

TIS RECORD

P: +233 303305134 | E: info@tis.edu.gh | W: www.tis.edu.gh

At TIS,

we believe adequate sleep each night will enable students to feel rested in the morning and ready to function at their best to tackle their challenges for the day and tick off plenty of boxes along the way. Without adequate rest, we know it will affect their performance, health, appetite, attitude and behaviour.

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Exeats

- Exeat requests must be completed online at: <https://www.tis.edu.gh/forms/>
- All exeat requests must be received at least 72 hours ahead of time. **An exeat will be refused if a student has any outstanding work.**

Thought for the Week

Criticising is easy and fast. Creating is difficult and slow. The two hours you spent on a book or movie usually took two years to produce. Anyone can tear down someone else's work. The true test of insight is whether you can help them improve it or build something of your own.

- Adam Grant



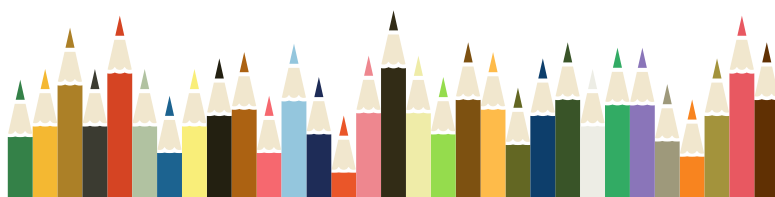
Exam Technique

The Critical and Overlooked Success Factor

Most exam candidates appreciated the clarity and direction that the recent mock exams provided. Four critical factors are: knowledge and understanding; exam techniques; effort; and exam anxiety.

Students need to reflect on feedback and seek clarity, if required, to address specific exam techniques that prevented best results in the mocks.

- Was critical analysis an issue?
- Was poor time management in responding to some questions a problem?
- Was clear planning to answer any task something that requires practice?
- Was writing and holding a pen for a length of time something to overcome within six weeks?
- Was time allowed at the start of the exams to read over the paper, instead of commencing immediately?



"My definition of integrity is a set of beliefs, values, and actions that others can depend on."

-Steve Bollar

SAT & ACT

- Best advice: students who are required to complete SAT and/or ACT requirements should do so by the end of Grade 11. Leave it until G12 and you have created a personal time-management monster.
- Please follow instructions and details provided in the weekly Counsellors' Corner section of the TIS Bulletin.

Visiting Protocols

For visits during the remainder of this semester, parents will be required to book their visit online. Please go to: <https://www.schoolinterviews.com.au/code/35tdn>

Complete your details and click *next* to select your day and time. Then click next to receive a confirmation of your booking.

If you do not receive confirmation of the date and time, then you have not completed your booking.

Weekend times will usually go from 11.00am- 5.00pm on Saturdays, Sundays and public holidays (with no visits scheduled between 12.00 - 1.00pm.) Sessions are 60 minutes.

Book early to avoid disappointment.

Thank you for your cooperation.

- Was interpreting questions an issue due to mixing up key terms?

These aspects are just as important as study plans. (See page 3 for effective study strategies.) If you misinterpret questions, your knowledge and understanding will not assist you. Not finishing a paper in time results in lost marks.

I expect teachers will be working closely with students to reinforce these important techniques over coming weeks.

Read the Bulletin.....and Take Action

Hopefully, readers find the weekly Bulletin informative and a record of what is happening at the Home of Fast & Furious.

There are many examples when this is not the case: not completing online exeat forms; not observing the 72-hour exeat window; not booking visits online; not returning students by the stated time for an exeat.

Following the process makes it easier for everyone. Please be prepared to return home with your child if the exeat return time is not observed. Remember the old saying, 'It's the little things that count.'

I appreciate your support. Stay healthy.

Dr Ken Darvall

(Principal)



13 EFFECTIVE STUDY STRATEGIES TO HELP STUDENTS LEARN

Strategies for Avoiding Distractions

1. Change your space (make it distraction-free).
2. Don't choose distraction (don't multitask).
3. Ask: Do you want social media or Enjoy it? (There is a difference between wanting to go on social media and actually enjoying being online may be significant to the student.)
4. Plan breaks (if constantly distracted you may need a break. Planned breaks are more effective than spontaneous ones.)
5. It's still school. (Parents can help students structure their mindsets to tune out distractions.)

Why We Procrastinate & How to Fight it

6. Start work in class (simply beginning the work makes headway against procrastination.)
7. Use a Planner – and make it a habit. (When students don't plan or schedule, their work, they struggle. When planning, whatever time estimate you come up with, double it.)
8. Practise breaking down tasks. (Students need to learn how to break up large tasks into bite-size chunks.)

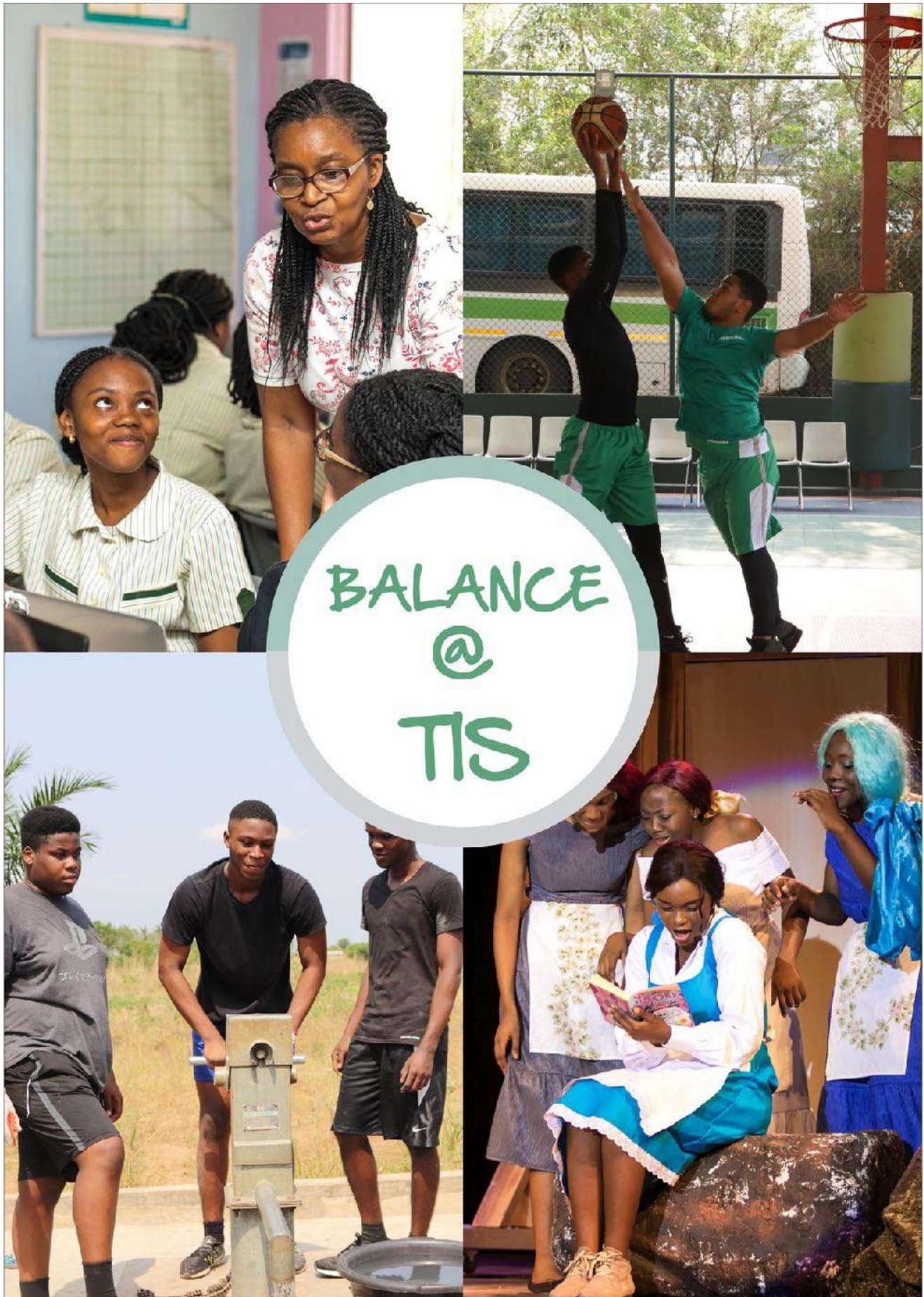
How to Know When to Stop Studying

9. Feeling that you know something is not reliable. (When students assess whether they know a topic, they should consider whether they're only familiar with it.)
10. Studying until you know is not enough. (To protect themselves against forgetting, students should plan their studying so that it includes time to study even after mastering a self-test.)
11. Creating study materials is studying. (Making their own study guides or flashcards not only allows students to review their notes but ensures the materials they use are on topic and accurate.)
12. 'Knowing' means being able to explain. (Knowledge means being able to explain it to oneself.)
13. Use in-class queries. (Quick tests that require students to produce knowledge allows them to check their understanding of a concept.)

