

WEEKLY BULLETIN

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At TIS,

we believe that personal success is best judged by one's proficiency in demonstrating on a daily basis the ten IB Learner Profile attributes: thinker, inquirer, reflective, caring, open-minded, risk-taker, communicator, balanced knowledgeable, and principled.

Calendar

November

1/2 TIS Annual Play;
GIS MUN

9 TISSA Volleyball

11 TOK final presentations

16 TISSA Basketball

21 Special assembly
(3.05pm)

25 S1 exams commence
(G10-12)

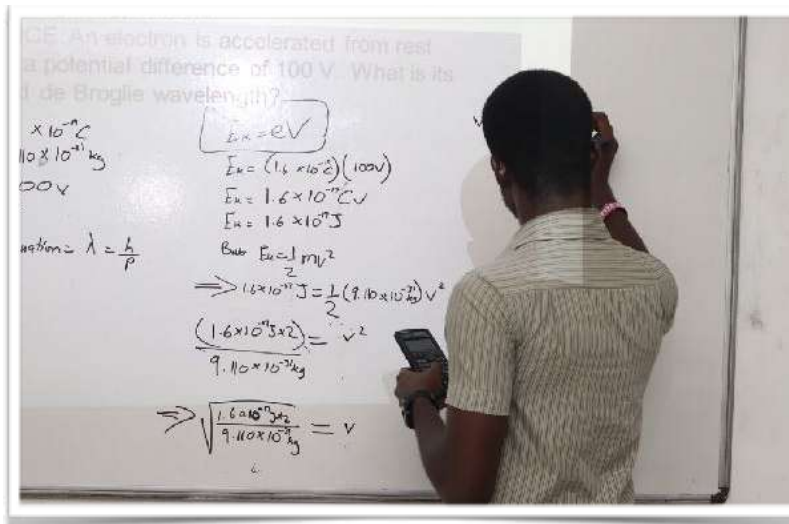
December

1 2020 admissions open

Thought for the Week

When you have exhausted all possibilities, remember this: you haven't.

- Thomas Edison



Lights! Cameras! Action!

It all happens tonight! And Saturday night! Starting at 7.00pm in the MPH at the Main Campus.

The Marriage of Anansewa comes alive on both nights as TIS presents its 2019 annual production.

Each annual production is an incredible opportunity, and experience for students, both onstage and backstage.

Special mention goes to Portia's Mum (100), Ethan's Mum (45) and Bernard's Mum (20) who have donated tickets to allow children from nearby schools attend this performance. Thank you for your generosity and caring spirit, along with others who have donated tickets so that others may share this experience.

Don't miss it. You've been warned!



Do the right thing,
even when no one
is watching.

It's called integrity.

Making Us Proud

- Adoma Agyare, John Aden-Mensah and Cecil Amaniampong who were our key TIS Ambassadors for our visitors from Semester at Sea on Tuesday.
- The cast and crew for The Marriage of Anansewa.

Reminders

- Please read the weekly TIS Bulletin and take action as required.
- Exeats: All exeat requests must be completed and submitted online. To access the online exeat form, please go to: <https://www.tis.edu.gh/exeat-form>
- A separate exeat has been created for urgent medical reasons. Please complete the online version at:

<https://www.tis.edu.gh/medical-exeat-form/>

- Student Medications: Any student medication must be sent to the Infirmary, along with medication instructions.
- Devices: Students are allowed only one device which must be a laptop. Mobile phones are banned.

Changing Subjects: The Right Reasons

In G7-8, students experience the full range of subjects with just a single choice between music and drama. This is to enable students to best select their 6-8 subjects for G9-10. Although it is very early, students at the end of G8 need to have some idea of what they would like to study at university. For some subjects, it is not critical that students must study them in G9-10. For example, economics, business studies and computer science do not require students to have studied them in 9-10. However, you can't drop biology in favour of another science (chemistry or physics) and expect to pick it up again in G11. Note: students who have an interest in studying science, medicine or engineering in G9 must study all three sciences.

Students have up to the mid-semester break to finalise their subjects in G9 and 11. So it has been surprising this week that possible changes have been mentioned when it had to be finalised two weeks ago. Has a poor result in an assessment task disillusioned some? Giving up should never be an option. Taking up the challenge to improve and focus is always the successful option. Parents determining selection without due consideration of their child's interests will always have a negative consequence.





TEMA INTERNATIONAL SCHOOL



**PRESENTS
AN ADAPTATION OF EFUA SUTHERLAND'S**

THE MARRIAGE OF ANANSEWA



an entangled affair...

**FRIDAY -1 | NOVEMBER, 2019
SATURDAY -2**

MPH (TIS MAIN CAMPUS)

**STUDENTS
20^{GHC}**

7:00PM

**ADULTS
40^{GHC}**

**All proceeds go towards students'
community service initiatives and projects.**





TEMA INTERNATIONAL SCHOOL

CULTURE



At TIS, we believe that culture as one of the four pillars for student balance and ensuing success, develops and enhances the creative, artistic and performing skills and talents in each student.



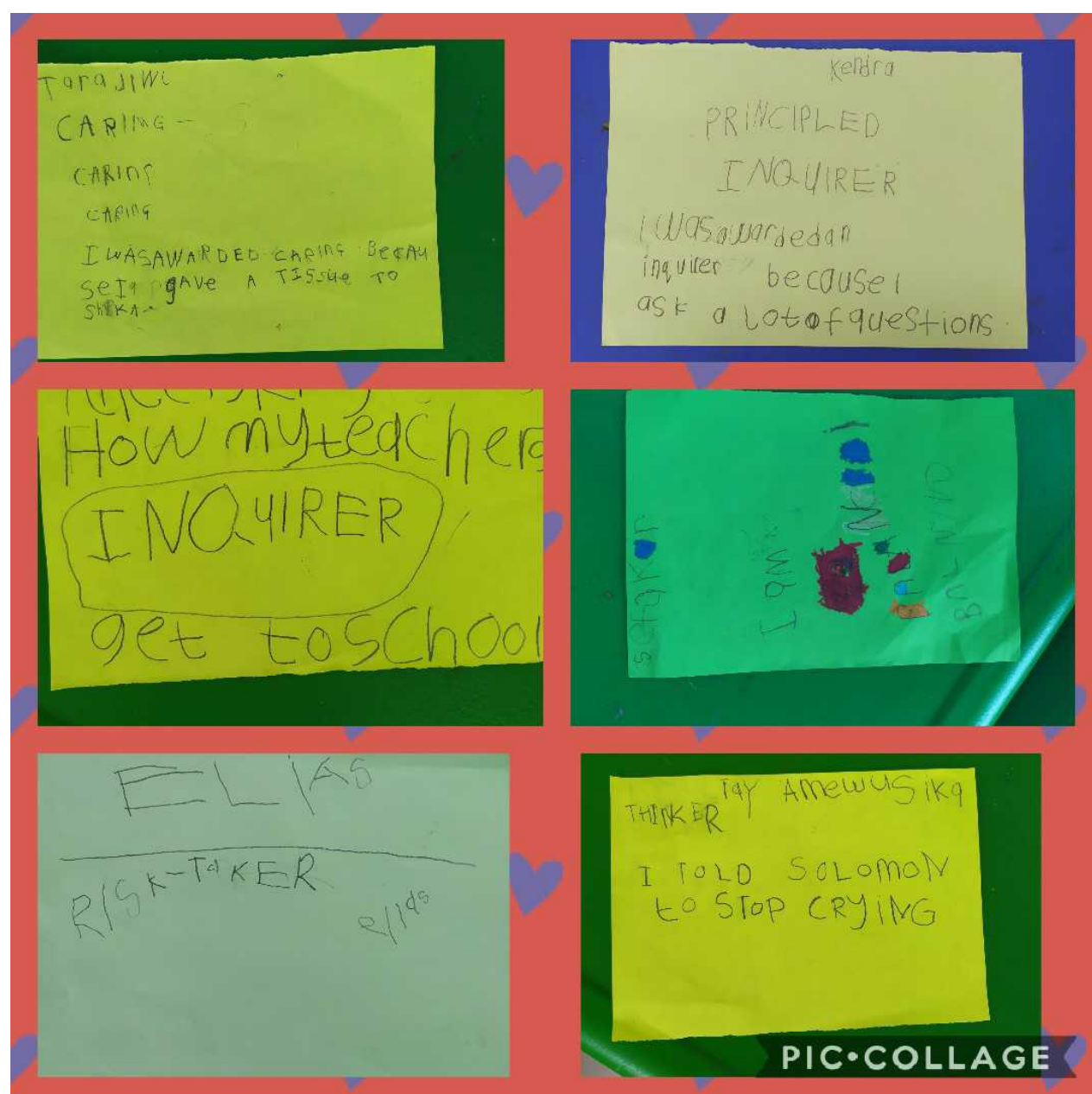
EDUCATION FOR A BETTER WORLD

PYP CORNER

Early Years

It has been a lovely week for our Topaz class as we welcomed each other back to school to commence the second half of the semester.

During our reflection sessions, learners talked about what they did during the mid-semester break. Those who received learner profile awards during the first half of the semester also shared their thoughts with the class:



For the next five weeks, Early Years will explore the theme, *“How We Express Ourselves”*, inquiring into celebrations, traditions, stories and play.

A celebration is a happy time when people get together in honour of something special. During special moments like these, stories are told and play is definitely present. This week being the tuning-in stage of the new Unit, we are focusing on birthday celebrations, and learning how different religions and countries commemorate the milestone.



tuning in activities



PIC•COLLAGE



The learning community will not be left out so dear parents and senior students, don't be surprised when you receive invitations to one or two of our class celebrations. We trust you'll do us the honour!

