



Report Cards

For your whole school – supporting the IB Continuum and beyond.

managebac.com

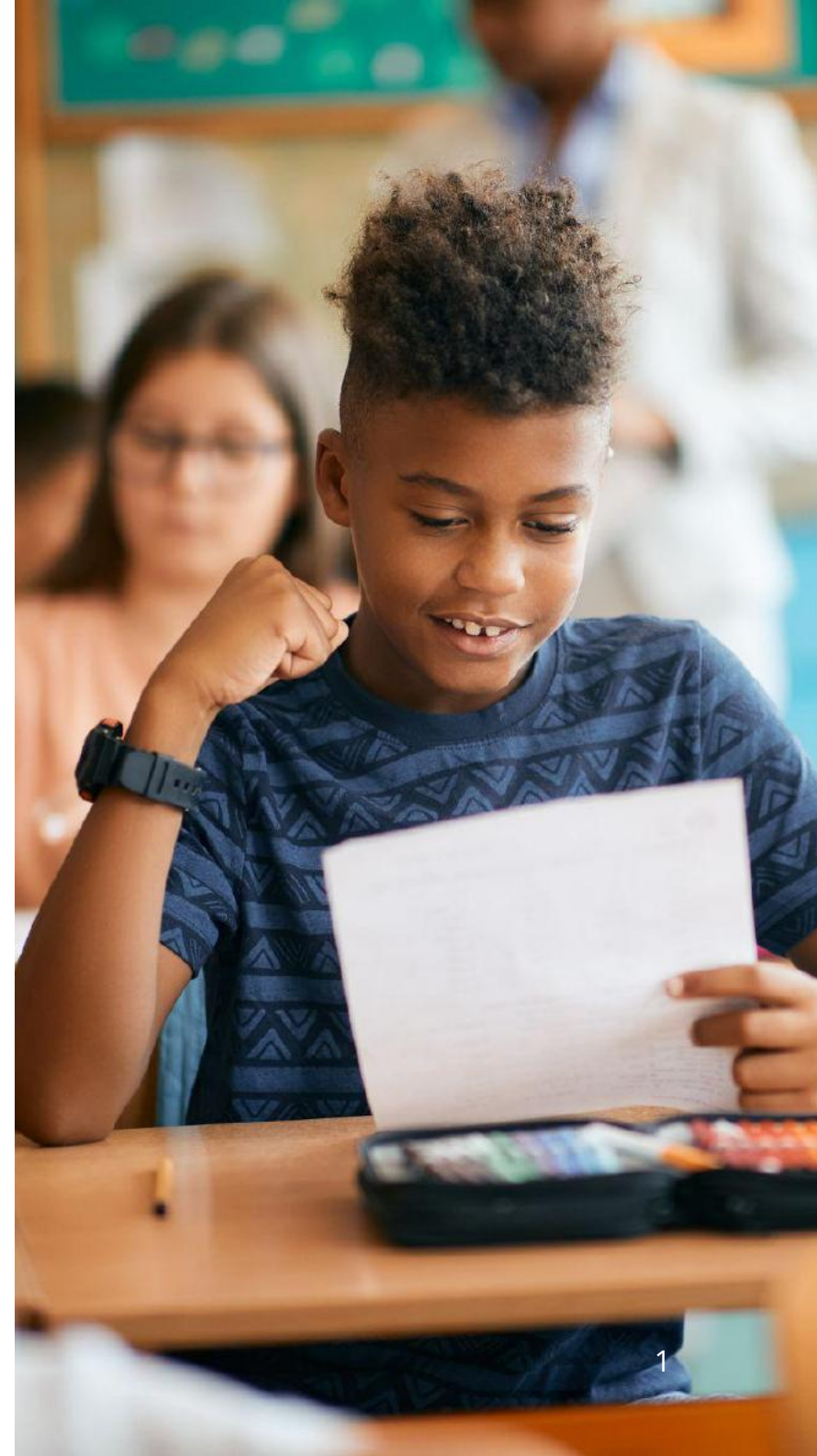


& More

Versatile and adaptive. Easily tailored to the curricula you teach.

Reporting with ManageBac just got even better with **multi-curricula Report Cards.**

Experience a single system that works for your **whole school**, streamlining your process and saving valuable time – for the IB Continuum, British, American, and other international and national curricula.



Reporting – Tailored to Your Exact Situation

Seamlessly report on all aspects of your students' progress and achievement.

Use highly **customisable, curriculum-aligned templates** that draw on data from your ManageBac account, including homeroom, gradebook and attendance.



Multi-Curricula Support



Full Assessment Support

Integrated term gradebook with flexible assessment options, including criterion-based assessment, custom rubrics and evaluation of skills and learner attributes.



Multi-Lingual Reporting

Reports can be produced in English and additional languages of instruction (UTF-8), with hand-selected fonts and right-to-left reporting for Arabic and Hebrew, so families can read them easily.



Flexible Design & Layout

Deliver personalised report cards, created by you for your students and their families. Select from a gallery of pre-built templates matching your chosen curricula and standards, or build your own bespoke reports.



Unique Look & Feel

Pick from a collection of 30+ patterns and wallpapers to achieve a look and feel that fits your school's mission, values and branding.



Streamline Proofing & Review

An automated proofing and review process catches errors and omissions (grades, teacher comments) quickly and reliably.

The screenshot displays the 'Template Settings' window. At the top, there's a blue header with the title 'Template Settings' and a close button. Below it, the 'Template Details' section features a large preview area with a blue floral pattern and a 'Select Background' dropdown. Underneath, there's a 'Template Name' input field. The 'Additional Programmes' section shows two selected options: 'Advanced Placement' and 'High School'. The 'Type' section has two radio buttons: 'Final' (selected) and 'Interim'. The 'Template Sections' section is a list of seven items, each with a plus icon on the left and a trash icon on the right: 'Cover Sheet', 'IB Learner Profile', 'Summary', 'Class Reports', 'IB DP Core', 'Reflections', and 'Grade Descriptors'. At the bottom left of this list is an 'Add Section' button. At the bottom right of the window, there are 'Save Changes' and 'Cancel' buttons.

Responsive Web View and PDF Exports

Generate your report cards in electronic form with flexible **web view** or as **print-ready PDFs**.

Whatever your preference, security compliance and data protection is guaranteed.



Web View Delivery

- ✓ The fully responsive layout ensures reports are displayed perfectly on any device.
- ✓ Families can access the report card via email or by scanning a QR code.
- ✓ Report cards are securely delivered in compliance with data protection.
- ✓ A read receipt lets you track whether report cards were opened and viewed.



Print Delivery

- ✓ Export your report cards as print-ready PDF.
- ✓ Deliver them in hard copy or give your students and families access to the web option where they can toggle between the web and PDF view – allowing them to save the file locally and print whenever, wherever.



Chloe Epelbaum — Term Report

Prepared on Dec 21, 2022 by Sharon Arese

Close Report

Web Live Preview

Web-View

PDF View



Term Report

Faria International School

Prepared on December 21, 2022 by Sharon Arese



Chloe Epelbaum

Grade	Date of Birth	Advisor	Student ID	National ID
DP 2	April 15, 1994	Richard Chandler	100001	12410124

Dear Parents,

An education at Faria International School is about actively combining challenging and enriching experiences with academic rigor and creative opportunities. We want our students to have the courage to push back the boundaries of their experience and to explore the possibilities that are available to them. Whilst we are proud of their academic results, there is so much more to the education we provide. It is, therefore, important that parents wholeheartedly support the ethos of the school.

Whether it is in the classroom, on the stage, whilst participating in an expedition, on the sports field or when serving others, we want our students to experience the excitement of discovering they are capable of achieving far more than they ever felt was possible. We have high expectations of our students and they, in turn, have high expectations of themselves.

On this note, I would like to present the first report card of this academic year. Let's work together to create an environment for true development.

Kind regards,
John Walden
Principal

Attendance

82	6	35	6	2
% Present	Absences	Present	Late	Sick Leave

Chandler Richard

Homeroom Advisor Comment:

Chloe has been doing a wonderful job in class lately!