Source;

https://www.kqed.org/mindshift/57644/13-effective-study-strategies-to-help-students-learn?utm_medium=Email&utm_source=ExactTarget&utm_campaign=MindShift

Caroline Smith
13 Effective Study Strategies To Help Students Learn
5 April 2021. Mind/Shift





TEMA INTERNATIONAL SCHOOL



Primary School Campus Admissions Open For 2022/2023 Academic Year

Flexible admission screenings and interviews



Entry Points in 2022

Preschool

Kinder 1 (3-4 years)
Kinder 2 (4-5 years)
Kinder 3 (5-6 years)

Junior Primary

Grade 1 (5.5 - 7 years)
Grade 2 (6.5 - 8 years)
Grade 3 (7.5 - 9 years)

Senior Primary

Grade 4 (8.5 - 10 years)
Grade 5 (9.5 years-11 years)
Grade 6 (10.5 - 12 years)

All admission applications will be online via Open Apply:
<https://tis.openapply.com>

A social readiness screening will be required, as part of the admission process, along with a compulsory interview with parents.

TIS is an IB World School, authorised to offer PYP, MYP and DP.

To learn more
scan this.



To enrol scan
this.





TEMA INTERNATIONAL SCHOOL



Graduation & Achievers' Day Ceremony 2022

LOADING



28 May 2022 @ 10:00 am

LIVE STREAMING



Tema International School



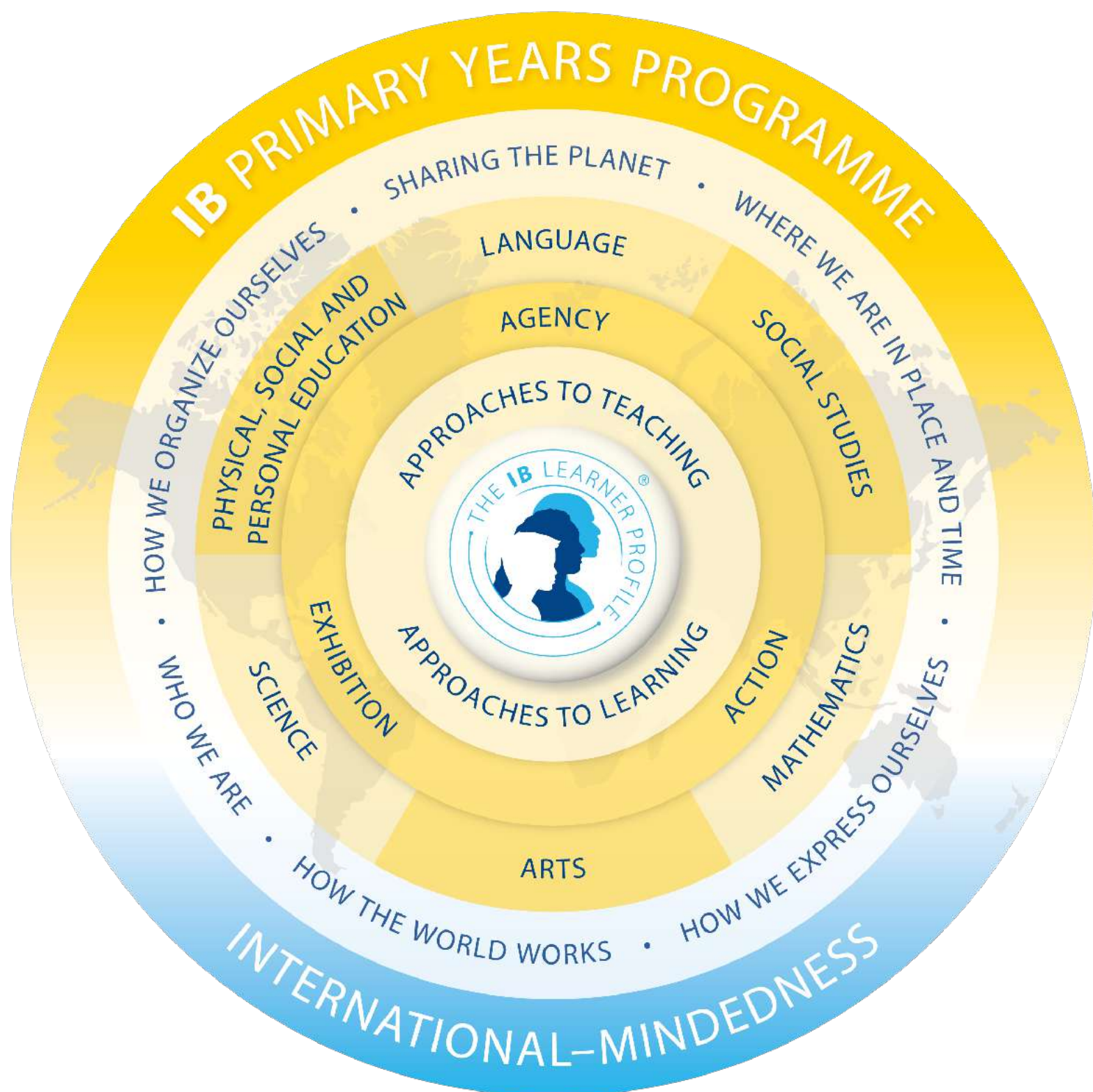
TISGhana

What Makes TIS Primary A Unique School



TIS Primary is a unique school because: it is a family school; we have qualified teachers; I have good friends, we have great facilities; we are good communicators; and we are open-minded.

Amewusika Tay



TIS PYPX Exhibition Journey



The PYP Exhibition is an opportunity for students to research and solve real-world problems in a collaborative group, drawing upon and extending their skills, knowledge, strengths, passions and interests in order to make a positive difference to others and the world at large.

At TIS Primary School, our Grade 6 students are researching into problems in our environment and how it can be solved. The theme of our PYP exhibition is :“Sharing the Planet”. Below are students’ reflections as the journey through the 2022 TIS PYPX.

Katie and Maame Akua

We are inquiring into the lifestyle of living things and how we can help them survive. We



have been developing creativity skills. As an action component we plan to create homes for animals to live in. However, we have a challenge to work faster but we hope to improve.

Emaan and Stephen

Throughout this period, we have developed our creativity, teamwork, thinking skills and some Learner Profile attributes

such as being principled, reflective, inquirers, thinkers and knowledgeable. We are trying to make a difference in the world by spreading awareness about how our society should appreciate our resources, how we can get our own valued resources, and how we can protect our most valued resources. We are researching on how we can manage our resources, such as water, air, soil and animals and prevent them from going extinct. We have faced challenges, such as miscommunication, time limits, choice of colours and focus. However, these challenges have helped us to mature in our thinking. This exhibition will surely be one to remember.

Cherry and Michelle

We are researching on how living things need one another and how living things are suffering because of human actions. So far, we have

developed our communication, collaborative and thinking skills, as well becoming more knowledgeable. The challenges we have experienced are less time, focus, and making connections.

Adrien and Maame

We are inquiring into water. So far, we have developed our creativity and social skills.

Generally, water isn't safe to drink and needs to be

treated very well before consuming. We thought through this and realized that, if we make a water filtration system, it would be easy to access clean water. What's even more amazing about this water filter is that it can be created with everyday resources like plastic bottles (disposable), charcoal, fabric/cloth, sand from rivers, sand from the sea (coarse sand), gravel and grass.

Kwabena and Elikem

We are inquiring into conserving Earth's resources. We have developed social, research, and thinking skills as we work

together. We are taking action to educate people not to waste water, electricity, etc.

However, we have had challenges getting the right materials and ideas for our project.

Sybil and Kwasi



We are inquiring into the way we manage our resources and how it has an impact on our environment, the effects of resources, how we can manage our

resources and types of resources. We have developed our thinking skills, communication skills, social skills, research skills, and creativity. The action we are taking is to create models and posters so that we can raise awareness to everyone.

Paa Kwesi Oppan



My unit is focusing on Earth's resources and how we can manage them well. Throughout this unit, I have inquired a lot and developed my research

skills and my creativity. There are a lot of problems in this world, but we are the ones who created these problems. We are also the solution. I am creating a big model to show how we can fix the lack of Earth's resources. We can spread awareness, plant trees and do much more. Instead of wars and fighting, let's become one and save the earth. It all starts right now. I knew working alone was going to be hard because I have no one to help. I have faced a lot of challenges with my time management skills. I never set a timeline for myself to follow but that is something I should be doing, starting now.

