmes and classroom practices.

Assessments focus on the categories listed below, which represent four broad areas of knowledge and skills within each subject and should be seen as interrelated, reflecting the wholeness and interconnectedness of learning.

**Knowledge and Understanding:** Subject-specific content acquired in each year level: for example, facts, terms, techniques, definitions, and dates (knowledge), and the comprehension of the meaning and significance of concepts, ideas, procedures, processes, relationships, and informed opinions (understanding).

**Thinking:** The use of creative and critical thinking skills and processes; for example: formulating questions, generating ideas, gathering information, focusing research, organising presentations and projects, brainstorming and so on. It also includes inferring, interpreting, editing, revising, refining, forming conclusions, evaluating, synthesising, and detecting bias.

**Communication:** The conveying of meaning through various forms, drama performances, art exhibitions, dance and music performances, debates, discussion, and writing.

**Application:** The use and application of knowledge and skills to make connections within and between various contexts. It includes the transfer to new contexts of concepts, strategies, processes, and techniques.

Other important observations and considerations pertain to a student's **Attitude to Learning**

(Level 4= excellent to Level 1= more effort required):

#### **Effort in class**

4	<ul style="list-style-type: none"><li>• demonstrates an outstanding work ethic and a passion to learn independently</li><li>• enthusiastically embraces all opportunities for learning</li></ul>
3	<ul style="list-style-type: none"><li>• is hardworking, conscientious, and determined</li><li>• makes positive contributions and acts upon advice</li></ul>
2	<ul style="list-style-type: none"><li>• needs to apply herself more and focus more in lessons</li><li>• does not always persevere and produces work that is inconsistent in quality</li></ul>
1	<ul style="list-style-type: none"><li>• lacks focus and needs frequent monitoring</li><li>• gives up too easily and produces work that lacks thought or care</li><li>• shows little interest in improving standards</li></ul>

#### **Behaviour**

4	<ul style="list-style-type: none"><li>• is extremely well-organised and actively follows instructions</li><li>• behaves exceptionally well</li></ul>
3	<ul style="list-style-type: none"><li>• is consistently ready to learn and follows instructions</li><li>• behaves consistently well</li></ul>
2	<ul style="list-style-type: none"><li>• can be unprepared for learning and does not always follow instructions</li><li>• sometimes behaves in a disruptive manner</li></ul>
1	<ul style="list-style-type: none"><li>• often arrives unprepared for lessons</li><li>• is uncooperative and disrupts learning</li></ul>

#### **Homework**

4	<ul style="list-style-type: none"><li>• always completes homework on time and to a high standard</li><li>• studies independently and seizes opportunities to improve</li></ul>
3	<ul style="list-style-type: none"><li>• completes homework on time and to an expected standard</li><li>• acts on opportunities to improve</li></ul>
2	<ul style="list-style-type: none"><li>• completes homework but may have missed deadlines</li><li>• sometimes produces work that lacks thought or care</li></ul>
1	<ul style="list-style-type: none"><li>• rarely completes homework</li><li>• produces work of poor quality</li></ul>

### **Term Reports**

Academic reports are issued twice a year, at the end of each term. On the report 30% of a student's marks in each subject are awarded for class work, homework, class attendance, class participation,

project work, and assessments. The remaining 70% marks are based on the Mid-Year, and Mock or Final Exams.

## Missed Assessment and Exam Policy

If a student is unable to appear, for authorised reasons, for an assessment during the regular term, there will be scheduled retest days two or three times in a term, where she will have an opportunity to make up for it.

Retests are not available for Mid-Year, Mock or Final Exams.

Missed assessments during the regular term are awarded a 0.

Missed exams are marked as an X and the entire grade for the term is awarded on the basis of the term marks.

## Study Habits

Teachers try to avoid burdening students with too much homework, but what they do assign needs to be completed in a timely manner and to a high standard. Students are strongly advised to finish incomplete assignments and keep up to date with their corrections. It cannot be stressed enough that reading, both in Urdu and English, really helps to develop a student's language skills and vocabulary.