J Walden

C Richard

John Walden

Chandler Richard

Head of School

Homeroom Advisor

Faria International School



Cover Sheet



Learner Profile



Summary



Class Reports



IB Diploma Core

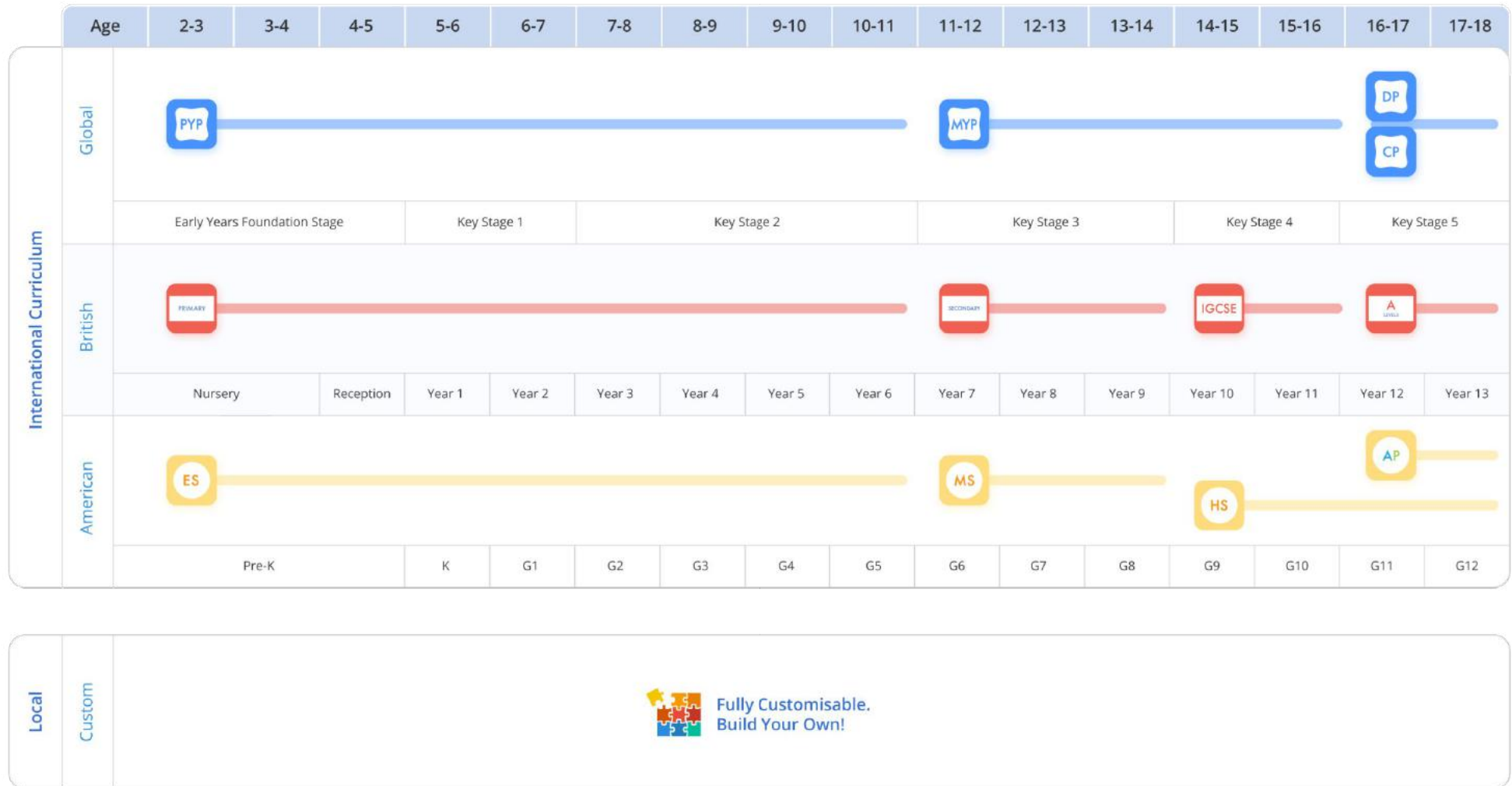


Reflections



Grade Descriptor

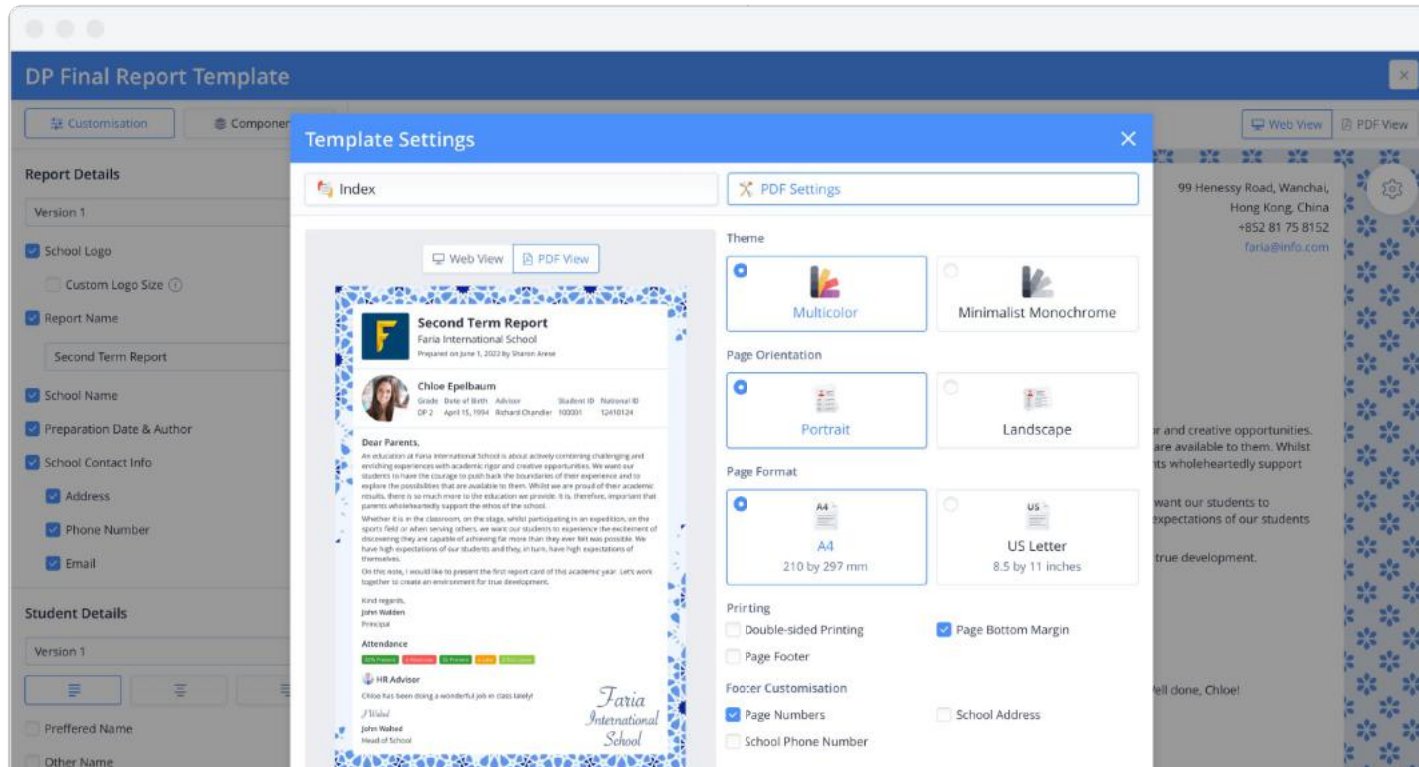
Curriculum Pathways



Curriculum Equivalency Matrix

Programme	IB Continuum			British			American
	DP CP IB DP & CP	MYP MYP	PYP PYP	A Levels + IGCSE	Lower Secondary	Primary	AP
Cover Sheet	✓	✓	✓	✓	✓	✓	✓
School Values	IB Learner Profile			Cambridge Global Perspectives			Capstone
Summary of Achievement	✓	✓	✓	✓	✓	✓	✓
Exams / Summative Assessment	Predicted Grades	eAssessment	Exhibition	Predicted Grades			Predicted Grades
Class / Subject Reports	✓	✓	✓	✓	✓	✓	✓
Service Learning	Creativity, Activity and Service	Service as Action	Action	Duke of Edinburgh / International Award	Service Learning		Service Learning
Project-based Learning	Extended Essay IAs & Language Portfolios	Personal & Community Projects and Interdisciplinary Assessment	Exhibition	Global Perspectives			Seminar & Research
Portfolio	Goals & Coursework	Media	Media	Goals & Coursework	Media	Media	Goals & Coursework
Attendance	✓	✓	✓	✓	✓	✓	✓
Awards & Merit	✓	✓	✓	✓	✓	✓	✓
Behavior & Discipline	✓	✓	✓	✓	✓	✓	✓

Page Layout Options



Custom Page Layout



Portrait



A4



Drag & drop components



Landscape



US Letter

Toner Friendly



Monochrome B&W




Multicolour

Cover Sheet Settings


Your School's Values Front and Centre

The screenshot displays the 'DP Final Report Template' settings page. On the left, a sidebar lists components: Report Details, Student Details, Letter, Homeroom Advisor, Signatures, Badges, and Stamp. The main preview area shows a 'First Term Report' for Faria International School, prepared on June 1, 2022, by Sharon Arese. It features a student profile for Chloe Epelbaum with fields for Grade (DP 2), Date of Birth (April 15, 2005), Advisor (Richard Chandler), Student ID (100001), and National ID (12410124). The report includes a cover letter from the Principal, Sharon Arese, and an HR Advisor comment from Richard Chandler. The bottom navigation bar includes tabs for Cover Sheet, IB Learner Profile, Summary, Class Reports, IB DP Core, Reflections, and Grade Descriptors.