Kwaku and Nana Adwoa

We are inquiring about how human choices affect other living things. We are developing our ATL skills which are

research, thinking and our collaborative skills. We are raising awareness by showing the effect habitat loss through creating models and posters

Juanita and Israel

We are inquiring into how humans use and dispose of materials. We have developed our communication, teamwork, creativity

and become more knowledgeable. We are taking action by making a presentation to the school about Earth Day and what the children can do to help the environment. However, we have challenges making borders.

Below is a link to a short documentary of the PYPX. Enjoy watching this beautiful video.

<https://youtu.be/Ol0MInKS5Ow>



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

Tema International School

2021 - 2022 School Calendar

| August '21 | | | | | | |
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| September '21 | | | | | | |
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| October '21 | | | | | | |
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| November '21 | | | | | | |
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| December '21 | | | | | | |
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| January '22 | | | | | | |
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| February '22 | | | | | | |
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| March '22 | | | | | | |
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| April '22 | | | | | | |
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| May '22 | | | | | | |
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| June '22 | | | | | | |
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| July '22 | | | | | | |
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| 31 | | | | | | |



School Closed/ Holidays



Teacher in-Service Day (no school for students)



Main Campus Event



First and Last Day of School (Main Campus)



Primary Campus Event



First and Last Day of School (Primary Campus)



SAT Test



ACT Test

Public Holidays

| | |
|---------|----------------------------|
| 21/9/21 | Kwame Nkrumah Memorial Day |
| 2/12/21 | Farmers' Day |
| 7/1/22 | Constitution Day |
| 7/3/22 | Independence Day |
| 15/4/22 | Good Friday |
| 18/4/22 | Easter Monday |
| 2/5/22 | Labour Day |
| 3/5/22 | Eid Al Fitr (TBC) |

S1 Internal Dates: Main Campus

| | |
|-------------|---|
| 1/8/21 | 2021 MYP Results Released; 2021 MYP Enquiries Upon Results Open |
| 2/8/21 | Senior executive staff resume |
| 9/8/21 | Teachers resume |
| 15/8/21 | Student Council executive return |
| 18/8/21 | Newbies arrive |
| 22/8/21 | Continuing students resume |
| 23/8/21 | Secondary School classes commence |
| 26/8/21 | School Performance auditions (G7-9); 4.15pm |
| 27/8/21 | TIS Junior Soccer Championships |
| 28/8/21 | SAT |
| 29/8/21 | School Performance auditions (G10-12); 2.00pm |
| 3/9/21 | TIS Senior Soccer Championships |
| 11/9/21 | ACT |
| 18/9/21 | TIS Handball Championships |
| 23/9/21 | G12 TOK Exhibition; |
| 25/9/21 | TIS Volleyball Championships |
| 2/10/21 | SAT |
| 3/10/21 | TIS Founders' Day: Main Campus admissions open for 2022/2023 |
| 4/10/21 | TIS Holiday (TIS Founders' Day) |
| 8/10/21 | Inter-Colour Language Comp; |
| 9/10/21 | ACT |
| 14-16/10/21 | TISMUN |
| 14-18/10/21 | Wellbeing days |
| 26/10/21 | G12 EE Cafe |
| 25/10/21 | G9/G11 Changes to Subject Selections close |
| 13/11/21 | Annual Performance |
| 15-19/11/21 | G10 end of semester exams |
| 22-30/11/21 | DP end of semester exams |
| 27/11/21 | TIS swimming championships (3.00 – 5.30pm) |
| 30/11/21 | Akorlikope handover |
| 1/12/21 | General Inspection. |
| 2/12/21 | Last day for first semester: Students may depart from 2.00pm. |
| 4/12/21 | SAT |
| 5-8/12/21 | Dukies' Expedition |
| 11/12/21 | ACT |

S2

| | |
|----------------|--|
| 5-6/1/22 | Staff training days (5: MYP; 6: DP) |
| 9/1/22 | Students return to hostels; applications for 2022 SC positions close |
| 10/1/22 | Second semester commences |
| 11-17/1/22 | Alumni Week |
| 21/1/22 | SC Manifest Readings |
| 24/1/22 | 2022 Student Council elections by voting (7.00am-4.00pm) |
| 24-28/1/22 | IDU Days; G12 EE; G11 EE (24-25), 11/12 CAS Dukies Reflection Day (26) |
| 29/1/22 | TIS Athletic Championships |
| 30/1/22 | Thanksgiving Service and Student Leadership Induction Ceremony |
| 11/2/22 | TIS Badminton Championships; TIS Junior Tennis Championships |
| 17/2/22 | G11 TOK Exhibition |
| 18-19/2/22 | TIS Basketball Championships; TIS Senior Tennis Championships |
| 21-25/2/22 | MYP Mock eAssessments |
| 26/2/22 | General Inspection |
| 4/3/22 | Deadline for uploading Projects for Virtual Exhibition |
| 7/3/22 | MYP Community and Personal Projects Virtual Exhibition |
| 8-18/3/22 | DP Mock Exams |
| 11/3/22 | TIS Squash Championships |
| 12/3/22 | SAT |
| 14/3/22 | Pi Day |
| 28-29/3/22 | Wellbeing days |
| 28/3/22 | Mock reports (G10&12) published |
| 2/4/22 | ACT |
| 6/4/22 | G12 Exam Readiness Workshop |
| 15/4/22 | Good Friday (PH) |
| 18/4/22 | Easter Monday (PH) |
| 21-27/4/22 | G9 eAssessments |
| 22/4/22 | G11 EE Cafe |
| 6/5/22 | G9 (2022/2023) subject selections commence |
| 7/5/22 | SAT |
| 9 – 22/5/22 | MYP eAssessments |
| 29/4 – 20/5/22 | DP Final Exams |
| 9-18/5/22 | G11 semester exams |
| 25/5/22 | Hostel Clean Up |
| 26/5/22 | Last day for all students. |
| 27/5/22 | G12 students return to campus. Last day of semester for Primary School Campus. |
| 28/5/22 | 2022 Graduation and Achievers' Day |
| 30/5-2/6/22 | Dukies Award Expedition |
| 3/6/22 | Last day for teachers; S2 reports published |
| 11/6/22 | ACT |
| 16/7/22 | ACT |

Primary School Campus

Public Holidays

| | |
|---------|----------------------------|
| 21/9/21 | Kwame Nkrumah Memorial Day |
| 2/12/21 | Farmers' Day |
| 7/1/22 | Constitution Day |
| 7/3/22 | Independence Day |
| 15/4/22 | Good Friday |
| 18/4/22 | Easter Monday |
| 2/5/22 | Labour Day |
| 3/5/22 | Eid Al Fitr (TBC) |

S1 *Internal Dates*

| | |
|------------------|---|
| 9/8/21 | Teachers resume |
| 30/8/21 | First semester commences |
| 3/9/21 | Meet the Teacher Info Sessions |
| 23/9/21 | International Day of Sign Language |
| 27-9//21-1/10/21 | Student-led interviews |
| 4/10/21 | TIS Holiday (TIS Founders' Day) |
| 18/10/21 | Wellbeing Day |
| 12/11/21 | End of UOI #2 Celebrations |
| 2/12/21 | End of UOI #3 Celebrations; Last day for first semester |

S2

| | |
|------------|---|
| 5-6/1/22 | Staff training days (Concept-Based Curriculum) |
| 10/1/22 | Second semester commences |
| 18/2/22 | End of UOI #4 Celebrations |
| 25/3/22 | End of UOI #5 Celebrations |
| 28-29/3/22 | Wellbeing days |
| 1/4/21 | Primary School Campus admissions open for 2022/2023 |
| 26/5/22 | PYP Exhibition (11.00am) |
| 26/5/22 | End of UOI #6 Celebrations |
| 26/5/22 | K3 and G6 Graduation |
| 26/5/22 | End of semester |

Three categories are discussed in this section.

- ## The nature of the Extended Essay

19

The Extended Essay is assessed against common criteria, interpreted in ways appropriate to each subject. The Extended Essay is:

- compulsory for all Diploma Programme students
- externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB diploma
- a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- chosen from the list of approved Diploma Programme subjects, published in the *Handbook of procedures for the Diploma Programme*
- presented as a formal piece of scholarship containing no more than 4,000 words
- the result of approximately 40 hours of work by the student
- concluded with a short interview, or viva voce, with the supervising teacher (recommended).

