

# TIS RECORD

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## At TIS,

we believe balance, by maximising opportunities and experiences to enhance learning and challenge oneself, inside and outside the classroom, is the key to success.

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## Key Dates

- 29/11/25 MYP PP Criterion C completion; Peer Buddies Workshop
- 1/12/25 SC applications open for 2026 elections
- 6/12/25 SAT; Carols Night (Chaplaincy)

## Thought for the Week

The clearer you are about your priorities, the easier it is to say no.  
(Shane Parrish)



## Three-Way Interviews.

TIS three-way interviews are an excellent way to interact in person with teachers. They are an insight to personal progress or strategies to improve learning. They are an opportunity to find out more about the academic programmes we offer and how these affect student choices later on in their academic journey.

The primary school three-way interviews will round up our end of Unit 3 this Friday while our secondary school three-way interviews will end the semester on the 10<sup>th</sup> of December. Secondary School parents will have the opportunity to discuss their child's progress with class teachers on Wednesday 10<sup>th</sup> December from 8.30am - 1.00pm.



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

-Steve Bollar

## Student Priorities

**Allen Berko**, a **Grade 6 PYP** student for consistently organizing the cafeteria, ensuring the place is tidy after taking his lunch, and even helping when his friends have already left the cafeteria.

**Imani Ampah, Lucille Annan, Bonnie Applewhaite, Owen Godwinson, Joseph Liam Mainoo and Yakubu Dalma, Grade 2 PYP students** for being confident on stage and producing an amazing unit assembly.

## Accounts

- Semester accounts must be cleared by 05/12/25 to access your child's semester report.
- Second semester accounts will be sent out to parents on 06/01/26.

## 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.

No bookings are required and interviews will be set for 10 minutes. Secondary students may depart for the semester break on completion of interviews on this day. Otherwise, students without interviews may depart after 1.00pm on 10<sup>th</sup> December 2025.

We hope parents will take advantage of these interviews to assist their children enjoy a successful second semester in 2026. International parents should contact their Programme Coordinator to discuss possible interview arrangements.

## Completion of assignments

To receive a full progress report all MYP and DP students must have completed set summative assignments with enough time grading before reports are published.

## Reports

All students in good standing (all accounts settled) will receive reports once they are published in December. If your reports do not reach you, please check with the finance office before sending an email to me.

Yvonne M Tagoe

Principal [principal@tis.edu.gh](mailto:principal@tis.edu.gh)





# Making us proud

Marie Kufuor: for the bold step of speaking out about illegal mining in Ghana. (Galamsey)

## Galamsey: Ghana's Gold Rush At A Cost

In towns and villages across Ghana, a quiet problem is growing beneath our feet. Galamsey, the illegal and unregulated mining of gold, is slowly damaging our rivers, forests, and communities in ways many people don't realise. Recent reports show that galamsey operations have invaded 44 out of 288 forest reserves.

Galamsey might seem like a quick way to make money, but its long-term consequences are severe. Illegal mining sites often use harmful chemicals, such as mercury, which is washed into rivers such as the Pra, Ankobra, and

Offin. This pollution makes the water unsafe for drinking, fishing, and farming, affecting thousands of families who depend on these rivers every day. In some areas, scientists have found mercury levels up to 10 times above safe levels, which can cause long-term health problems.

Galamsey also destroys huge portions of farmland. Each time the soil is dug up and trees are cut, a piece of Ghana's future, its fertile land, clear air, and natural wealth is lost. Farmers in parts of the Western and Ashanti regions report losing fertile soil they relied on for cocoa, plantain, and vegeta-

bles. As a result, food production drops, and communities lose essential sources of income.

The social impact is equally worrying. Some young people leave school to work on mining sites, risking their education. Communities near galamsey pits face safety dangers from collapsed mines, open pits filled with polluted water, and poor air quality.

But the situation is not hopeless. Across Ghana, groups are working to restore damaged land, replant trees, and promote safe, legal mining practices. Community awareness programmes are

teaching people about the dangers of mercury and how to protect water sources.

By reporting illegal mining activities and supporting environmental protection efforts, every Ghanaian can help safeguard our future.

Galamsey is more than an environmental issue; it is a warning. If we protect our land and rivers today, we protect the health, economy, and future of Ghana for generations to come.

*-Service As Action Article by Marie Maa Serwaa Kufuor (MYP 5) of Tema International School*

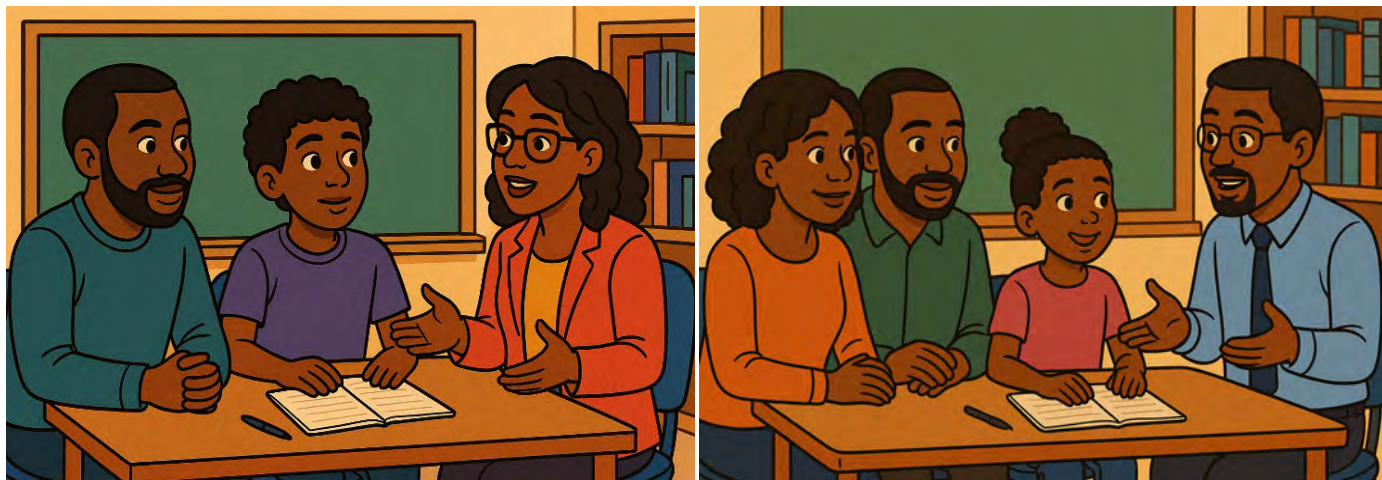


Marie Maa Serwaa Kufuor

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## Save the Date: Three -Way Interview – Wednesday, 10 December 2025



Dear Parents,

We invite you to mark your calendars for the upcoming **Three-Way Interview** for **Semester 2**, scheduled for:

- **Wednesday, 10 December 2025**
- **8:00 AM – 1:00 PM**
- **Secondary Campus/Classrooms**

This is a **crucial session** for parents to engage with teachers and students to:

- **Follow up** on your child's progress.
- **Discuss achievements, challenges, and goals** for the rest of the semester.
- **Strengthen the collaboration between home and school** to support student success.

### Why Attend?

Your participation is crucial to supporting your child's learning journey. The **Three-Way Interview** allows you to:

- Gain **insights** into your child's academic and personal development.
- Meet and connect with your child's **teachers and key staff**.
- Work collaboratively to ensure your child's **success and well-being**.

### Important Information

- Attendance is on a **first-come, first-served basis**; there is no pre-registration required.
- **Students whose parents attend** the interview may proceed home for the **Mid-Semester Break** after their session.
- **Students whose parents are unable to attend** will remain on campus and start their break at **1:00 PM**.

We strongly encourage all parents to attend this important event. Your presence and engagement make a **significant difference** in your child's education and development.

We look forward to welcoming you!

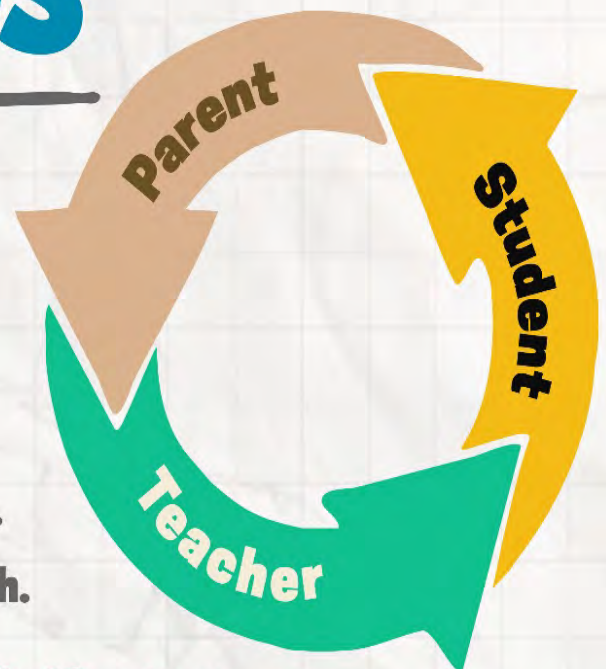


**TEMA INTERNATIONAL SCHOOL**

# Three – Way Interviews

A valuable opportunity for students, parents, and teachers to come together to:

- ✓ **Reflect on student progress.**
- ✓ **Discuss achievements and challenges.**
- ✓ **Set meaningful goals for future growth.**



**Wed, 10 December 2025**  
**8:30 AM – 1:00 PM**

**@ Secondary Campus**  
**Classrooms**







# TIS 2025/26 School Calendar

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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31						

September 2025						
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October 2025						
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November 2025						
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December 2025						
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January 2026						
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February 2026						
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March 2026						
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April 2026						
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May 2026						
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31						

June 2026						
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July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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26	27	28	29	30	31	

## Public holidays 2025/26

4 Aug, 2025	Founders' Day	Jan 1, 2026	New Year's Day	3 Apr, 2026	Good Friday
22 Sep, 2025	KN Memorial Day	7 Jan, 2026	Constitution Day	6 Apr, 2026	Easter Monday
5 Dec, 2025	Farmers' Day	6 Mar, 2026	Independence Day	1 May, 2026	May Day
Dec 25, 2025	Christmas Day	20 Mar, 2026	Eid Al Fitr (TBC)	27 May, 2026	Eid Al-Adha (TBC)

Dates and/or events are subject to changes.



