

ACTION IN THE COMMUNITY

A Day in the Life of a Student QQA University APPLICATION ADVICE

MYP Scholarships

GRADUATION SPECIA

IB DIPLOMA on Arusha Campus



International School Moshi

Contents



THE DIPLOMA COMES TO ARUSHA CAMPUS



ALL ABOUT PRIMARY

2 A CELEBRATION OF OUR GRADUATION DAY

1



International School Moshi Editor in Chief SUE JONES Creative & Design Director EVA SWANTZ Chief Sub Editors ANNETTE WOOD and ASHNA SINGH Photographs LAURA GREENWOOD, ISM TEACHERS, PARENTS and PAPIAS KATABERO Printed by JAMANA PRINTERS Published by INTERNATIONAL SCHOOL MOSHI • 2014





MYP SCHOLARSHIPS STUDENTS ON ARUSHA CAMPUS



APPLYING TO UNIVERSITY. WE GIVE YOU THE LOW DOWN



8

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Bob Horton



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Welcome to Issue 17 of the Summit Magazine.

I hope that you will feel the range of articles in this edition are both interesting and exciting and that they demonstrate the enormous breadth of both the curricular and extra-curricular activities in which our students are engaged.

We benefit from a highly qualified and experienced staff who are recruited both locally and globally. This year, I attended international recruitment fairs in Johannesburg, London and Boston and the Senior Management Team and I have been incredibly impressed by the quality of the professional teachers whom we have been lucky enough to be able to hire this year. Each one will bring many talents and skills to our teaching team and will certainly provide great support and leadership to student learning.

For some years now, ISM has funded two full International Baccalaureate Diploma Scholarships at our Moshi Campus. To build on the success of these we decided to offer four full scholarships for students from Tanzanian national schools who wanted to study with us for our Middle Years Programme at the Arusha Campus. We received over 100 applications and all four of our chosen Scholars have settled well. We would very much like to develop our Scholarship Programme still further in the future and would welcome the opportunity to create partnerships with local employers, foundations and individual sponsors who would be interested in working with us to support Tanzanian students who would really benefit from a quality international education.

The most exciting initiative of the 2013-14 school year has been the school's decision to implement the International Baccalaureate Diploma Programme at the Arusha Campus as from August 2014. We have an enviable global reputation for the quality of the Diploma Programme at our Moshi Campus and felt that it would be rewarding to offer the gold standard of the International Baccalaureate Organisation in Arusha too. We have appointed a great team of teachers and plan to start the year with at least 20 students in our Diploma 1 class. This programme is highly regarded by both top universities and global companies throughout the world for the development of 21st Century learning skills (Creative and critical thinking, collaboration, international-mindedness and Information Technology) and we are confident that over the coming years this decision will lead to significant developments at our Arusha Campus.

Our Moshi Campus has continued to thrive and we now have very few places available for either day or boarding students for 2014/15. Our boarder numbers have grown by well-over 50% this year and many of our classes, particularly in the middle years are already full, a testament to the quality of care and support provided by both our teachers and boarding staff.

As you can see, these are extremely exciting times here at ISM and I am so proud of what we have all achieved together. As you read through each page of the Summit I hope that you too will feel the energy and excitement that underpins all that we do here. This is a wonderful place of learning and I feel so fortunate to be part of such a thriving and forward thinking educational community. I hope that if you haven't visited one of our campuses the Summit Magazine will encourage you to do so. We all certainly very much look forward to welcoming you here!

Karibuni!

Koher X. A. Hor Van Bob Horton, School Director

Meet the Student contributors.



JASPER GEOPHREY KAJIRU

FROM: Tanzania. **POSSIBLE MAJOR:** Electronic Engineering. **ADVICE FOR** INCOMING STUDENTS: Do what you love, make the most of every minute because life at ISM is too short!



BEATRICE MARANDU FROM: Tanzania. POSSIBLE MAJOR: Law or

communication. ADVICE: Enjoy ISM moments as much as you can.



SAMMOTA **CHUNGU** FROM: Mbeya,

Tanzania. **POSSIBLE MAJOR:** Corporate law/ economics. BE FOCUSED: Be well organized. Have a balance between

school and social

life. Do what floats

classroom.

your boat outside the

LUSAJO MWAKIJUNGU FROM: Dar-es-Salaam, Tanzania. POSSIBLE MAJOR: **Biochemical** Engineering. ADVICE: Enjoy ISM, have fun and work hard as well.