In the Diploma Programme, the Extended Essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the Extended Essay has often proved to be a valuable stimulus for discussion.

DP *Extended Essay Guide*, page 5

The relationship between CAS and the Extended Essay

CAS experiences can be the inspiration for a student's choice of a particular extended essay. While carrying out a particular CAS experience or project, the student may see the direct link with a theme or topic that they have covered in the academic part of the course.

The following outlines three examples of extended essay research questions, all taken from group 3 subjects (individuals and societies), that have been inspired by a student's participation in CAS. The examples all derive from a CAS service experience that a student had while carrying out a CAS project. Each of these CAS experiences influenced the students to further explore the academic links evident. This is an example of the service-learning approach to CAS being advocated in the *CAS guide*.

A. In the economics course

“What are the costs and benefits of the project that our school has embarked on to help Masai living in Tanzania?”

The relationship between CAS and the Extended Essay

The student was involved in a school-sponsored CAS project in Northern Tanzania, where the students from his school have helped to build classrooms for the local Masai people. Local builders were employed to do the building work, and students worked as labourers on-site for two weeks. The student used a model to look at the benefits brought by the action (both social and economic) and compared this with the costs of travel to the site and the effectiveness of the work.

B. In the geography course

“What are the factors affecting the location of people who are homeless in Jakarta, Indonesia?”

The student was involved in a CAS project working with street children in Jakarta, Indonesia. It was discovered most of the street children had moved into Jakarta from the surrounding countryside. The student was inspired to examine the cause of rural–urban migration. Questionnaires and interviews were carried out with street children and analysis of the push–pull factors carried out. The principle of distance–decay was also carried out. The location of the street children was plotted on maps.

C. In the history course

“What was the role of Switzerland in providing a safe haven for refugees in World War Two?”

The student, while working in an old people’s home in a Swiss city, met and befriended a man who had worked for the Swiss Customs Service in the Second World War and had talked about the war and refugees. This inspired the student to examine official Swiss attitudes to refugees and also the work of customs officials, particularly in St. Gallen, who helped refugees stay in the country.

World studies Extended Essay and CAS

The world studies extended essay is an in-depth, interdisciplinary study of an issue of contemporary global significance. It aims to develop interdisciplinary inquiry, the ability to conduct an investigation whereby students integrate knowledge and modes of thinking from two or more disciplines. An additional aim is to develop a global consciousness consisting of three capabilities: global sensitivity, global understanding and global self.

The essential points of an extended essay in world studies are to:

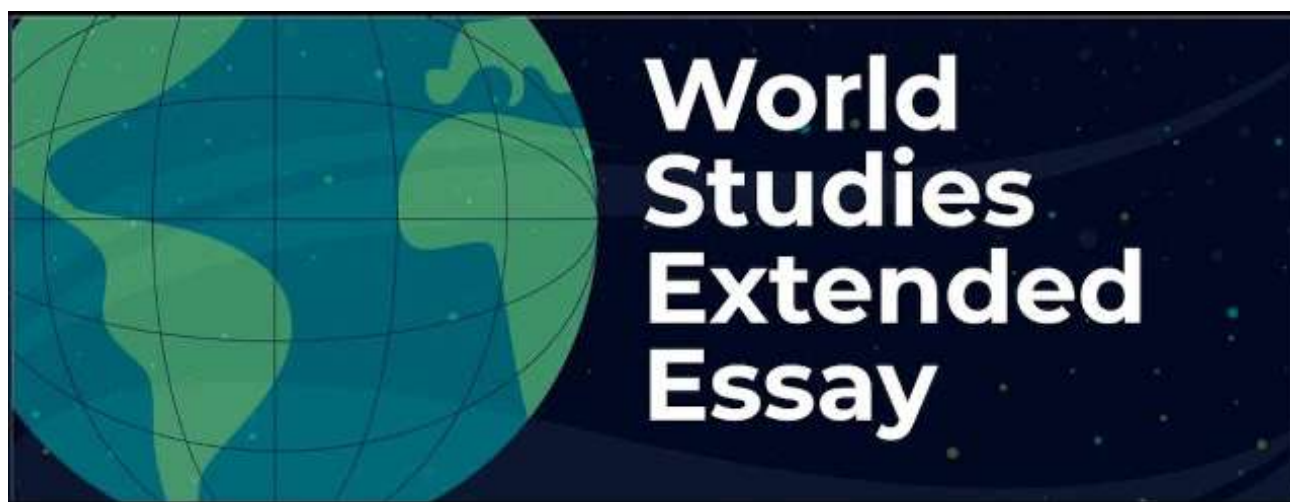
- address a topic of global significance
- have a clearly framed research question that addresses a global issue through a local example(s)
- draw on disciplinary expertise rigorously and selectively
- integrate IB disciplines productively
- show development of global consciousness in a researcher's reflection space.

To frame a research question in a world studies extended essay, students:

1. start with a global issue
2. consider and determine how it relates to a local context or contexts
3. explore which disciplinary concepts and approaches will need to be used to investigate the topic
4. narrow the study to develop a focused research question.

The **world studies extended essay** provides many opportunities to link a student's CAS local experience to a global issue. For example, a student who is working in a soup kitchen is learning about poverty in a local context. This issue could be examined from a number of different disciplines; it could be examined from both a philosophy and psychology approach, examining the charity's motives for providing the soup kitchen and also looking at the application of altruism theories.

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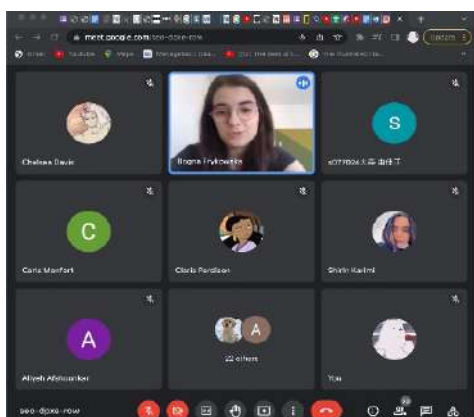


Buddies For Change Corner

Buddies for Change is a **Buddies Without Borders** Club under **Global Education Destinations**. As a club, we aim to support children and teenagers like us who lack opportunities, and a conducive environment to thrive. Through our three local action projects, we hope to bring positive change to some communities not far from our school campus, in Tema, Ghana. The challenges we identify not far from our school can be overwhelming, but we are confident that together we can tackle some of these issues and contribute to the growth of our community.



1. **Care Packages:** Feminine hygiene products such as reusable pads, soap and informative personal hygiene pamphlets.
2. **Educational Kits:** notebooks, text/storybooks and basic stationeries, to support children's learning.
3. **Library Refurbishment:** In collaboration with a local school, we will enhance their library spaces, by donating books, cataloguing their books, reviving those spaces by redecorating, cleaning up and designing posters that encourage reading. These posters will be displayed in their Libraries.



We chose these projects because we realized that many young children and teens like us in Ghana do not have access to the essential tools needed to assist them on their path to success. We aim to alleviate these issues by providing them with products that would be useful. As part of giving these items, we believe it is important to also empower them with the knowledge to help themselves and their community to overcome the many challenges poverty presents them with. We will collaborate with organizations in order to make these projects sustainable.

Through our interactions with these communities, we hope to become aware of the challenges people go through in our society and become a part of the solution. Even after we graduate and leave our School for College, we hope the members will continue these projects and be genuine **Buddies For Change**.

Stay tuned for updates on our Club projects. If you like to support us in any way, kindly contact our CAS Coordinator and patron Mrs Surama King – surama.king@tis.edu.gh

Be a Buddy for Change.

Ohemaa Asibuo (G11) – Initiator

Service as Action



Service as Action is simply termed as “learning by doing”. It is the core of the MYP that provides a unique experience for MYP students to become actors in the real world by applying concepts learnt in the classroom to real-life situations. As such, MYP 2 students are *Taking Action* from their favorite Units.

On Monday, Chidubem Akunyili, Lois Entsua-Mensah, Emmanuel Mefful, Ewen Sevor and John Opeku (MYP 2) held a forum about Conflict Resolution in the Orchestra Room. This was a

Service as Action experience drawn from their Integrated Humanities unit titled, “*Rainbow World*” where they learnt about the principles and types of resolution.

The audience was about 30 including Mr. David, Ms. Setor, Madam Janet (Integrated Humanities Teacher) and students across grades.

The team led the audience by narrating scenarios for open discussions by inviting ideas and thoughts on possible resolutions. The types of resolutions were explored and a quiz on how famous world wars were adjudicated. Overall, it was an exciting experience for all who attended.