**FIRST SEMESTER**

1/8/25 2025 MYP Results Released; 2025 MYP Enquiries Upon Results Open;  
 1/8/25 MYP PP: Final product (photo evidence upload)  
 5/8/25 All staff resume  
 11/8/25 Student Council executives return  
 13/8/25 Newbies arrive (Meeting @ 2.00pm)  
 15/8/25 PYP Meet the teacher session (1.30pm)  
 16/8/25 Personal Project: Criterion B draft due  
 17/8/25 Continuing secondary students resume  
 18/8/25 All P-12 classes commence  
 22/8/25 TIS Junior Soccer Championships  
 23/8/25 SAT  
 24/8/25 School Performance auditions  
 29/8/25 TIS Senior Soccer Championships  
 30/8/25 Peer Buddies Workshop. **NO EXEATS FOR NEWBIES**. Dukies RA trip  
 31/8/25 Thanksgiving Service (11.00am) **NO EXEATS** Dukies RA trip  
 6/9/25 TIS Tennis Championships/TIS Badminton Championships; PYP Parents training session (9.00am); ACT  
 10-11/9/25 PYP Evaluation Visit  
 11/9/25 G12 TOK Exhibition  
 12/9/25 MYP PP Criterion B final due  
 13/9/25 SAT; MYP & DP Parents Information sessions. **NO EXEATS (Until after these sessions)**  
 19/9/25 PYP End of Unit 1 #WI; DP Geography Excursion  
 20/9/25 TIS Sporty Family. **NO EXEATS**  
 24/9/25 Girls Handball Championships  
 25/9/25 Boys Handball Championships  
 26/9/25 MYP CP: Community tour  
 27/9/25 High School Praise (Praise Night Fundraiser)  
 28/9-5/10/25 22nd Anniversary TIS Spirit Week. Career Fair **NO EXEATS**  
 3/10/25 TIS Founders' Day. Main Campus admissions open for 2025/2027  
 4/10/25 SAT;  
 5/10/25 22nd Anniversary Thanksgiving Service. **NO EXEATS until after 1.00pm**  
 5-8/10/25 Dukies Gold Award Camp  
 6-11/10/25 Mid-semester break  
 12/10/25 Students return to hostels  
 13/10/25 All classes resume after mid-semester  
 14/10/25 G9/G11 Changes to Subject Selections close; DP Geography Data Excursion  
 15-17/10/25 AIS MUN  
 18/10/25 PSAT: ISSAG Football, Handball, Tennis; ACT  
 20/10/25 MYP PP: Criterion C draft due  
 20/10/25 Student Council (SC) shadowing process commences;  
 21/10/25 G12 EE Café  
 23-24/10/25 Girls & Boys Volleyball Championships (during ASA)  
 25/10/25 ISSAG Football, Handball, finals  
 26/10/25 TIS swimming championships (3.00 – 5.00pm)  
 28-29/10/25 I&S Celebration Days  
 31/10/25 PYP End of Unit 2 Celebrations; Submission of G12 TOK Draft Essay; Language competition (7-12)  
 1/11/25 ISSAG Volleyball, Swimming and Badminton  
 3/11/25 DP Business Management Excursion  
 8/11/25 SAT; Annual Production **NO EXEATS**  
 11-12/11/25 Collaborative Sciences Project – G12;  
 14/11/25 PYP Book Day  
 17-21/11/25 MYP5 On-screen examination (Reports due 5/12/25) **NO EXEATS for G10**  
 19-28/11/25 G11-12 end of semester exams (Reports due 5/12/25) **NO EXEATS for G11-12**  
 24/11/25 MYP CP: Presentation of objectives  
 28/11/25 PYP End of Unit 3 3WI;  
 29/11/25 MYP PP Criterion C completion; Peer Buddies Workshop  
 1/12/25 SC applications open for 2026 elections  
 6/12/25 SAT; Carols Night (Chaplaincy)  
 8/12/25 Christmas Lunch  
 9/12/25 MYP PP Final Report due: Photo evidence & bibliography upload

10/12/25 Last day of the first semester: Students may depart after 3-Way interviews or 1pm if no interview

12/12/25 Last day for teachers\*

13/12/25 ACT

## SECOND SEMESTER

5-6/1/26 Staff Wellbeing Retreat (6/1/26 Staff Wellbeing Day)

8-9/1/26 Staff training days

11/1/26 Students return to hostels; applications for 2026 SC positions close

12/1/26 Second semester commences. Alumni Homecoming Week

17/1/26 TIS Athletics Championships. **NO EXEATS BEFORE 1.00PM**

18/1/26 Alumni Thanksgiving Service

19-20/1/26 SC Manifesto Readings; 20/1/26 Student Council elections by voting (7.00am-4.00pm)

24/1/26 Inter- School Sports Day

28-30/1/26 IDU Days; G12 EE; G11 EE, 11/12 CAS Reflection Day (Public Speaking, Red Cross Training)

31/1/26 SC Leadership Camp **NO EXEATS FOR SCHOOL LEADERS**

1/2/26 Student Leadership Induction Ceremony **NO EXEATS**

7/2/26 Creative Writing Workshop

9-13/2/26 MYP5 Mock On-screen examination **NO G10 EXEATS**

12/2/26 G11 TOK Exhibition. **NO G11 EXEATS**

13/2/26 PYP End of Unit 4 #WI; Early Years Family Day; TIS Squash Championships;

14/2/26 Peer Buddies Workshop; Chocolate Friendship Day

16-27/2/26 DP Mocks. **NO G12 EXEATS**

25/2/26 MYP PP standardisation and moderation (teachers)

7/3/26 MYP Projects (Personal & Community) **NO EXEATS (until after this session)**

11/3/25 PYP – MYP Info Day at Main Campus

12/3/26 G11 TOK Exhibition. **NO G11 EXEATS**

14/3/26 SAT; Pi Day

20/3/26 MYP PP: Academic Honesty First Record

21/3/26 2026 STEAM Day **NO EXEATS (until after the event)**

27/3/26 PYP End of Unit 5 Unit Celebrations; Three-way interviews: Students depart AFTER interviews

27-30/3/26 School Trips (27-29/3/26 Dukies Bronze & Silver award trip) (28-30/3/26 DP Geography Field Trip)

28/3-12/4/26 Mid-semester break

31/3/26 MYP PP Criterion A draft due; Draft 2026/2027 Calendar Overview Released

11/4/26 ACT

12/4/26 Students return to hostels

13/4/26 All classes resume after mid-semester;

17/4/26 G11 EE Cafe

18/4/26 G12 Grad photos (All day). **NO G12 EXEATS**; MYP5 Examprep workshop **(NO G10 EXEATS)**

19/4/26 Exam Candidates' Service **NO EXEATS**

21/4/26 MYP5 → DP1 info session; PP Criterion A draft due

24/4-22/5/26 DP Final Exams

24/4/26 PYP Spelling Bee

2/5/26 SAT

4/5/26 MYP PP Criterion A final due

4-15/5/26 MYP IBMYP On-screen examination

16-30/5/26 Break for MYP5 leavers **(Leavers return to Hostels on 30/5/26 by 5.00 pm)**

18-29/5/26 G11 semester exams;

20-26/5/26 MYP4 On-screen examination

21/5/26 PYP End of Unit 6 3WI

22/5/26 PYPX & VAX

23/5/26 Leavers' Dinner

29/5/26 MYP4 (2025/2026) subject selections

30/5/26 2026 PYP Annual Achievers & Graduation Ceremony; Last day for PYP Students

31/5/26 Peer Buddies Workshop

5/6/25 Last day for PYP staff

6/6/26 2026 MYP/DP Annual Achievers and Graduation Ceremony; Last day for MYP/DP Students

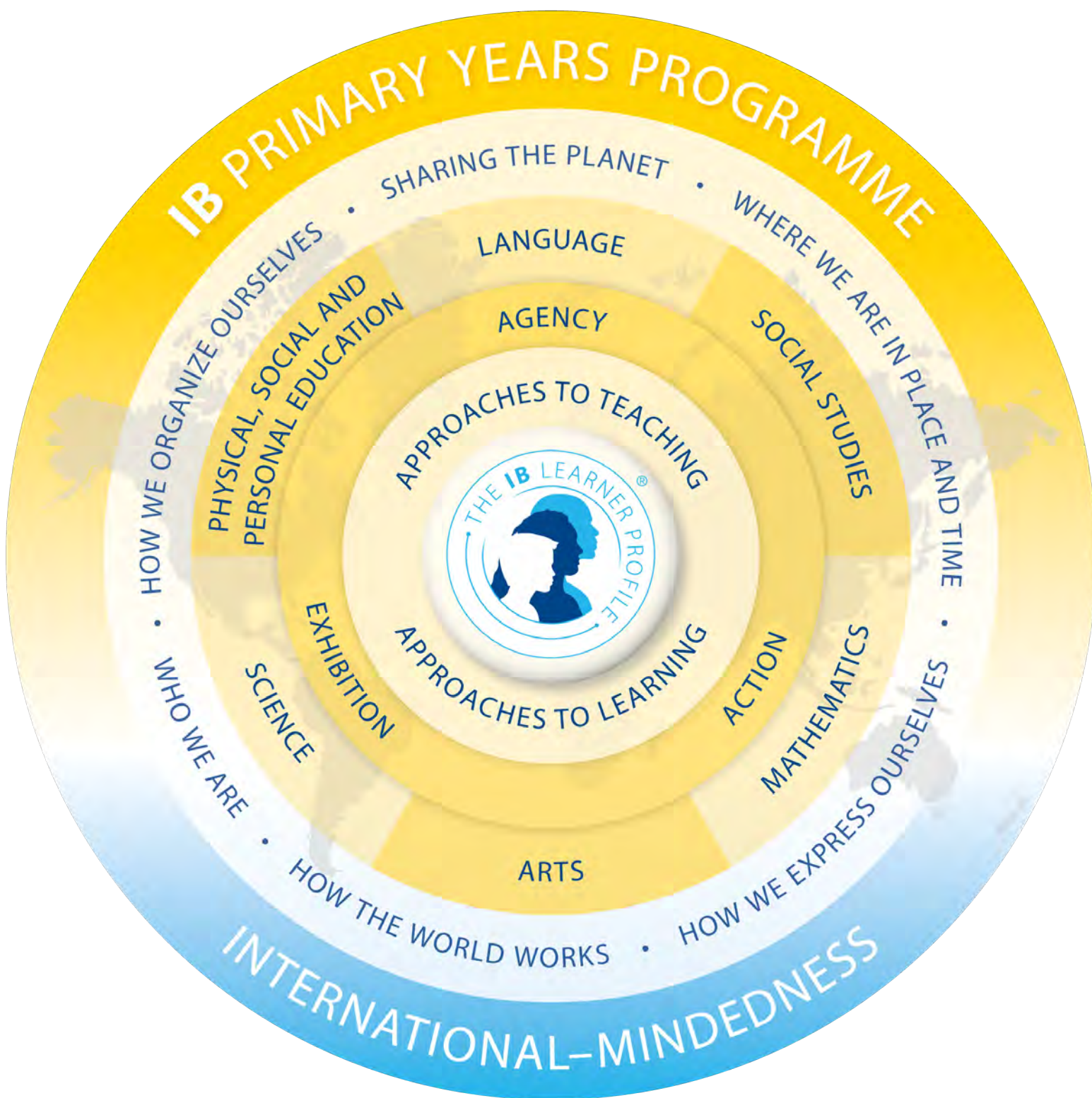
12/6/26 Last day for teachers\*; S2 reports published.

13/6/26 ACT

20/6/26 France/Spain trips commence

11/7/26 ACT; France/Spain trips end

25/7/26 MYP PP: Final Product (Photo evidence upload)





## INQUIRY THROUGH LANGUAGE - THE TIS WAY



When we ask questions in different languages, we open doors to new knowledge, cultures, and ways of thinking. At TIS Primary School, language learning is more than just words — it is our journey of curiosity, vehicle for exploration, and mode of connection.

When students ask questions in English, French, Mandarin, Ghanaian Sign Language (GSL), or in their Mother Tongue (e.g. Twi, Ewe, Ga), they are learning not only how to communicate, but also how to think critically, wonder deeply, and connect meaningfully with others. Through stories, conversations, songs, and research, learners explore ideas, build understanding, and express themselves clearly and confidently.

In Mandarin, they discover how tones and characters carry cultural meaning. In GSL, they learn that communication can be seen, felt, and expressed through the hands and face. In French and English, they explore sounds, structures, stories, and themes. In Mother Tongue languages, they deepen their identity, heritage, and sense of belonging. Together, these experiences build open-minded, thoughtful, and empathetic communicators.

### ENGLISH

At Tema International School Primary Campus, English learning is fully integrated with the IB PYP Units of Inquiry. Students use reading, writing, speaking, and listening as tools for exploring key concepts across all subjects. English becomes a pathway to thinking, questioning, and discovery—not simply a subject to memorise.

Through guided reading, shared writing, phonics, poetry, storytelling, research tasks, media exploration, and class discussions, learners strengthen communication skills, comprehension, and critical thinking. They inquire into themes such as culture, identity, relationships, and the environment using both fiction and non-fiction texts.

The English programme helps students grow as communicators, thinkers, reflective learners, and open-minded individuals. Ultimately, English at TIS nurtures confident readers, expressive writers, and independent thinkers who use language to understand the world and express themselves meaningfully.