TIMOTHY YONA FROM: Moshi, Tanzania. **POSSIBLE MAJOR:** Economics. ADVICE: Do your best because it's all you can really do.



KOMAL KAUR MUDHER FROM: Moshi, Tanzania. **POSSIBLE MAJOR:** Medicine or Computer Science. ADVICE FOR INCOMING STUDENTS: Don't be shy; everyone's really nice here.



ASHNA SINGH FROM: Arusha, Tanzania. **POSSIBLE MAJOR:** Bio-chemistry or Geological science. THOUGHTS: ISM is diverse, full of rich culture where you can gain unique and life changing experiences. Take hold of every opportunity as it comes. It definitely pays off in the end!



AMEG Lodge Kilimanjaro





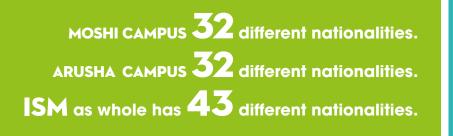
AMEG Lodge Kilimanjaro is situated on the outskirts of Moshi town at the base of Mt. Kilimanjaro. Set in a 4.5 acre area, it is constructed with local Tanzanian material and designed to combine antique African and modern contemporary styles, creating an articulate and seductive ambience.



P.O. Box 247, Moshi, TANZANIA Tel: +255 27 2750 175 email: info@ameglodge.com

www.ameglodge.com





Sports activities a week

800+

34

Number of people attending this years sports weekend

Age of **Sahil Shah-Bebbington** in EC, youngest student participating in the Kili Marathon. **388** senior boys **242** senior girls

510

Number of different industries the work

placements went across both campuses

Number of points made in basketball this year

54,600 163,400

Words written in total by the D2 (Class of 2014) - Theory of Knowledge.

Words written in total by the D2 (Class of 2014) - The Extended Essay FULL UNIVERSITY SCHOLARSHIPS worth more than \$200,000 awarded to students this year.

assessments marked by geography teacher Hazel Ndong in one academic year. run by student STINE PRISTED for Kilimanaro Half Marathon

5212 KM run in total by the **ISM community** for **Kilimanjaro Half Marathon** (teachers and students.)

BASKETBALL

We've had the most extraordinary success on the basketball court this year. Students have been really focused and serious about their training and put enormous effort into being the best they can be. A big thank you to **Reece Matthews** and **Laura Greenwood** for coaching and inspiration!

Brown Owl Annalee Horton reports.

A Brownie Pack has started on our Moshi campus. We are already members of the 'British guides in foreign countries' organization and are called the 1st Moshi (Tanzania) Brownie Unit. For those of you who are new to girl guiding, there are groups for girls to join all over the world from the age of 5 all the way through to 18 when they can then become young leaders. Brownies enjoy a variety of activities; crafts, games, music, indoor and outdoor adventures, camping trips and cooking as well as working towards badges. This year the brownie movement is celebrating its 100th Birthday and we are in the middle of a Birthday challenge badge in honour of the celebrations. Brownies also have a promise and law that guides their daily life with a focus on being true to themselves, helping others and serving their community and country. Badges already completed include; advanced swimming, friend to animals, craft, campers badge and culture badge.

Walking with elephants.

On 4th October students from Arusha campus joined the international walk for elephants that took place in Arusha to help publicise the poaching that is currently going on throughout Tanzania. The walk took place at the same time as other walks across the world. To support this issue you can find out more information at www.iworry.org



Follow us on Twitter @ismoshi



Art Attack.

Over 400 people attended this years Diploma art exhibition featuring the art pieces students had created for their final assessment. This years cohort transformed K hall into a gallery over night in order to present the high quality works of art these young artists had produced.



Congratulations to the following students who gained full scholarships to their chosen University.



Moses Swai Stanford University, USA. Aeronautical Engineering

Paschalia Nsato Duke University, USA. Economics

Lisa Chile Harvard University, USA. Actuarial Science. Lucky Yona Yale University, USA. Bio-chemical Engineering.

Sia Kimbwere Cornell University, USA Applied Economics and Management. **Fabian Sillas** University of Pennsylvania, USA Engineering.