Madam Janet congratulated the team and encouraged them to continue to learn outside the classroom and apply all that they study to their lives to create a friendly and harmonious environment for all.



CAS Project – ibforme.com



IBforme is an interactive and informational project initiated by Lena Doodoo and Elorm Godzi for International Baccalaureate students to help guide them in their journey through the IB program. This project contains peer tutoring sessions from students just like you, a compiled list of all of the best IB resources you need for each subject, a blog full of our personal IB experiences and general advice, a forum for students to share their IB stories, pictures, tips, questions, challenges, CAS ideas, and much more!

I decided to join and lead the takeover of the ibforme project because I love seeing my peers succeed, and I want to help them in any way possible to achieve any set academic goals. I couldn't let such a properly structured and well-planned CAS project go to waste as the entire idea of a website full of multiple IB resources at your fingertips, as well as quick and easy access to peer-tutoring sessions from students on campus stood out to me. My aim as one of the new leaders of the ibforme project is to expand it further, not just in TIS, but to promote it to IB schools all over Ghana. I plan to improve the already established peer-tutoring service by making it open to other IB student's off-campus through private chats and online lessons. Finally, I also wish to improve the website by adding a updated IB resources from credible sources for each and every subject. - **Terrence Adegbesan - G11**



The IB, in my opinion, is all about consistency. This indicates that how you study and what you study, make the difference. As an IB student, I've had to discover various ways and means to cope with the rigorous content-based curriculum, including seeking study materials and other resources that suit my learning style. Having said that, I recognize the program's burden and how difficult it is for students to obtain proper educational resources to help their studies.

For this reason, I would like to join Ibforme in order to help students studying the IB program by providing them with useful learning materials that are tailored to their learning styles.

Arlene Emefa Agbotui - G11

I decided to join the Ibforme CAS project because I find it difficult to find relevant IB resources to aid me in my studies. I think the IB for me website is a great platform where students can share helpful resources that assist other students in their school work and learning. **Jason Van-Tay - G11**

When I was first introduced to ibforme, it didn't take long before it became my number one site for learning resources. And it is quite apparent to me, in retrospect that without having such a tool, finding credible sources for my essays would've been more demanding. As a current member of the new ibforme team, I only wish to provide the student body with more of these resources. So, taking up this project is definitely not a chore, but rather, I see it as an opportunity to lend a helping hand to students who struggle with finding appropriate studying material. In TIS, we strive for academic excellence and that's what we, the new ibforme team, intend to incite.

Ewuraba Benyarko - G11

ibforme was a project that when started I believe would have a lot of potential. The initial initiators of the project have exceeded my expectations on the project and I really commend them for that. Now it is my turn, what do I have to bring to the team? How can I make it better than it was before? I joined the IB for me CAS project to continue to help all the IB students all around the world, the programme is not an easy one especially when you are new to it. I hope to make the website more user-friendly and easy to use and also come up with more ideas to help.

Darren Kwame Owusu Ansah - G11

I joined ibforme because I thought that it will be a very good project to help me interact with my fellow IB peers. I wanted to be involved with this project because I felt as though it would be a fun and engaging way to go through my two years of IB, especially knowing that it is kind of difficult trying to fully adapt to this programme. By the end of the day, I aspire to be more open-minded about certain issues happening, another aim of mine is to become a better communicator and a more intellectual individual. **-Farida Saani - G11**



The IB Mission Statement



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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Inter-Colour Athletics Championships

"Congratulations to the Yellow Outeniqua for winning the Athletics Championships, and to Red Kegilia for winning the Basketball Championships!" **Sports Executives**





THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD



MENU

CHILLED DRINK &

Hot Delicious

SAMOSAS



For **GHC 10.00**

My Body My Rules - CAS Initiative

By Nana Masere Frimpong, Vanessa Stephens, George Hagan , Karen Quarshie and Nina Issah

This event will take place on **Saturday, 30 April** at the MPH. We are ready to blow your mind and inspire you to become an ambassador of **My Body My Rules**.

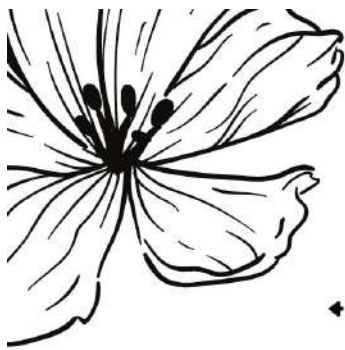
The statement we want to bring to the table is

"Enough of shaming my body type, my scars, my size and my skin colour.

We are all beautiful in our own ways."

Let's Celebrate Diversity.





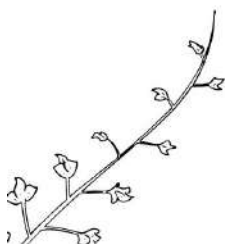
MY BODY
MY RULES
CAS PROJECT



SATURDAY 30 APRIL 2022

MPH

6 PM



CAS Investigation and Collaboration

It's been a year since we started collaborating with **Children's of The Light Foundation**. Ms Janette, the founder of the organization visited our campus last week and met a number of Grade 11 students who are looking to investigate on the challenges faced by CLF for the purpose of their CAS projects. The discussion was enlightening, she shared their challenges and also their successful new Centre in the North of Ghana. Our students are eager to take action and support CLF to continue supporting the Street Children Program, The Aburi Learning Centre and the North Centre for Children.





TEMA INTERNATIONAL SCHOOL

SERVICE



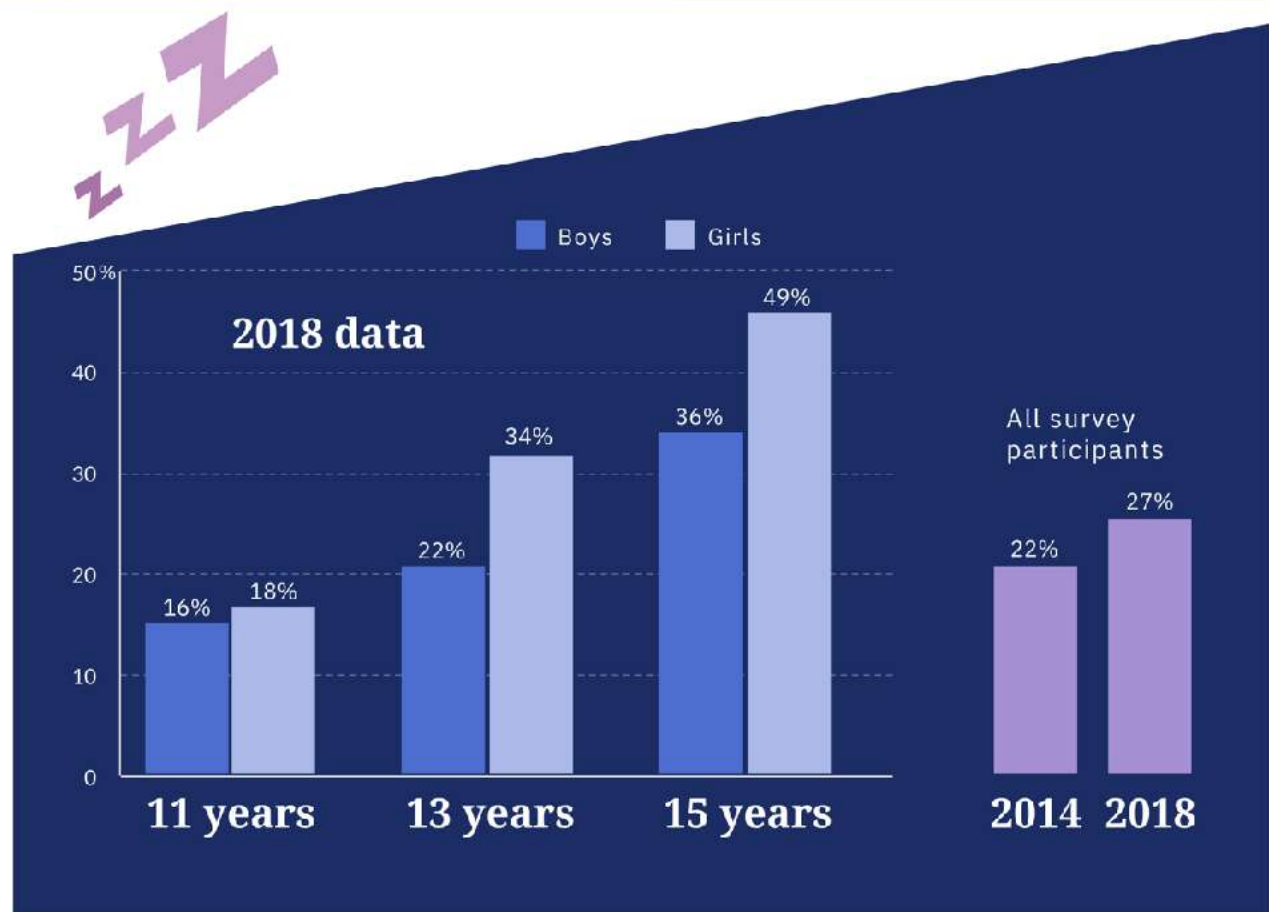
At TIS, we believe that Service, as one of the four pillars for student balance and ensuing success, provides a hands-on experience to how we can make the world a better place through action and an understanding that success comes from helping others grow and becoming empowered.