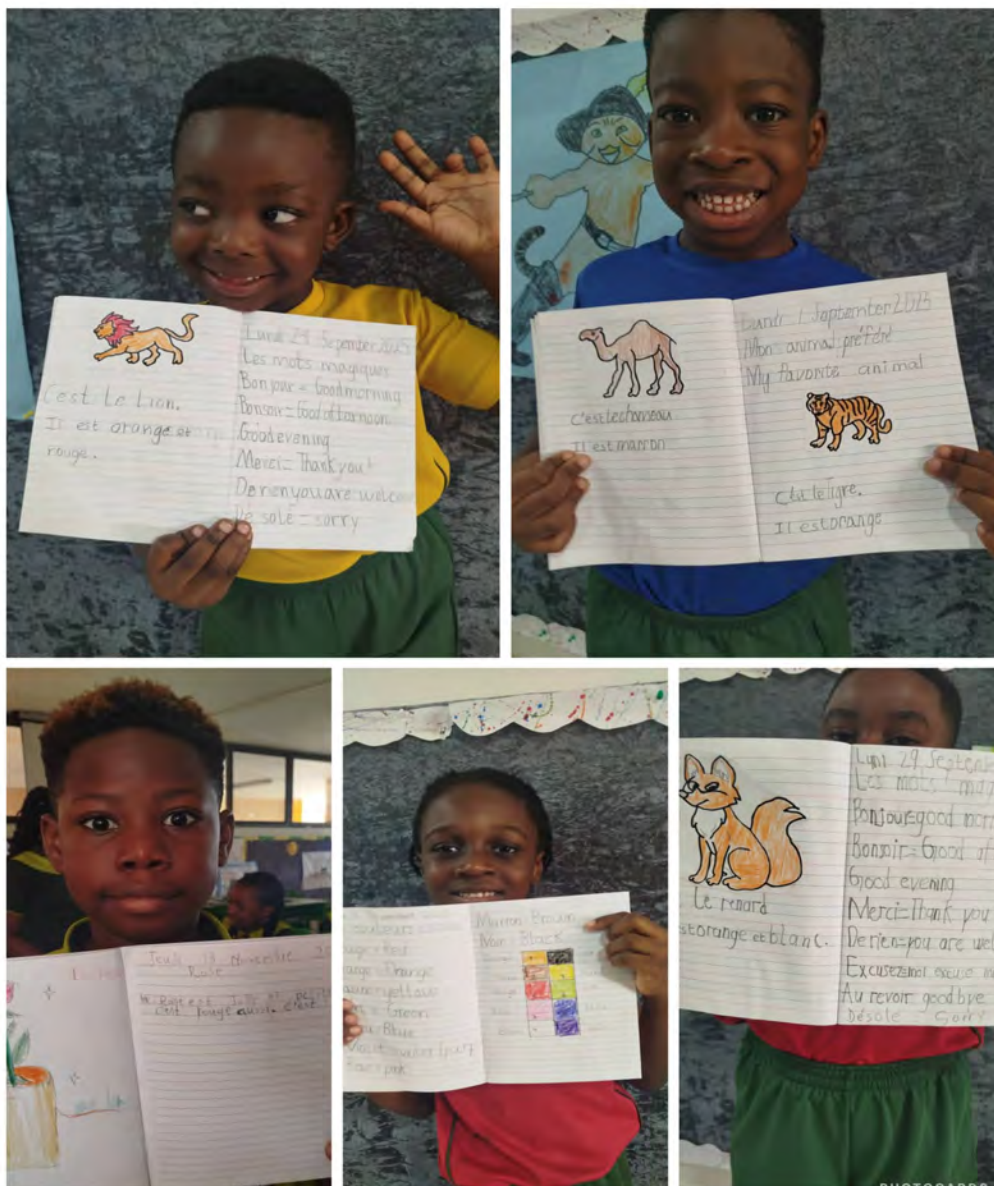


## FRENCH

French as a foreign language at TIS Primary enhances inquiry by allowing learners to use language as a tool for expressing understanding. Students explore vocabulary and structures linked to their Units of Inquiry. For example:

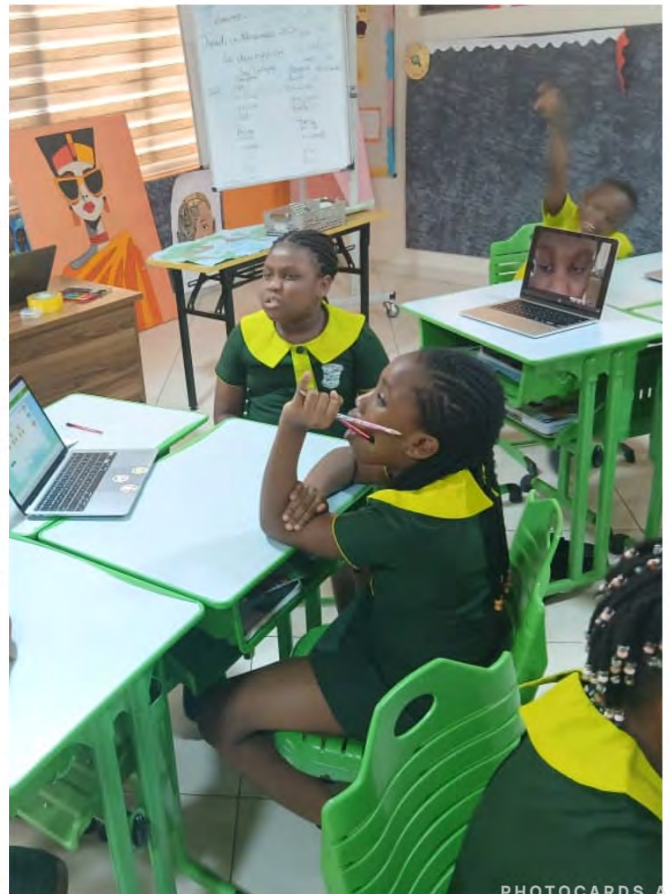
- In a unit on **energy**, they learn vocabulary for light, heat, and sound to describe simple experiments.
- In a unit on **communities**, they practise greetings, roles, and responsibilities through role-play.
- In a unit on **biodiversity**, they describe animals, plants, and ecosystems using descriptive adjectives and full sentences.

This inquiry-based approach strengthens thinking skills, communication, cultural awareness, and language confidence in real-life contexts.



Lower primary students displaying newly learned vocabulary in multimodal approach.





**French lessons in grade 3, where students are learning to translate everyday phrases.**

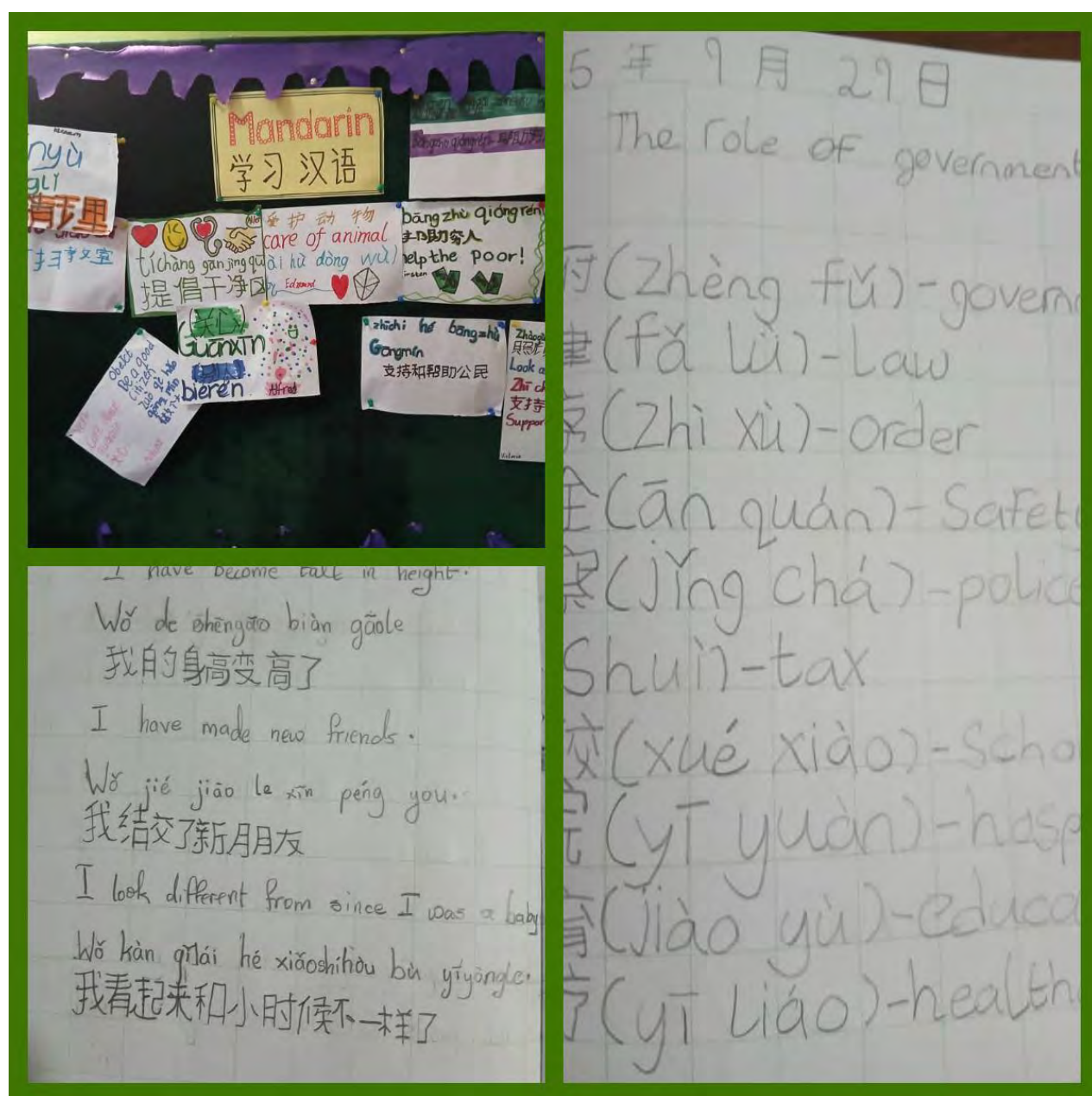


## MANDARIN

Mandarin learning at TIS Primary Campus is inquiry-driven and closely connected to the IB PYP Units of Inquiry. Students explore big ideas—culture, sustainability, identity, and expression—using Mandarin conversations, texts, vocabulary, and hands-on tasks.