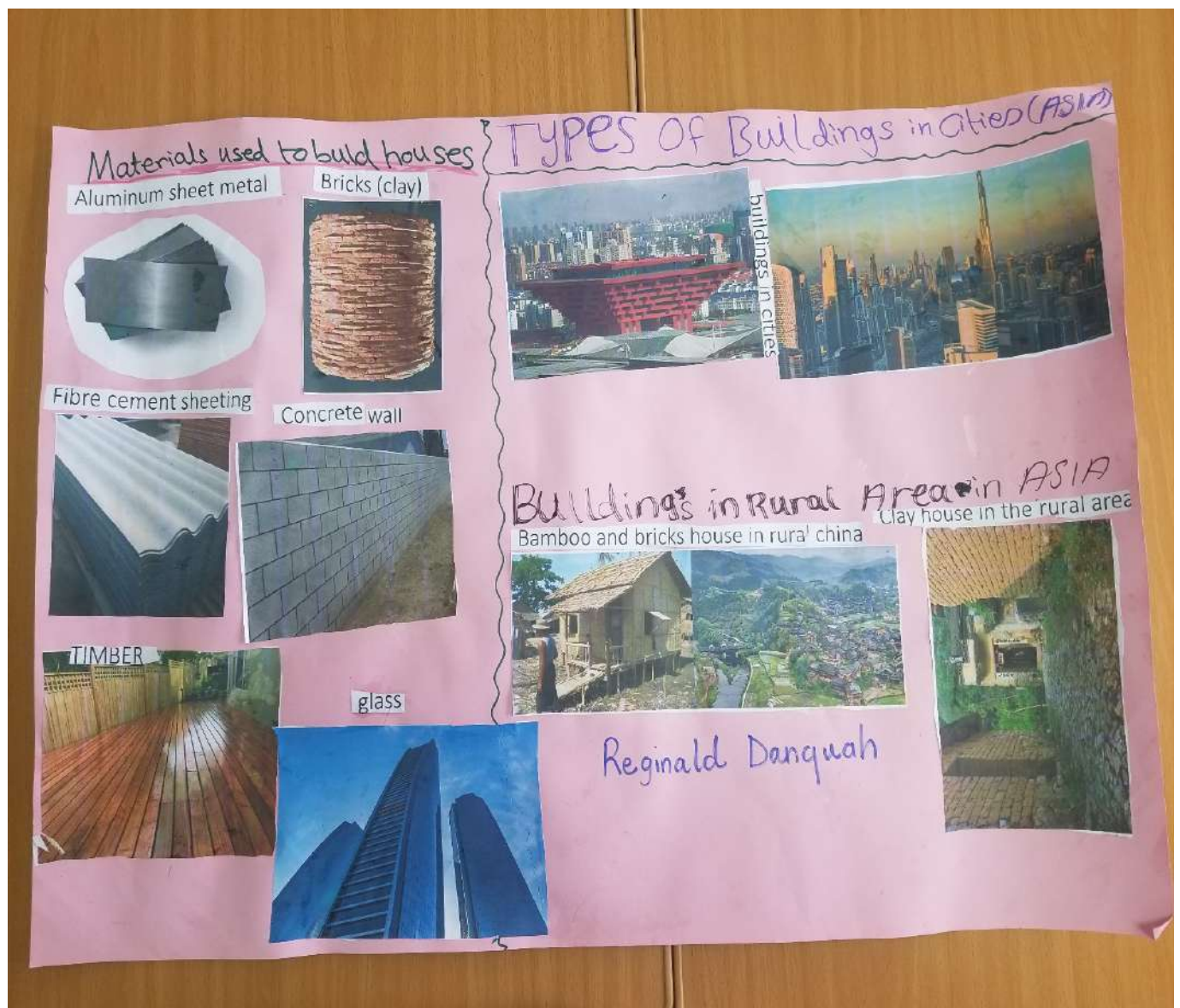
Lower & Upper Primary

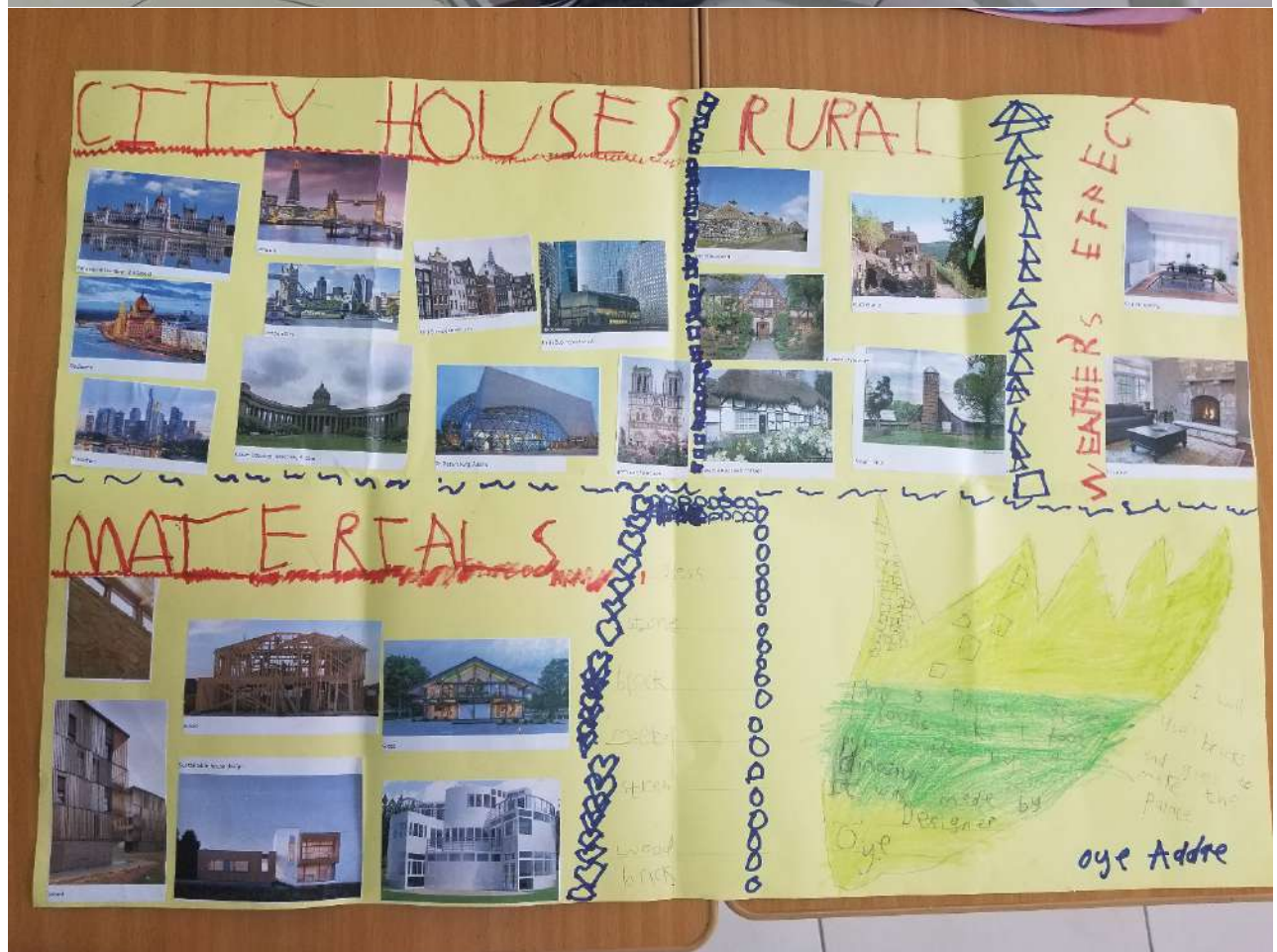
Inquiry in PYP

“Strong inquiry schools have a distinct climate- a climate that breeds curiosity, a relentless passion for investigation and a genuine fascination with learning” ~ Kath Murdoch

Classrooms in the PYP are led by curiosity and inquiry, both for teachers and learners. Our learning and teaching are focused on, *'What our students know'* and *'What they can do'*. Guiding an inquiry-based classroom is challenging, as the experience has to be carefully structured to include specific activities that will take teaching and learning to a whole new level. It is, however, fun and impactful when executed effectively. For instance, as the Onyx class continues their second Unit under the theme, *'Where we are in place and time,'* they are constantly building their knowledge, skills and conceptual understanding by exploring, researching and experimenting. It is these activities that ignite imagination, creativity and innovation.

Below is what the Onyx class created as they explored factors that influence the design of homes. They researched and came up with posters displaying the architecture of Asian and European buildings.





From that research, learners designed their dream houses, using coloured paper. They worked on their personal time-lines by focusing on some significant events that have occurred in their lives.



It was fun when learners had to demonstrate their ingenuity by using objects in their learning space to create patterns. They made some unique designs.



The Opal class also had an exciting time inquiring into past civilisations and their influence on modern societies. As technology is a key tool that drives inquiry, learners were guided to research via the internet. They delved into features of early civilisations, focusing on ancient Egypt.

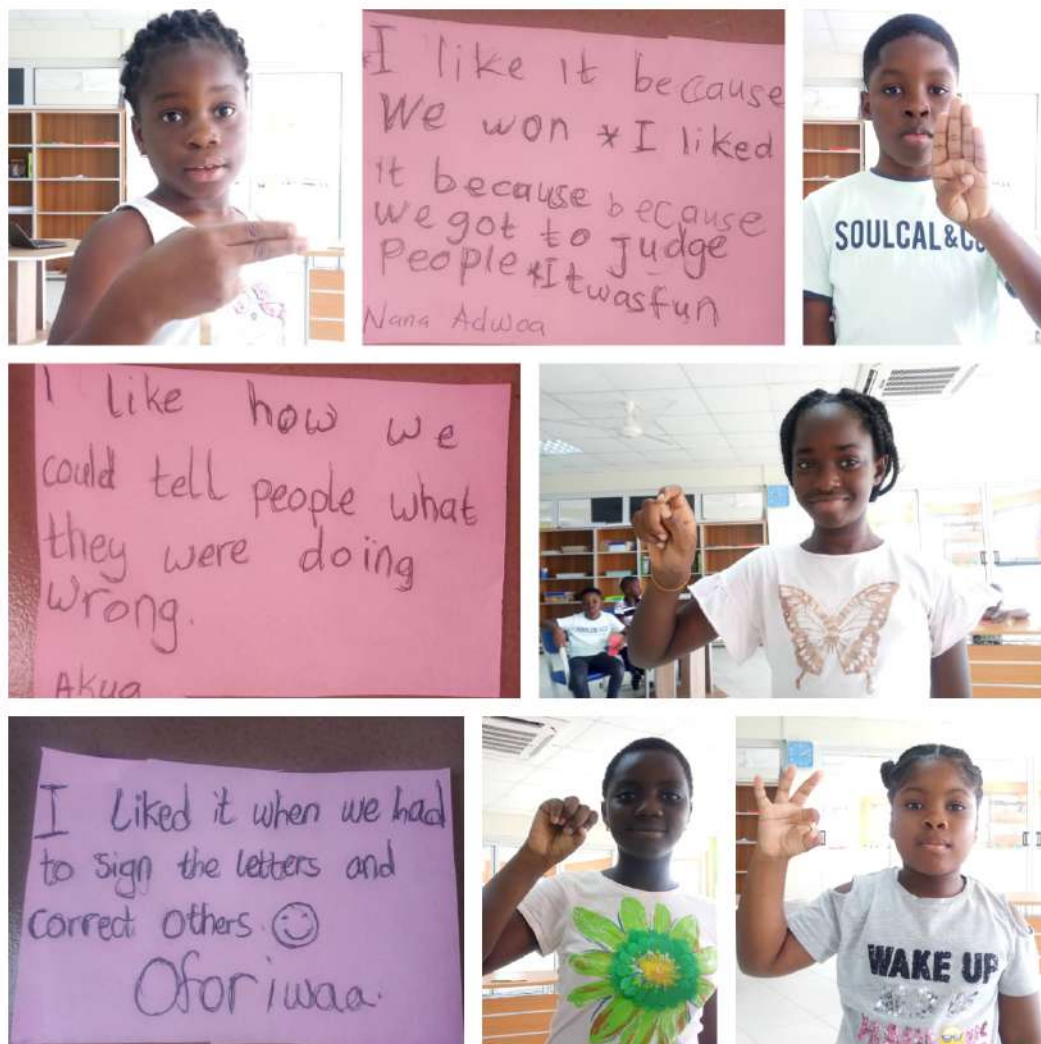


'Inquiry is always ongoing. It never ends!' (Anon)

Reflection in Ghanaian Sign Language

A reflective person is one who thoughtfully considers the world, as well as their own ideas and experiences. In PYP, this requires that students learn to understand their strengths and weaknesses, in order to support their learning and personal experiences.