EDUCATION FOR A BETTER WORLD

Sleep and schoolwork

A new Health Behaviour in School Aged Children study offers insights into the lives of 11- to 15-year-olds in England. Below are the proportions of young people who reported **not** having enough sleep to be able to concentrate on their schoolwork.



Source: Brooks, F., Klemara, E., Chester, K., Magnusson, J. & Spencer, N. (2020) 'HBSC England National Report: Findings from the 2018 HBSC study for England.' Hatfield, England: University of Hertfordshire.

Teacher



The Academic Research & Writing Principles

Turnitin has developed this checklist as a guide to support students in their academic research and writing process. Use the 12 suggested guiding principles to help you to produce high quality research and original writing, from the pre-reading stage to final submission.

1

Explore

a wide range of research.

Research the topic thoroughly to develop your knowledge base, discover new ideas and strengthen your own line of argument.

2

Evaluate

the reliability of your sources.

Take some time to evaluate all your sources, particularly if information has been accessed online. Consider who has created the information and why.

3

Organise

your research notes.

Note taking is a fundamental part of the research process. Keep notes neatly organised and retain a copy of each source used.

4

Write

an original paper.

The best defence against plagiarism is original writing. Unless quoting directly from someone else's work, express all ideas in your own words.

5

Paraphrase

other people's ideas.

An essential academic skill, some find it helpful to note down key words and concepts before paraphrasing other people's ideas.

6

Differentiate

other's work from your own original insights

by referencing or paraphrasing. Avoid accidentally plagiarising someone else's work by using academic referencing.

7

Cite

all of your sources.

A citation in your paper shows exactly what information has come from another source. Remember to cite all borrowed words or ideas, including those which came from one of your own previous papers!

8

Reference

all of your citations correctly.

Depending on the referencing system used, this may end in a list of sources as a 'bibliography'. Most students are aware of referencing requirements surrounding books and journals, but we must also reference sources like YouTube videos, images, diagrams and yourself!

9

Use

the relevant referencing system consistently throughout your assignment.

Referencing can vary across module units or each course so check which system you should use and follow the relevant formatting guidelines.

10

Ask

your teacher or instructor for their feedback

on any drafts you have written in advance of the deadline. Writing multiple drafts and implementing the feedback you receive can help to make you a better writer.

11

Double check

your work including citations.

Allow time to double check each of your citations before submission. This includes page numbers, publication dates, web links and authors' names.

12

Submit your final piece through Turnitin

Turnitin will check your work against other sources in the Turnitin database and use this information to generate an originality report.

WHY PEOPLE GIVE UP



expect fast results



stop believing
in themselves



get stuck
in the past



dwell on
mistakes



fear the future



resist change



give up their power



believe in
their weaknesses



feel
the world owes
them something



fear failure
more than
desire success



never visualize
what is possible



feel they have
something to lose



overwork



assume their
problems are unique



see failure
as the signal
to turn back



feel sorry for
themselves

by Anna Vital

Email Etiquette

It always helps to be polite.



Write a brief description in the subject line.



Use a proper greeting like, "Hi Mr. Byrne" or "Dear Dr. Reese."
Use a closing like, "Thank you" or "Sincerely."



Use proper spelling and grammar. A squiggly line under a word means something isn't right.



Before using "reply all" ask yourself if everyone needs to read your reply.



Be patient. Your teachers might not check their email on the weekends or late at night.

COUNSELLORS' CORNER



Tick tock, tick tock. Clock ticking exams just around the corner? Dearest Exam Candidates, study until your best results is achieved in the final exams. No one can study for you- **Only You! Just Do it!** Encountering learning challenges? See Dr. Assan and the Wellbeing Team for support!



Preparing for exams? Give yourself the best chance with these **study tips**, Remember: **you've got this.**

- ✓ Give yourself enough time to study.
- ✓ Organize your study space.
- ✓ Use flow charts, flash cards and diagrams.
- ✓ Practice on old exams.
- ✓ Organize study groups with friends.
- ✓ Take regular breaks.
- ✓ Make the Most of Class Time.
- ✓ Take Advantage of Office Hours to see teachers for further support
- ✓ Read and Review—Early and Often
- ✓ Visualize the Material

- ✓ Focus on Understanding
- ✓ Take Good Care of Yourself
- ✓ Learn by Teaching Others
- ✓ Have Fun with Words

Click here: <https://shorelight.com/student-stories/21-best-study-tips-for-final-exams/>



DP2s: got accepted into your dream university? Here's what to do next.....

- ✓ **COMPLETE YOUR IBIS FORM AND EMAIL IT TO YOUR ASSIGNED COUNSELLOR AND**
- ✓ **APPLY FOR YOUR STUDENT VISA AS SOON AS POSSIBLE WHERE APPLICABLE:**

IBIS FORM:

- Your IBIS Form should include maximum of 6 universities at the top of the document where you list your top 6 schools to receive your final IB Results for free from IB.
- OUT OF THE 6, YOU ARE REQUIRED TO ADD YOUR TWO UK SCHOOLS (FIRM AND INSURANCE 'safety' ONLY), having received parental approval,
- FOR ALL UK APPLICANTS, 'UCAS' ITSELF SHOULD BE ADDED as part of the 6 options,
- 1 U.S. SCHOOL IF YOU HAVE ONE,
- 2 CANADIAN SCHOOLS IF YOU HAVE THEM,
- GHANAIAN SCHOOLS SHOULD BE ADDED AND
- ANY OTHER SCHOOL YOU'VE APPLIED TO AND RECEIVED ADMISSION.
- For each school, remember to add your applicant/student ID Number assigned by the school.
- At the bottom of the form, you are to list every single school you applied to, fill in the details on the form such as programme of study, your admission decision, amount of scholarship or financial aid received per year et cetera.

GENERAL ADVICE ON VISAS & MORE:

All DP2 students planning to study abroad and require a visa must do the following;

- **Early Bird.** Be proactive. Plan and book for your visas early with all requisite documents ready to be uploaded to avoid any disappointment. Visit the Embassy of

the country of your university's destination or check the requirements online, gather the required documents, check if you are required to take any vaccinations and **APPLY FOR YOUR STUDY PERMIT AND (OR) STUDENT VISA RIGHT AWAY!**

- Ensure that in addition to the total amount of school fees required per year, a substantial amount of money is also reflecting in your parents' bank account. E.g.: For Canada approximately CAD 10,000- CAD 12,000
- Book a Mock visa interview session with the TIS University Guides, to help you prepare for the interview. Some documents you may need are a copy of your transcript, copy of your SAT/ACT Score report, parents/sponsors bank statement, acceptance letter (congratulations you've been accepted letter), be able to demonstrate ties to your home country.

Country-Specific Requirements:

UK;

- Heard from all your five UK schools on UCAS? Students should log into their UCAS Track and please select your Firm (your first choice school) Insurance (your second choice or safety school), all other offers will be declined. **Don't miss your firm and insurance reply deadline or you will lose all offers.** Respond right away on UCAS TRACK AFTER YOUR PARENTS HAVE APPROVED YOUR FINAL TWO UK SCHOOLS.
- You can contact your university to start working on accommodation reservations. Once final IB DP results are out in July, and you meet the conditions for your firm choice, you're in! If not, you get to be considered for your insurance choice as a backup.
- Once results are released, you have **to request for your CAS Letter**, the Confirmation of Acceptance for Studies, from your number one university where you intend to enroll and apply for your UK Visa as soon as results are released.
- We can put you in touch with an agent affiliated with the British Council for free credible UK visa application support- reach out to the TIS University Guides.

USA;

- Pay your enrollment deposit to your respective university as a commitment to secure your university admission. **Deadline for most enrolment deposits- before May 1, 2022.**
- Pay accommodation deposit if required to secure your preferred residence
- Request for your **I-20 document to be mailed to you as soon as possible, from your number university where you plan to enroll. You cannot apply for the F-1 Student**

visa without the I-20. This is a document from your U.S. university which confirms that you have been accepted into the school and provides your financial aid offer information, cost of attendance and other details to help inform the Consular Officer during the visa interview that you are truly intending to study.