Lillian Tuhumwire University of South Florida, USA. Public Health



and unit-section which in highlighter and Klasserin Kawa in Ver-

2014 Kili Mazathon

Arusha teacher **Marilyn Simonson** and her husband **Steve** ran over 500 kms in training for the Full Kilimanjaro Marathon which took place on March 2nd in Moshi. They dedicated this endeavor to raising funds for the Arusha Campus Scholarship Fund. They reached their goal of crossing the finish line and supporting the program. Well done Marilyn and Steve! Should you wish to add to the contribution they have already gathered, please contact **Shannon Howlett** on Arusha campus. Mean-

while on our Moshi campus the two youngest students (pictured) to take part in the marathon were **Sahil Shah-Bebbington** age 4 in EC and **Tsadia Langwick Bercuvitz** age 5 also in EC!





UNIVERSITIES BEING APPLIED TO THIS YEAR

(having at least one student accepted)

Stanford University, US Harvard University, US Yale University, US Duke University, US Kent University, US **Cornell University, US** University of British Colombia, CANADA Leicester, UK Alberta, CANADA Salford, UK Stirling, UK Reading, UK Memorial, CANADA University of South Florida, US Manchester Metropolitan, UK Coventry, UK Oregon State, US Colorado State University, US Simon Fraser, CANADA University of Pennsylvania, USA



New DP scholarship students.

Later this year the Diploma programme on Moshi campus will be welcoming **Clevance Mbilinyi**, from Feza boys secondary school and **Angel Ngulumbi**, from St. Francis girls secondary school. Welcome Clevance and Angel and well done you now have the key to a door which we hope will lead you to great things!



b's Farm - TANZANIA

Oted runner up in Conde Nast Readers Choice Award's for Best Hotel in Africa 2013, Gibb's Farm is located on the forested outside slopes of the Ngorongoro Crater in Northern Tanzania, overlooking the centuries-old Great Rift Valley, and is an excellent base from which to explore Ngorongoro Crater and Lake Manyara (*which can be done as easy day trips from the farm*).

Gibb's Farm is a working Tanzanian coffee farm, established in the late 1920s and refurbished as a warm, rustic luxury lodge. From well-appointed cottages overlooking the magnificent gardens, guests can relax and savour the tranquil environment. Gibb's Farm imparts a sense of well-being, tranquillity and history – deeply rooted in East African culture and community – a welcome retreat for a few days' respite while on safari or for an extended vacation or honeymoon getaway.

The 17 cottages each feature a unique theme, richly appointed with eucalyptus floors and hand-crafted furniture. A cottage with a common living area and two bedrooms with en-suite bathrooms is available for families or couples travelling together. Inside, beautiful architectural details, such as the farmhouse's original wooden beams, and colourful artwork reflecting the inspirations of local African artists greet you. Outside, the farm's organic vegetable and terraced flower gardens provide a wonderful setting for afternoon tea or a quiet walk to impart a sense of contentment and well-being.

GIBB'S FARM • PO Box 280• Karatu • Tanzania • www.gibbsfarm.com • e-mail: reservations@gibbsfarm.com



Profile

MAREE RAEBURN DEPUTY HEAD OF ARUSHA CAMPUS

WHAT DREW YOU TO TEACHING?

I don't think I was drawn to it- I think it was inevitable. I went to school already reading- my sister would make me 'do my writing' on a blackboard with chalk before I was allowed to have a snack. I loved learning, I loved 'being good at school' (academically...NOT behavior wise!) and I didn't really consider anything else.

AND YOUR ROLE NOW?

When the position I originally held was advertised, I was working in New York as a consultant. It was a job where I didn't really get to connect to the students and teachers in any ongoing way. ISM 'drew' me because of its philosophy, its commitment to the programmes of the International Baccalaureate and the location was rather appealing too. Head of Primary/PYP Coordinator was a dream combination for me, one that would enable me to be involved in all the aspects of education that I enjoy.

SO COME AGAIN... YOU'RE HEAD OF SECONDARY AND PRIMARY? HOW DOES THAT WORK?

Better on some days than on others! The students who were in P6 when I first arrived are the current M3s, so

it's been an advantage to have already known so many of the secondary students. I try to move between the two sections of the campuses and make sure that I'm aware of what's happening for the students and teachers but much of what I do is administrative. It can be a bit of a balancing act but I work with supportive colleagues who understand that 'urgent' takes precedence over 'important'.

WHAT LESSONS DO YOU HOPE YOUR STUDENTS WILL TAKE AWAY FROM THEIR ISM EXPERIENCE?

Learning never stops (no matter how old you are!). Some people find their passions later in life or struggle to find direction- and that's fine. All of those experiences will help shape you.