 School logo & branding

 Student personal details

Avatar Name Student ID
Advisor Grade National ID

 Cover letter from the Principal

 Signatures


 Accreditation & badges

CIS OWASC NEA S7C MSA CESS & More

Wallpaper Options

Template Settings

Index
Design & Layout



Select Background

Template Name*

Additional Programmes

Type

Final
 Interim

Template Sections

+
-
↕

Cover Sheet

+
-
↕

IB Learner Profile

+
-
↕

Summary


Save Changes

Make a Visual Statement

- ✓
 Pre-selected wallpapers and inclusive designs to match your school's identity colours and grade level schemes, etc.
- ✓
 Curated collection of 100+ designs and patterns.

F

Term Report
 Faria International School
 Prepared on December 21, 2022 by Sharon Aresse



Chloe Epelbaum
 Grade DP 2
 Date of Birth April 15, 1994
 Advisor Richard Chandler

Grade	Date of Birth	Advisor	Student ID
DP 2	April 15, 1994	Richard Chandler	100001

Dear Parents,

An education at Faria International School is about actively combining challenging and experiences with academic rigor and creative opportunities. We want our students to push back the boundaries of their experience and to explore the possibilities that are available. Whilst we are proud of their academic results, there is so much more to the education we therefore, important that parents wholeheartedly support the ethos of the school.

Whether it is in the classroom, on the stage, whilst participating in an expedition, or when serving others, we want our students to experience the excitement of discovering of achieving far more than they ever felt was possible. We have high expectations of our they, in turn, have high expectations of themselves.

On this note, I would like to present the first report card of this academic year. Let's work create an environment for true development.

Kind regards,
John Walden
 Principal

Attendance


82	6	35	6
% Present	Absences	Present	Late

Chandler Richard
 Homeroom Advisor Comment:
 Chloe has been doing a wonderful job in class lately!

J Walden *C Richard*
 John Walden Chandler Richard
 Head of School Homeroom Advisor

F

Term Report
 Faria International School
 Prepared on December 21, 2022 by Sharon Aresse



Chloe Epelbaum
 Grade DP 2
 Date of Birth April 15, 1994
 Advisor Richard Chandler

Grade	Date of Birth	Advisor	Student ID
DP 2	April 15, 1994	Richard Chandler	100001

Dear Parents,

An education at Faria International School is about actively combining challenging and experiences with academic rigor and creative opportunities. We want our students to push back the boundaries of their experience and to explore the possibilities that are available. Whilst we are proud of their academic results, there is so much more to the education we therefore, important that parents wholeheartedly support the ethos of the school.

Whether it is in the classroom, on the stage, whilst participating in an expedition, or when serving others, we want our students to experience the excitement of discovering of achieving far more than they ever felt was possible. We have high expectations of our they, in turn, have high expectations of themselves.

On this note, I would like to present the first report card of this academic year. Let's work create an environment for true development.

Kind regards,
John Walden
 Principal


Attendance

82	6	35	6
% Present	Absences	Present	Late

Chandler Richard
 Homeroom Advisor Comment:
 Chloe has been doing a wonderful job in class lately!

J Walden *C Richard*
 John Walden Chandler Richard
 Head of School Homeroom Advisor

Term Report
Faria International School
 Prepared on December 21, 2022 by Sharon Arese



Epelbaum

Date of Birth	Advisor	Student ID	National ID
April 15, 1994	Richard Chandler	100001	12410124

International School is about actively combining challenging and enriching academic rigor and creative opportunities. We want our students to have the courage to embrace their experience and to explore the possibilities that are available to them. Beyond their academic results, there is so much more to the education we provide. It is important that parents wholeheartedly support the ethos of the school.

Classroom, on the stage, whilst participating in an expedition, on the sports field or in the community. We want our students to experience the excitement of discovering they are capable of achieving more than they ever felt was possible. We have high expectations of our students and ourselves, and we expect the same of our students.

We are pleased to present the first report card of this academic year. Let's work together to ensure a successful year for true development.

6	35	6	2
Absences	Present	Late	Sick Leave

Comment:
 Wonderful job in class lately!

Richard Chandler
 Classroom Advisor

Faria International School

Middle East



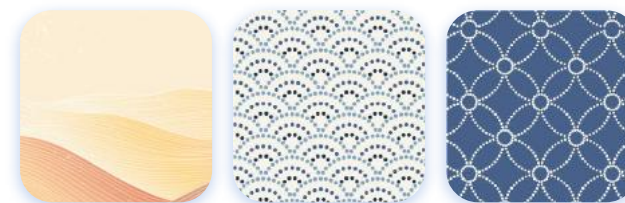
South Asia



Central Europe



East Asia



School Theme



South East Asia



Modern



Multi-Lingual Reporting

Henry Epelbaum — First Term Report
Prepared on February 20, 2023

Showing 1 from 43

F First Term Report / Informe del primer trimestre
Faria International School / Escuela Internacional Faria
Prepared on June 1, 2022 by Sharon Arese / Preparado el 1 de junio de 2022 por Sharon Arese

99 Henessy Road, Wanchai,
Hong Kong, China
+852 81 75 8152
faria@info.com

Henry Epelbaum
Grade / Calificación: PYP 5 | Date of Birth / Fecha de nacimiento: April 15, 2011 | Advisor / Tutora: Richard Chandler | Student ID / Identificación del Estudiante: 100001

82% Present | 15 Present | 0 Late | 6 Absences | 0 Sick Leave

Dear Parents,
An education at Faria International School is about actively combining challenging and enriching experiences with academic rigor and creative opportunities. We want our students to have the courage to push back the boundaries of their experience and to explore the possibilities that are available to them. Whilst we are proud of their academic results, there is so much more to the education we provide. It is, therefore, important that parents wholeheartedly support the ethos of the school.

Queridos padres,
Una educación en Faria International School consiste en combinar activamente experiencias desafiantes y enriquecedoras con rigor académico y oportunidades creativas. Queremos que nuestros estudiantes tengan el coraje de hacer retroceder los límites de su experiencia y explorar las posibilidades que están disponibles para ellos. Si bien estamos orgullosos de sus resultados académicos, hay mucho más en la educación que brindamos. Por lo tanto, es importante que los padres apoyen de todo corazón la ética de la escuela.

Kind regards / Atentamente,
Sharon Arese
Principal

Richard Chandler — Homeroom Advisor Comment / Comentario de la consejera
Henry's report shows a strong start to the academic year, achieving at or above the expected attainment level across subjects. Well done, Henry!
El informe de Henry muestra un buen comienzo del año académico, alcanzando o superando el nivel de logro esperado en todas las materias. ¡Bien hecho, Enrique!

WE ARE A CIS ACCREDITED SCHOOL | NCA ACCREDITED | ICA ACCREDITED | ACCREDITED BY THE IB

Faria International School

Cover Sheet | IB Learner Profile | Summary | Class Reports | Communication | PYP Overview | Grade Descriptions

Designed with Linguistic Diversity in Mind

- ✓ Multi-lingual function (UTF-8) is ideal for bilingual education settings and where English is not spoken at home.
- ✓ Full bilingual teacher comments in the term gradebook.
- ✓ Hand-selected font sets that render beautifully on web and print.