When project work is assigned, students are divided into groups and the group decides collectively on the contribution of each member. This way everyone has some responsibility towards the success of the group project. With the exception of IGCSE Global Perspectives, students do not need to go over to each other's homes or stay after school for school projects. They will be given time during lessons to come together and discuss one another's progress.

Please encourage your daughter to manage her work on her own; resist the temptation to oversee her homework time or help her with projects and the like. Students often complain about pressure and stress from home and react very badly when they feel their grades will not meet expectations. A schedule, agreed upon by parents and students, is important to provide structure and make a child responsible for her own learning; beyond that, she should manage her work herself. The purpose of homework is to reinforce and practice what has been done in school.

## Academic Standing

The minimum grade required to pass a subject is 50%. If a student falls below 50% in one or more compulsory subjects, she may be asked to repeat the year or be given a "Next Year Decisive" letter. If the student continues to do poorly in her decisive year, she may be asked to leave school at the end of the academic year. Where academic performance in multiple subjects is consistently below 50% despite student effort as recorded by teachers during the term and regular attendance of school, students entering Class 10 or Class 11 may be offered the option to appear as private candidates for the Cambridge examinations instead of being asked to repeat the year or leave the school.

## Communication with Parents

### Parent Teacher Meetings

There are two Parent Teacher Meetings scheduled in the academic year: early November and mid-March. If you would like to meet with your daughter's teacher(s) at any other point, you are most welcome to request an appointment using the parents' dashboard or by calling the school.

### Administrative Staff

Parents wishing to raise a concern may do so by contacting the relevant Administrator for an appointment with the relevant Vice Principal, or by directly emailing the relevant Vice Principal.

**Administrator Classes 8 and 9** – Mahwish Faran: [mahwish.faran@55.lgs.edu.pk](mailto:mahwish.faran@55.lgs.edu.pk) (for Class 8 and 9 billing, leave requests, early release, submission of administrative forms and permission slips.)

**Administrator Classes 10 and 11** – Qudsia Kamal: [qudsiakamal@lgs.edu.pk](mailto:qudsiakamal@lgs.edu.pk) (for Class 10 and 11 early release)

**Administrator Classes 10 and 11** – Samina Mumtaz (Cambridge Exam registration, billing, leave requests, submission of administrative forms and permission slips.

**Vice Principal – O Level** – Aisha Amir Ahmed: [aisha.ahmed@lgs.edu.pk](mailto:aisha.ahmed@lgs.edu.pk) (for Class 9-11 academic and behavioural matters);

**Vice Principal – LGS 55 Main** – Zhila Shah: [zhila@lgs.edu.pk](mailto:zhila@lgs.edu.pk) (for Class 8 academic and behavioural matters and general school matters)

**Principal** – Mrs Nasrene Shah: [principal@lgs.edu.pk](mailto:principal@lgs.edu.pk)

### Academic Awards and Recognition

At the end of every academic year, students who are performing exceptionally well in any given subject receive a Certificate of Excellence for their performance in that subject. Students who are making an effort to improve their performance also receive a Certificate of Recognition for their work. Those who are at the top of their class level across all or almost all subject areas, have perfect or close to perfect attendance, and embody the school values receive the school's highest academic commendation, which is the Roll of Honour.

### Co-Curricular Activities

We pride ourselves on our extensive and imaginative co-curricular programme which offers every opportunity for our students to learn, develop interests, excel in areas beyond the classroom and, no less importantly, have fun. These co-curricular activities also help students with practical skills such as financial management. Planning and executing a variety of events introduces them to the world of entrepreneurship and business as well as the knowledge of professional skills which will support them in the world of work beyond college or university.

There are many societies at school: Performing Arts, Community Service and Environment, Debates (English and Urdu), Model UN, Art, ICT, Literary (Urdu and English), Law, Media and Graphics, Sports, Economics and Business, and Sci-Math.