The Opal Class is learning the alphabet in Ghanaian sign language, and below are their reflections



Reference

Benade, L. (2015). Teachers' Critical Reflective Practice in the Context of Twenty-first Century Learning. *Open Review of Educational Research*. Retrieved October 25, 2019, from <https://www.tandfonline.com/doi/full/10.1080/23265507.2014.998159>

DISPATCHES FROM THE DIPLOMA COORDINATOR

Good afternoon, and happy weekend everyone.

A few weeks ago I wrote this on the subject of ‘senioritis’:

“There is still the bulk of the work yet to be done, and that is the killer. Internal assessments followed by extended essays followed by more internal assessments followed by mock examinations followed by final examinations...the sense of tiredness that students must feel is palpable.”

It is worth repeating this sentence since, refreshed after a week away, for the Grade 12 students especially, the reality described therein is even closer.

Some of the Grade 12 students spent the mid-semester break in Slapton in the UK, working on a number of internal assessments, as did other students in Grade 11. They have another ‘big’ assessment, in Theory of Knowledge, on the 11 November, a final draft of the Extended Essay coming soon and, at this moment, I am preparing the end-of-semester examination schedule for both Grades 11 & 12.

Students all over the world in my experience tend to place a disproportionate amount of emphasis on school-based tests and examinations.

Such examinations, especially when closely based on authentic IB DP assessments, of course, provide a yardstick – and, in the case of the first end-of-semester examinations of the school year, a major one, of some sort for both students and teachers, but that is their main benefit. Students get to ‘experience’ what it is ‘like’ to sit and write by hand a series of examinations day-after-day, the results of which will allow them to see any disparities between what they know, what they think they know, and what they still need to study between the school-based examinations and the ‘real thing,’ for want of a better phrase, and it gives teachers the same insight. But it is only an insight, a ‘snapshot,’ and a fairly limited one at that, rather than a 360°, wide-angled lens surround-sound panorama.

This latter is better identified by the work students put into their internal assessments, since they are ‘real’ ‘live’ assessments, designed in order to allow students to demonstrate their learning throughout the breadth of the course...and which actually contribute to their final IB Diploma grade. They are the assessments which allow you to literally walk into the final examinations room knowing that you are up to 25% closer to a ‘7’ already. However, well you do in internal school examinations, you still have to do the final – ‘real’ - exams.

David Spooner
(dpc@tis.edu.gh)

REFLECTION ON TIS CWPW 2019

I consider the 2019 Tema International School Creative Writing and Photography Workshop as another opportunity for me to serve my community. Like others of the past, this year's event required hard work and sacrifice to get it off the ground. Nonetheless, it left in its wake lessons and feelings to savour and list as good reasons for looking forward to the event in subsequent years.

At the time when less than twenty (20) participants had signed up and there was no hope of having a successful event without a huge financial loss, the team spirit of the dedicated members of the Department was fuelled and they, with a concerted effort, went on a zealous campaign to convince students to participate in the workshop. Thankfully, providence was on our side: more of our students signed up and though some regularly participating schools failed to sign up, others who had not participated in the event in the past three years joined voluntarily at the eleventh hour, and we couldn't be more thankful.

Finally, the day for the workshop arrived. The workshop venues, the registration centre and plenary hall were all set. By 8:00 am on Friday, 18 October, 2019, registration had begun in earnest and was running smoothly. Each member of Team English was carrying out their duty with dedication and the students' organising committee were ably supporting us. It was thrilling to see that all was going well.

My practice has been to sample views from participants, chaperones and facilitators during the event and in this, it was heartwarming to hear, amidst smiles, responses such as: "It's good", "I'm learning a lot", "I'm enjoying myself", "I like my workshop", and "I think I should be doing this every year".

One of the most emotional periods for me is the open mic session, during which students in the various workshops showcase in five minutes any of the pieces they have been able to create. In this year's session, the transformation and passion that were hitherto absent, but at this time evident, especially in the students from our less endowed schools, was phenomenal and it was difficult to wipe the beam of satisfaction and gratitude off my face. Thoughts of where these participants can get to in the future and the impact they can make in society flooded my mind. I was, and still am, tremendously grateful for the birth of CWPW and the provision streamed at us, to be a means of bringing enlightenment and inspiration to young minds in this unique way. I look forward to next year's event with high expectation and a readiness to offer the best to another group of young energetic teenagers of the 21st century.

~Irene Koree

This was my first time participating in the Creative Writing and Photography Workshop and I found it informative and exciting. I picked the short stories course and it gave me the opportunity to meet and work with actual writers; it also allowed me to learn firsthand new tips and tricks, like how to overcome writers' block. I enjoyed developing a unique writing style and crafting my stories using all the skills taught during the course. One thing I really loved about the workshop was how it gave all of us the chance to develop our creativity and to express that creativity.

~Ivana Anane (TIS)

When I was first invited to facilitate Public Speaking at the Creative Writing and Photography Workshop last year, I wasn't really sure of what to expect. After that first experience, I regretted not knowing about the workshop much earlier. My favourite part of the workshop has got to be the closing plenary. It is always refreshing to see how each class had transformed a bunch of young, quiet and curious students, we had witnessed at the Opening plenary, into confident individuals and teams excited to show everyone their creativity and what they have produced under just 8 hours.

As a facilitator, I get fulfilled listening to the short stories and original poems and I am inspired by the confidence of the public speakers and the sweet melodies of the newly made songs. The TIS English Department has created an important platform for students to explore their passion, develop meaningful skills for life and discover their hidden talents. An open space where regardless of your institution, class and status, you can develop a professional and personal skill.

We should all support the organizers to reach more students in the country in their quest to empowering a creative generation. I am honored to be a part of an amazing group of professionals facilitating at this workshop. I am already looking forward to being a part of a bigger edition next year.

~Eric Asamoah Awuah



TEMA INTERNATIONAL SCHOOL

ACADEMICS



At TIS, we believe that the academics, as one of the four pillars for student balance and ensuing success, provide a theoretical lens for inquiry, critical thinking and conceptual understanding, as well as the opportunity to demonstrate our knowledge and understanding across many areas of learning.



EDUCATION FOR A BETTER WORLD

LANGUAGE ACQUISITION CORNER



MYP is a new system Grade 7 students are experiencing in TIS. Their reflections and views about their first unit “LE MOI (myself)” makes us believe that our students are ever ready to be on board and learning new languages to make us PROUD “GLOBAL CITIZENS”.

STUDENTS’ REFLECTIONS

This has been my first unit in French in Tema International School. It was such a wonderful unit. We learnt about ‘salut mon boutchou’ which means hello pal. Under this unit we learnt about colours. I can also talk about some colours in French. I can now say that **red** is **rouge**, **brown** is **marron**, **green** is **vert** and **white** is **blanc**. I first thought “broun” was the word in French for “brown”. We also learnt the parts of the body in French. I learnt that the head is *la tete*, the leg is *le pied*, the neck is *le cou* and the mouth is *la bouche*. We also did something about advertisement and we created a blog in French. This unit has been very helpful to me because I am able to say some things in French which are the parts of the body, colours in French and create a blog in French.

Ninette Eyram Addom)

I know that this unit has helped me because we have learnt how to count numbers in French and how to talk about myself. It also helped me know how to mention some sentences in French.

Matthew Akafo

Dans l'unité Je Moi! Je Moi! Je Moi! J'ai appris à me décrire et à faire de la publicité en français. J'ai appris différents adjectifs à utiliser pour me décrire et cette tâche était très facile grâce à ce que j'ai appris en classe. Dans cette unité, j'ai également appris à lire ce que j'ai écrit et cela a augmenté mes compétences en français.

Ezra Anim-Somuah ¹⁶



The unit we have just learnt was so fun and interesting. We learnt how to use adjectives to describe ourselves and our personalities. We also used it to describe parts of our body like: *mes cheveux sont bruns*. We also learnt how to describe our emotions. For example: *Je suis fatigué*. I think it will help me a lot when describing my mood with my friends or strangers.

Nana Hussein



SCIENCE CORNER

On 17 October, 22 students accompanied by three staff travelled to Slapton (UK). The main aim of the trip was for students to collect data and complete their individual investigations in ESS, Biology and/or Geography. This is the fourth year TIS has visited Slapton Field Studies Council a research institution to carry out individual investigation.

Just as other previous years, the 2019 trip was a huge success. All 22 students who were on the trip were able to complete data collection and write up for their IAs.

Students and staff are grateful to school management for giving them this opportunity.

Find below reflection from some participants of the trip.

This trip to Slapton was definitely an amazing experience. Prior to embarking on this trip, I was uncertain as to whether the trip was as productive as people raved about, however, my fears were definitely proved wrong. Each day we spent some time learning about ecology and ways in which we could achieve good marks in our IAs while bonding and having fun with my grade mates. All in all, the experience has proven worthwhile and I would certainly recommend it to others.

- Phoebe

The Slapton trip has been very beneficial and productive. From the beginning, the main focus was to go there, collect data and complete the Environmental Systems and Society IA. I was able to achieve this goal of which I'm very proud. Leading to the achievement of this goal we had a tutor who took us to different areas where we could collect samples for our IA and we were even giving the chance to practise how to collect some data in groups we formed. The first day was used to visit the Slapton Woods where we had some woodlands and the stream which could both be used to collect data. We tested several ways of collecting data and many of us already had in mind what we would want to investigate for the IA. The next day we visited another area close to the water body called Shingle Ridge. Here, we were also taught how to apply different investigations. On the third day, everyone went to the areas they had chosen and began to collect their data. After that we had a 2-day session which helped us complete the write up and our tutor including our teachers from here at TIS were of great support to us. I urge everybody who studies Geography, Biology and ESS to go for the Slapton trip as it will be of great benefit and will help in producing good grades for the IAs.

- Nana Ofori Osei

The Slapton experience was phenomenal. Prior to attending the trip, I was not particularly sure about what to do for my Environmental Systems and Societies Internal Assessment. It was difficult coming up with an environmental issue to investigate, however, I finally settled on one before leaving. Upon arriving at the Slapton Ley Research Centre, we had various opportunities to go out and identify environmental issues we could look at. We visited the woods as well as the Shingle Ridge. At the Shingle Ridge, I identified that there was an environmental issue known as trampling which was hindering the growth of plants. Exposure to these various sites was beneficial because I received insight into what I could possibly investigate for my internal assessment. This was not the only benefit of the trip. We had a research facilitator who took us through thorough sessions during which we discussed the internal

assessments and I believe this was beneficial in helping me to complete my internal assessment. Attending this Slapton trip benefitted me tremendously and I am happy that I got the opportunity to finish my internal assessment within a week.

- Maame Hammond





ALAMAU

African Leadership Academy Model African Union

SOUTH AFRICA

14 -23 March 2020



What is **ALAMAU**?

African Leadership Academy Model African Union (ALAMAU) is an annual conference for young leaders from across Africa and around the world, simulating the activities of the African Union.

Delegates in ALAMAU serve as representatives of various African governments on ten organs of the African Union, affording them the opportunity to study complex African issues, understand the positions of African countries, and learn to successfully negotiate without compromising national interests. By emulating the roles of State dignitaries and diplomats, ALAMAU aims to empower young leaders to model international cooperation for development while celebrating diversity.

Who is eligible to attend **ALAMAU**?