Proofing and Review

The Ultimate Peace of Mind

Catch and correct reporting errors with our built-in error checks. And with automation across subject cohorts, you can efficiently delegate proofing and review to ensure consistency and professionalism. You'll avoid:

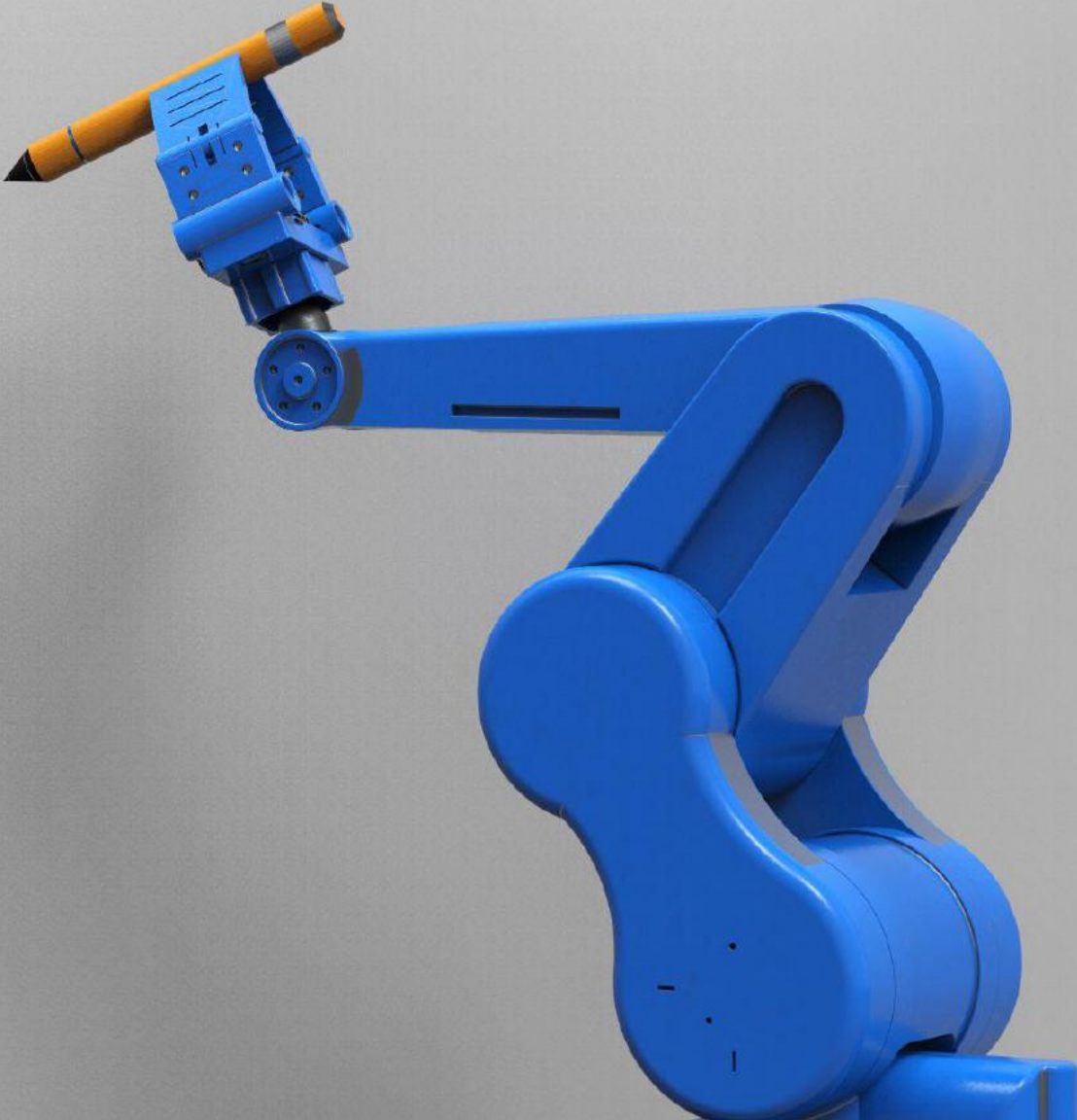
- ✓ Missing grades
- ✓ Missing names
- ✓ Missing comments
- ✓ Missing rubrics
- ✓ Copy & paste errors in names and pronouns

The screenshot displays the Gradebook interface for Faria International School. The main content area shows the profile for student Epelbaum, Chloe, with a final grade of 7. The interface includes a search bar for student names, a term selection dropdown (August 2018 - June 2019: Term 1 (current)), and a 'Show Gradebook Options' dropdown. The student's current grade is 6, with a term average of 90%. Below this, there are dropdown menus for Targeted Grade (7), Predicted Grade (7), Participation (Excellent), Presentation (Excellent), Collaboration (Excellent), and Effort (Good). At the bottom, there is an AI Report Writer section with a 'Regenerate Report' button and a 'Verified by Teacher' checkbox.

Streamline Your Reporting with Our AI Reports Writer

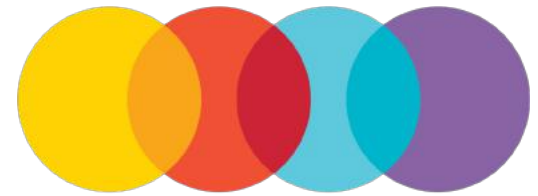
Beta coming in 2023

- ✓ Add teacher comments by Programme, Grade and Subject with one click.
 - ✓ Instantly generate teacher assessment feedback with final grade inputs.
 - ✓ Ensure accurate and consistent teacher feedback.
 - ✓ Support differentiation and personalisation in your reporting.
 - ✓ Align voice and tone of reporting across your whole-school.
-



Report Templates

For the IB Continuum






IB DP




IB CP

Cover Sheet



First Term Report
Faria International School
Prepared on February 20, 2023 by Sharon Arese

99 Henessy Road, Wanchai,
Hong Kong, China
+852 81 75 8152
faria@info.com



Chloe Epelbaum

Grade	Date of Birth	Advisor	Student ID	National ID
DP 2	April 15, 2005	Richard Chandler	100001	12410124

85% Present
90% Present
11 Abs
4 Absences
2388 Level

Dear Parents,

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Whether it is in the classroom, on the stage, whilst participating in an expedition, on the sports field or when serving others, we want our students to experience the excitement of discovering they are capable of achieving far more than they ever felt was possible. We have high expectations of our students and they, in turn, have high expectations of themselves.





On this note, I would like to present the first report card of this academic year. Let's work together to create an environment for true development.


Kind regards,
Sharon Arese
Principal

Richard Chandler — HR Advisor Comment


Chloe's report shows a strong start to the academic year, achieving at or above the expected attainment level across subjects. Well done, Chloe!

J. Walten
John Walten
Head of School









Learner Profile



Learner Profile



Inquiry
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Courageous
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced
We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



IB DP



IB CP

Summary

Summary of Achievement

August 2021 — June 2022: Term 1

Subject	Teacher	Final Grade
English A Literature HL	Risa Aoki	7
This term, English Literature classes began with <i>The Odyssey</i> , and progressed to Classic Greek Literature. We're also pivoting to modern literature with <i>Waiting for Godot</i> by Samuel Beckett. We've continued work on the students' Internal Assessments, and the first draft will be due by the end of February.		
Chinese B	Maxinee Reed	7
This term in Chinese, we're going over formal and informal greetings. We'll also be reviewing the history of Chinese language, including the origin of Chinese script. Students are expected to be practicing orally every week in anticipation for their IB Orals, which will take place in March.		
History	Adam Lee	7
History had a strong start this term for our DP2 students, with a look at the beginning of the Cold War and how it escalated between the USSR and the USA through proxy wars. We reviewed the Vietnam War in some detail, and will next be covering how popular media reported the Cold War on both sides. Students are continuing work on their internal assessments, which may cover World War I, World War II, or the Cold War.		
Biology	Alex Smith	7
The Biology students have been focused on completing the internal assessments. They have finished their lab work and will need to submit their drafts next month. In class, we have been studying genetics and inheritance.		
Mathematics Analysis and Approaches SL	Sharon Arese	7
In Mathematics, we are learning Calculus, with a strong focus on how it is applicable in everyday life. We are also continuing work on our internal assessments, and students are expected to have a rough draft in by the end of next month. Worksheets are assigned each Friday to be handed in the following Monday which will review everything learned during the last week, at which point students are encouraged to review errors during class time with their peers.		
Visual Arts SL	John Walters	7
In this class, students will learn a basic understanding of executing and utilizing various artistic mediums to achieve sufficient artistic outcomes. Students are expected to update their Portfolios every week with their latest research, and the Portfolios are expected at the end of term.		
Theory of Knowledge	Maxinee Reed	7
Students have selected their essay topics and have been developing their essay plans. They have been working in pairs and small groups to engage in dialogue to clarify their ideas with a view to starting to write in the next few weeks.		