There are any number of opportunities for girls to participate in a whole host of different inter- and intra-school events. LGS 55 Main sends its students to over 120 events over the course of the year.

As we prepare the girls for life beyond school it is important to equip them with the skills to work effectively with others, lead with confidence, and understand themselves.

## COURSE OF STUDY

The O Level programme at LGS 55 Main leads to students appearing in Cambridge O Level and IGCSE examinations. Starting in 2025, Cambridge IGCSE courses will be taught for all subjects except First Language Urdu, for which the Cambridge O Level course will continue.

### Class 8

#### Subjects

In Class 8 students take the following subjects:

1. English Language and Literature
2. Urdu Language and Literature
3. Mathematics
4. General Science (Physics, Chemistry and Biology)
5. Pakistan History (Cambridge IGCSE 0448)
6. Pakistan Geography (Cambridge IGCSE 0448)
7. Islamiyat (Cambridge IGCSE 0493)
8. Information Communication and Technology
9. Global Perspectives
10. Punjabi
11. Art

Students also have games, music, and dance, aerobics, or martial arts during the week.

#### O Level Subject Selection

In the middle of the second term of Class 8, we invite parents to come and listen to our academic advisors and college counsellors about helping their daughter choose subjects that interest her for her O Level exams. We give students a Subject Selection Form with all the available options and ask them to fill it out, with instructions on how to submit it.

Students going into Class 9 take **6 compulsory subjects** and **3 elective subjects**. Some students may opt for an additional subject after school.

#### Compulsory Subjects:

1. English Language and Literature
2. Urdu Language and Literature
3. Mathematics
4. Islamiyat
5. Pakistan Studies – taught separately as Pakistan History and Pakistan Geography
6. World History

Students are required to choose **3 elective subjects** from the list below. If a student **has not** obtained the necessary results for the Sciences (65% in each of the sciences) or Additional Mathematics (75%), she may be asked to review her subject choices **after** the final exams. If a student has not been asked to review her choices, the selection on her form is treated as final.

#### Elective Subjects:

Students must select **one** subject from each group (i.e., from Group 1: Physics **or** Environmental Management **or** Additional Mathematics).

**SUBJECT CHOICES FOR THE COHORTS APPEARING FOR CAMBRIDGE EXAMINATION IN 2024:**

<b>Group 1</b>	O Level <b>Physics</b> 5054	O Level <b>Sociology</b> 2251	O Level <b>Environmental Management</b> 5014
<b>Group 2</b>	O Level <b>Chemistry</b> 5070	O Level <b>Art and Design</b>	O Level <b>Economics</b> 2281
<b>Group 3</b>	O Level <b>Biology</b> 5090	O Level <b>Additional Mathematics</b> 4037	IGCSE <b>Information, Communication and Technology (ICT)</b> 0417

**SUBJECT CHOICES FOR THE COHORTS APPEARING FOR CAMBRIDGE EXAMINATION 2025 ONWARDS:**

<b>Group 1</b>	IGCSE <b>Physics</b> 0625	IGCSE <b>Environmental Management</b> 0680	IGCSE <b>Additional Mathematics</b> 0606
<b>Group 2</b>	IGCSE <b>Chemistry</b> 0620	IGCSE <b>Geography</b> 0460	IGCSE <b>Art and Design</b> 0400
<b>Group 3</b>	IGCSE <b>Biology</b> 0610	IGCSE <b>Sociology</b> 0495	IGCSE <b>Computer Science</b> 0478 (Classes are held after school) or IGCSE <b>Information, Communication and Technology (ICT)</b> 0417

Apart from this, Art & Design, ICT and Additional Mathematics may be available after school **if** enough students opt for them. There must be a minimum of 12-15 students for any after school class to be offered. Parents will be required to pay for these additional classes. Should a student later dropping such a subject lead to the class size falling below the minimum required size, she will continue to be charged for the engagement of the additional teacher.