All students between **14 and 19** years of age

Registration

- Cost per delegate: USD 3200 (three thousand two hundred US dollars)
- A non-refundable commitment fee of USD 200 (two hundred US dollars) must be paid by 8 November, 2019.
- Full payment and final registration is due on 5 December, 2019.
- All payments should be made to the School Account/Account Office and the scanned payment advice slip emailed to: Kwame_d@tis.edu.gh

Enquiries:

For further enquiries, please contact:
Mr. Ben Darko, +233 (0)244110355
(kwame_d@tis.edu.gh)

ALAMAU ~Developing the next generation of African Leaders~

TIS SPATIAL THINKING (SpaT) CAMPAIGN BY ACCU GEOSPATIAL

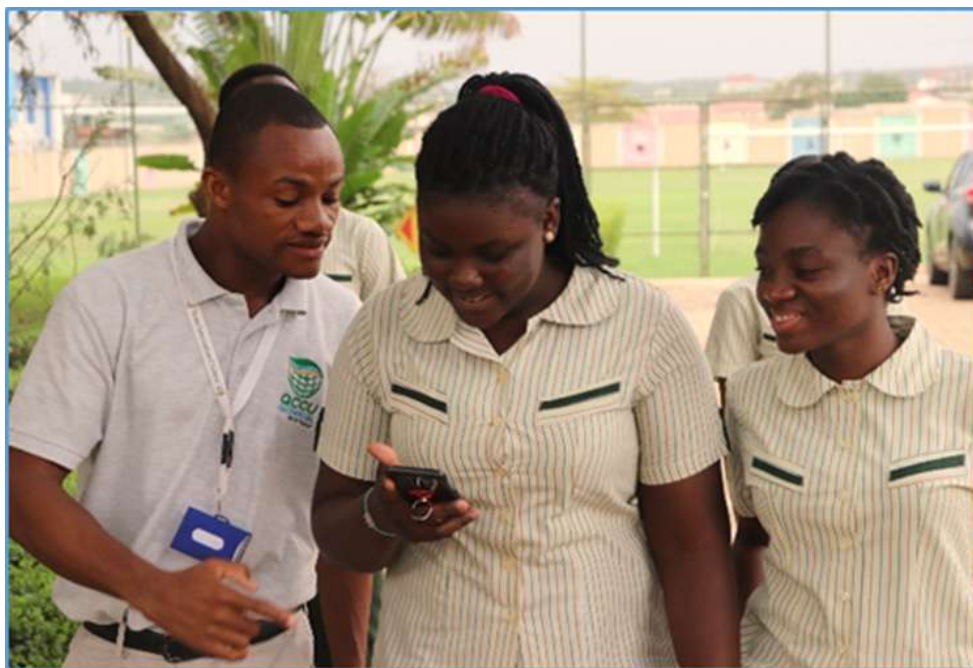
Spatial Thinking (SpaT) Campaign is a program that has been instituted by AccuGeospatial, as part of its Corporate Social Responsibility. This program targets students in second-cycle institutions with the aim of equipping them with spatial thinking skills, as well as creating awareness of the use of geospatial tools and platforms. This can be achieved by teaching students to examine objects and their associated data, based on their location (coordinates) to ignite spatial thinking in them.



On Tuesday, 24 September 2019, a team of four from AccuGeospatial in their dedication to teaching Geographic Information System tools and applications met 23 MYP Geography students of Tema International School to train them on how the application of GIS would help them think spatially and to inform critical thinking decisions based on location. The mode of delivery of the sessions were a combination of PowerPoint slides and hands-on software demonstrations and field data collection. In all, three sessions of hands-on interactive training were held from September to October 2019. For the purpose of the training, a 21-day ArcGIS Online trial license was set up for all the students. The focus of the training was to get them conversant with the ArcGIS Online platform and its bundled mobile and field apps. ArcGIS Online can be explained among others as an interactive display of geographic information that can be used to tell stories and answer questions. The training continued Wednesday, 25 September and Monday, 7 October, 2019.



The training session highlighted the key tools in the creation of interactive maps on ArcGIS Online. These tools are powerful decision-making tools for any business or industry since it allows the analysis of environmental, demographic, and topographic data. Data intelligence compiled from GIS applications help companies and various industries, and enable consumers make informed decisions.



In conclusion, the three day sessions of hands-on practical tuton on geospatial tools and platforms sparked the interest of majority of students who requested the team to help institute a GIS club to assist spatial thinking education in the school (TIS). They were really impressed with how the students dedicated themselves to the project, their humility and the spirit of collaboration during the three sessions.



TEACHER REFLECTIONS ON TIS SPATIAL THINKING (SPaT) PROJECT

The TIS SPaT campaign project by ACCU Geospatial has been an insightful experience for me. The enthusiasm with which the students accepted the campaign was overwhelming. The sessions were restricted to our very limited Geography instructional time. I was amazed with the speed with which

our students grasped the skills needed for publishing and sharing their web-based maps. Geographic information systems form part of the MYP Geography curriculum, as we can no longer depend on the traditional topographical maps for the teaching of geographical skills. We will appreciate if ACCU Geospatial can support Tema International School to obtain a lifelong license for the use of ARCGIS.

We will also be grateful if the ACCU Geospatial team can provide technical assistance to the school as we seek to incorporate GIS into the teaching and learning of the subject. May I take this opportunity to express our heartfelt appreciation to ACCU Geospatial team: Richmond Kyei-Baffour, Evans Arthur, Stephen Afriyie, and Martinson Yirenkyi Smart, for their tireless efforts in introducing our students to the use of digital mapping. We wish to express our profound gratitude to Mr. James Annang-Aggrey, Managing Director of ACCU Geospatial for his thoughtfulness in linking our school to the SpAT campaign. We look forward to a scholarly fulfilling relationship with your organization. The MYP Geography class are forever grateful to our principal, Dr Ken Darvall, for granting us the permission to be part of the SpAT Campaign.

Dr Michael Odame (MYP 5 Geography Teacher)



REFLECTIONS FROM STUDENTS

Overall, the SpAT training was an amazing experience for me and I must say even though I was unfamiliar with some of the terminology used during the training, I paid close attention and grasped everything. I must commend the ACCU Geospatial team for the demonstration of an interactive and audience appealing software. Now I can say that I know about digital maps and how to publish them. **(Adeline Adjei)**

During our Geography lessons, we were taken through a GIS Spatial Thinking project. We made maps using layers of data from mega cities from several countries in different years. In this project, I enhanced my thinking skills when we had to transfer all the map work skills they taught us to create the my own map to be published on a website. From the project, I am now familiar with the use of the ARCGIS software.

(Elorm Godzi)

We were taught how to publish web maps and manipulate layers of base maps for spatial analysis. We published the map we built and added some widgets that will help you leave bookmarks for remembrance. I published my own web map and I was able to send it to my friends. The map was about megacities available during the years 1950s, 1960s, 1970s, 1980s, 1990s, 2000s, 2010s, 2020s and 2030s.

On the map, you are able to click the dots representing the cities to give you information about the various cities. Some information included the population of the city as of the year, the rank in respective to the amount of population and the country location of the city. I am now able to rank the cities according to their population or rank order. When I am asked to build and publish the web map again, I will be able to do it with ease because I took time to listen to our instructor, Mr. Richmond Kyei-Baffour while he was giving instructions.

(Richard Tetteh Agbemador)



During the spatial thinking project, I got the chance to use a web-application to represent spaces, which were too big to display. Documents and tables can be added so you can use the information in the table for spatial analysis.

The approaches to learning (ATL) skills, which I used, were self-management, research and thinking. For self-management, I needed to take time after school to download, prepare and upload my data files into the application; I had to search online about some features in the app to know and this called for research skills. I had to think critically because some commands of the app were not straightforward and so I could not use the app easily. I had to take my time to analyse the symbols and terms before I started to use the web app smoothly. I really appreciate the effort of the ACCU Geospatial team for their patience whilst taking us through the lessons.

(Kelvin Ahiakpor)

Psychology Students Field Trip to Accra Psychiatric Hospital (APH)

Psychological disorders such as Posttraumatic Stress, Schizophrenia, Substance Abuse, Bipolar and Depression are universally experienced and prevailing concerns in our Ghanaian society. Acquiring any of these disorders has the tendency to impair an individual's personal, social and occupational activities. As part of the IB Psychology requirements, students are expected to understand the influences of diagnosis, etiology and treatment of Psychological disorders. The IB1 & 2 Psychology students visited the APH to gain in-depth knowledge of these disorders and witness real life instances. Below are the reflections from some of the IB1&2 Psychology students.



My experience at the Accra Psychiatric Hospital was one to remember! Before arriving at APH, I was not sure what to expect. When we arrived we had the privilege of meeting one of the workers who took time out of his schedule to walk and talk with us around the whole compound. We visited each ward and we were given information about what was being done at each ward. We even met some of the patients and we were informed on the disorder they had acquired. I learnt a lot about the different psychological disorders and also about the treatment. I really enjoyed the part of the trip when we got the opportunity to go inside the pharmacy. We spoke with the pharmacists and they told us about the medicines that they used to treat the different patients. This trip taught me a lot, especially on PTSD as I learnt the causes and effects. It also taught me to be grateful and also increased my knowledge on the various lifestyles of people. I'm very grateful for the psychology department for giving us the opportunity to visit the Accra Psychiatric Hospital.

– **Bethany Buah**

The trip to the Accra psychiatric Hospital was eye-opening. We went there mainly to learn about Post-traumatic Stress Disorder, but ended up learning a little about other mental disorders and their various treatments. We also got the chance to interact with some of the patients and

to see for ourselves some of the symptoms with which the mentally disturbed struggle. This trip taught me how important it is to take care of yourself because many of the common mental disorders, like depression and anxiety, can develop when you are stressed.

– **Ivana Anane**

The DP Psychology trip to the Accra Psychiatric Hospital was eye-opening. Prior to attending the trip most of us thought of mental illness as an abstract concept. However, the experience made us broaden our horizons on some common mental illnesses, such as depression, bipolar, schizophrenia and PTSD. Our main focus, however, was on PTSD which is Post-traumatic Stress Disorder. Post-traumatic stress disorder is a form of mental illness which stems from traumatic events which lasts for more than thirty days in response to a specific stressor, such as intrusive memories of a traumatic event. For instance, a woman suffered an accident which left 70% of her body burnt during the 3 June fire and flooding disaster in Ghana and whenever that period is approaching, she begins to suffer from episodes as a result of the recall. The symptoms of PTSD can be categorized using the acronym ABCS being A, affective symptoms such as emotional numbing. B, behavioral symptoms such as nightmares. C, Cognitive symptoms such as flashbacks. S, somatic symptoms such as insomnia. These symptoms are the basis upon which PTSD can be diagnosed. PTSD can be treated based on whether the symptoms are positive or negative. Positive symptoms are treated using medicine whereas negative symptoms are treated using psychotherapy. Psychotherapy starts from identifying the traumatic event and talking about the event with a psychologist. Medicine such as selective serotonin reuptake inhibitor can be taken to control PTSD. In a nutshell, mental illnesses should be addressed and treated with more seriousness in order to make individuals with mental illnesses feel safe and comfortable.

- **Princess, Ayeyi and Judah**

We recently had a psychology trip to a psychiatric hospital, where we got to learn about different type of psychological disorder. Personally I learned a lot about how to value what you have, because seeing the state in which patients were is very depressing and can be somehow traumatic on the spot. Before going there I expected more normality than what I experienced. This experience opened my eyes and now I know there are people out there suffering mentally to the extent at which they need help or a miracle.