Risa Aoki Advisor Comment

Chloe is a bright student, a leader amongst her peers, and exemplifies the IB spirit. She is never satisfied with only doing well in school, and is constantly working to apply her knowledge gained in class to bigger pursuits in the spirit of community, global mindedness, and exploration. Her work directing the school play was a masterclass in attaining balance between her outside interests and her studies, and her leadership in helping create the class service trip to Cambodia shows the type of international awareness we aim to cultivate in Faria International School students. Well done, Chloe!

Class Reports

Class Reports

Subject	Teacher	Exam Grade	Participation	Final Grade
English A Literature HL	Risa Aoki	A	A	7
Chloe consistently shows a strong passion for literature, and always seeks to learn the additional context that frames a work beyond the text itself. I am continually impressed by her eagerness in class and her ability to engage other students in the works as we discuss them. Her contributions to group work are always readily apparent, and she is a clear leader willing to spearhead group projects and ensure that work is completed thoroughly, all while holding herself and her group members to standards of excellence. This was particularly evident in our end of term presentations. Beyond developing skills of literary analysis, Chloe has also continued to progress in her vocabulary and writing structure.				
Chinese B	Maxinee Reed	A	A	7
Chloe has done outstandingly this term! I am very pleased with the amount of effort she has put into her presentations and projects, and am extremely excited about her interest in traveling to Beijing for advanced study. She is consistently prepared for class and turns in her assignments on time without question. Her extracurricular study of Chinese culture outside of class is also admirable, and she continues to do well as the president of the Chinese Honor Society.				
History	Adam Lee	A	A	7
Chloe has done an outstanding job this semester. Her preparations for class and participation are unmatched. It has been a real pleasure working with this group of students this term. The class discussions were always insightful and provided learning opportunities for everyone in the class. These discussions were often initiated by Chloe.				
Biology	Alex Smith	A	A	7
Chloe does excellent work! She uses her knowledge to express herself articulately in class, making connections between new and old concepts, and demonstrates a secure understanding of the course content.				
Mathematics SL	Sharon Arese	A	A	7
Chloe does fantastic work! It is great to have her in class. She often leads the group discussions and works hard to understand the math problems even if they are new or complex.				
Visual Arts SL	John Walters	A	A	7
Chloe has a great eye for design. She asks relevant questions or seeks clarification if needed, and reflects upon the opinions of others. Her artwork is always thoughtful and appropriate.				
Theory of Knowledge	Maxinee Reed	A	A	7
Chloe demonstrates curiosity and a desire to explore knowledge across a range of disciplines. She engages with issues and ideas that have local and global significance, and tries to find ways to take responsible action. She has a strong ethical core and this comes through in her TOK oral contributions and writing.				



IB DP



IB CP

Core

IB DP Core

Creativity, Activity and Service
Overall Progress: Excellent

Experiences

- Alauddin Orphanage, Kabul Support Program** Completed

Apr 1, 2022 - May 30, 2022 16 hours

A student-run initiative to support Alauddin Orphanage in Kabul, Afghanistan. During an arranged time within the School year, a group of...
- Cooking Club** Completed

Mar 1, 2022 - Mar 22, 2022 16 hours

For those who love cooking! Learn how to cook delicious dishes and share your secret recipes!
- Cross Country Team** Approved

Jun 1, 2022 - Jul 30, 2022 16 hours

We go the distance for Faria International School!
- Design Club** To Be Determined

Jun 20, 2022 - Aug 20, 22 16 hours

Developing solutions for the school community's design challenges!

Extended Essay
Student Progress: Excellent

English (Category 1)

Topic: Symbolism in Victorian Poetry

Research Question: How was symbolism in Victorian Poetry used?

EE Advisor: Risa Aoki

TOK Essay
Student Progress: Excellent

Essay Prompt: "Knowledge is nothing more than the systematic organisation of facts." Discuss this statement in relation to two areas of knowledge.

Reflections

Reflections

Chloe Epelbaum

I loved directing the school play this term! It was my first time directing, although I've been part of the Drama club throughout high school, and I found it actually helped my focus in school.

Through the skills I gained in organising and directing a cast of 12, plus a backstage and technical crew of 20, I found myself applying the same principles of time management and efficiency towards my schoolwork. To that end, I'm proud that I achieved 7s in the majority of my work in my HL courses this term, and hope that carries through to my final IB examinations in May.

Academic Reflection.pdf
1.4 MB PDF Document

<https://www.youtube.com/watch?v=YXZamW4-Ysk>

YouTube.com

Brainstorming Techniques: How to Innovate in Groups

Brainstorming is a good way to come up a solution or two. As the name suggests, the idea is that you storm on the neural pathways through the brain...

<https://en.wikipedia.org/wiki/Mindset>

wikipedia.org

Mindset

Mindset is an "established set of attitudes, esp. regarded as typical of a particular group's social or cultural values; the outlook, philosophy, or values of a person; (now also more generally) frame of mind, attitude, disposition." [1] A mindset may also arise from a person's world view or philosophy of life. [2]

A firmly established mindset could create a powerful incentive to...



IB DP



IB CP

Grade Descriptors

Grade Descriptors

Final Grade	Descriptor
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them accurately in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
N/A	Not yet assessed.

Participation

Grade	Descriptor
A+	Insightful, frequent and thought-provoking written, oral and/or other contributions to the class.
A	Often provides insightful and engaging written, oral and/or other contributions to the class.
B	Occasional insightful and engaging written, oral and/or other contributions to the class.
C	Satisfactory written, oral and/or other contributions to the class.
D	Occasional written, oral and/or other contributions to the class.
E	Does not provide written, oral and/or other contributions to the class.

Assessment Explanation

How the student and the work are assessed

IB Diploma students must take a prescribed set of subjects to achieve the IB diploma. Achievement in the overall diploma is described by a points score whose maximum is 45. Core subjects (CAS, TOK and EE) contribute up to three points to overall diploma outcome via a points matrix. Most subjects have multiple components which cover both external and internal assessment. Nearly all subjects are available at standard level (SL) or higher level (HL), and contribute equally to the overall diploma outcome. The overall diploma points are calculated by adding together the grades (1 up to 7) achieved from each of the six subjects and then including between zero and three points from the core.



IB MYP

Cover Sheet

First Term Report
Faria International School
Prepared on June 1, 2022 by Sharon Arese

99 Henessy Road, Wanchai,
Hong Kong, China
+852 81 75 8152
faria@info.com

Rachel Epelbaum

Grade	Date of Birth	Advisor	Student ID	National ID
MYP	April 15, 2000	Richard Chandler	100001	12410124

82% Present
25 Present
1 Late
1 Absence
2.5h Leave

Dear Parents,

An education at Faria International School is about actively combining challenging and enriching experiences with academic rigor and creative opportunities. We want our students to have the courage to push back the boundaries of their experience and to explore the possibilities that are available to them. Whilst we are proud of their academic results, there is so much more to the education we provide. It is, therefore, important that parents wholeheartedly support the ethos of the school.

Whether it is in the classroom, on the stage, whilst participating in an expedition, on the sports field or when serving others, we want our students to experience the excitement of discovering they are capable of achieving far more than they ever felt was possible. We have high expectations of our students and they, in turn, have high expectations of themselves.

On this note, I would like to present the first report card of this academic year. Let's work together to create an environment for true development.

Kind regards,
Sharon Arese
Principal

Richard Chandler — HR Advisor Comment

Rachel's report shows a strong start to the academic year, achieving at or above the expected attainment level across subjects. Well done, Rachel!

J. Walton
John Walton
Head of School

Learner Profile

Learner Profile

Inquiry
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Courageous
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced
We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

22

Summary

Summary of Achievement

• August 2021 — June 2022: Term 1

Subject	Teacher	Achievement Levels	Final Grade	Local Grade
English	Risa Aoki	A B C D 8 7 8 7	7	A+
Chinese	Maire Reed	A B C D 8 7 8 7	7	A+
History	Adam Lee	A B C D 8 7 8 7	7	A+
Science	Alex Smith	A B C D 8 7 8 7	7	A+
Mathematics	Sharon Arest	A B C D 8 7 8 7	7	A+
Arts	John Waters	A B C D 8 7 8 7	7	A+
Physical and Health Education	Maire Reed	A B C D 8 7 8 7	7	A+

Risa Aoki — Advisor Comment
Rachel is a bright student, a leader amongst her peers, and exemplifies the IB spirit. She is never satisfied with only doing well in school, and is constantly working to apply her knowledge gained in class to bigger pursuits in the spirit of community, global mindedness, and exploration. Her work directing the school play master in achieving balance between her outside interests and her studies, and her leadership in helping create the class service trip to Cambodia shows the type of international-mindedness we aim to cultivate in Faria International School students. Well done, Rachel!