We all have the power to make other people feel worthwhile. It's not the strongest mathematician or the extraordinary scientist that stands out but the people who look out for others and genuinely care.

MOST REWARDING PART OF YOUR JOB?

Certainly over time it's seeing students grow and develop. I love working with students and hearing them talk about what they can do. I often cover classes when teachers are away and it reminds me what it's all about. It is incredibly rewarding when you see someone 'get it'.

IN 20 YEARS TIME WHAT DO YOU THINK YOU'LL REMEMBER MOST ABOUT YOUR YEARS AT ISM?

Apart from the beautiful view of Mt Meru in the early morning light on my daily commute, it will definitely be the people- the diversity of our community is extraordinary. There are so many families who have a long history with ISM and that's unusual for most international schools. There's a sense of tradition and pride that goes along with that. Add to that the drive and new ideas that come with new families and it adds up to a vibrant school that celebrates learning.

Thank you

The advancement committee has created a number of projects for development across the two campuses. Their first success was the creation of MYP scholarships on Arusha campus. Four outstanding Tanzanian MYP students started on Arusha campus in February 2014. The second initiative undertaken by the committee has been to have started the ball rolling on fundraising for two projects. These are refurbishing Karibu hall on Moshi campus and an all weather cover for the hard courts on Arusha campus.

We are incredibly grateful to all those companies who donated gifts for the silent auctions that have helped raise \$11,000 in Moshi and \$10,000 in Arusha.



A sense of well being

Overlooking coffee fields and surrounded by terraced flower gardens and ancient trees, **Gibb's Farm** offers a retreat from the rigors of daily life or the adventures of safari. Enjoy peaceful walks in the nearby forest or stroll through the historic gardens. You will discover an organic oasis, where the Gibb's legacy of protecting the farm environment and over 75 acres of land through sustainable practices that include grey-water recycling, solar water heating and organic farming continues.

The oldest guest-house in northern Tanzania, the team at Gibbs are committed to the well-being of guests, community and natural environment. For more information

+255 782534397 +255 272534397 reservations@gibbsfarm.com

ELEGANT

n elegant selection of wilderness tented camps and a lodge immersed in nature, the Maisha Collection provides superior comfort and attention to every detail. The camps are eco-friendly and strategically located to maximize wildlife observation, each with their own unique character. Pratik at Maisha kindly donated 2 nights for a couple in their Tarangire camp. We are also incredibly impressed that all proceeds from the Maisha Collection go directly to the African Wildlife Trust to support anti-poaching activities. To find out more visit http://www.maishacollection.com

GOOD VALUE, GOOD SERVICE

A big thank you dair for donating flights for their new routes to Nairobi and Mombasa

for the silent auction. You can can now fly to both Kenyan cities from Kilimanjaro airport via Kigali. They have also just added Cameroon and serve Johannesburg, Dubai, Lagos, Accra, Douala and Juba in South Soudan, Libreville and Brazzaville with Abidjan in Ivory Coast also planned for later this year. To find out more contact

sales.jro@rwandair.com



Relax in the sunshine.....

and unwind at magical **Sunshine Marine Lodge Zanzibar.** The twenty three rooms are located in seven double storey bungalows on the picturesque rocky cliff and surrounded by beautiful gardens. The spectacular views of the turquoise waters of the Indian Ocean and Mnemba Atoll, will be a balm for your soul offering peace and tranquility. It's also an ideal place for divers and snorkelers with it's very own dive team at Dive Point diving centre. Sunshine Marine Lodge kindly donated 2 nights for our silent auction.

To find out more visit http://www.marinelodgezanzibar.com





Standards in aviation in Tanzania. Known for their safety, reliability and friendly efficiency Regional Air have supported ISM many times before, and this year kindly donated two flights to Seronera for the silent auction. Check out their website at http://www.regionaltanzania.com



Che Che Vule Private Villa

A lucky ISM family bid for and won a weekend staying at the private Villa Che Che Vule which was donated by Moivaro lodge. Located on a secluded beach strip in Matemwe the house sleeps 10 people and comes with butlers, expert chefs, a fantastic location and everything you need for an exclusive relaxing stay on Zanzibar. They do weddings as well!