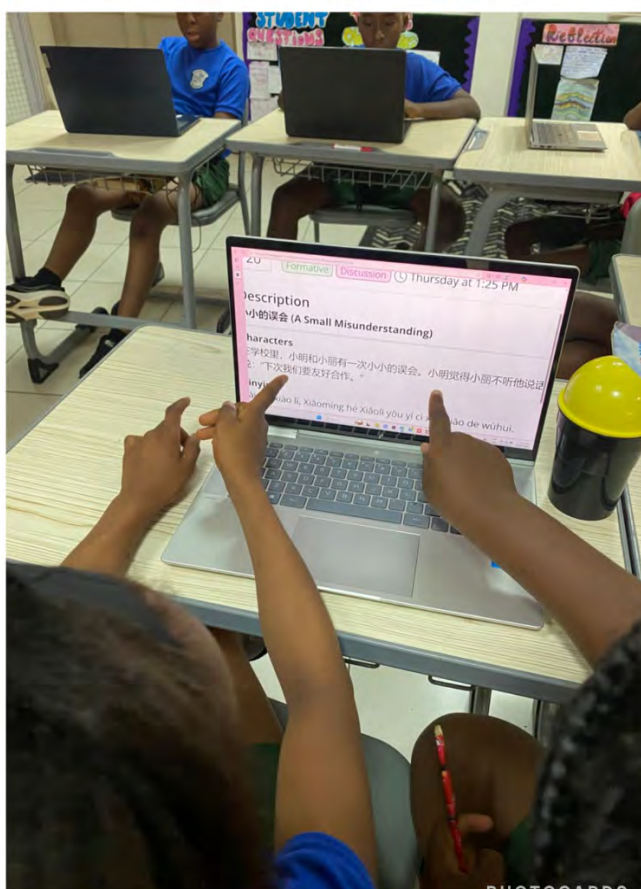
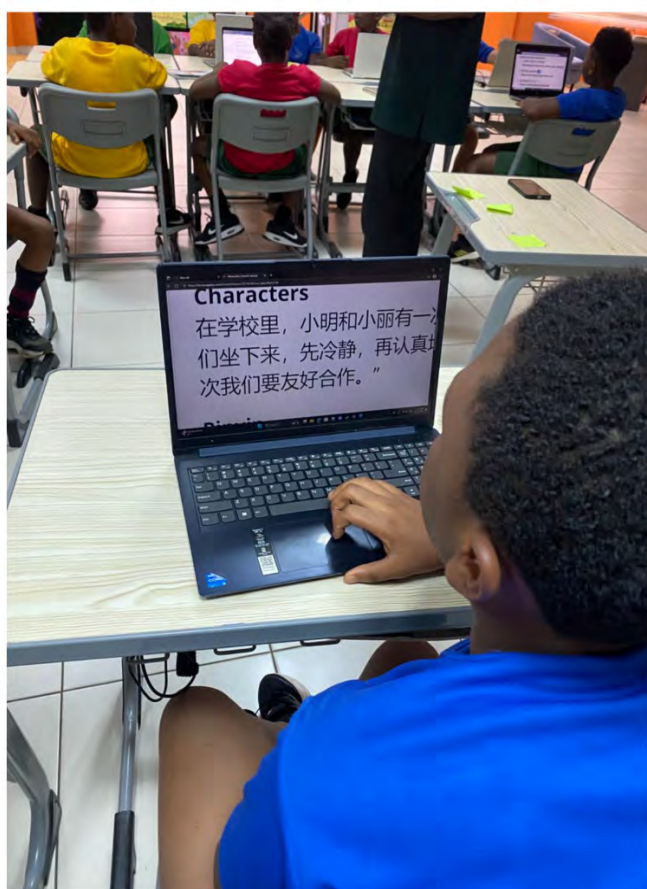
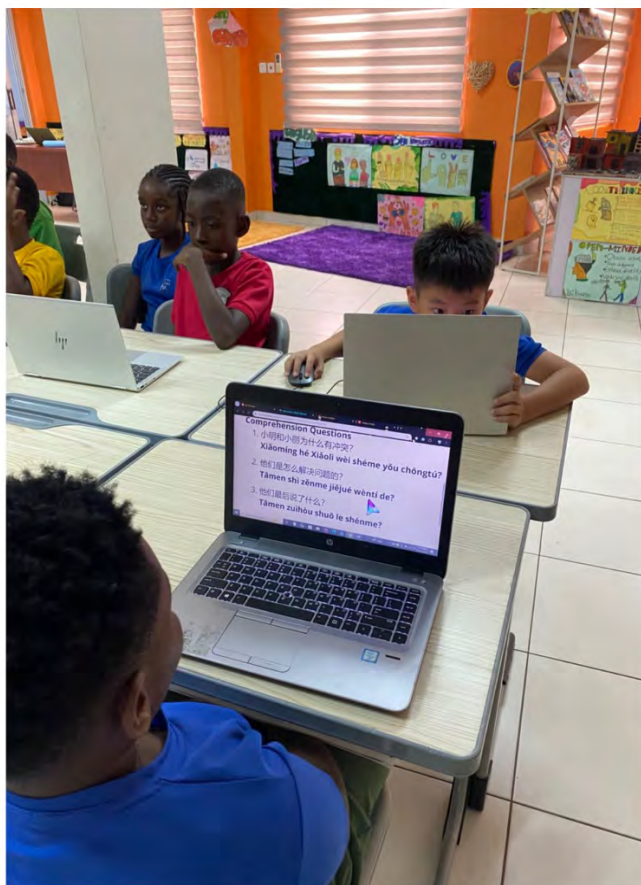
A key part of the programme is understanding **tones** and **characters**. Students learn that Mandarin has four main tones and that changing a tone changes the meaning of a word. They also explore how Chinese characters are built from strokes and radicals, discovering patterns that help them read and write.

Through tone practice, songs, storytelling, character-building activities, vocabulary investigations, and cultural comparisons, students use Mandarin in purposeful ways. This fosters confidence, open-mindedness, and a deeper appreciation for global languages.



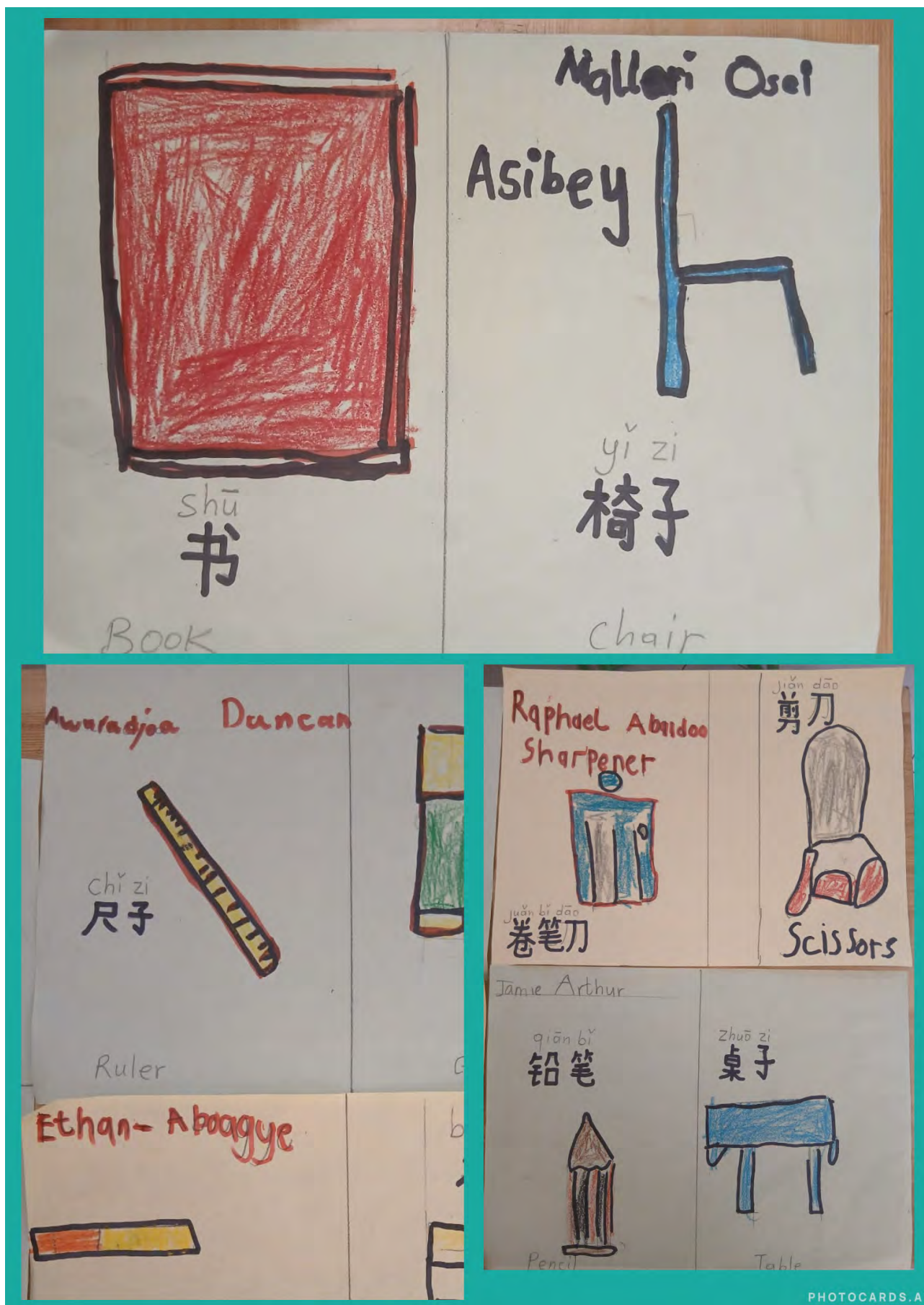
**Mandarin notes in characters and pinyin written by grade 4 students**





**Guided Mandarin translations with the aid of technology; informing student learning.**





### More on Mandarin vocabulary (Grade 1 students)

## GHANAIA SIGN LANGUAGE

At TIS Primary Campus, Ghanaian Sign Language (GSL) is taught as a powerful means of communication, inclusion, and inquiry. Students learn that language can be visual, expressive, and deeply connected to identity.

Through finger-spelling, signing simple sentences, storytelling, role-play, and visual communication games, students discover how facial expressions, gestures, and hand shapes convey meaning. These activities promote empathy, keen observation skills, and an appreciation for the Deaf community.

GSL supports the IB Learner Profile by encouraging students to be open-minded, caring, reflective, and effective communicators. It also helps learners understand the importance of accessibility and the diverse ways people express themselves.



**Students dancing and expressing themselves using the GSL confidently.**



## MOTHER TONGUE LANGUAGE AND CULTURE

### TWI

In our Upper Primary Twi lessons, students participate in a rich blend of reading, writing, poetry, drama, dance, storytelling, and traditional games. These activities strengthen fluency while nurturing cultural pride and identity.

Students learn vocabulary for fruits, vegetables, household items, and daily actions, using these words in drama sketches, dialogues, storytelling, and role-play. Traditional games like *Sansankroma* develop teamwork, quick thinking, and fluent use of Twi instructions. Cultural dances such as *Adowa* help learners appreciate rhythm, tradition, and expressive movement.

The experience is also super engaging for the lower primary students as well. Being a widely spoken language, teachers and patrons often simulate real live scenarios for students to both learn the right phrasing and contexts for the language. At the same time there is also a rich transfer of the cultural understanding that undergirds certain practices in the Akan tribe.

Through this vibrant programme, students become confident speakers, thoughtful readers, and expressive performers who value their Ghanaian heritage.

### EWE

At TIS Primary, Ewe is woven meaningfully into students' learning experiences as part of mother tongue development. Through songs, greetings, everyday expressions, and cultural activities, learners build confidence and joy in using the language.

They learn to talk about themselves, their families, and their communities in Ewe, strengthening identity and communication skills. Traditional dance, storytelling, drama, and drumming deepen cultural appreciation and foster a sense of belonging.

These experiences help learners feel seen, valued, and connected to their roots. They are able to relate to the altruistic sense of being global citizens in a localised context.

### GA

At TIS Primary Campus, our Ga programme empowers learners with multiliteracy skills, strengthening communication and cultural understanding. Students begin by mastering vowel and consonant sounds before progressing to blends, words, and sentences.

Through engaging activities such as conversations, drama, dance, role-play, and reading from leveled online books, students develop fluency and confidence. They practise writing simple texts, applying their knowledge of sounds to spell and read accurately.

We continue to expand our Ga resources—including hard copy books and teacher-authored materials—to support meaningful language learning.