– **Alassane Agalassou**

The Psychology trip to the Accra psychiatric hospital was educative and life changing for me. Immediately we got out from the bus we were greeted by a patient with schizophrenia. We had the opportunity to go to the various wards and discovered that Post-traumatic Stress Disorder patients aren't as much in the hospital. This is due to the fact that Posttraumatic Stress Disorder (PTSD) is a psychological disorder that can occurs when people experience or witness a traumatic event such as a natural disaster, a serious accident, a terrorist act, war, rape or other violent personal assault. Some symptoms may include nightmares or unwanted memories of the trauma, avoidance of situations that bring back memories of the trauma, heightened reactions, anxiety, or depressed mood. The effects of PTSD like depression, easily angered, and nightmares touch every area of an individual's life leaving virtually nothing unscathed. As students, we got to know that PTSD can affect our lives. The good news about this is that psychologists can help to solve such issues in individuals with certain medicines. We also learnt to appreciate our lives and our good conditions because people all over the world are suffering. In a nutshell, I must say it was more than a trip; an experience.

- **Christal, Portia and Maame Abena**



TEMA INTERNATIONAL SCHOOL

SERVICE



At TIS, we believe that Service, as one of the four pillars for student balance and ensuing success, provides a hands-on experience to how we can make the world a better place through action and an understanding that success comes from helping others grow and becoming empowered.



EDUCATION FOR A BETTER WORLD

HOSTEL NEWS

DRESS RIGHT

YOU CAN'T AFFORD NOT TO

As style guru and former *What Not to Wear* co-host, Stacy London, once put it, “Clothes allow you to see yourself in a different light. They can transform you instantly and have a very real, visceral impact. Clothes become symbolic of who we are.” Let us bring the best version of ourselves every day. Dressing well is the first step!



Why Your Looks Matter

- *Incite Confidence*

The age-old saying, “look good, feel better” remains true. Clothing boosts your abilities and mood.

- *Command Respect*

We have all heard the saying, “Dress for the job we want, not the job we have.” Like it or not, humans are visual creatures. First impressions matter. Clothing is the primary instrument in creating a positive first impression and increasing your perceived status among your peers.

- *Express Yourself*

It’s easy to put on a simple dress or chinos and a button-down for work or school without considering crafting personal items into our appearance. Copies don’t go far, authenticity does! Dressing well and utilizing style as a mechanism to express our individualism, character, and personality helps us stand out from the crowd, in a positive and potentially career uplifting way. <https://americasfuture.org/the-importance-of-dressing-well-in-the-workplace/>

- The requirements of dressing sharp teach responsibility!

You wind up keeping track of details like which shoes need to be shined and which shirts need to be ironed. It reinforces mental habits of attention to detail and planning ahead that translate usefully into any career or a lifelong skill. <https://www.realmenrealstyle.com/looks-matter-men/>

Dear students, please endeavour to dress properly on and off campuses. Especially in your school uniforms with the right pair of black shoes and socks. Dressing well as future professionals starts now! Keep it neat, classy and decent!



COUNSELLOR'S CORNER



Check this! Is your 'respect' under construction? It is one of the most powerful tools for social interaction and relationship sustainability. "Being brilliant is no great feat if you RESPECT nothing." ~ Johann Wolfgang von Goethe



Dear DP2 future graduates

YOU

but right now:

- Please focus on your academics to pass all your HLs and SLs because gaining admission into a reputable university is highly competitive! But ensure BALANCE.
- TIS is a hotspot destination for many universities across the globe. When they visit us, please take advantage to interact with admission managers and ask all your questions.
- Having challenges with how to study and retain the information learnt? Look no further; just visit the learning support unit for assistance.

DP2 UNIVERSITY APPLICATION SUBMISSION DEADLINES COMING UP!!! & OTHER IMPORTANT REMINDERS...

- 1 November is the priority deadline for most U.S. universities and some generous financial aid considerations. DP2s are encouraged to submit it by today.
- The next best time to submit your application is within the coming week! DP2s, own the process and keep track of all university application deadlines so you do not miss any of them. Getting it done now frees you to prepare for your DP end of semester exams.
- Financial Aid applications (CSS, FAFSA, ISFAA, COF) et cetera, must be submitted by the Financial Aid priority deadlines for each of your schools. **DO NOT BE LATE FOR FREE MONEY!** Especially if you really need it.
- **15 November** is the deadline for DP2s to submit Canadian University applications and **19 November** is the deadline to click "pay and send" to submit UK applications.
- **Applications to all University of California (UC) schools opens on 1 November.**



Month	University/Institution	Date	Time	Venue
Oct.	College of Wooster, USA	14 October 2019	9:30 am	TIS Learning Centre
	University of Buckingham, UK	15 October 2019	10:00am	TIS Learning Centre
	(Brunel University, University of Houston Victoria, St. George's University, University of Rhode Island)	15 October 2019	1:30 pm	Einstein Exam Hall
	France Fair	16 October	10:00am	University of Ghana, ISSER Hall
	Kalamazoo College, the University of Minnesota along with Drake University and Rutgers University, USA	17 October 2019	9:30 am	TIS Learning Centre
	Sciences Po University, France	17 October 2019	8:30 am	TIS Learning Centre
	Syracuse University, USA	17 October 2019	1:30pm	TIS Learning Centre
Nov.	Luiss University, Italy	6 November 2019	1:30pm	TIS Learning Centre
	University of British Columbia (UBC), Canada	11 November 2019	2:30 pm	Einstein Exam Hall
	University of Guelph, Canada	12 November 2019	1:30pm	TIS Learning Centre
	Lafayette College, USA	13 November 2019	1:30 pm	TIS Learning Centre
	Savannah College of Art & Design (SCAD), USA- Workshop	14 November 2019	4:30-5:30pm	Einstein Exam Hall

Please note: Parents are welcome to attend these meetings and meet university admissions team for further enquiries.

****Note:** Savannah College of Art & Design (SCAD) is one of the best universities for creative careers! More details on SCAD's visit to follow. The workshop is open to all students but compulsory for all MYP3 to DP2 Art and Design students. **Students are required to sign up with College Guides right away as slots are limited.**




The Birth Of Beautiful University Visits

October witnessed many university visits at TIS. We were so elated to have had such a wonderful learning opportunity and interaction with Academic City College (Ghana), Syracuse University, Kalamazoo College, University of Minnesota, Drake University and Rutgers University. Also a big thank you to Campus France for organising such an insightful fair at the University of Ghana ISSER Hall with 25 universities from France.


University Highlights:

ACADEMIC CITY COLLEGE (GHANA)



Academic City College

About ▾ Academics ▾ Admissions ▾ Digital Campus ▾ SI



Visit

Contact

☎ (233) 30225 3630 / 31
☎ (233) 554 264 486
☎ (234) 811 890 8790 (Nigeria Admissions Office)
✉ info@acity.edu.gh

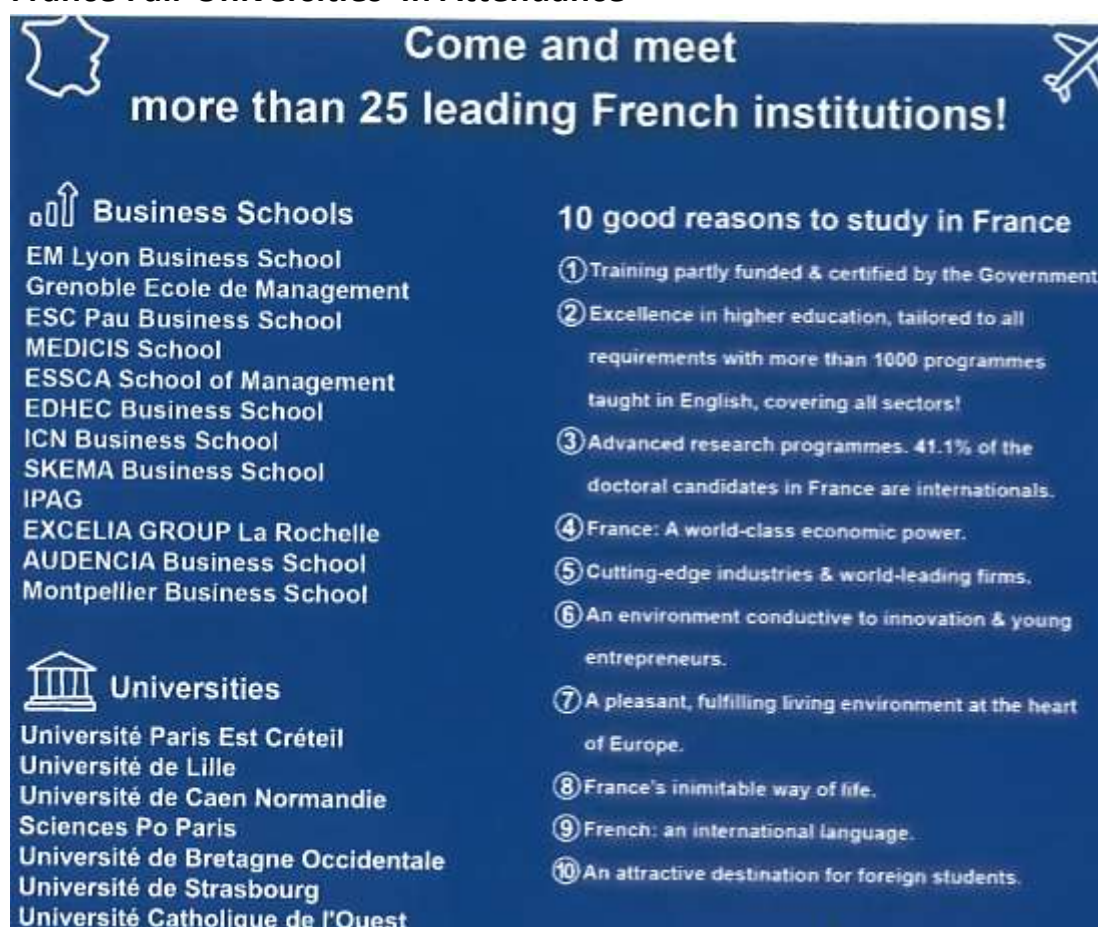


Academic City College visited TIS recently as displayed in the picture above. With technology and innovation taking over the world in a spilt of seconds, Academic City is a premium quality

tertiary education institution in Africa with the state-of-the-art ultra-modern campus in Accra, Ghana. Academic City offers holistic education to create well-rounded minds who can proactively and conscientiously contribute to local and global development and is accredited by the National Accreditation Board of Ghana. It is also affiliated to University of Cape Coast & University of Mines and Technology <https://acity.edu.gh>

- With beautiful learning environs, Academic City is a culturally diverse university offering students all over the world quality experiential learning experience with a strong foundation in entrepreneurial skills.
<https://acity.edu.gh/about.php#community-values>
- With a fabulous team of experts in the various programmes, Academic City is a strong hub for STEM programmes as well as Business.
<https://acity.edu.gh/faculty.php>
- In a very welcoming learning environment do schedule a visit to familiarize yourself with the learning environment. <https://acity.edu.gh/visit.php>
- Admissions? Admission to ACity is competitive, with a holistic review of the application. Click <https://acity.edu.gh/admission.php#tution-fees>

France Fair Universities In Attendance



Come and meet more than 25 leading French institutions!