Once you receive your I-20, check to make sure your name and other details are accurate. Your name should exactly match your passport. Sign the signature line.

- **Your I-20 includes a SEVIS Number**, which you will need, in order to complete the Sevis fee payment (I-901 fee). **Pay for your SEVIS-fee**, once you receive your I-20 from your respective university, complete the U.S. F-1 Student Visa application and book for your visa appointment online. **Sevis fee cost: USD\$350** Sevis fee payment account can be created here: <https://www.fmjfee.com/i901fee/index.html> or www.fmjfee.com

****Sometimes online payment may not work for internationals so you can pay with a U.S. check mailed to the Sevis Fee Courier address in the U.S.:**

The correct address for courier payments is:
I-901 Student/Exchange Visitor Processing Fee
1005 Convention Plaza
St. Louis, MO 63101
United States
Phone Number: 1-314-425-1809

- **Note: You may be eligible for an interview waiver**, if you already possess a different U.S. Visa that has not expired or have been issued one within the last 24 months. Alternatively, you may also be able to apply for an expedited visa appointment if you are applying for a U.S. visa for the first time. Check out the details here and apply now before it is too late. Start by completing the DS-160 form.
- **EXPEDITED VISA details:** <https://ustraveldocs.com/gh/gh-niv-expeditedappointment.asp>
- **INTERVIEW WAIVER-** check out the FAQs here: <https://ustraveldocs.com/gh/gh-gen-faq.asp#FAQ-VisaCovid1>
- **NOTE:** There tends to be longer queues that build up in June and July. So try and secure a visa appointment date in May.
- **USA VISA application website (applying from GHANA):**
<https://ustraveldocs.com/gh/gh-niv-ds160info.asp#guidelines>

MORE ON THE SEVIS FEE PAYMENT DIRECTIONS:

<https://www.ice.gov/sevis/i901/faq>

How do I pay by check?

- Your check needs to be a draft drawn on a financial institution in the United States and payable in United States currency. Make it payable to I-901 Student/Exchange Visitor Processing Fee. You must provide SEVP with Form I-901 information. There are two options for doing this:
 - Fill in your Form I-901 online at www.fmjfee.com, choose the option to pay by check or money order and print a payment coupon
 - Complete a paper Form I-901
- See the [Payment Overview](#) and the [Payment Checklist](#) in the "Can you give me a checklist to help ensure I complete my Form I-901 and pay properly?" section.

Can I pay online with a check using ACH (Automated Clearing House)?

- No, ACH payments are not available for individuals.
- Certain exchange visitor program sponsors may be authorized to make bulk payments for exchange visitors participating in their program using ACH. See the section on [bulk filers](#) for more information. Your program should notify you if they make the payment for you. Contact your exchange visitor program if you have questions.

Can I pay with traveler's check?

- No. See the section on [Payment Options](#) for authorized payment methods.

Can I use a third party check for payment?

- No. A third party check is one that is made out to you and that you endorse. Payments for the I-901 SEVIS Fee must be made payable directly to I-901 Student/Exchange Visitor Processing Fee. You can, however, have any person or organization use a check or money order to pay the fee on your behalf.
- For more information, see the section on [payment by check or money order](#).

Can I send the Form I-901 and payment by courier?

- Yes. The correct address for courier payments is:
 I-901 Student/Exchange Visitor Processing Fee
 1005 Convention Plaza
 St. Louis, MO 63101
 United States
 Phone Number: 1-314-425-1809 (United States Country Code 011)

What credit and debit cards are accepted?

- SEVP accepts payment by:
 - Visa, MasterCard or American Express credit cards
 - Debit cards (also known as check cards) that have the Visa or MasterCard logo
- Credit or debit cards can only be used when paying the I-901 SEVIS Fee and completing the Form I-901 online at www.fmjfee.com.

How do I pay by credit or debit card?

- The only option for paying by credit or debit card is when you fill in the Form I-901 online at www.fmjfee.com. When you have filled in the online form, you will be asked if you want to pay by credit or debit card or by check or money order. Choose the credit card option. See the section on [credit/debit cards](#) for more information. See the [Payment Overview](#) for more details on the payment process.



USA Visa Process- Documentation & tips

- All documents must be original copies
- You will need a **valid I-20**, an acceptance letter which says congratulations, and **receipt of payment of the SEVIS Fee (\$350)**. Request for an I-20 from your U.S. **university**, and sign the student portion.
 - Academic documents** to show you are a **bonafide student**- transcript, IGCSE results, SAT/ACT score report
 - Show that you have **adequate funds** for the entire duration of your years of study. Your parents/sponsors must show evidence of sufficient funds, enough money in account to cover full 1st year plus extra- bank statements, sources of income, sponsorship letter- cover at least 6 months and no more than a month old
 - Ties:** Consular requires evidence that you have a home abroad (i.e., in Ghana) to which you will return following your temporary stay in the U.S.: evidence of social, economic, & family ties in your home country, plus evidence of viable career plans that will bring you home.

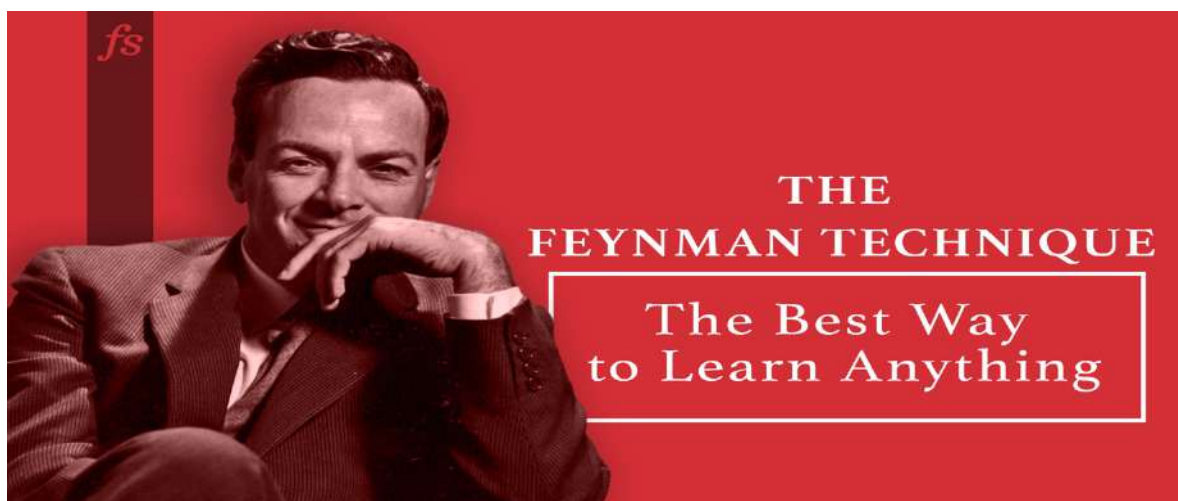
CANADA;

- Be sure to accept your offer on OUAC or on the university's portal directly to confirm you would be coming.
- **Pay the enrolment deposit by May 1st or before the specified deadline**
- Your school has to send you an admission offer letter with all the details you need to apply for a study permit and student visa, this includes when you intend to commence studies and when you are likely to complete your studies among others. Request for this. Once you have this letter, don't wait, apply for the Study Permit and student visa now!
- Try and book a slot right away by end of April if you can, as the Canadian visa application process can take more than 3-4 months to process sometimes. The earlier the better.
- **CANADIAN VISA application website (applying from GHANA),
IRCC OFFICIAL VISA WEBSITE FOR CANADA STUDY PERMIT:**
<https://ircc.canada.ca/english/information/applications/student.asp>

Or for more information on this you can visit;

<https://www.canada.ca/en/immigration-refugees-citizenship/services/study-canada.html>

- Helpful Resources for the Initial Study Permit Application for International Students, as per York University's guide: <https://yorkinternational.yorku.ca/immigration-application-resources/>
- You may need a study plan/letter of explanation, indicating you are a genuine student. (See full document on this on Managebac Files Folder) Here are some tips on what that should include, reference: York University, Canada, April 2022;



Study Permit Application: Gather your required documents

Important

Check your [local visa-office instructions](#) for the country where you are applying and include all additional mandatory documents

•Mandatory Supporting Documents – supporting documents must be in English

- Valid passport
 - Check validity date
- Letter of Acceptance
 - Verify LOA includes tuition, start date, DLI#, etc
 - Proof that you have accepted your offer / paid deposit (recommended)
- Proof of financial ability
- Medical exam, [if applicable](#)
 - Recommended to complete medical exam before applying
- Visa photo
- Study plan/Letter of explanation

*This presentation will spend more time focused on the highlighted boxes.