## CELEBRATING OUR LANGUAGES

Here at the TIS Primary School, the celebration of languages also reflects the internationally minded community that drives the happy school we have become. It is in this regard that we

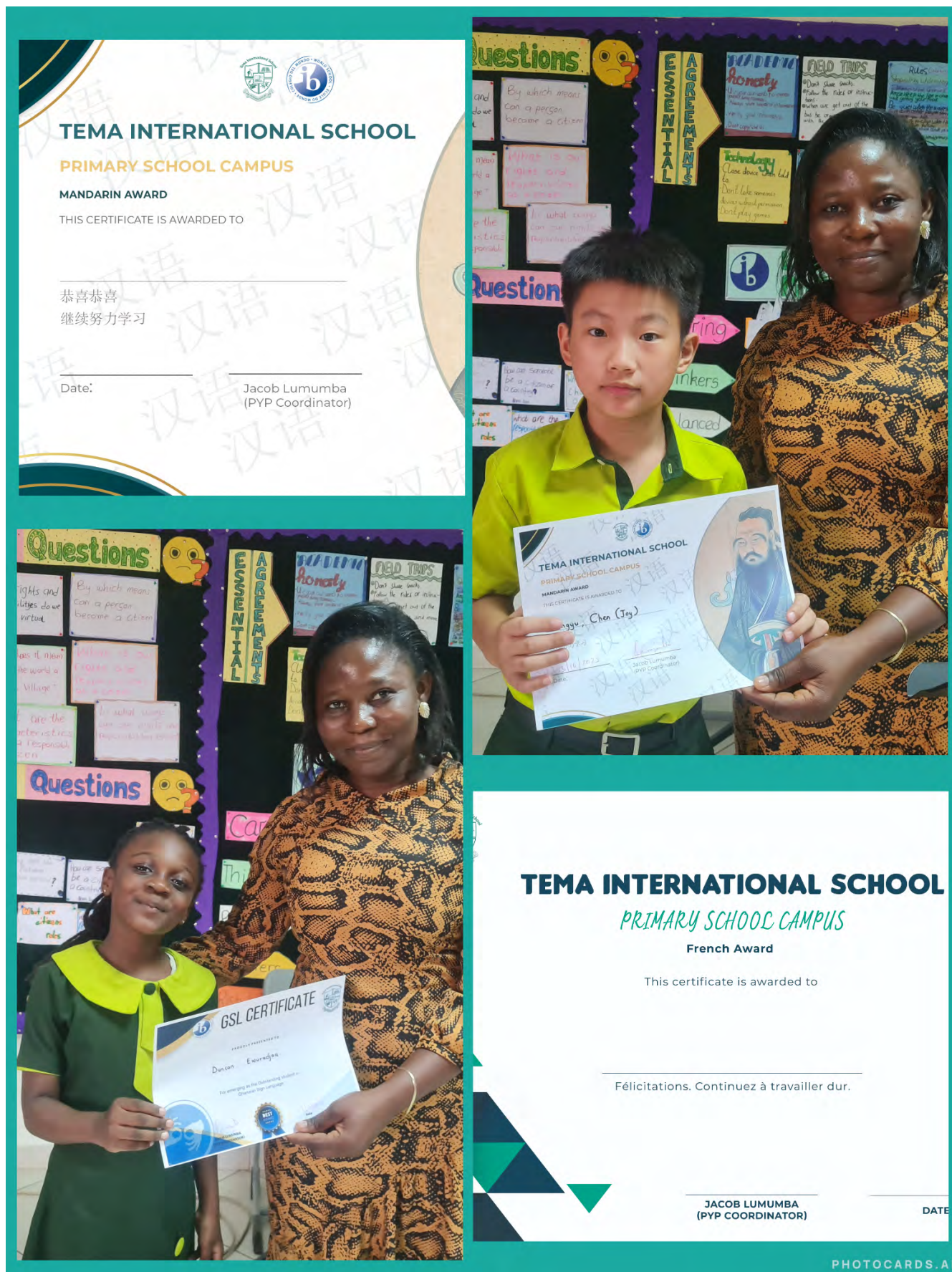
make no light issue of celebrating our linguistic diversity. To this end every fortnight the school awards students that show outstanding efforts in learning the languages that are accessible here. These awards boost the confidence of deserving students and recognise their dedication to being open-minded as true global citizens while spurring on the others to push harder in the pursuit of language acquisition.

Moreover, TIS Primary school hosts beautiful Language Assemblies where all languages and their corresponding cultural artefacts are joyfully displayed by our students. It is always a wonder to behold - the laughs, the excitement and the fables and mambles, all add to the uniqueness of our special language assemblies. In fact, on international Sign Language day this year, our school was well privileged to host our friends from the Tetteh Ocloo State School for the deaf. It was truly remarkable as our students had the opportunity to communicate and make new friends crossing the language barriers!



Ewe students performing the native Agbadza Dance in grandstyle.





**Rewarding the diligence of language learning!**





**Scenes from our last language assembly (drama, dance and poetry)**





**More interesting scenes from the most recent language assembly**

## TEACHERS' REFLECTIONS

Our inquiry into the Twi mother tongue shows how powerful learning becomes when connected to students' real experiences. By exploring familiar objects, sharing everyday stories, and engaging in hands-on activities, learners are able to understand and use Twi naturally and confidently. They are not just learning the language - they are living it. **Charles Teye (Grade 6)**

Grade 1 learners are growing in confidence as they speak, listen, read, and write in English. Many now express their ideas more freely, ask questions, read simple stories, and build sentences independently. Their progress shows the value of consistent practice and encouragement. **Paulina (Grade 1)**

Throughout this inquiry, students used English to ask meaningful questions, build understanding, take notes, and communicate clearly. They developed precise vocabulary and expressed their learning confidently during presentations and reflections. **Barbara (Grade 6)**

## STUDENTS' REFLECTIONS



"I really like English. I enjoy exploring reading comprehension and learning new vocabulary, which helps me improve in drama and speech."

**Victoria (Grade 6)**



"Learning English has been fun. I learned how to write stories and the different types of sentences. It has been an amazing subject."

**Michal (Grade 6)**





“French enriched my vocabulary. I learned words about biomes, animals, and weather like *la toundra*, *le loup*, and *il fait beau*.”

**NanaYaa (Grade 6)**



“I loved learning Mandarin vocabulary for types of clothing, like T-shirt and skirt.”

**Skyla (Grade 4)**



“I love Ga class because we sing exciting songs, act in hilarious dramas, and dance the Ga kpanlogo.”

**Ellie Sevor (Grade 4)**

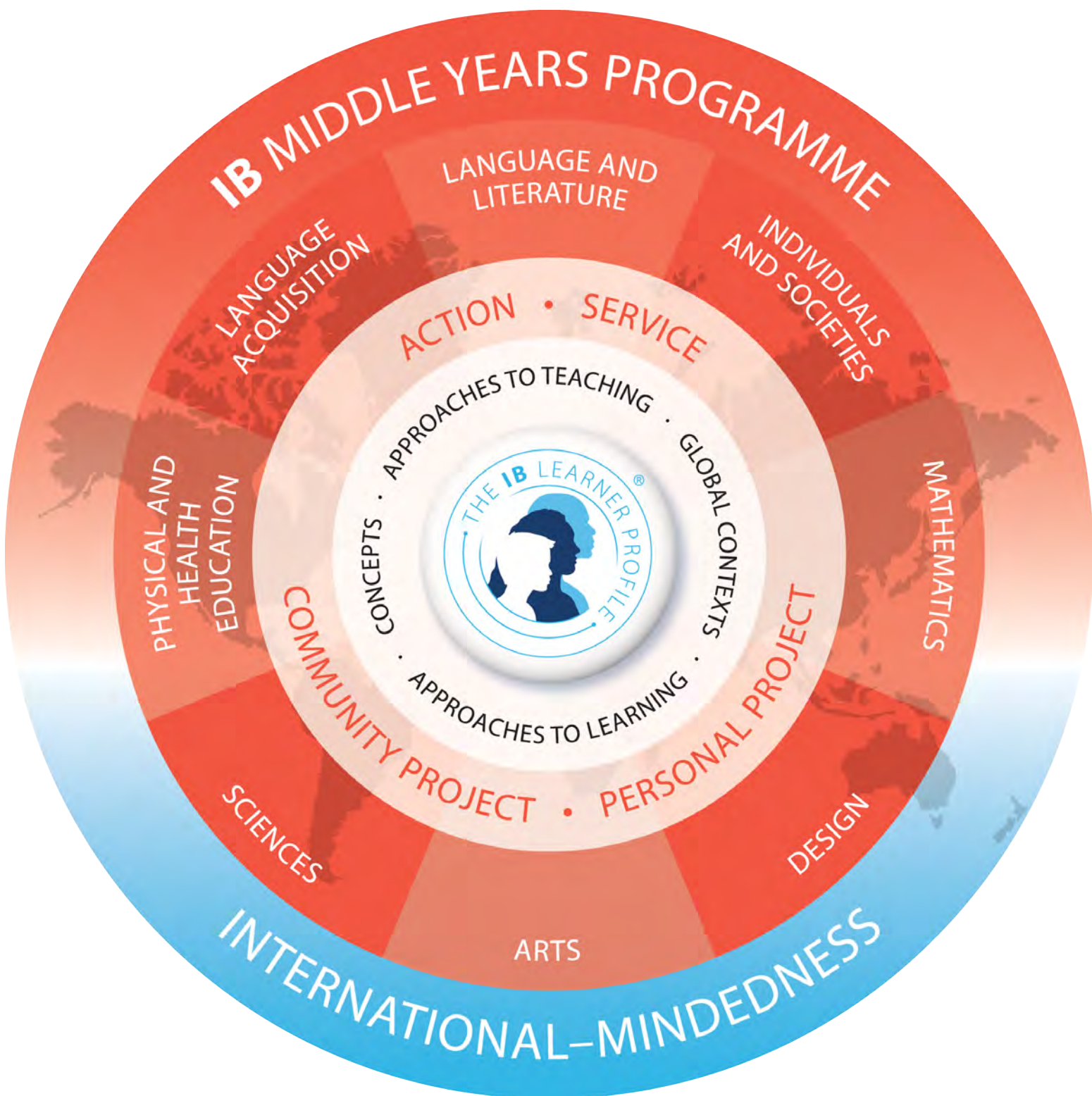


“I love Twi because it is the best language ever. It feels good to be in Twi class because it helps me explore more languages in Ghana.”

**Obaa Abena (Grade 3)**







## **MYP4 HISTORY**

### **HOW REVOLUTIONARY WAS THE INDUSTRIAL REVOLUTION?**

The Industrial Revolution introduced major technological advancements (steam engine, spinning jenny, factories) that reshaped production. These innovations caused deep social and economic changes, including urbanisation, new class structures, and new labour systems. The Industrial Revolution had both positive and negative effects, improving productivity and wealth while also creating exploitation, pollution, and inequality. The idea of a “revolution” can be understood in multiple ways: technological, economic, social, and human experience. Different groups (factory owners, workers, women, children) experienced industrialisation very differently.

This unit investigated the forces that drove nationalist movements and explained why some liberation struggles succeeded. Using Kenya and India as case studies, history students explored how ideas, leadership, identity, oppression and collective action combined to challenge colonial rule. They analysed the political, social, economic, and cultural factors that shaped these independence movements and evaluated how ordinary people contributed to extraordinary national change.

#### **Here are some reflections of our MYP 4 History students on the Industrial Revolution.**


During this unit on “Why Have Nationalist Movements Been Successful?” I gained a deep understanding of how communities develop a shared sense of identity and use it to achieve independence and social change. Learning about the history of nationalist movements in countries such as India and Kenya made me realise that independence is rarely the result of a single event but instead it emerges from a combination of internal and external factors, leadership, collective action, and the strength of national identity. By studying the causes, actions, and outcomes of movements such as the Mau Mau Rebellion in Kenya and the non-



cooperation movement in India, I was able to see how ordinary citizens, political leaders, and nationalist organizations worked together to challenge colonial rule and assert their communities' right to self-determination.


Overall, this unit has been both enlightening and inspiring. It has taught me that a strong sense of national identity and the relationships people build within their communities are powerful forces that can drive social and political change. I have learned not only about the historical facts and events but also about the skills needed to investigate, analyse, and communicate complex ideas effectively. By reflecting on the successes of nationalist movements and the factors that influenced them, I now have a deeper appreciation for the role of identity, leadership, and collective action in shaping the course of history, and I feel more equipped to apply these skills and understandings to other areas of my learning and life.

***Nana Yaw Agyeman***




**Tuesday 18 November 2025**

By Vanessa, Elikem Amoo, Delali, Ava, Annalise, Elias



# MEIJI MIRACLES: FROM SAMURAI TO STEAM



## Meiji Reforms

The Meiji reforms consisted of the abolishment of the feudal system and the privilege of a samurai, which included the privilege to publicly strike or even kill peasants.

The feudal system were considered inhumane, as the Burakuma did dirty jobs such as digging, feeding dogs, and burying the dead while the shogun and samurais took most of their salary.

Even though, the emperor was in charge. The true power lied in the hands of the shogun, controlling affairs going on in Japan, making sure no alliances were formed..