## Classes 9-11

The O Level programme at LGS 55 Main, like the scheme of studies at every level, is organised in line with the school philosophy. When parents admit their children to our School, they are committing to following the School's educational programme. **To appear as school candidates for Cambridge exams, students must register for all subjects as per school policy.**

### Subject Requirements

<b>ALL Students</b>
<b>Minimum of eight (8) O Level/IGCSE exams</b>
including First Language English (0500)
and Mathematics (0580)

<b>Students holding Pakistani passports</b>	<b>Students holding foreign passports</b>
First Language Urdu (3247)	Urdu (O Level) or other language (O Level or (I)GCSE)
Pakistan Studies (0448)	
Islamiyat (0493)	

### Examination Timeline

Students at LGS 55 Main appear for their O Level/IGCSE exams according to the following schedule:

	<b>Compulsory Subjects</b>	<b>Optional Subjects</b>
<b>May/June of Class 10</b>	Islamiyat (0493) Pakistan Studies (0448)	NONE
<b>May/June of Class 11</b>	First Language Urdu (3247) First Language English (0500) Mathematics (0580)	ALL

### Exemption from Compulsory Subjects for Students Holding Foreign Passports

**We strongly recommend that ALL students continue the study of First Language Urdu, Pakistan Studies, and Islamiyat,** regardless of what passport they hold. These subjects are an integral part of our curriculum. The study of Urdu connects students to our rich cultural traditions. The study of literature in any language helps people develop empathy and insight into other human beings. The study of history, geography, and religion helps students develop a clearer understanding of the forces that shape the world around them.

Beyond our firm belief in a well-rounded education, there are additional practical benefits to the study of each of these subjects. For students who intend to study in college or university in Pakistan, lacking the Cambridge credentials in these subjects will force them to take admission as foreign students, paying up to 300% higher tuition fees than local students. For those who intend to seek admission in universities abroad, coursework in the humanities and facility in an additional language will prove an advantage. Therefore, while students who hold foreign passports are not required by law to sit the

Cambridge exams in these subjects, there are good practical reasons to do so. Please refer to the section on Students with Dual Nationality for further details. Additionally, parents and students are reminded that ALL students must have 8 O Level subjects, so seeking an exemption usually means needing to add another subject.

### Procedure for Seeking Exemption

1. Parents must submit to the Vice Principal - O Level:
  - a. a written application for the exemption; and
  - b. a copy of the student's passport.
2. Students who choose to study a second language other than First Language Urdu will need to:
  - a. make arrangements for instruction outside of school;
  - b. provide documentation to the school office showing their progress; and
  - c. register for the exam in that language through the school, **along with their other Class 11 subjects**. (Please refer to the section on Independent Study of a Second Language for further details.)
3. Students who have been exempted from Pakistan Studies or Islamiyat or both are:
  - a. required to attend the classes for these subjects;
  - b. encouraged to participate in the classes; and
  - c. expected to bring work or reading material to these classes for days on which formal assessments are taking place.
4. Students who have been exempted from Urdu will:
  - a. be required to either attend regular Urdu classes in line with point 3 above or
  - b. go to the school library during these classes and have attendance recorded at the library.

## Urdu

Just as the English programme prepares students for First Language English, the Urdu programme at LGS 55 Main prepares students for First Language Urdu (Urdu A), since the school regards both language and literature an essential part of any student's cultural education. The policy for students in the O Level classes wishing to take Second Language Urdu (Urdu B) is as follows:

Students are permitted to opt for Second Language Urdu *ONLY* if they have a foreign passport, have resided abroad for a significant period of time immediately before coming to LGS 55 Main, or have come to the school without any background in literature and fewer than three years before their Cambridge examination.

LGS 55 Main offers classes only in First Language Urdu.

We strongly encourage all students, even if school policy permits them to opt for Urdu B, to stick with Urdu A.