25

YORK

Letter of explanation / Study Plan Establish that you are a **genuine student**

A study plan is like a cover letter (1-2 pages)* for your application and helps to establish that your true intention is to seek a permit to study in Canada and not for some other reason.

Common questions to establish that you are a genuine student:

- Why do you want to study in York University (speak in specific, factual and practical terms)
- Why this step in your education journey is logical/beneficial
- Why can't you do it in your home country or neighbouring countries (be specific)
- How your studies will help your employment prospects (be specific, provide proof where possible; a letter from an employer who may hire you when you return could be very helpful, for example)

*Check your [local visa office requirements](#) for any specific instructions regarding the study plan, such as the questions to ensure you address or a page/word limit.

YORK

NOTE: PLEASE CHECK MANAGEBAC FOR HELPFUL DOCUMENTS ON THE VISA AND STUDY PERMIT APPLICATION PROCESS FOR CANADA, INCLUDING A SAMPLE STUDY PLAN/LETTER OF EXPLANATION DOCUMENT REQUIRED AS PART OF THE APPLICATION.



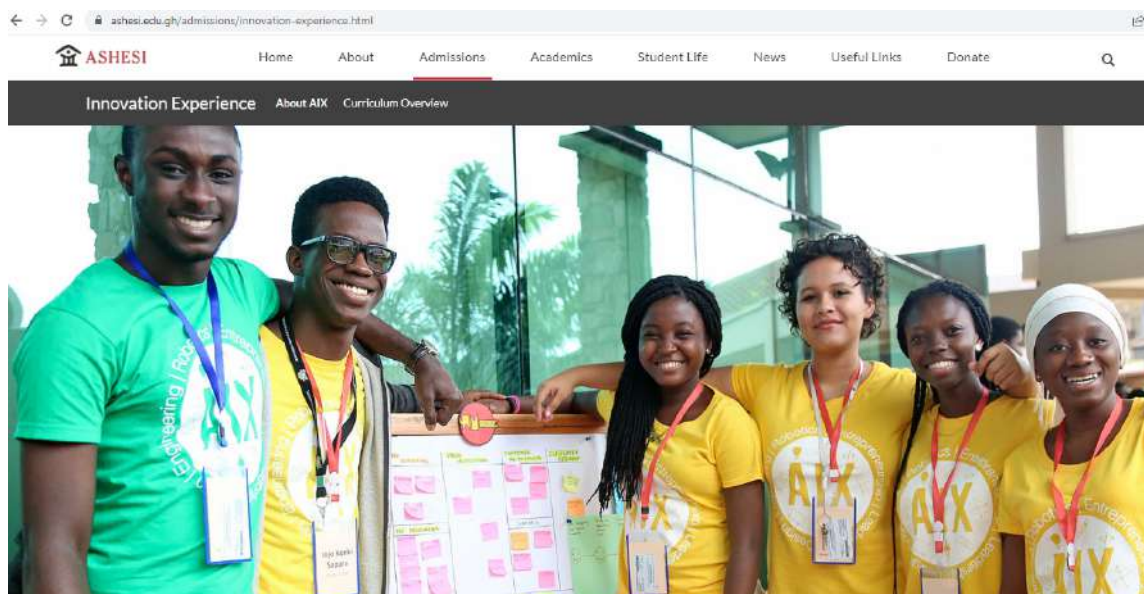
DEAR DP1 PARENTS, BY NOW, YOU SHOULD HAVE RECEIVED AN EMAIL INVITATION TO A VIRTUAL FINANCIAL AID ONE-ON-ONE MEETING WITH THE UNIVERSITY GUIDES BY NOW. PLEASE CHECK YOUR EMAILS AND REPLY CONFIRMING A SUITABLE DATE FOR THE MEETING WITH YOUR WARD'S ASSIGNED COUNSELLOR. MEETINGS WILL LAST A MAXIMUM OF 50 MINUTES AND WILL BE BOOKED ON A FIRST COME FIRST SERVE BASIS.

THANK YOU! WE LOOK FORWARD TO MEETING YOU SOON! Please find below a picture from one of the zoom meetings that took place this week: 😊

The screenshot shows a Zoom meeting window with a presentation slide titled "TYPES....". The slide features a central diagram with four categories: GRANTS, SCHOLARSHIPS, WORK STUDY, and FEDERAL LOANS, each with a brief description. To the right of the diagram is a table with three columns: Grants & Scholarships, Loans, and Work-Study, each containing bullet points.

| Grants & Scholarships | Loans | Work-Study |
|--|---|--|
| <ul style="list-style-type: none"> Free money! Aid that does not have to be paid back Usually awarded on the basis of merit, skill, unique characteristics, or financial need Federal, State, or Private | <ul style="list-style-type: none"> Money students and parents borrow to help pay college expenses Repayment usually begins after education is finished Only borrow what is really needed Look at loans as an investment in the future | <ul style="list-style-type: none"> Earn money to help pay for college Undergraduate and graduate students Work part-time on or off-campus while enrolled Also includes non-monetary compensation |





Ashesi Innovation Experience (AIX)

Experience the Ashesi Advantage. AIX is an intensive and exciting two-week enrichment programme developed by faculty at Ashesi for senior high students between the ages of 15 and 19. Please click: www.ashesi.edu.gh

Application link below:

<https://www.ashesi.edu.gh/admissions/innovation-experience.html>

OTHER SUMMER PROGRAMMES:

Dear Parents,

- If you have applied for your wards to participate in any of the other summer programmes such as OXFORD SCHOLASTICA (UK), IMMERSE SUMMER PROGRAMME (UK), OXFORD ROYALE SUMMER PROGRAMME (UK), EDUCATIONAL SUMMER CAMP (YORK UNIVERSITY, CANADA), AND OTHERS, **please note that you are expected to kindly apply for the visa for your ward(s) and advised to start the visa application process right away.**
- For OXFORD ROYALE AND EDUCATIONAL SUMMER CAMP- CANADA, THE FACILITATORS ARE WORKING ON A GROUP VISA APPLICATION. So kindly send an email to Eunice.aryee@tis.edu.gh for the contact details of the facilitators for assistance with this and next steps.
- If you need a letter of introduction from TIS, kindly email the school administrator Mr. Torkornoo, with the name of your child, programme and country they intend to visit for the summer programme, and reason. etorkornoo@tis.edu.gh , latest close of next week- 29 April 2022. Thank you.

important**DATES AND INFORMATION****2021-2022 TEST DATES****See current and New SAT dates and Deadlines for Registration below:**

| TEST DATE | REGISTRATION AND PAYMENT DEADLINE | GLOBAL DEADLINE |
|------------|-----------------------------------|-----------------|
| 7 May 2022 | 22 Marc. 2022 | 7 April 2022 |

- ✓ **DP1's don't wait until the eleventh hour to register. Register now to avoid any disappointments!**

<https://collegereadiness.collegeboard.org/sat/register/international>

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



- ✓ SAT without essay \$98 – Online payment only with visa/credit card.
- ✓ **NEW; ACCEPTABLE IDs ARE NOW THE VALID UNEXPIRED PASSPORT IN ADDITION TO GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD), AS OF AUGUST 2021 ONWARDS.**

<https://collegereadiness.collegeboard.org/sat/register/international/policies>

**2020-2021 TEST DATES (COMPUTER-BASED TESTING ONLY!)**

- ✓ ACT Registration Fees (Online payments only: Visit www.actstudent.org):
- ✓ ACT plus writing – TBD, without writing- U.S.\$171.50 (TIS Test Centre Code: 870390, but inform counsellor first).

***To complete registration, payment must be made online in full with a credit card. ACT April DEADLINE coming up. STEM students have an edge when they take the ACT.**

**CURRENT & NEW TEST DATES FOR ACT 2021-2022.DONT MISS OUT ON ANY OF THE DATES**

| TEST DATE | REGISTRATION AND PAYMENT DEADLINE | GLOBAL DEADLINE |
|--------------|-----------------------------------|-----------------|
| 11 June 2022 | 29 April 2022 | 13 May 2022 |



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

TIS INTEGRITY Code

**“TIS, as a family school that provides unique experiences,
embodies a spirit of integrity and respect for others
which are central to the personal,
academic and ethical development of each member.**

**As a TIS family member,
I promise to uphold and demonstrate its values,
and protect the reputation of the school.
I make this pledge in the spirit of honour and trust.”**