Business Schools

- EM Lyon Business School
- Grenoble Ecole de Management
- ESC Pau Business School
- MEDICIS School
- ESSCA School of Management
- EDHEC Business School
- ICN Business School
- SKEMA Business School
- IPAG
- EXCELIA GROUP La Rochelle
- AUDENCIA Business School
- Montpellier Business School

Universities

- Université Paris Est Créteil
- Université de Lille
- Université de Caen Normandie
- Sciences Po Paris
- Université de Bretagne Occidentale
- Université de Strasbourg
- Université Catholique de l'Ouest

10 good reasons to study in France

- ① Training partly funded & certified by the Government.
- ② Excellence in higher education, tailored to all requirements with more than 1000 programmes taught in English, covering all sectors!
- ③ Advanced research programmes. 41.1% of the doctoral candidates in France are internationals.
- ④ France: A world-class economic power.
- ⑤ Cutting-edge industries & world-leading firms.
- ⑥ An environment conducive to innovation & young entrepreneurs.
- ⑦ A pleasant, fulfilling living environment at the heart of Europe.
- ⑧ France's inimitable way of life.
- ⑨ French: an international language.
- ⑩ An attractive destination for foreign students.

Visit: <http://ghana.campusfrance.org>

Engineering schools who were part of the France Fair are listed in the image below:



THE RIGHT EDUCATION FOR THE RIGHT PROFILE

<p>SciencesPo</p> <p>FRANCE'S LEADING UNIVERSITY IN THE SOCIAL SCIENCES</p>	<ul style="list-style-type: none"> → 4,000 undergraduate students → 7 campuses in France → 3 years of study → 1 year abroad → 3 dual degrees with universities in Paris → 9 dual International Bachelor's degrees
	

The Paris Institute of Political Studies (French: *Institut d'études politiques de Paris*, IPA: [ɛ̃stity detyd pɔlitik də paʁi]), commonly referred to as **Sciences Po** (IPA: [sjãs po]), is a higher education institution located in France. It was founded in 1872 to promote a new class of French politicians in the aftermath of the French defeat in the Franco-Prussian War, and has educated, among others, 32 heads of state or government, 7 of the past 8 French Presidents, 3 past heads of the International Monetary Fund, heads of international organizations (including the UN, UNESCO, WTO, IMF, EP and ECB), and 6 of sitting CAC 40 CEOs. https://en.wikipedia.org/wiki/Sciences_Po

- A university that is opened to the world with over 14,000 students with 7 campuses are home to a tight-knit multicultural student community and feature a vibrant intellectual and associative student life. Campuses include Dijon, Le Havre, Menton, Poitiers, Reims, Nancy, and Paris campus.
- Students attending university in France are opened exposed to the French culture in their daily lives and the ability to learning French as a second language is a competitive advantage.
- A fantastic specialty of undergraduate studies at Science Po is the integrated Civic learning programme that cuts across all academic disciplines.
- Science Po offers a three years bachelors degree with a multidisciplinary foundation in the Humanities and Social Sciences. <http://www.sciencespo.fr/en/education/undergraduate-studies>
- Following the Baccalauréat (or a foreign equivalent): the Sciences Po Undergraduate College offers a three-year curriculum grounded in the social sciences leading to a Bachelor's degree. <https://www.sciencespo.fr/en/admissions-financial-aid/undergraduate-studies-how-apply>

Pictured below is Celine Genin, International Affairs Manager presenting Sciences Po to some students during the TIS visit.



Financial aid

- 33% are exempt of tuition fees
- 36% of students receive financial aid
- €10.5 million set aside for grants and other financial aid

To allow our students to devote all of their energy to their studies, Sciences Po offers substantial financial aid to those in need. French and European students receiving the CROUS scholarship are not only exempt from paying tuition, but also receive a significant top-up grant from SciencesPo. Students from outside the European Economic Area may apply for many scholarships including the Émile Boutmy excellence scholarship, named after the founder of Sciences Po (1872). Over 250 students receive this prestigious scholarship every year.

MOBILITY GRANTS: Financial difficulties should never keep students from taking advantage of the experience of studying abroad. Sciences Po and its partners, therefore, offer international mobility grants. Click: <https://www.sciencespo.fr/en/admissions-financial-aid/fees-financial-aid#Financial%20aid>



“One of the representatives of Science Po University came to visit Tema International School. They came to give students information about their college. I learned a lot during the presentation on Science Po. One of the most important things for me was to learn the entry requirements for Science Po university. You first have to give your grades from sophomore to senior year of high school, application file and average grade on Baccalaureate exam and based on that they will pre-select you for an interview. Based on the quality of the interview, they will decide whether to select you or not.

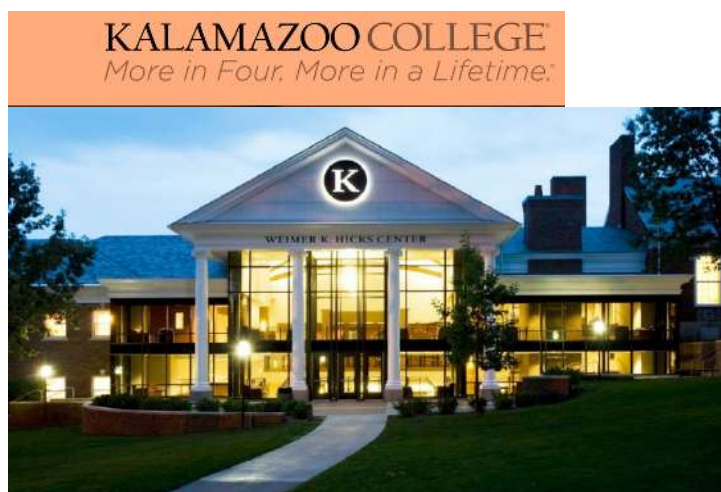
This school offers various undergraduate programs such as law, economics, history, political science, humanities, and sociology. Also, they offer specialized study depending on the region you are focusing on. They offer it on different campuses. For example, Central and Eastern Europe are offered on the Dijon campus, Asia on the Havre campus, etc... Also in Science Po, there is an exchange of students, you spend two years in France and one year abroad. Dual Bachelor degrees are offered as an option in Science Po. The tuition and fees for the undergraduate is 10540 euros. This information about Science Po was really interesting. I am interested in the profile of this school. Therefore it is one of my options in College”.

~ Aliou Badra Agalassou ~DP2

Highlight on Kalamazoo College, the University of Minnesota, Drake University and Rutgers University, USA



Pictured above are the admissions officers from the 4 universities/colleges at TIS.



What Will Be Your K-Plan? The *K-Plan* is a four-part, **integrated approach** to an excellent education in the liberal arts and sciences. You customize your four-year college experience, and through the **highly-personalized K-Plan**, we do more in four years at Kalamazoo College so you do more in your lifetime. <https://www.kzoo.edu/k-plan/>

- **Kalamazoo College**, also known as **K College** or simply **K**, is a private liberal arts college founded in 1833 in Kalamazoo, Michigan. The college campus is located immediately east of Western Michigan University. The school was founded by American Baptist ministers, but today it maintains no religious affiliation. https://en.wikipedia.org/wiki/Kalamazoo_College

- Kalamazoo College offers 30 majors, 22 minors, 5 special programs, and 13 concentrations. Click <https://www.kzoo.edu/academic/>
- A culturally diverse learner-friendly environment with 92% of international students from China, Greece, India, Pakistan, South Korea, Vietnam, and Zimbabwe and others who receive financial aid <https://www.kzoo.edu>
- With 91% of students receiving jobs within six months student-faculty ratios of 13:1 offering students greater flexibility and learning the advantage
- ACT RANGE 26-30, SAT 1100-1350, 24% participate in intercollegiate athletics, 71% participate in career development programs, 70% of K graduates have studied abroad.
- Strong support for athletics. Please click <https://hornets.kzoo.edu/landing/index/>

Kalamazoo College Made Affordable

All students accepted to Kalamazoo College are considered for merit-based scholarships. Awards range between \$20,000 and \$34,000 annually. Your application for admission acts as your scholarship application. Notification of awards will be mailed in conjunction with the admission decision. Click <http://www.kzoo.edu/admission/finaid/merit/>



Drake University is recognized as one of the finest institutions of higher learning in the Midwest. A mid-sized, private university in Des Moines, Iowa. Drake offers the benefits and resources of a larger institution along with the advantages of intimate class sizes and close personal relationships. <https://www.drake.edu>; https://en.wikipedia.org/wiki/Drake_University

- Drake enrolls more than 3,000 undergraduates and 1,900 graduate students from 45 states and more than 42 countries. These students choose from more than 70 majors, minors, and concentrations and 20 graduate degrees offered through six colleges and schools. In addition, we offer a range of continuing education programs serving working professionals, community members, and area businesses. <https://www.drake.edu/academics/>
- With a strong recognition for academic excellence, Drake gives students the opportunity to learn from experienced professors and a strong nonacademic faculty helping students with the focus on "it's what's inside that matters." Thus, Drake offers the right balance of an all-inclusive learning approach on character and academic balance.
- The power of community encapsulates you to experience a diverse, dynamic and vast network of curious minds ready to change the world with you in a smaller class size of 10:1 with 80% strongly engaged in community service as a strong platform for solving problems in a complex world.

- Undecided about your major? Excellent choice Drake offers you, expert, advice, and support to help you find your academic path and life long career journey. It all begins at Drake. Connect, relate and experience the magic! Explore Drake at a virtual tour [drake.edu/#virtual tour](https://drake.edu/#virtual-tour)

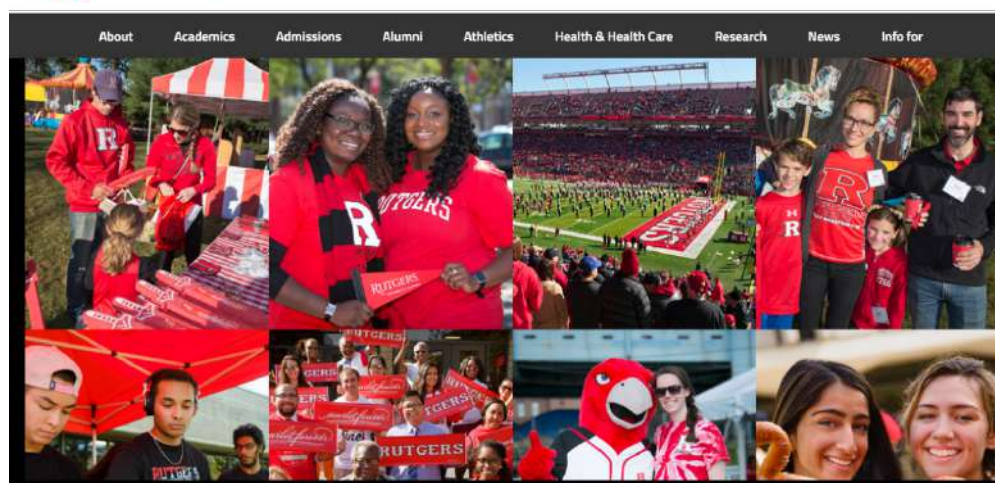


Approximately 98 percent of Drake full-time undergraduate students receive scholarships provided by the University. These scholarships include awards based on demonstrated financial need, academic achievement, and artistic or athletic talent. The University provides funds directly and through the generosity of friends and organizations interested in Drake students. <https://www.drake.edu/catalog/undergrad/14-15/geninfo/scholarshipsandgrants/>



