



First Term Report

Faria International School

Prepared on June 1, 2022 by Sharon Arese

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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,

Sharon Arese

Principal

Attendance

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



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

*Faria
International
School*





 **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.

Summary of Achievement

• August 2021 — June 2022: Term 1

	Final Grade
 English A Literature HL  Risa Aoki	7
<p>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.</p>	
 Chinese B  Maxine Reed	7
<p>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.</p>	
 History  Adam Chandler	7
<p>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.</p>	
 Biology  Alex Smith	7
<p>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.</p>	
 Mathematics Analysis and Approaches SL  Sharon Arese	7
<p>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.</p>	
 Visual Arts SL  John Walters	7
<p>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.</p>	

Chloe Epelbaum

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Summary of Achievement



Theory of Knowledge



Maxine 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

		Final Grade	Participation
 English A Literature HL 42 Present 1 Late 1 Absences	 Risa Aoki	7	A
<p>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.</p>			
 Chinese B 40 Present 3 Absences	 Maxine Reed	7	A
<p>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.</p>			
 History 42 Present 2 Late	 Adam Lee	7	A
<p>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.</p>			
 Biology 42 Present 2 Late	 Alex Smith	7	A
<p>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.</p>			
 Mathematics Analysis and Approaches SL 44 Present	 Sharon Arese	7	A
<p>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.</p>			
 Visual Arts SL 43 Present 1 Absences	 John Walters	7	A
<p>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.</p>			

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Class Reports



Theory of Knowledge

44 Present



Maxine Reed

7

A

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.



Creativity, Activity and Service

Overall CAS Progress: Excellent



Alauddin Orphanage, Kabul Support Program

A S Direct Individual



Apr 1, 2022 - May 30, 2022 ⌚ 16 hours

A Student run initiative to support Alauddin Orphanage in Kabul, Afghanistan. During an arranged time...



Cooking Club

C S Direct



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

C S Community-based Direct



Jun 1, 2022 - Jul 30, 2022 ⌚ 16 hours

We go the distance for Faria International School!



Design Club

C S Direct Ongoing Individual



Jun 20, 2022 - Aug 20, 22 ⌚ 16 hours

Developing solutions for the school community's design challenges!



Extended Essay

Overall EE Progress: Excellent



English

Category 1

Topic: Symbolism in Victorian Poetry

Research Question: How was symbolism in Victorian Poetry used?

Risa Aoki — EE Advisor Comment

Chloe has done an outstanding job this semester. She has effectively researched her topic using appropriate sources, including academic literature. She has a clear essay plan which provides a structure for her argument. It would benefit Chloe to orally discuss her thoughts to further solidify how she will create flow and clarity around her ideas for the reader.



Theory of Knowledge

Overall ToK Progress: Excellent



“Knowledge is nothing more than the systematic organisation of facts.” Discuss this statement in relation to two areas of knowledge.



Richard Chandler ToK Advisor Comment

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.

Chloe Epelbaum

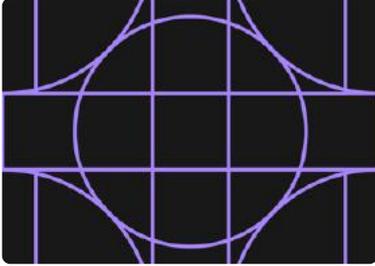
I loved directing the school play this term! It was my first time directing, although I've been part of the Drama club throughout high school, and I found it actually helped my focus in school.

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 Reflections.pdf](#)

1.4 MB PDF Document



 **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.



Grade Descriptors

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.

Core points matrix

Unlike the other subjects, theory of knowledge (TOK) and the extended essay (EE) are graded from A to E. The third element of the core, CAS, does not receive a grade as it would not be meaningful to evaluate performance in this area. The core is worth between zero and three points towards the overall diploma points. The candidate can also fail to achieve the diploma certificate if they obtain a grade E in either TOK or EE or if they do not complete CAS.

Bilingual diplomas

As an alternative to the standard diploma certificate, a “bilingual diploma certificate” can be awarded to a candidate who:

- completes two languages selected from group 1 with the award of a grade 3 or higher in both
- completes one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma certificate, provided the above conditions are met.

The following cannot contribute to the award of a bilingual diploma certificate:

- an extended essay
- a school-based syllabus
- a subject taken by a candidate in addition to the six subjects for the diploma certificate (“additional subjects”).



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