Approaches to Learning

	Communication	Collaboration	Organization	Affective	Reflection	Information Literacy	Media Literacy	Critical Thinking	Creative Thinking	Transfer
English	EE				AE		EE	AE	EE	
Chinese	ME	ME	ME			ME	ME	ME	ME	ME
History	ME	AE	ME	EE		ME		EE		ME
Biology	EE				AE		EE	AE	EE	
Mathematics Analysis and Approaches		ME	AE		ME	ME	ME	ME	ME	ME
Visual Arts	ME		ME		ME	ME	EE	ME		ME
Theory of Knowledge		ME	ME			ME	ME	ME	ME	ME

Class Reports

Class Reports

Subject	Teacher	Final Grade	Local Grade
English	Risa Aoki	7	A

Criteria	Achievement Level	Maximum
A: Analysis Rachel i. provides perceptive analysis of the content, language, structure, technique, style of text(s) and the relationship among texts ii. perceptively analyses the effects of the creator's choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thought explanations/ uses accurate terminology iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.	7	8
B: Organizing Rachel i. makes sophisticated use organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style	7	8
C: Producing text Rachel i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination and sensitivity and perceptive exploration of, and critical reflection on, new perspectives and ideas ii. makes perspective stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects extensive relevant details and examples to develop ideas with precision	7	8
D: Using language Rachel i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy/ errors and minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques	7	8
Boundaries	28	32



IB MYP

Core

IB MYP Core

Service as Action
Overall CP Progress: Excellent

Youth Olympic Games
Completed
Mar 1, 2022 - Mar 22, 2022 | 16 hours
As I can speak Mandarin, French and English, I volunteered to be the translator for the athletes from China, France and Ivory Coast.

Science class at Faria Community Center
Approved
Jun 1, 2022 - Jul 30, 2022 | 16 hours
Work with Professor Oriat at Faria Community Center to create and setup science experiments for the children from the local community.

Solar Powered LED Lamp Project
To Be Determined
Jun 25, 2022 - Aug 20, 22 | 16 hours
I have been working on the development of solar-powered LED lamps for my personal project, and I would like to form a partnership with the...

Personal Project
Overall CP Progress: Excellent

Topic: Design and Technology
Research Question: What can replace incandescent lamps in developing nations?
Goal: Creating a solar-powered LED reading lamp

Criteria	Achievement Level	Maximum
A: Inquiring Rachel explains a goal and a global context for the project based on personal interest, selects a variety of relevant sources to achieve the goal and demonstrates considerable transfer and application of learning to make decisions, create solutions and develop understandings.	7	8
B: Planning Rachel demonstrates excellent critical and creative thinking skills, collaboration skills with the supervisor and others, safety in his or her use of communication skills, self-management skills, information sources based on their appropriateness to the goal.	7	8
C: Evaluating Rachel creates appropriately rigorous specifications for evaluating the product, creates a product that is of excellent quality and meets most or all of the specifications and discusses the impact of the product in relation to the goal and chosen context.	7	8
D: Communicating Rachel discusses how the project has extended his or her understanding of the topic and the global context, demonstrates excellent reflection on his or her development as a learner through the process of completing the project, discusses how the project has provided an opportunity for the student to engage in action, demonstrates communication that is clear, accurate and appropriate and consistent organization of the project report according to the required structure and word limits.	7	8
Totals:	28	32

Community Project
Overall CP Progress: Excellent

Project Title: Environmental Sustainability
Project Goal: Planting trees
Type of Action: Direct Service, Indirect Service, Advocacy
Global Context: Globalization and Sustainability

Reflections

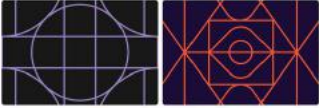
Reflections

Rachel Epelbaum

I loved directing the school play this term! It was my first time directing, although I've been part of the Drama club throughout high school, and I found it actually helped my focus in school.

Through the skills I gained in organizing and directing a cast of 12, plus a backstage and technical crew of 20, I found myself applying the same principles of time management and efficiency towards my schoolwork.


Academic Reflection.pdf
1.4 MB PDF Document



<https://www.youtube.com/watch?v=YxZamW4-Ysk>

YouTube.com

Brainstorming Techniques: How to Innovate in Groups
Brainstorming is a good way to come up a solution or two. As the name suggests, the idea is that you storm on the neural pathways through the brain...



<https://en.wikipedia.org/wiki/Mindset>

wikipedia.org

Mindset
Mindset is an "established set of attitudes, esp. regarded as typical of a particular group's social or cultural values; the outlook, philosophy, or values of a person; (now also more generally) frame of mind, attitude, disposition."^[1] A mindset may also arise from a person's world view or philosophy of life.^[2]
A firmly established mindset could create a powerful incentive to...



Grade Descriptors

Grade Descriptors

Final Grade	Local Grade	Descriptor
7	A+	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost 7 faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	A	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	B+	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	B	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	C+	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	C	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	D	Minimal achievement in terms of the objectives.
N/A	F	Not Yet Assessed.

Approaches to Learning

Grade	Descriptor
EE	Exceeding Expectations
ME	Meeting Expectations
AE	Approaching Expectations
BE	Below Expectations

Service as Action

Grade	Descriptor
E	Excellent
G	Good
S	Satisfactory

Assessment Explanation

How the student and the work are assessed

All MYP candidates in year 5 complete an externally moderated personal project, but other IB assessments are optional for schools teaching the Middle Years Programme. Students must take a prescribed set of subjects to achieve the MYP certificate. Achievement in the overall MYP certificate is described by a point score whose maximum is 56. The core subjects of inter-disciplinary and personal project contribute equally with the other subject disciplines. Community service does not contribute to the total. For the IB designed summative assessments, each subject has only one component, and subjects are assessed either by e-portfolio or on-screen examination.



IB PYP

Cover Sheet

First Term Report
Faria International School
Prepared on June 1, 2022 by Sharon Arese

99 Henessy Road, Wanchai,
Hong Kong, China
+852 81 75 8152
faria@info.com

Henry Epelbaum
Grade: PYP 5 | Date of Birth: April 15, 2013 | Advisor: Richard Chandler | Student ID: 100001 | National ID: 12410124

82% Present
25 Present
1 Abs
4 Absences
2 Sick Leaves

Dear Parents,

An education at Faria International School is about actively combining challenging and enriching experiences with academic rigor and creative opportunities. We want our students to have the courage to push back the boundaries of their experience and to explore the possibilities that are available to them. Whilst we are proud of their academic results, there is so much more to the education we provide. It is, therefore, important that parents wholeheartedly support the ethos of the school.

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On this note, I would like to present the first report card of this academic year. Lets work together to create an environment for true development.

Kind regards,
Sharon Arese
Principal

Richard Chandler — HR Advisor Comment
Henry's report shows a strong start to the academic year, achieving at or above the expected attainment level across subjects. Well done, Henry!

J. Walten
John Walten
Head of School


Learner Profile

Learner Profile

Learner Profile	Engagement
<p>Inquiry We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	Exceeding
<p>Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	Exceeding
<p>Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	Exceeding
<p>Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	Exceeding
<p>Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	Exceeding
<p>Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>	Exceeding
<p>Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>	Exceeding
<p>Courageous We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>	Exceeding
<p>Balanced We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.</p>	Exceeding
<p>Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>	Exceeding

Programme of Inquiry

Oct
Week 1
6 Weeks



Identity
Subject Focus: English, Social Studies | Class: Homeroom (Year 5)

EE
Progress

E
Performance

E
Effort

Unit Description

A person's identity is made up of many different things, including their membership of different cultures and this can change over time.

Transdisciplinary Theme

Who we are
Personal, physical, mental, social and spiritual health.




The Central Idea

Individuals' perspectives can cultivate change.

Lines of Inquiry

- Mindset impacts success (perspective)
- Traits can be inherited or acquired (function)
- People create change by implementing goals (change)







Key Concepts

Key Concepts	Key questions and definition	Related Concepts
 Form	What is it like? The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.	Properties, Structure, Similarities, Differences, Pattern.
 Function	How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.	Properties, Structure
 Connection	How is it linked to other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	Properties, Structure, Similarities, Differences, Pattern.