RUTGERS

The State University of New Jersey



Rutgers, The State University of New Jersey (/ˈrʌtɡərz/), commonly referred to as Rutgers University, Rutgers, or RU, is an American public research university in New Jersey. It is the largest institution of higher education in New Jersey. Rutgers was originally chartered as Queen's College on January 9, 1766. For most of its existence, Rutgers was a private liberal arts college but it evolved into a coeducational public research university after being designated "The State University of New Jersey" by the New Jersey Legislature in laws enacted in 1945 and 1956. https://en.wikipedia.org/wiki/Rutgers_University

- Rutgers University, academics are about personal achievement, cutting-edge discovery, and community involvement, with students and lifelong learners selecting from a stunningly diverse array of possibilities. Come learn, come discover, come serve others. <https://www.rutgers.edu/academics>;

- At Rutgers, 29 schools and colleges serve students seeking an undergraduate education, professional studies, and graduate degrees, providing personalized courses of study within the breadth of offerings of a major research university. Programmes include: Biomedical and Health Sciences, Biomedical and Health Sciences
- With a unique educational experience for more information click: <https://www.rutgers.edu>



Scholarships are a form of gift aid and do not need to be repaid. Continuing and admitted students who submit a Free Application for Federal Student Aid (FAFSA) are automatically considered for a wide range of scholarships awarded by the Office of Financial Aid. Even if you believe you will not qualify for need-based financial aid, it is still important to file the application, since some merit scholarships also have a need-based component. <https://financialaid.rutgers.edu/types-of-aid/scholarships/>



The flagship University of Minnesota Twin Cities is the state's land-grant university and one of the most prestigious public research universities in the nation. <https://twin-cities.umn.edu>

Giving students the right balance of studies and play at UM "Let Your Curiosity Get the Best of You".

At UMN world-class education is made affordable for families which is the right thing to do.

Students learn from world-renowned professors at a top research university, all for a great value.

Scholarships Offered By Minnesota Institutions

More U of M financial aid information is available at One-Stop Student Services.

<https://www.ohe.state.mn.us/sPages/scholarshipsInfo.cfm?instID=416>



"From the meeting I learnt that different schools have different requirements based on what you want to do in college. Secondly, I also learnt that the university size and setting is a major factor when choosing a university. Furthermore, the student-teacher ratio is also another key factor when choosing a school. In addition to that it's a major necessity to know if your university offers your course. Last, as a student-athlete I found out that different universities have different plans for student-athletes so one needs to check and know if the plan best fits the student". ~Cecil Amaniampong DP1

Outstanding Essay Writing Tips- Shared by Admission Managers from Kalamazoo, Drake, University of Minnesota and Rutgers



Carrie Lewis Director International Admissions (Drake University)

carrie.lewis@drake.edu-Associate

Aimee Thostenson-Director of International Student Recruitment (University of Minnesota)
thos0005@umn.edu

Sarah Blackburn Assistant Director, International Recruitment&Outreach Undergraduate Admissions(Rutgers University) s.blackburn@admissions.rutgers.edu

Roderick Malcolm Senior Associate Director of Admission Coordinator of International Admission 269.337.7166 - 269.552-5083 fax Roderick.Malcolm@kzoo.edu / www.kzoo.edu



Don't repeat information that is already on your portfolio! ~Kalamazoo College

- ✓ Generic statements must be avoided-Be specific go straight to the point and you are already there! ~Kalamazoo College
- ✓ Talk to us about yourself. Let us have a conversation with you on paper. This is not another English test. ~ Kalamazoo College
- ✓ Tell us what separates you from the pool of other applicants? Just tell us in your own words. ~ Drake University
- ✓ The depth of research about our school is seen from your writing piece. ~Rutgers University
- ✓ Creativity Action and Service(CAS), yes we do consider CAS but we look at the full International Baccalaureate requirements it's a holistic process!~ Drake University
- ✓ Don't add adjectives to fill your resumes they must be a true reflection of yourself. ~ Rutgers University
- ✓ With the whole application process **BE AUTHENTIC!** We want to hear your voice. ~ Drake University
- ✓ Choppy write- up is unacceptable be more conversational and connect with us. ~ Drake University
- ✓ The whole idea of college essay is just to know you, Be REAL is you we are looking for and no anyone else! ~Rutgers University
- ✓ Proof Read~ University of Minnesota
- ✓ Be mindful of your sentence construction, typographical errors and grammatical errors. ~ University of Minnesota

Syracuse University



Jennifer Matthews, Director Int'l Admissions (Syracuse U.) with TIS students pictured above.

<https://www.syracuse.edu>

The value of a Syracuse University education begins with our approach. Students can customize their own academic experience by blending the foundational power of the liberal arts with the intense focus of our professional programs.

<https://www.syracuse.edu/academics/>

Make yourself at home. Whatever your interests, passions, or hobbies, you'll find more than just a few like minds at Syracuse. Our spirit and camaraderie are undeniable, and the reason why thousands of alumni return every year. <https://www.syracuse.edu/life/>

Syracuse University (commonly referred to as **Syracuse**, '**Cuse**, or **SU** is a private research university in Syracuse, New York. The institution's roots can be traced to the Genesee Wesleyan Seminary, founded in 1831 by the Methodist Episcopal Church in Lima, New York. After several years of debate over relocating the college to Syracuse, the university was established in 1870, independent of the college. Since 1920, the university has identified itself as nonsectarian, although it maintains a relationship with The United Methodist Church.

https://en.wikipedia.org/wiki/Syracuse_University

Syracuse University Scholarships

Merit-based scholarships (money that does not need to be repaid) for undergraduate students are awarded by the Admissions Committee to recognize academic achievement regardless of financial need. <http://financialaid.syr.edu/scholarships/>



"The Syracuse university visit was quite an interesting one. This university is located at the heart of New York and is best known for its culture and school spirit. During the visit, I learnt that the university has one of the largest stadiums in the nation and the largest stadium on a college campus, "The Dome" which hosts many concerts, championships, and events in the region. Syracuse was also the first university in America to offer a Bachelor in the Fine Arts Degree and is currently well known for its professional programs, innovation and investment in research, being ranked #54 among the nation's best national universities. Through this interactive session, I had acquired a lot of knowledge about what to expect when applying to the university". Cheryl Kumah~DP1



The November SAT test date has been taken off the list and is no longer available on the College Board website, **so the next available test date is the December SAT exam**. DP1s especially are encouraged to sign up for the December SAT exam and also give the December ACT exam a try! Aim to complete registration by close of this week (latest Nov. 1) to avoid any disappointment or late fees!



2019-2020 TEST DATES

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
5 Oct. 2019	29 Aug. 2019
7 Dec. 2019	31 Oct. 2019
14 March 2020**	23 January 2020
2 May 2020	5 March 2020

*** SAT SUBJECT TESTS ONLY (Foreign Languages with listening only),**

****REGULAR SAT ONLY (No Subject Tests available)**

Please come along with your unexpired passport!

SAT Registration Fees (To complete registration online full payment with credit card only. Visit www.collegeboard.org)

SAT I - U.S. \$107.50 SAT II: 1 subject (\$117), 2 subjects (\$127), 3 subjects (\$137) (estimates).



For all standardized aptitude tests, test takers please come along with your valid unexpired passport as the only form of identification! Photocopies are not acceptable. Number 2 pencils (buy from the Tuckshop), approved calculator, eraser, sharpener must be ready ahead of exam day.


2019-2020 TEST DATES (COMPUTER-BASED TESTING ONLY!)

TEST DATES	REGISTRATION AND PAYMENT DEADLINE
14 Sept. 2019	23 Aug. 2019
12 Oct. 2019	5 Sept. 2019
14 Dec. 2019	7 Nov. 2019
4 April 2020	27 Feb. 2020

Please come along with your unexpired passport!

ACT Registration Fees (Online payments only: Visit www.actstudent.org):

ACT plus writing – U.S. \$166.50. (TIS Test Centre Code: 870390, but inform Counselors first).

***To complete registration, payment must be made online in full with a credit card.**





TEMA INTERNATIONAL SCHOOL

SPORTS



At TIS, we believe that sport, as one of the four pillars for student balance and ensuing success, promotes teamwork, challenges personal best and emphasizes the importance of appreciating how to lose before knowing how to win.



EDUCATION FOR A BETTER WORLD

CAS-SA Corner

TIS Interact Club's Efforts are Celebrated at The Angel Ball



Rotary International Ghana, has nicknamed the Interact Club of TIS as the most Promising Club and indeed the club is living up to standards. As shared over the past months, the Club raised GHC58, 734 to support *LittleBigSoulsGhana* Foundation, who are concerned with Premature Babies and Maternal issues in Ghana. Through tally cards, food sales and sponsorship, especially from 3M & C Medical Diagnostics, the club was able to purchase an incubator for Tema General Hospital.

LittleBigSoulsGhana organises an annual fundraising event dubbed “Angel Ball”. This event is geared towards mobilising funds from supporters and the proceeds realised are channelled towards saving the lives of premature babies in Ghana. Donations are received in the form of cash, premature diapers, baby cloths, hospital bills, training, and supports for mothers and advocacy.

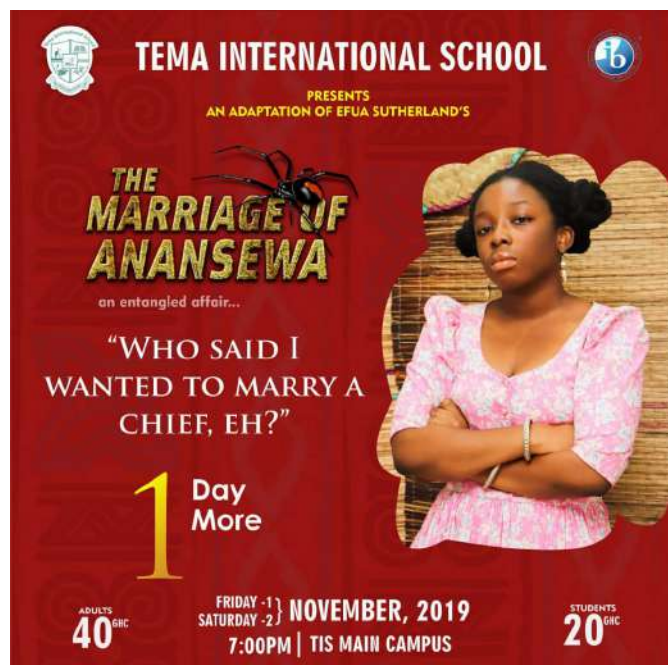


This year's Angel Ball was hosted at the prestigious Accra Marriot Hotel, Airport. Patrons and donors were treated to live band music, success stories, speeches from trustees, raffle giveaways, auction and so much to eat. Representing TIS at the event was the CASSA Team, Ms. Abigail Ahiadorme, CAS Assistant, and Grace Attram, Patron of the Club and SA & Community Project Coordinator, Mrs. Surama King, CAS Coordinator and

Lydia Boahen, G11, the current Interact Club Organiser. Mrs. Edith Uyovbuckerhi, the Co-Founder of *LittleBigSoulsGhana*, acknowledged TIS and extended her gratitude, admiration and appreciation to TIS for upholding Service as a core pillar and also for its tremendous support towards a worthy cause. The team received a certificate of appreciation on behalf of Tema International School.