To find out more visit www.moivaro.com



HARMONY WITH NATURE

arama lodge and spa is an eco-friendly hotel on a small hill on the edge of Arusha. Close to town but not too far from either mountain it's the perfect place for visitors who are planning on either climbing the mountain or going out into the Serengeti for a safari. Plus for all those of us based in Arusha it has a great restaurant, a gorgeous yoga studio with classes and often hosts special weekends. There is also a really nice pool where you can relax and enjoy the surrounding forest. Karama Lodge and spa kindly donated a massage and dinner for two. For more information visit **www.karama-lodge.com**



Luxury at the beach.

Kijongo Bay Beach Resort is a luxurious and eco-friendly property located on the beautiful and less-travelled coastline of Tanzania. The resort is only a half-hour drive from Saadani National Park, one of Africa's only coastal game parks, and a short boat ride from Maziwe Island where the turquoise blue waters and the extensive coral reefs promise an exhilarating day of snorkeling, swimming or diving. Whether you are looking for a romantic get-away, a family adventure, or an exclusive get-together for friends, Kijongo Bay Beach Resort is the ultimate destination for sublime relaxation or the base for invigorating exploration. Contact: info@kijongobayresort.com; +255 (0)787 055 572;

www.kijongobayresort.com





Truly exceptional.

A big thank you to the Elewana Collection for donating a weekend for two at their sumptuous lodge The Manor which lies adjacent to the Ngorongoro conservation area. The Elewana Collecton of lodges, camps and hotels have been carefully selected for their unique location to the amazing spectacle of Tanzanian wildlife. Stay at one of the Collections' lodges and camps and you will leave with memories you'll remember for the rest of your life. With its 10 luxurious cottages, 20 suites and magnificent main Manor House, The Manor at Ngorongoro is a truly exceptional place to stay. The Lodge is based within a 1500 acre Arabica coffee estate and is reminiscent of an elegant up-country farm home in the Cape Dutchstyle of architecture. For more information please contact reservations@elewana. com or call +255 (0)754 250 630.



Making a difference

silia Africa is a pioneering travel ****company, operating 13 luxury camps and lodges. Their goal is to make a true difference everywhere they work, both on the pristine natural habitats where they operate and on the lives of the people living in and around them. Committed to delivering the best wilderness experience in Africa, Asilia very kindly donated two nights full board and accommodation in their Little Olivers Camp in Tarangire. To find out more about resident rates at Asilia please contact Edna Kubeka on +255736500515 www.asiliaafrica.





THOMSON SAFARIS

big thank you to Thomson Safa-**\ris** who are celebrating their 34th year of responsible tourism in Tanzania. Since the beginning, their goal has been to tread lightly on Tanzania's fragile landscapes and give back to the communities who have welcomed them so graciously. With a great team by their side, they have done just that.

They are looking forward to many more years of excellent, eco-friendly safaris and of giving back via their partner philanthropic organization, Focus on Tanzanian Communities, whose next project is a much-needed medical dispensary in Loliondo; they will be breaking ground on the dispensary within a ig thanks month. (www.FoTZC.org) to Saskia

Thomson

for once again donating donated 2 of the beautifully made glass the ny hand makes by their expert nights at one of s and bead fundis. Please their camps and loan visit Shanga's website tents to the school year www.shanga.org or their orkshop on Dodoma road round for events.

Arusha.

huge thanks to David Bulengo of **Upper Zonal**, for once again supporting an event at the school. David kindly donated beverages for the bar at our International Festival.

KARIBU HALL FUNDRAISER

.

We collected approx \$11000 during this event which is fantastic result for half a day or fundraising.

We would like to a say a very big thank you to the following who very generously donated to the silent auction held on the Karibu hall fundraising day

Coastal Air

2 Tickets to Zanzibar and 2 Nights at Mtoni Marine

Melinda A delicious dinner for 2

Tanzania Journevs 2 Nights at their Halisi Tented Lodge in Lake Natron

Unoplast 2 mattress of different sizes

Perspectivity 2 Days of Consultancy

Eliza Deacon Professional family photo shoot Mafia Island

2 nights at their Butiama Beach resort in Mafia Island

Tanganyika Flying Safari 2 Return Air tickets to Serengeti **Cultural Heritage**

A gorgeous Tanzanite Ring Serena Lodge

1 Night at Mountain Village

Marangu Hotel 2 Nights at Marangu Hotel

Arusha Hotel 1 Night at Arusha Hotel

Susan Simonson A Handmade quilt

Kaliwa Lodge

1 Night at Kaliwa Lodge Kuku Nzito

30 min lesson on an excavator

Vogt Family 2 Sets of Drip irrigation systems Fifi's Restaurant

Barista Training Tara and Simon's Walk

THANKS ALSO TO

Bonite Bottlers for their continuous support in all events... for the fridge, sodas and water Kilimanjaro Biochem for donating \$1500 Union Cafe for Tshs 400,000/-To all those who donated raffle prizes generously.