To hide their wrongs going on in the country, the shogun ordered that no one would be allowed to leave the country


**Fun fact: Japan is called the Rising Sun**

## Internal & external Factors

### EXTERNAL FACTORS

- I. Forcing the opening of foreing trade to Japan by Commader Matthew Perry
- II. The need to improve the nation's defence

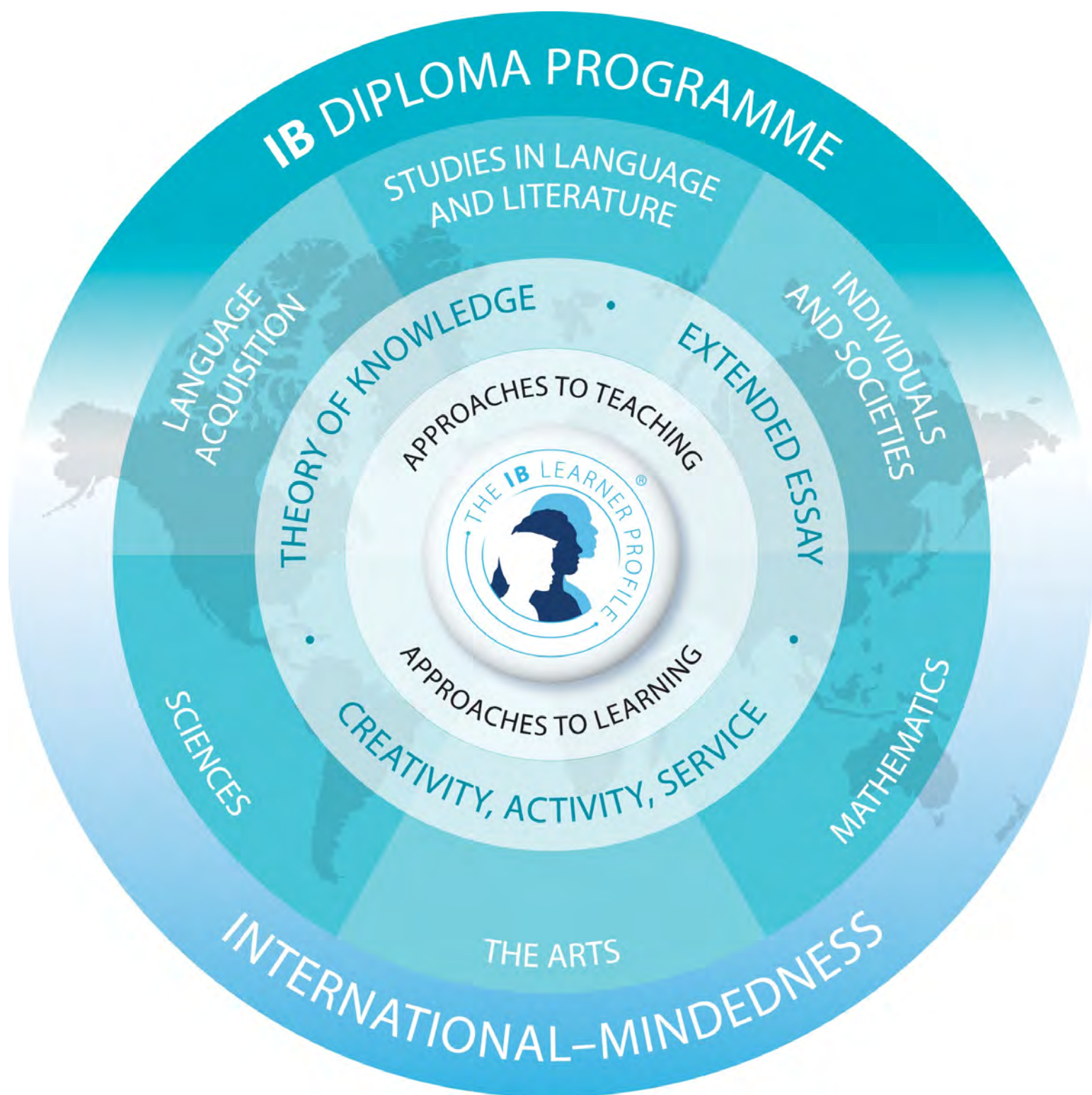
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### INTERNAL FACTORS




- I. The meiji Government made it a national priority to invest in railways, factories and modern technology
- II. Compulsry schooling created skilled and literary workforce. Strong domestic investment in both industry and infrastructure








## IBDP ASSESSMENT AND EVALUATION

This is a qualitative and quantitative process of documenting students' knowledge, skills and attitudes. It involves measuring and attributing values about learners regarding their capabilities and experiences. Teaching and learning in IBDP is informed by rigorous assessment processes. Assessment may be:

-  **corrective** as assessment for learning is used to make changes that improve learning
-  **informative** as teachers relay student performance to parents or the school management team
-  for **selecting** students for higher education and awards.

### Assessment type

-  **Examinations:** students sit formal exams for each subject in group 1-5 and these are marked by carefully selected IB examiners.
-  **School-based External Assessment:** these are projects completed under the supervision of teachers and assessed by IB examiners e.g. Theory of Knowledge (TOK) essays, Extended Essays (EE), art portfolios etc.
-  **Internal Assessment (IA):** these are subject-specific projects completed under supervision, assessed by teachers and moderated by IB examiners.

### Assessment tools










Different assessment tasks are used to ensure the best tools are used to test the right skills for all subjects. Having a variety of assessment tasks means student achievement against all of a subject's objectives is properly tested. Some of the tools include research, case study, test, essay, presentation, practical work, project, oral work in languages, drama performances etc.

### Grading system

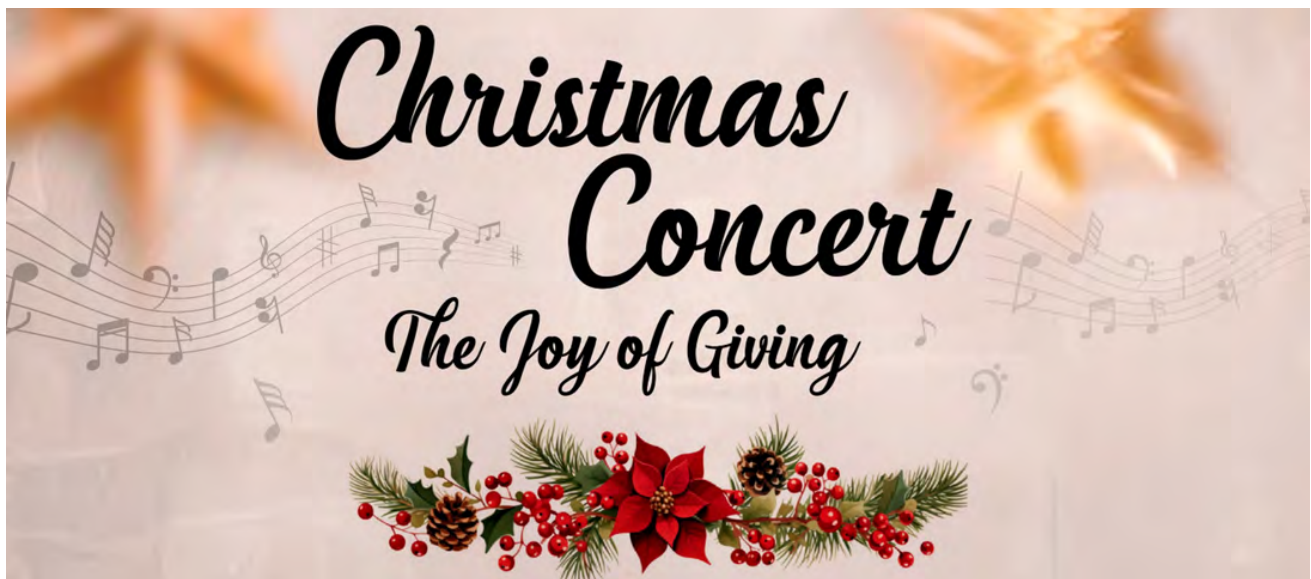
IBDP uses numeric grades from **7** (highest) to a **1** (lowest). The mark boundaries for each grade are different for each subject. A student can obtain grade **N** if all requirements are not met for the subject. Grade **P** indicates a plagiarism offence. The maximum DP Points attainable is 45 (6 subjects \* 7 + 3 Bonus Points from TOK and EE). The grid on the right shows how the bonus points are determined.

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

### Diploma failing conditions

-  CAS requirements have not been met
-  Fewer than 24 points (including the bonus points) awarded
-  Grade N has been given for a subject (including TOK and EE)
-  Grade E has been earned for TOK and/or EE
-  Grade 1 earned in any subject
-  Grade 2 has been earned more than two times
-  Grade 3 or lower has been earned more than three times
-  Fewer than 12 points obtained for the three HL subjects
-  Fewer than 9 points obtained for the three SL subjects.



**CAS-SA Corner****The Joy of Giving! Our Christmas Concert Returns in Style**

After a long pause brought on by the COVID years, the spirit of celebration is returning to Tema International School in full colour and sound. This December, we are delighted to bring back one of our most cherished community traditions, the **TIS Christmas Concert**. This year's theme, *"The Joy of Giving,"* captures the essence of the season and reflects the values that define our school: compassion, community, and shared hope.

Set for **Saturday, 6 December**, 6 pm, the Christmas Concert promises to be an enchanting evening filled with poetry, music, and heartfelt performances from our talented students across both the Primary and Secondary Campuses. For many, this will be their first **TIS Christmas Concert**, making this "comeback edition" even more special. With renewed energy and creativity, our students are preparing pieces that will light up the stage and warm the hearts of families and guests.

We are also honoured to have invited guests, **The Tema Chorale** and **The Mante School of Excellence Choir**, joining us for the celebration. Together, they will help make this event a true expression of community and family.



In the true spirit of giving, this year's concert extends beyond the stage. Families are kindly invited to bring **non-perishable food items** as part of our **Christmas Outreach**. These donations will go directly to support vulnerable families at the **Ashaiman Mandela Settlement**, helping to bring comfort and nourishment during the festive season. We are especially proud of the **IB Class of 2027 (G11)**, who are leading this meaningful initiative with empathy and purpose. Their leadership is a shining example of service in action. See below some throwback pictures of our students' visit to the Mandela Settlement.

As we prepare to gather again as one TIS family to sing, celebrate, and share, we look forward to an evening filled with warmth, joy, and generosity. The return of the Christmas Concert is not just an event; it is a reminder of resilience, togetherness, and the beauty of community.

We can't wait to celebrate this special moment with you.

**The Joy of Giving begins with us. See you there!**



**Throwback, Christmas Outreach @ The Ashaiman Mandela Settlement**





**TEMA  
INTERNATIONAL  
SCHOOL**



# Christmas Concert

## *The Joy of Giving*



JOIN US FOR A NIGHT OF MUSIC, POETRY, AND CELEBRATION,  
FEATURING PERFORMANCES BY:  
PRIMARY AND SECONDARY CAMPUS STUDENTS, DANI MAKAFUI,  
THE MANTE SCHOOL OF EXCELLENCE, AND THE TEMA CHORALE.

**SAT, 6 DEC. | MPH**  
**6:00 PM | SECONDARY  
CAMPUS**

SUPPORT OUR CHRISTMAS OUTREACH: PLEASE BRING A NON-PERISHABLE FOOD ITEM.  
LET'S FEED THE HUNGRY THIS CHRISTMAS SEASON, SUPPORTING FAMILIES  
AT THE ASHAIMAN MANDELA SETTLEMENT.



## Service as Action

### *Wave of Change: MYP 5 Students Lead with Purpose*



*Wave of Change* is aimed at promoting healthy drinking habits and sustainable hydration. The initiative, led by **Mildred Okyere-Darkwa, Nana Gyanfi Mends, and Zachary Kitcher, G10**, is at the Action phase of their Service Learning Project. With a total amount of **GHC 3,660** raised from the sale of fruit juice; the team has been able to procure 120 drinking bottles for the students at Mante School of Excellence. Enjoy pictures from the Branding and Donation exercise









## #MYP 4 - 🖥️ The Secret Language of Machines

Have you ever thought about how your computer or phone “talks”? It’s not in English or any human language — computers use a special code called **BINARY**.

Binary is the **language of computers**, made up of only two numbers: **0** and **1**.

Each number, called a **bit**, represents an “on” or “off” signal, just like a switch being turned on or off.

Every photo, video, sound, or message on your device is stored and processed using these simple 0s and 1s. So, the next time you type, click, or swipe, remember it’s all happening through the amazing world of binary!