Class Reports

Class Reports

August 2021 — June 2022: Term 1


		Engagement
	English 40 Present 1 Absences	Risa Aoki EE
	Mathematics 40 Present 1 Absences	Sharon Arese ME
	Personal, Social and Physical Education 52 Present 1 Late 10 Absences	Maxine Reed EE
	Science 42 Present 1 Absences	Risa Aoki EE
	Social Studies 42 Present 1 Absences	Sharon Arese EE
	Drama 41 Present 1 Late 1 Absences	Maxine Reed ME



IB PYP







Overview

IB Primary Years Programme








The International Baccalaureate (IB) Primary Years Programme (PYP) is a curriculum framework designed for students aged 3 to 12. The PYP is a transdisciplinary framework that focuses on the development of the whole child as an inquirer, both at school and beyond. The PYP is underpinned by six transdisciplinary themes around which learning is planned.

The transdisciplinary themes below are selected for their relevance to the real world and focus on issues that go across subject areas.

 Who we are	 Where we are in place and time	 How we express ourselves	 How the world works	 How we organize ourselves	 Sharing the planet
---	---	---	--	--	---

Also embedded within the PYP curriculum framework are the Approaches to Learning (ATL). These are a range of skills relevant to all subject areas that are valuable in any learning experience and in life beyond school. The ATLs are:

 Communication Skills	 Social Skills	 Thinking Skills	 Research Skills	 Self-management Skills
--	---	---	---	--

Reflections


Reflections

Henry Epelbaum

Adaptations has been my favourite unit so far. I love animals, especially ocean animals, so it was interesting for me to learn about how cold water animals are adapted for their environment. For example, seals and whales have blubber to keep them warm. I didn't know that this is one of the reasons sharks eat seals. Now I know that their blubber is a good source of energy. Sharks have adapted to be agile and have sharp teeth to be able to catch seals.

I also enjoyed sports and learning about team spirit. I like playing in a team with my friends and winning together. We also help each other when we lose or make a mistake. This helps us to get better and become better friends.

[Self-portrait.pdf](#)
1.4 MB PDF Document



Grade Descriptors

Grade Descriptors

Engagement

Abbreviation	Descriptor
EE	Exceeding Expectations. The student is participating actively in all learning experiences and is consistently interested and motivated. The student shows a strong desire to improve and is committed to achieving his or her goals.
ME	Meeting Expectations. The student is participating in all learning experiences and is consistently interested in learning and motivated.
AE	Approaching Expectations. The student is participating in some learning experiences. Interest in learning and motivation are inconsistent.
BE	Below Expectations. The student is participating in some learning experiences. Interest in learning and motivation are not apparent.

Assessment Explanation

Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. It involves identifying what students know, understand and can do at different stages in the learning process. Students have a vital role in the assessment process. Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning. Learning goals and success criteria are co-constructed and clearly communicated.

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning.

Monitoring learning: This occurs daily through a variety of strategies: observing, questioning, reflecting, discussing, and learning with peers and teachers to form meaningful feedback and feed forward for next steps in learning.

Documenting learning: This is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Measuring learning: This gathers "point-in-time" data on achievement and progress. Not all learning can be, or needs to be, measured.

Reporting learning: This informs the learning community and reflects the question "How well are we doing?" It describes the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme.

In the PYP inquiry learning environment, the learning process is valued as much as the learning outcomes. Therefore, both learning outcomes and the learning process are assessed in the PYP approach to assessment. This ensures that knowledge, conceptual understandings, skills and attributes of the IB Learner profile are monitored, supported and valued.




**For Cambridge and
Other British Curricula**



Cambridge IGCSE


British

Cover Sheet



First Term Report
Faria International School
Prepared on February 20, 2023 by Sharon Arese

99 Henessy Road, Wanchai,
Hong Kong, China
+852 81 75 8152
faria@info.com



Alex Epelbaum

Grade	Date of Birth	Advisor	Student ID	National ID
Year 11	April 15, 2005	Richard Chandler	100001	12410124

83% Present
85% Present
1 Copy
0 Absences
2 Class Leaves

Dear Parents,

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On this note, I would like to present the first report card of this academic year. Let's work together to create an environment for true development.


Kind regards,
Sharon Arese
Principal

Richard Chandler — HR Advisor Comment

Alex's report shows a strong start to the academic year, achieving at or above the expected attainment level across subjects. Well done, Alex!

J. Walten
John Walten
Head of School



Summary

Summary of Achievement

• August 2021 — June 2022: Term 1

	Final Grade
English Language	Risa Aoki A*
Chinese	Maxinee Reed A*
History	Adam Lee B
Biology	Alex Smith A*
Mathematics	Sharon Arese A
Arts	John Walters A*
Philosophy	Maxine Reed A

Risa Aoki Advisor Comment

Alex is a bright student, a leader amongst his peers, and exemplifies the Faria spirit. He is never satisfied with only doing well in school, and is constantly working to apply his knowledge gained in class to bigger pursuits in the spirit of community, global mindedness, and exploration. His work directing the school play was a masterclass in attaining balance between his outside interests and his studies, and his leadership in helping create the class service trip to Cambodia shows the type of international awareness we aim to cultivate in Faria International School students. Well done, Alex!

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Cambridge IGCSE



British

Class Reports

Class Reports		Exam Grade	Participation	Final Grade
English 42 Present 1 Late 1 Absent	Risa Aoki	A	A	A*
<p>Alex consistently shows a strong passion for literature, and always seeks to learn the additional context that frames a work beyond the text itself. I am continually impressed by his eagerness in class and his ability to engage other students in the works as we discuss them. His contributions to group work are always readily apparent, and he is a clear leader willing to spearhead group projects and ensure that work is completed thoroughly, all while holding herself and his group members to standards of excellence. This was particularly evident in our end of term presentations. Beyond developing skills of literary analysis, Alex has also continued to progress in his vocabulary and writing structure.</p>				
Chinese 40 Present 1 Absent	Maxine Reed	A	A	A*
<p>Alex has done outstandingly this term! I am very pleased with the amount of effort he has put into his presentations and projects, and am extremely excited about his interest in traveling to Beijing for advanced study. He is consistently prepared for class and turns in his assignments on time without question. His extracurricular study of Chinese culture outside of class is also admirable, and he continues to do well as the president of the Chinese Honor Society.</p>				
History 42 Present 0 Late	Adam Lee	A	A	B
<p>Alex has done an outstanding job this semester. His preparations for class and participation are unmatched. It has been a real pleasure working with this group of students this term. The class discussions were always insightful and provided learning opportunities for everyone in the class. These discussions were often initiated by Alex.</p>				
Biology 40 Present 1 Late	Alex Smith	A	A	A*
<p>Alex does excellent work! He uses his knowledge to express himself articulately in class, making connections between new and old concepts, and demonstrates a secure understanding of the course content.</p>				
Mathematics 44 Present	Sharon Arese	A	A	A
<p>Alex does fantastic work! It is great to have him in the class. He often leads the group discussions and works hard to understand the math problems even if they are new or complex.</p>				
Arts 43 Present 1 Late	John Walters	A	A	A*
<p>Alex has a great eye for design. He asks relevant questions or seeks clarification if needed, and reflects upon the opinions of others. His artwork is always thoughtful and appropriate.</p>				
Philosophy 44 Present	Maxine Reed	A	A	A
<p>Alex demonstrates curiosity and a desire to explore knowledge across a range of disciplines. He engages with issues and ideas that have local and global significance, and tries to find ways to take responsible action. He has a strong ethical core and this comes through in his oral contributions and writing.</p>				

Overview

Core

Service Learning
Overall Progress: Excellent

Experiences

Childnet Digital Leaders Completed

A S Direct Individual

Apr 1, 2022 - May 30, 2022 16 hours

This programme trains and empowers young people to be online safety peer mentors in their school or youth setting.

Eco-schools Sustainability Project
Student Progress: Excellent

Topic: Eco-schools encourages young people to learn about and enact change towards a more circular economy approach to the way our homes, schools, businesses and communities work.

Research Question: How can we reduce litter and waste by encouraging responsible consumption at school?

Advisor: Risa Aoki

Reflections

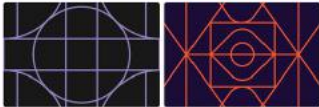
Reflections

Alex Epelbaum

I loved directing the school play this term! It was my first time directing, although I've been part of the Drama club throughout high school, and I found it actually helped my focus in school.

Through the skills I gained in organising and directing a cast of 12, plus a backstage and technical crew of 20, I found myself applying the same principles of time management and efficiency towards my schoolwork.

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1.4 MB PDF Document



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Brainstorming Techniques: How to Innovate in Groups

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wikipedia.org

Mindset

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A firmly established mindset could create a powerful incentive to...

Grade Descriptors

Grade Descriptors

Final Grade	Descriptor
A*	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them accurately in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
A	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
B	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
C	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
D	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
E	Minimal achievement in terms of the objectives.
F	Not yet assessed.

