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Student Name: Chloe Epelbaum

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Grade: Grade 12

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Homeroom Advisor: Richard Chandler

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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  
*Head of School*

## Attendance

| Absent | Present | Late |
|--------|---------|------|
| 2      | 85      | 4    |

John Walden  
Head of School

Sharon Arese  
DP Coordinator

# IB Learner Profile



|                                 |  |
|---------------------------------|--|
| <b>Inquirers</b>                | 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.   |
| <b>Knowledgeable</b>            | 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.   |
| <b>Thinkers</b>                 | We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.   |
| <b>Communicators</b>            | 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.   |
| <b>Principled</b>               | 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.   |
| <b>Open-minded</b>              | 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.  |
| <b>Caring</b>                   | 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.  |
| <b>Risk-takers (Courageous)</b> | 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.   |
| <b>Balanced</b>                 | 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 recognize our interdependence with other people and with the world in which we live. |
| <b>Reflective</b>               | 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

## Term 1

| Subject   | Final Grade | Participation |
|---|-------------|---------------|
| <b>English A Literature and Performance HL</b><br><b>Richard Chandler, Sharon Arese</b><br><i>Mr. Chandler's English A class.</i><br>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. | 6           | A             |
| <b>French B HL</b><br><b>Maxine Reed</b><br><i>Ms. Reed's French B class.</i><br>Chloe has done outstanding 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 travelling to Paris for advanced study. She is consistently prepared for class and turns in her assignments on time without question. Her extracurricular study of French culture outside of class is also admirable, and she continues to do well as the president of the French Honor Society.   | 7           | A             |
| <b>Biology HL</b><br><b>Risa Aoki</b><br><i>Mrs. Aoki's Biology class.</i><br>This semester has seen some of our most challenging work yet as we have moved beyond basic lab technique and have started to apply this foundational knowledge to larger and more complex investigations. Chloe has completed all of her labs with very well developed techniques and a solid understanding of the principles and elements required to carry out well controlled scientific investigations. Chloe shows wonderful attention to detail and consistently strives to obtain accurate data. She is never one to cut corners and always appropriately prepares her prelab work and asks questions about areas she is unsure of. Her questions show a truly inquisitive scientific mind, and I am pleased to have Chloe as a student.   | 6           | A             |
| <b>Mathematics SL</b><br><b>Bess Levin</b><br><i>Mrs. Levin's Mathematics class.</i><br>Chloe is continuing to build her confidence with maths. She put in long hours meeting with tutors and with me to cover critical concepts. Her exam scores consistently improved over the term, and I was impressed with her diligence on the daily homework assignments. She always came to class well prepared with thoughtful questions. If she continues to put in the time, hard work, and effort, I have no doubt that she will soon reach mastery in the subject during our second term together.   | 6           | A             |
| <b>Theory of Knowledge</b><br><b>Richard Chandler</b><br><i>Mr. Chandler's TOK class.</i><br>This term students were challenged to think more deeply about the ethics of real-life situations, and to consider the different critical theories put forth by historical thinkers on the subject. Students have also begun working towards their final papers and presentations, giving and receiving feedback on drafts of both. Chloe has excelled throughout the term. She is an ideal student for this subject, offering intelligent, reasoned responses to class discussions, and always willing to listen to other students' points of view.  | 7           | A             |

# IB Diploma Core



## CAS:

CAS Progress: **E**. Overall Progress: **Excellent**

8 of 8 learning outcomes planned with 8 out of 8 outcomes completed. Completed 81 Creativity, 30 Activity and 41 Service hours.

**Comments:** Great Job Chloe

## Key Activities:

Cross Country Team, Painting Club, Bake Sale , Jazz Swingers Band, Entrepreneurship Center, Snow Run, Film Club, Alauddin Orphanage, Kabul Support Program, Cooking Club, Gulf of Mexico Clean Up, Design Club, Macbeth, Poverty Simulation, Orchestra, Band Practice



## Extended Essay

Supervisor: *James Hendrick*

English: Business organization and Environment



## ToK Paper

Teacher: *Richard Chandler*

“The possession of knowledge carries an ethical responsibility.” Evaluate this claim.

# Grade Descriptors

## Grade Descriptor

|     |   |
|-----|---|
| 7   | Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly 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 and thought-provoking |
| A  | Excellent                        |
| B  | Good                             |
| C  | Satisfactory                     |
| D  | Below average                    |
| E  | Does not participate at all      |