**Elyanna Agyeman Mensah, Segua Achina-Nyarko and Elikem Amegah - MYP 4**





## #MYP - Magnetism Word Search

By Bryana Tamakloe

Magnetism is a physical force created by the movement of electric charges. It gives certain materials like iron, nickel, and cobalt, the ability to be pulled toward a magnet. Every magnet has two poles, a north and a south, and they follow a simple rule: opposite poles attract, while like poles push away from each other.

Surrounding every magnet is an invisible magnetic field, the area where its force can be felt. Within this field, magnetic lines of force flow between the poles, showing the strength and direction of the magnet's power. From this lesson; I took the initiative to design a word search; a fun and interactive way of learning the terms of Magnetism. Enjoy!

### TEMA INTERNATIONAL SCHOOL SERVICE ACTION

UNIT: MAGNETISM(PHYSICS)

## Word Search

M	Q	O	I	L	B	V	X	I	P	I	S
W	A	T	R	C	O	I	L	F	U	O	M
E	F	G	E	J	U	E	P	G	L	D	Q
A	M	T	N	A	P	I	A	E	O	U	N
F	A	V	Z	E	M	M	N	B	N	O	N
L	G	S	R	N	T	O	F	O	R	M	L
U	N	O	O	M	I	T	I	T	T	Q	K
X	E	U	R	D	O	D	H	Y	G	P	O
T	T	T	C	A	R	T	T	A	S	R	E
X	I	H	V	T	U	P	E	V	M	Z	L
J	S	X	C	L	H	O	L	O	P	T	O
J	M	H	F	I	E	L	D	B	T	U	P

MAGNETISM

MAGNET

NORTH

POLE

ATTRACT

REPEL

FIELD

FLUX

COIL

SOLENOID

SOUTH

BY: BRYANA & MAAAME OWUSUA

## #MYP4 - Explore the World Column

By David Tamakloe

Inspired by the Geography unit on *Tourism*, David Tamakloe (MYP 4) has initiated a new column in the weekly bulletin that shares fascinating travel facts to educate and inspire students to create their own bucket lists of amazing destinations to explore. This aims to promote global awareness and appreciation for diverse cultures encouraging readers to learn more about Geography, the world and its wonders.

Enjoy this week's feature — **Iceland**

***Did you know?***

- Over 60% of Icelanders live in Reykjavik, the world's northernmost capital.
- Iceland was one of the last places settled by humans. Vikings arrived about 1,100 years ago.
- Iceland is called '*The Land of Ice and Fire*'; glaciers and volcanoes sit side by side.

### Bibliography

Bennett, E. (2020). *13 strange and interesting facts about Iceland*. [online] Real Word. Available at: <https://www.trafalgarc.com/real-word/facts-about-iceland/> [Accessed 20 Nov. 2025].

Jones, R.C. (2024). *Iceland: The land of fire and ice*. [online] Miami.edu. Available at: <https://news.miami.edu/stories/2024/04/iceland-the-land-of-fire-and-ice.html> [Accessed 20 Nov. 2025].





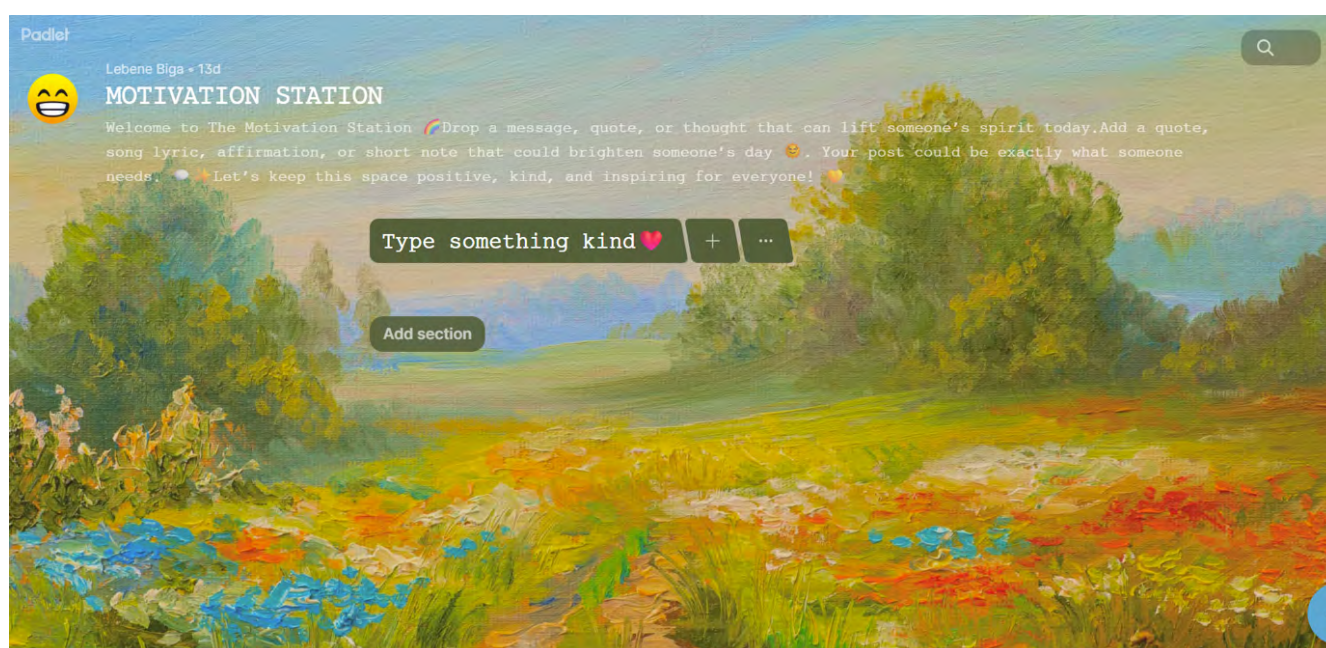
## MYP 5 - Motivation Station

This is an initiative by Lebene Biga and Nana Gyamfi Mends. They have created a padlet titled ***“Motivation Station”*** as part of their Service as Action project. The platform is designed to encourage students to stay motivated and positive, especially during exam periods, by sharing inspiring quotes, reflections, and messages of support.

They would like to invite the school community to share words of encouragement to their peers as the exam period approaches. **Please note that this platform is for positive quotes and inspiring messages; kindly refrain from posting unrelated or offensive messages.**

Here is the link to the Padlet:

<https://padlet.com/lebeneev1/motivation-station-s6hm5lmh7h603m1p>



## #MYP – Community Project



## MYP 3 - Community Project



Community Project season is here! Our Grade 8 students have been working enthusiastically to achieve their group goals and objectives. This year, we are serving three communities: the Zenu No. 1 and 2 Cluster of Schools, the Community 22 Polyclinic, and the HopeSetters Autism Centre.

Zenu School is in urgent need of amenities and basic teaching and learning materials, and our students are passionate about making a meaningful difference. In the coming weeks, Grade 8 will be organising various fundraising activities, and we kindly appeal for support from staff, Peers/Students, parents, family friends and the entire TIS community to help us make this initiative a success.

In the spirit of giving, the *Spectrum Kiosk* Community Project is appealing to the community to purchase a shirt for the Upcoming Christmas Concert this Friday to support their fundraising

efforts. Supervised by Mr Joseph Boateng, the initiators, Humphrey Tenge and Kekeli Agyekum, aim to raise GHC 10,000 to support the HopeSetters Autism Centre with special teaching and learning aids/materials.

You can purchase a shirt at GHC 60 from Auntie Bernice at the CASSA Office in 3 colours: Red, White and Green.

Thank you for supporting a worthy Cause.





# SERVICE LEARNING

*Service is for and with others.*

Through service learning, **I learn to:**



Become more aware of my **strengths** and **areas for growth**.



**Challenge myself** to develop new skills.



**Discuss, plan** and **evaluate** action with my peers.



**Persevere** in action, *keeping up the effort* even when things are challenging.



**Collaborate** effectively with others.



Develop **international mindedness** by *engaging with the world, using different languages & understanding other cultures*.



Consider the **ethical implications** of my actions, *thinking carefully about right and wrong*.



# TEMA INTERNATIONAL SCHOOL



## SERVICE AS ACTION OPPORTUNITIES

### Classroom Unit

e.g., Calculating an Area within the school campus as studied in Maths



### UN Sustainable Development Goals

#### SUSTAINABLE DEVELOPMENT GOALS

e.g., Zero Hunger, Quality Education, Good Health & Wellbeing, Gender Equality, No Poverty, Clean Water & Sanitation, Life below Water, Climate Action, Reduced Inequalities etc

### NGOs & Organizations

e.g., Children Heart Foundation, Empower Playground, Plastic Punch, Infanta Malaria, UNCHR etc



### Assembly Meeting

eg., Presentation about a Cause



### ASA with Service Components

e.g., Interact Club, Peer Buddies, Insight TV & Photography Club



### International Day

eg., World Autism Day, International Women's Day, Teachers Day



### Student Leadership

Class Representatives



### TIS Record

eg., Article writing for publishing in the school Bulletin



### Peer Tutoring and Peer Buddy System

eg., Article writing for publishing in the School bulletin





## Picture Gallery. TIS Annual Production, 25 – *Grip Am*





























## Collaborative Science Project





## Collaborative Science Project



As part of this year's Collaborative Science Project (CSP), DP2 students engaged in two days of inquiry, collaboration, and creative problem-solving under the theme **“Smart Systems for Sustainable Development.”** Working in interdisciplinary groups (Biology, Chemistry, ESS, Computer Science and Physics), they explored real challenges faced by communities and applied scientific thinking to propose meaningful and sustainable solutions.

At the end of the project, students shared their findings with the school community, after which each student wrote a brief reflection capturing their learning, teamwork experiences, and personal growth. Below are some reflections that highlight the depth of students' engagement and the meaningful learning that took place during CSP 2025.

### # Students' Reflections:

The CSP was a very engaging and insightful experience that allowed me to apply what we learned in class to water conservation. By creating a small rain-harvesting model and two informative posters, we not only demonstrated how simple systems can collect and store rainwater but also raised awareness about the importance of sustainable water use in our communities. The problem we were solving was how there is a large water shortage in Ghana yet an abundance of rain in the rainy season, for example.

Ladies are unable to bath for days, even while menstruating, and people cannot get water to wash their clothes. So, we wanted to find a way to utilise the water, water that even results in flooding sometimes, in a useful way for communities. The project helped me develop teamwork skills as well as leadership skills because I took on the role of team leader for my group. I also developed creativity and problem-solving skills while understanding how science can be used to address environmental challenges in Ghana. **Angel Asare – DP2.**

As an ESS student, I found our Collaborative Science Project on rainwater harvesting to be a very meaningful experience. I mainly worked on the physical model and the idea of the diagram of the rain catchment. We used two pieces of cardboard to illustrate a detailed scale version of a catchment system and tank. This experience even further strengthened my ability in practical design and model-making techniques. Working alongside



students from other sciences was really valuable, as we combined hydrological data with engineering and economic feasibility and also the prevalent issue in our parts of Ghana to create a full-fledged idea. I realised what this project actually showed me was the collaborative

and practical nature of creating a better outcome for SDG 6 (Clean Water and Sanitation) and how together we can use that knowledge to create solutions in a sustainable and smart way. **Michael Okyere Darkwa DP2**







Working on this project, with a focus on SDG 6, was a meaningful experience that helped me appreciate both teamwork and the science behind sustainable water use. Creating the dew harvester model and designing the house with the rain gutter allowed me to see how simple innovations can make a big difference in conserving water. At first, it was challenging to coordinate ideas and divide tasks, but as we progressed, I learned the importance of listening, compromise, and supporting my teammates. Seeing our final model come together gave me a strong sense

of accomplishment and pride in what we achieved as a group. This project also made me more aware of how vital access to clean water is and how creative solutions like rain and dew harvesting can help communities. Overall, it was a rewarding and eye-opening journey that strengthened my collaboration and problem-solving skills. **Zeruiah Yarquah DP2**

Participating in the Collaborative Science Project (CSP) on the DIY Smart Solar Irradiance Meter was an enriching experience. I contributed by designing a Python module that simulated solar irradiance readings, visualised them on a live graph, and analysed data such as the highest and lowest lux levels and when it was safe to go outside. Through this, I learnt how data logging, sensors, and software can work together to measure environmental conditions. Collaborating with my peers improved my teamwork and problem-solving skills, while developing the simulation deepened my understanding of solar radiation measurement and its practical applications. – **Emmanuel Fokou DP2**

Participating in this science project allowed me to deepen my understanding of how scientific concepts apply to real-world situations. Throughout the process, I learned how to plan an investigation, work effectively in a team, and adjust my approach when unexpected challenges came up. This experience helped me strengthen my problem-solving skills and taught me the importance of staying organised and open-minded. Overall, the project not only expanded my knowledge of science but also helped me grow more confident in my ability to conduct research and communicate my findings clearly. – **Mark Boadi DP2**

Working on our CSP project as a group under the theme “Smart Systems for Sustainable Development” was a valuable learning experience. We decided to create a smart system to help reduce food waste in cafeterias, but coming up with this idea took time and debate. At first, it was difficult to find a balance between innovation and practicality while staying true to the sustainability focus. I also found collaboration challenging at times, especially when merging different ideas. However, researching food waste and developing our system taught me the importance of teamwork, persistence, and how technology can make a real environmental impact. **Sujan Allotey DP2**







The Collaborative Science Project was an insightful and enriching experience that broadened my understanding of how different scientific disciplines can work together to address real-world issues. My group's project, EcoPlate, aimed to reduce food waste in the school cafeteria by designing a smart system to monitor and manage leftover food. This theme connected directly to sustainable development and encouraged us to think critically about how science can be used to create lasting impact within our community.