### Advantages of Studying First Language Urdu

- Studying a course that tests a wider field of knowledge and wider range of skills looks better on a transcript to university admissions officers. This is even truer if one has not studied in Pakistan for a significant portion of one's elementary and secondary school studies. It reflects favourably on students if they demonstrate proficiency at first language level in two languages.
- The study of literature improves our ability to relate to other people, to empathise with them, and to look at the world from a variety of perspectives.
- The study of Urdu literature, in particular, gives students a firmer grounding in their own culture, giving them a fuller sense of their own identity, and a clearer sense of indigenous intellectual traditions and art forms.

### Disadvantages of Second Language Urdu

- The choice to take Urdu as a second language can be viewed by admissions committees as a lazy, and therefore less desirable choice.
- Language skills are more difficult to develop when removed from the context of literature, of published texts, and of regular usage.

### Independent Study of a Second Language

- All students pursuing a second language independently must
  - submit a letter or email signed by a parent indicating which language they will be preparing for, and
  - appear for the O Level/IGCSE examination in that language at the end of Class 11.
- Students of Urdu as a Second Language must
  - sit for a school examination in Urdu as a Second Language (Cambridge Syllabus 3248) along with their other June exams in Classes 9 and 10;
  - sit for a school examination in Urdu as a Second Language (Cambridge Syllabus 3248) along with their other Mock Exams in Class 11.
- Students of all other languages must submit
  - a copy of the syllabus they will be studying
  - contact information for their teacher
  - a teaching and assessment timeline from their teacher
  - a report from their teacher in December and June of Classes 9 and 10, and March of Class 11.

### Subject Finalisation

Towards the end of Class 9, all students are asked to fill out subject finalisation forms, indicating whether they wish to study, in Classes 10 and 11, any or all of Literature in English, World History, and Global Perspectives. For each of these subjects, teaching of the Cambridge curriculum begins in Class 10. Students who do not opt for any of these subjects are automatically enrolled for a compulsory non-examination course in Critical Thinking.

After receiving their Class 9 final exam results students wishing to make any changes to their original choices must submit an online application, signed by a parent or guardian, indicating this. The final deadline for changes is one week after the issuing of end-of-year results.

After that deadline passes, students will have an opportunity to drop a subject in the first week of the second term (January) of Class 10 (PLEASE NOTE: this does not apply to Global Perspectives which cannot be dropped after the initial subject choice deadline), and the first week of the first term of Class 11, always subject to the minimum and compulsory subject requirements.

### Audit Courses

The school feels strongly that a study of literature and history enriches students immeasurably. At the same time, we are aware that not all students wish to take them as examination subjects. We therefore offer students the option of auditing either or both of Literature in English and World History. When auditing a course, students are required to attend all classes and do any assignments set during class time. They are not, however, required to sit for exams or formal assessments. The school provides written acknowledgement of the student having audited the course subject to the relevant teacher's verification of attendance and participation. Students must submit an application as part of the subject finalisation form to audit a course. The option to audit is not available for any other subjects.

## Extra After-School Classes

If enough students wish to opt for a subject that clashes with their subject choices, the school makes an effort to arrange after-school classes, at an extra charge, in those subjects. In the past, for example, such classes have been arranged for Additional Mathematics, Art & Design, and ICT. Should a student later dropping such a subject lead to the class size falling below the minimum required size, she will continue to be charged for the engagement of the additional teacher.

## SUBJECT CHANGES

### Switching subjects within the same subject group

#### CLASS 9

##### *FIRST TERM*

Permitted during the first two weeks of the first term of Class 9

##### *SECOND TERM*

Not permitted

#### CLASS 10

Not permitted

#### CLASS 11

Not permitted

### Dropping Subjects

#### CLASS 9

##### *FIRST TERM*

Extra afterschool subjects may be dropped during the first two weeks of the first term of Class 9 subject to minimum class size requirements.

##### *SECOND TERM*

During the first week of the second term - Extra after school subjects may be dropped subject to minimum class size requirements.

##### *AFTER SUBJECT FINALISATION FOR CLASS 10*

Up to one week after issuance of final exam results

- elective subjects may be dropped, subject to the minimum subject requirements.
- Students may choose to switch between assessed and audit status for World History or Literature in English or both.