We are proud as a school to be associated with a worthy cause – saving the lives of premature babies in Ghana.

Expectations from Cast and Crew



If you have never witnessed a TIS play production, then you have missed quite a great deal, but it is not too late to anticipate your first experience. This weekend be ready to go on a journey down memory lane as we stage a folkloric musical performance, the adaptation of Efua Sutherlands play, *Marriage of Anansewaa*. You don't want to miss the latest classic additions to the numerous TIS annual production. Beautiful MOA T-shirts are available in black and white for sale. Kindly contact Ms. Abigail for yours at **GHC 50.00**. Till now below is what to expect as the momentum and enthusiasm builds up on campus.

Even though I won't be able to enjoy the school play in the comfort of being an audience, I know for a fact that I will enjoy taking part. With many stressful, hectic and fun rehearsals, I expect the very best from my fellow cast members and me. The Marriage of Anansewa is a play not to miss and it has been an eye-opening journey for me. **Angela Williams, G10**

As an instrumentalist, I expect that at the end of the school play I will have developed my technique in playing the xylophone very well. It has been interesting and has given me a chance to learn proper time management. Balancing school play rehearsals and normal school work has been hectic, but has aided me to perfect my time management skills and I have been able to learn a new instrument. **Bernard Obeng, G10**



School play has been fun and I have developed different skills during this process. I have built my confidence and I have also developed my acting skills. I have learnt a lot about African Culture, some songs and other cultural dance moves. Expect nothing but the best from me!!! **Afua Osei-Boakye, G8**



So far as a set and props member, my colleagues and I have been able to get our props on stage as early as possible to get the play to go on. Rehearsals have been excellent and it seems this year's school play is going to be the best. **Richard Tetteh, G10**



As a member/cast of the school play, my expectations are quite high due to the fact we have good actors and directors and as the saying goes, "Getting a charge out of the play relies upon the cast." **Rudolph Dogbegah, G10**



So far, the rehearsals for school play have been effective. I hope and know that this year's school play will be a success. **Ama Owusu-Manu, G12**

As a member/cast of the school play, my expectations are quiet high, being that I am new to this experience and going through the process, we have good actors, good energy and good vibes. Hopefully, everything will go smoothly. "Time waits for no man," that's our motto. **Apewe Chigabatia, G10**



Despite the fact that school play has taken most of my time, it has been for a good reason because I know this play will be exceptional and it will exceed people's expectation of what they are coming to watch. **Magna & Ewuraba, G9**

As a member of cast, school play has taken me out of my comfort zone and made a positive impact on my ability to build my self-confidence. It has been a stressful journey, but also a helpful path. **George Hagan, G9.**

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TIS Annual Production on the Media

<https://www.youtube.com/watch?v=dZZP6uoGGGQ>

<https://www.etvghana.com/join-tema-international-school-on-a-folkloric-escapade-with-the-adaptation-of-the-marriage-of-anansewa/>

https://www.instagram.com/p/B347sY_JjCD/?igshid=1byo49g445whu

<https://www.youtube.com/watch?v=hMgdD2ZWqy4>

Fast & Furious week at TIS



Alumni Corner

My Answer to a tricky question about free SHS and International Baccalaureate by Mercedes Maame Serwah Asafo-adjei – IB Class of 2019

My answer to a tricky question about free SHS and International Baccalaureate

Source: Ghana | Mercedes Maame Serwah Asafo-Adjei | Intern
Date: 29-10-2019 Time: 12:10:09 pm



The author, Mercedes Maame Serwah Asafo-Adjei

My first day interning at **Myjoyonline.com**, the online unit of the JoyNews brand, was exhilarating but extremely nerve-racking. ‘Nerve-racking’ because the opportunity to intern at such an organisation put me amidst journalists who were adept at their job and I wondered what I, a recent high-school graduate, could possibly bring to the table.

My anxiety was heightened when a barrage of questions was hurled at me after I introduced myself as an International Baccalaureate (IB) student.

“International Baccalaureate,” they asked, followed by a host of many other questions. “What exactly does the course entail?” “How was the IB like for you?”

“Is it like the free SHS?”
“Do you learn about Ghana?”

The questions from my colleagues were endless. So rather than speak excessively about my experience as an IB student, I decided to chronicle my journey in this article in the hope of conveying the rollercoaster of emotions that came with being an IB student.

On becoming an IB student

The rules I set out for myself before stepping into my first IB class were pretty simple:

1. Revise every day.
2. Seek help when needed.
3. Excel!

It couldn’t be that hard right?

I jolted from the excruciating sound of what we called in Tema International School (TIS), “rising bell” (literally the bell that wakes you up for school).

I crawled off my bed sluggishly, deliberating where to source motivation for the day. Waking up every morning was always an adventure. Somehow, I hoped I would wake up one day and this course I had begun to dread would be over and I could finally receive my diploma. But of course, that was nothing more than a fantasy.

For aeons as an IB student, I barely slept. During exam season especially, I would be jubilant if I managed to squeeze in three hours of sleep. This was my routine, yet I woke up grumpier each day at the thought of still being an IB student. Each morning, my endless list of assignments would ease into my mind, putting me under perpetual enslavement or what I liked to call “an endless torment.”

The IB encapsulated a wide scope of elements which forced students to manage their time accordingly. There was absolutely no room for procrastination. I involuntarily juggled the pressure of having to complete my four-thousand-word Extended Essay (EE), my Theory of Knowledge (TOK) essay as well as my six internal assessments, all due for submission within a span of two weeks. As if that wasn't bad enough, I had my SATs and college applications to tend to alongside.

Dragging myself between classes each day began to drain every ounce of energy within me. I would walk around with my shoulders constantly slumped and my face scrunched at the thought of the assignments I had been bombarded with. To top it off, I was obliged to engage in what was referred to as "CAS activities": Creativity, Activity and Service. The course required students to show proof of active participation in extra-curricular activities, in order to receive their diploma.

No time for errors

There was no time for blunders. The IB, founded on the idea of students being all-rounded and well-versed in a wide range of departments was enraging at the time. It made it impossible to dedicate more focus to areas of interest without falling short in other areas. A lot came into play when it came to the attainment of your diploma and the slightest slip up would compromise it. The conditions required included the acquisition of a minimum sum of 24 IB points with no less than a total of 12 for Higher Level subjects, as well as a minimum grade of D for the TOK and EE.

To answer the main question my colleagues are concerned about, the IB is nothing like the free Senior High School (SHS). The free SHS does help students in ways that the IB does not. For instance, IB students are not forced to learn about their country the way SHS students are obliged to learn about Ghana, which I deem very necessary.

However, the West Africa Secondary School Examination (WASSCE) course offered to SHS students does not grant students some opportunities that the IB does. The IB trains students to be global thinkers by encompassing every subject with a global approach.

Additionally, thanks to the CAS programme, IB students are constantly urged to give back to society making them aware of their surroundings which is crucial to the progression of our modern society. The depth of the IB course is incomparable to that of WASSCE.

Growing, improving.

"The IB is rigorous", "I'm an IB student don't waste my time." This was a minute sample of the words recurrently uttered by every group of IB students to pass through the walls of TIS. Of course, back in the 9th grade, I would roll my eyes in irritation each time I heard any words similar to those. I mean how bad could it be right? You're given an assignment, you get it done wasn't it that simple?

Well, I finally had my turn and they were right. The two-year journey I embarked on geared far off the picture I had painted for myself and reminiscing the set of rules I laid out for myself two years ago amuses me.

My IB experience was everything preceding students had forewarned me of. Rigorous, draining and stressful but not once did I regret it. The individual I've become at age 18, thanks to the two-year course, compensates the rigour I faced on the journey.

Instagram

@ibalumni

https://www.instagram.com/p/B3W61AWnQDK/?utm_source=ig_web_copy_link



“Today, I am a media practitioner in Ghana. I work for one of Ghana's leading media houses, as a production executive, broadcast presenter and events manager. I am also an award-winning poet and versatile creative, a writer, an editor, a copywriter, a teacher, consultant, youth mentor and a gender/culture activist. Plus, I am a wife, a mother, a dreamer and a traveler. Wearing so many hats makes my head heavy, of course, but I manage to do it, because the IB diploma at [@tema international school](#) and all of its intensity, rigour and madness has enabled me to do so. All of these roles and identities I have accumulated have

given me the wisdom that I incorporated into my maiden book of Poetry, *The Matriarch's Verse*, which was released this October.


To get here, a solid and holistic education has been key, however, diligence, being meticulous, perseverance, open-mindedness, the willingness to learn and a teachable spirit were necessary. Respect for authority and learning to be unique, while being sensitive to culture was also necessary. Above all, knowing who I am and being proud of and confident in that person cannot be underestimated.

I would like to encourage current DP students to be appreciative of the opportunity that they have to be a part of this programme. It is difficult to see how something might influence your future, positively, when you have no idea what the future looks like, what it holds. Nonetheless, trust the process, trust your teachers and take responsibility for your own learning.”—Apiorakor Seyiram Ashong-Abbey [#ibhuman](#) [#ibalumni](#)


Find her at [@apiorkor](#) and see her page for details about a lecture she is speaking at on October 23!



For the detail interview check the Ibo.org - <https://ibo.org/testimonials/diploma-programme-dp/apiorkor-seyiram-ashong-abbey---accra-ghana/>



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Menu 

Apiorkor Seyiram Ashong-Abbey - Accra, Ghana

Apiorkor Seyiram Ashong-Abbey completed the Diploma Programme at Tema International School in Ghana. After traveling abroad for her university studies at Lafayette College in the USA, Apiorkor returned to Ghana to study at the University of Ghana. She works as a media practitioner and is an acclaimed poet, creative and activist in her free time. Apiorkor is the author of *The Matriarch's Verse*, a book of poems which seeks to celebrate, challenge and highlight what it means to be Ghanaian in the 21st Century; and all of this is done from her perspective as a third-culture kid.

Why did you originally choose to pursue an IB diploma?

Having attended a high school that was running the Cambridge IGCSE and the [IB Diploma Programme](#) initially, for me it was a natural next step to pursue the IB Diploma.

At the time, there had been much talk about how advanced the programme was, how intense and rigorous it could get, how life-transforming it could potentially be and indeed, the word on the street was, that



Growth Mind Set Corner





Stay updated - Save the TIS WhatsApp – 0503849799 - TIS: more than a school.

A promotional graphic for Tema International School's social media presence. At the top, the school's crest is on the left and the IB logo is on the right. The text "TEMA INTERNATIONAL SCHOOL" is in large, bold, dark green capital letters. Below it, "SOCIAL MEDIA" is written in a large, black, stylized font, with "MEDIA" in blue. To the right of "SOCIAL MEDIA" is the phrase "Follow Us" in red. Below this, a list of social media handles and contact information is provided, each preceded by its respective icon: Instagram (@tema_international_school), Twitter (@TISGhana @CAS_Coordinator), Facebook (@TISGhana), LinkedIn (Tema International School), and WhatsApp (0503849799). The bottom of the graphic features a collage of various digital icons, including a thumbs up, a laptop, a speech bubble, a smartphone with an Instagram icon, a smartphone with a Facebook icon, a smartphone with a Twitter icon, a red phone receiver, a mail icon, a Pinterest icon, a globe, and a person icon with a plus sign. At the very bottom, the website address "www.fis.edu.gh" is displayed next to a small globe icon.