Through the project, I learned how to apply principles from computer science to create a program that tracked and analysed canteen data. I also gained an appreciation for the biological and chemical aspects involved in food preservation and environmental sustainability, as well as the role of physics in designing efficient systems. Working collaboratively helped me recognise the value of interdisciplinary problem-solving, as each subject contributed a unique perspective to our final solution.

Overall, the EcoPlate project strengthened my teamwork, creativity, and analytical skills. It taught me how collaboration across fields can generate innovative and practical outcomes. Most importantly, it deepened my awareness of sustainability and inspired me to think about how scientific knowledge can be applied to reduce waste and improve daily life in meaningful ways. ***Sheridan Tawiah DP2***

Working on the collaborative science project to design a temperature-based volcanic alert system was a meaningful experience. As a team, we combined our strengths to write code for a sensor that detects a sudden and consistent rise in temperature, an early indicator of volcanic activity, and triggers an alert long before an eruption. In the beginning, we struggled with coding, especially with the alert sound, but with help from teachers, we were eventually successful. Building the physical volcano model added a creative dimension to the project. We used it to simulate eruptions. Seeing our coded device successfully signal warnings gave us a real sense of progress and accomplishment. Overall, this project strengthened my teamwork, resilience, and practical engineering skills, while also helping me appreciate the real-world importance of early-warning technologies for community safety. ***Maame Akosua Osei-Amoako DP2***

The collaborative science project on creating a model volcano with simulated eruption-detection sensors was both challenging and rewarding. Since we didn't have the physical tools for real sensors, we had to rely on creative problem-solving and digital simulations to show how the system would work. This pushed us to think deeply about the science behind volcanic pressure changes and how detection technology operates. Working together helped us divide tasks efficiently, from designing the volcano to coding the simulated alerts. Even when our ideas didn't match at first, we learned to communicate effectively and adjusted. Overall, the project strengthened our teamwork and improved our understanding of environmental monitoring systems. ***Samantha Kay Arthur DP2***

Our group developed *Lava Link*, a smart system for sustainability designed to help communities stay informed about potential volcanic activity. Throughout the project, we collaborated effectively, combining research, design, and hands-on experimentation to create an intuitive awareness model. Using an elephant toothpaste prototype, we demonstrated how real-time signals could serve as early warning alerts for residents living near volcanoes. The process strengthened our teamwork, encouraged creative problem-solving, and helped us understand how smart systems can support safer, more sustainable communities. Overall, the project demonstrated how technology and science can collaborate to promote environmental awareness and community resilience. ***Eliana Essel DP2***

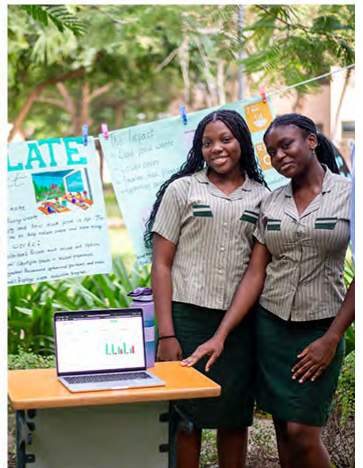
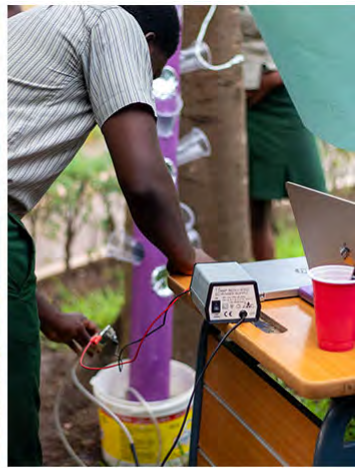






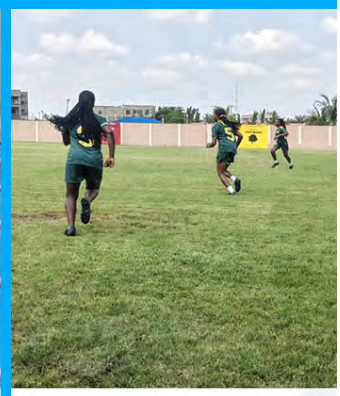
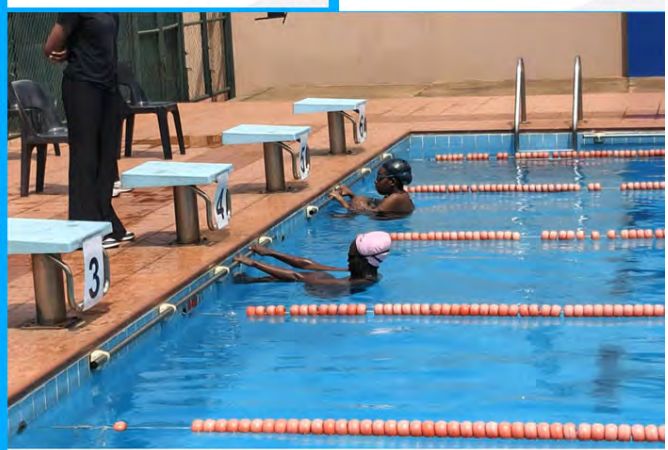








## #Sports









## COUNSELLORS' CORNER



**Dearest Exam candidates, you are more than capable!**



-  Start early and plan strategically.
-  Organize your Study Space
-  Use Active Learning Techniques & Flashcards
-  Teach someone else.

Remember, the best technique for you may vary depending on your learning style and the subject. Know what works best for you!

<https://www.topuniversities.com/student-info/health-and-support/exam-preparation-ten-study-tips>



## For DP2 Students Only

### President's International Scholarship of Excellence open to Fall 2026 Applicants

#### Explore York's Scholarships

#### President's International Scholars

We're thrilled to announce that our prestigious [President's International Scholarship of Excellence valued up to \\$180,000 CAD](#) (\$45,000 renewable for a total four years) for international high-school students is now open for application.

**New In 2025:** Students must be nominated by their high schools to complete their applications for President's International Scholarship of Excellence. Find out more about how to support your students' application using our new guides for students and educators!

[President's International Scholarship Application Guides](#)

International Scholarship	Final Admission Average Required			
	%*	IB	GCE	US**
York International Scholarship of Distinction: Up to \$37,500 CAD (over four years)***	90%+	36-45	A/A*	A+
York International Merit Award: Up to \$25,000 CAD (over four years)	80 - 89.9%	30 - 35	B/B+	A
York International Entrance Award: \$5,000 CAD	75 - 79.9%	29	C+/B-	B+

*\*Grade requirement is based on Canadian secondary school grading scale. For other international high school curriculums, please contact International Recruitment & Admissions at [askinternational@yorku.ca](mailto:askinternational@yorku.ca).*

*\*\*Dependent on grading scale and passing grade.*

Interested applicants should send an email to [eyram.mahoney@tis.edu.gh](mailto:eyram.mahoney@tis.edu.gh)



**Track your submission.** You can monitor the status of your score sends in your College Board account. Allow about **1 to 2 weeks** for the scores to be delivered electronically and processed by the colleges.



**Want to Register for SAT But Don't Know How? Follow the Links!**

- ✓ <https://satsuite.collegeboard.org/sat/registration>
- ✓ SAT Registration Fee Beginning with **August 24, 2024, the SAT registration fee is \$68**, plus a \$43 international fee of \$ 111.  
Click here: <https://satsuite.collegeboard.org/sat/registration/international-testing/>
- ✓ Click here for more information <https://www.bestcolleges.com/test-prep/sat/registration/>.
- ✓ If having Troubles Registering contact **Aunty Portia** in person or by email at [portia.atubiga@tis.edu.gh](mailto:portia.atubiga@tis.edu.gh)



**Online payment only with Visa/credit card NEW;**

**ACCEPTABLE IDs ARE THE VALID UNEXPIRED PASSPORT IN ADDITION TO GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD),**

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

**Congratulations Nov. 8 Test takers**

Huge congratulations to all the November SAT test takers! Sitting for such a big exam takes courage, discipline, and months of preparation. Whether you walked out feeling confident or a



little uncertain, the fact that you showed up and gave it your best is already a major achievement.



### DIGITAL TEST DATES AND DEADLINES 2025

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Aug. 23, 2025	Aug. 1, 2025
Sept. 13, 2025	Aug. 22, 2025
Oct. 4, 2025	Sept. 12, 2025
Nov. 8, 2025	Oct. 17, 2025
Dec. 6, 2025	Nov. 14, 2025



### 2025 TEST DATES (COMPUTER-BASED TESTING ONLY!)

- ✓ ACT Registration Fees (Online payments only: Visit [www.actstudent.org](http://www.actstudent.org)): ACT Registration Fees \$171.50, with writing \$196.50 (Online payments only: Credit Card)
- ✓ **Note: The cost of registration is subject to change.**
- ✓ (TIS Test Centre Code: 870390, but inform counsellor first).
- ✓ If having Troubles Registering contact **Aunty Portia** in person or by email at [portia.atubiga@tis.edu.gh](mailto:portia.atubiga@tis.edu.gh)



### DIGITAL TEST DATES AND DEADLINES 2025

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Sept. 6, 2025	July 25, 2025
Oct. 18, 2025	Sept. 5, 2025
Dec. 13, 2025	Oct. 31, 2025







## Gentle Reminder for DP2 Parents & Students

### This Festive, TIS Uniguides will be on Break



As we approach the festive season, please note that the University Guides will be on Christmas break and services will resume when school reopens on **8 January 2026**.

We kindly encourage all DP2 students, to adhere to the following;

-  If you have any **new universities or countries** you wish to apply to, we are open and ready to support you in completing all applications ahead of time.
-  If there are any other supporting documents to fill or submit directly to your respective universities please inform your assigned counsellor.
-  Check your spam, and emails frequently for any emails sent to you from your respective universities.
-  Once you receive an email, ensure to read the email and know what it requires.

🎄 let's plan together so everything is smoothly handled before the holidays.

Thank you!



# == LOVE ALL OF IT! ==

## LOVE THE STRUGGLE

because it makes you appreciate your accomplishments.

## LOVE CHALLENGES

because they make you stronger.

## LOVE COMPETITION

because it makes you better.

## LOVE NEGATIVE PEOPLE

because they make you more positive.

## LOVE THOSE WHO HAVE HURT YOU

because they teach you forgiveness.

## LOVE FEAR

because it makes you courageous.

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# **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.”**