Participation

Grade	Descriptor
A*	Insightful, frequent and thought-provoking written, oral and/or other contributions to the class.
A	Often provides insightful and engaging written, oral and/or other contributions to the class.
B	Occasional insightful and engaging written, oral and/or other contributions to the class.
C	Satisfactory written, oral and/or other contributions to the class.
D	Occasional written, oral and/or other contributions to the class.
E	Does not provide written, oral and/or other contributions to the class.



**For Advanced Placement and
Other American Curricula**




AP



American


Cover Sheet



First Term Report

Faria International School
Prepared on February 20, 2023 by Sharon Arese

99 Henessy Road, Wanchai,
Hong Kong, China
+852 81 75 8152
faria@info.com



Alex Epelbaum

Grade	Date of Birth	Advisor	Student ID	National ID
Grade 12	April 15, 2005	Richard Chandler	100001	12410124

52% Present
10% Present
10% Absent
10% Late

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Kind regards,
Sharon Arese
Principal

Richard Chandler — HR Advisor Comment

Alex's report shows a strong start to the academic year, achieving at or above the expected attainment level across subjects. Well done, Alex!

J. Walten
John Walten
Head of School



Summary

Summary of Achievement

• August 2021 — June 2022: Term 1

Subject	Teacher	Final Grade
AP Biology	Alex Smith	B
AP Statistics	Maxinee Reed	B
AP Seminar	Adam Lee	B-
AP Research	Risa Aoki	B+
AP European History	Sharon Arese	A
AP Language and Composition	John Walters	A

Risa Aoki Advisor Comment

As we come to the end of the school year, I wanted to take a moment to reflect on your journey as an AP student this year. It has been inspiring to see your dedication, hard work, and growth throughout the year.

As an AP student, you have faced many challenges, from the rigorous coursework to the pressure of exams. Despite these challenges, you have persevered and demonstrated an unwavering commitment to your academic growth. Your success in AP courses is a testament to your intelligence, curiosity, and work ethic.

Not only have you excelled academically, but you have also made a positive impact on our school community. Your participation in extracurricular activities, leadership roles, and community service have been exemplary. You have shown a willingness to collaborate with your peers, a respect for diversity, and a sense of responsibility towards the greater good.

As you prepare to move on to the next stage of your academic and personal journey, I want to encourage you to continue to pursue your passions, challenge yourself, and strive for excellence. Remember that success is not just about achieving good grades or winning accolades; it's about finding purpose, making a difference, and living a fulfilling life.

I am proud of you and wish you all the best in your future endeavors. Congratulations on a successful year as an AP student!



AP



American

Class Reports

Class Reports

	Exam Grade	Participation	Final Grade
Biology <small>42 Present 0 Late</small> Alex Smith	82%	73%	B
<p>AP Biology is a challenging course that requires a deep understanding of complex biological concepts, as well as the ability to apply those concepts to real-world situations. Your ability to grasp these concepts and apply them to various assignments and assessments has been impressive, and your B grade is a testament to your hard work.</p> <p>You have shown growth and improvement throughout the year, and your ability to handle the rigorous coursework is a strong indicator of your potential for success in college and beyond. The scientific process, critical thinking, and data analysis are all valuable skills that will serve you well in college and in your future career.</p>			
AP Statistics <small>40 Present 1 Absence</small> Maxine Reed	84%	70%	B
<p>Overall, your performance in the course was commendable. You demonstrated strong mathematical skills and an ability to think critically and analyze data. In particular, your proficiency in using statistical software to analyze data sets and create graphs was impressive. You also showed an understanding of statistical concepts and formulas, which improved throughout the year.</p> <p>However, there are areas where you can continue to improve. In particular, I noticed that you struggled with applying statistical concepts to real-world problems. This includes identifying appropriate statistical tests, interpreting results, and communicating findings effectively. Additionally, you could benefit from continued practice in understanding probability concepts, which are fundamental to the study of statistics.</p> <p>Despite these areas for growth, your performance in the course was noteworthy. Your engagement in class discussions was thoughtful, and you were always willing to collaborate with your peers. Your work ethic and dedication to your academic growth were evident throughout the year.</p>			
AP Seminar <small>41 Present 0 Late</small> Adam Lee	75%	82%	B-
<p>AP Seminar is a challenging course that requires advanced analytical skills, critical thinking, and the ability to synthesize information. Over the course of the year, you showed significant growth in these areas. You consistently produced work that showcased your analytical and critical thinking skills, and you demonstrated a strong understanding of the research process.</p> <p>In particular, your ability to analyze sources and construct well-supported arguments improved significantly over the course of the year. Your writing skills also improved, with your ability to articulate your ideas and use evidence to support your claims becoming more refined.</p> <p>That being said, there are still areas where you can continue to grow. In particular, I would encourage you to focus on developing your research skills further. This includes refining your research question, identifying and evaluating sources, and synthesizing information from multiple sources. Additionally, I would encourage you to seek out opportunities to improve your presentation skills, including public speaking and the use of visual aids.</p>			
AP Research <small>42 Present 0 Late 0 Absence</small> Risa Aoki	88%	83%	B+
<p>AP Research is a rigorous course that requires a high level of independent research, critical thinking, and academic writing skills. You have shown a strong commitment to these skills throughout the year, and your hard work has paid off.</p> <p>You have demonstrated a solid understanding of research methodology, and your ability to analyze and synthesize complex information is impressive. You have also shown excellent time management and organizational skills, which are crucial for success in college and beyond.</p> <p>As you move forward, I encourage you to continue building on the skills you have developed in this course. Your ability to conduct research, analyze data</p>			

Overview

Core

Service Learning
Overall Progress: Excellent

Experiences

Childnet Digital Leaders Completed

Apr 1, 2022 - May 30, 2022 16 hours

This programme trains and empowers young people to be online safety peer mentors in their school or youth setting.

Eco-schools Sustainability Project
Student Progress: Excellent

Topic: Eco-schools encourages young people to learn about and enact change towards a more circular economy approach to the way our homes, schools, businesses and communities work.

Research Question: How can we reduce litter and waste by encouraging responsible consumption at school?

Advisor: Risa Aoki



AP



American

Reflections

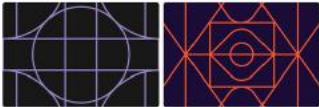
Reflections

Alex Epelbaum

I loved directing the school play this term! It was my first time directing, although I've been part of the Drama club throughout high school, and I found it actually helped my focus in school.

Through the skills I gained in organising and directing a cast of 12, plus a backstage and technical crew of 20, I found myself applying the same principles of time management and efficiency towards my schoolwork.

Academic Reflection.pdf
1.4 MB PDF Document



<https://www.youtube.com/watch?v=YXZamW4-Ysk>

YouTube.com

Brainstorming Techniques: How to Innovate in Groups

Brainstorming is a good way to come up a solution or two. As the name suggests, the idea is that you storm on the neural pathways through the brain...



<https://en.wikipedia.org/wiki/Mindset>

wikipedia.org

Mindset

Mindset is an "established set of attitudes, esp. regarded as typical of a particular group's social or cultural values; the outlook, philosophy, or values of a person; (now also more generally) frame of mind, attitude, disposition."^[1] A mindset may also arise from a person's world view or philosophy of life.^[2]

A firmly established mindset could create a powerful incentive to...

Grade Descriptors

Grade Descriptors

Final Grade	Descriptor
A+	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them accurately in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
A	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
A-	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
B	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
C	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
D	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
E	Minimal achievement in terms of the objectives.
F	Not yet assessed.

Participation

Grade	Descriptor
A+	insightful, frequent and thought-provoking written, oral and/or other contributions to the class.
A	Often provides insightful and engaging written, oral and/or other contributions to the class.
B	Occasional insightful and engaging written, oral and/or other contributions to the class.
C	Satisfactory written, oral and/or other contributions to the class.
D	Occasional written, oral and/or other contributions to the class.
E	Does not provide written, oral and/or other contributions to the class.

Assessment Explanation

HOW THE STUDENT AND THE WORK ARE ASSESSED

Cambridge IGCSE assessment takes place at the end of the course and can include written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. In many subjects there is a choice between core and extended curricula, making Cambridge IGCSE suitable for a wide range of abilities.

Grades are benchmarked using eight internationally recognised grades, A* to G. Cambridge IGCSE examination sessions occur twice a year, in June and November. Results are issued in August and January.

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2-5 minutes

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Within 2 working days

3

You can request a print version of the Report Card(s).



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