#### CLASS 10

##### *FIRST TERM*

Up to the end of the first four weeks of classes, Global Perspectives may be dropped.

##### *SECOND TERM*

During the first week of the second term

- Extra after school subjects may be dropped subject to minimum class size requirements.
- Students may choose to switch **from** assessed **to** audit status for World History, Literature in English, or both, subject to minimum subject requirements.
- Students may drop World History, Literature in English, or both, subject to minimum subject requirements.

##### *SUBJECT DROP FOR CLASS 11*

Up to one week after issuance of final exam results

- Elective subjects may be dropped, subject to the minimum subject requirements.
- Students may choose to switch **from** assessed **to** audit status for World History, Literature in English, or both, subject to minimum subject requirements.

## CLASS 11

During the first week of the second term

- Extra after school subjects may be dropped subject to minimum class size requirements.
- Students may choose to switch **from** assessed **to** audit status for World History, Literature in English, or both, subject to minimum subject requirements.
- Students may drop World History, Literature in English, or both, subject to minimum subject requirements.

## Late addition of subjects

Extra after school subjects may be added in the first week of the second term of Class 9 or the first week of the first term of Class 10, subject to passing the teacher's assessment and a parent's written undertaking that missed coursework will be made up independently.

## Students with Dual Nationality

Please note that if your daughter has dual nationality and will be staying in Pakistan for her undergraduate studies, she has the option to drop Pakistan Studies, Islamiyat and Urdu for her O Levels. **This exemption is permitted by the IBCC** (Inter Board Committee of Chairmen). It is important for you to know that these terms and conditions are **in force at the time of issue of this notice** (17 June 2022) and can be changed by the government **at any time**.

According to the current rules, IBCC conditions to this exemption are as follows:

1. A student may only be exempted if she is a dual national with a foreign passport; and
2. If a student takes exemption of any of the three subjects mentioned above and then decides to go to university or college in Pakistan, she can only be granted admission in a local, private or government institution through reserved foreign student seats.

Please note that there is a **major difference in the fee structure** of seats for foreign nationals and local nationals, at times more than double the amount.

This notice is merely for your information. The school strongly recommends your daughter keeps these three subjects in order to keep her options open.

For further information and queries please contact the advising office at School. You may also visit the IBCC website at <http://www.ibcc.edu.pk>.

## Prep Leave before Cambridge Exams

O Level students take the Cambridge exams for Pakistan Studies and Islamiyat at the end of Class 10 and the remainder of their Cambridge exams at the end of Class 11. A few weeks prior to the commencement of these exams, they are given preparatory leave. A specific date is intimated to parents and students; usually this is in mid-April. **Until official prep leave begins, students are expected to attend school.** Class 10 students, in particular, must remember that they are responsible in their Final Exams for all material taught in all their courses and instruction in these courses continues until prep leave commences.

The **minimum** attendance requirement is 80% in each term. If the school finds that students are absenting themselves from school in order to prepare for either internal or external exams, the school will review the student's attendance when, for example,

- selecting Student Council members, Deputy Head Girls or the Head Girl;
- sending students on field trips and excursions;
- selecting students to represent the school at extra-curricular events; and
- deciding which students are to be sent up as private candidates for the Cambridge exams.

## School Transcript

Students of Class 11 are issued internal school transcripts indicating their letter grades in each subject in both terms of Classes 9, 10, and 11. Grades for elective subjects that have been dropped will still be indicated for the terms in which the student was enrolled in those subjects.

## Note

Parents and students are reminded that requests for changes to subject choices, or indeed any significant changes, must be submitted in writing, and are not considered final until a written response has been received from the School. Receipt of an application does not imply automatic acceptance. Parents should inform the School in a timely manner if a student needs leave, if circumstances arise at home that may impact a student's school performance or behaviour, or if they have a concern about some aspect of the School's programmes.

Updated February 2024