IB DIPLOMA PROGRAMME

STUDIES IN LANGUAGE AND LITERATURE OF HOWLEDGE

TR PROACHES TO LEARNING

REATIVITY, ACTION, SERVICE

NTERNATIONAL-MINDEDNESS

RPROACHES TO TEACHING ESA

REASONS why the IB DP is ideal preparation for university

I IT INCREASES ACADEMIC OPPORTUNITY. Research shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

> 2 IB STUDENTS CARE ABOUT _ MORE THAN JUST RESULTS.

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

Z IT ENCOURAGES YOU TO BECOME A **O**CONFIDENT AND INDEPENDENT LEARNER For example, the extended essay requires independent research through an in-depth study.

The DP is recognized globally by universities and employers

GRADUATES ARE GLOBALLY MINDED. Г \mathcal{I} Language classes encourage an international mindset, key for increasingly globalized societies.



THE IB ENCOURAGES OCRITICAL THINKING.

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

7DP STUDENTS HAVE PROVEN TIME MANAGEMENT SKILLS

Take good study habits and strong time management to further education and the working world.

TI ASSESSES MORE THAN DEXAMINATION TECHNIQUES. Learn to understand, not just memorize

facts or topics and prepare for exams

SUBJECTS ARE NOT **7** TAUGHT IN ISOLATION.

Theory of knowledge (TOK) classes encourage you to make connections between subjects.



You are able to choose courses from six subject groups and study subjects at different levels.

Based on IB research - www.ibo.org/research

DIPLOMA COMES TO ARUSHA

Shannon Howlett our Diploma Co-ordinator in Arusha gives us the low down.

As I write this we've just waved off **Dr Robin Worth**, Admissions Director of Harvard University who visited both our campuses earlier this year and gave inspiring talks to students and parents on the US University application process.

What was her biggest and most important point about the kind of students an Ivy League University like Harvard is seeking? A well rounded academic student, who can demonstrate mastery of essential content and skills but who also comes with a rich and colourful personality and a portfolio of experiences and actions that will add to the already dynamic environment at the Harvard campus. As Anthea Rowan wrote in an earlier issue of the Summit "We know for certain that our children futures will differ radically to our present which is why educating them in the way we were probably wouldn't be useful"

This is exactly what studying the International

Diploma aims to provide our students with, ensuring that students study a rich variety of subjects, and allowing them to study subjects of interest in deeper detail. In addition, through the uniqueness of the Creativity, Action and Service (CAS) component of the Diploma Program, students at ISM learn to become active and contributing members of society while developing depth of character. In summary the I.B. diploma helps create, and is an indication of, a much more textured and colorful picture of a student's whole high school career

As a school its an exciting and momentous time for us all this year as we introduce the IB Diploma onto our Arusha Campus. Of course we all know that our Moshi campus was the first IB school in Africa and has a wealth of experience in delivering this world renowned qualification. This will now be available in Arusha for day students based in the area.

IB DIPLOMA SUBJECTS ARUSHA CAMPUS **English Language & Literature GROUP 1** LANGUAGE & LITERATURE Swahili literature **GROUP 2** LANGUAGE ACQUISITION **GROUP 3** INDIVIDUALS & SOCIETIES **Economics Environmental Systems & Societies** Geography History **Psychology Information Technology in a Global Society GROUP 4** SCIENCES **GROUP 5** MATHEMATICS **Mathematics Higher Mathematics Standard Mathematical Studies GROUP 6** ARTS & ELECTIVES

A DAY IN THE LIFE OF AN IB DP STUDENT ON ARUSHA CAMPUS

The typical day of a DP student is one filled with stimulating intellectual challenge balanced out with active involvement in a variety of activities. A DP student might begin his/her day being involved in an engaging lab in a Standard Level Biology class followed by a healthy debate on literary themes in a Higher Level Language B class. A later discussion in the Theory of Knowledge class might find DP students pondering how we know what we know and drawing links to all of their subject areas. When not attending a Higher Level class, the DP student has time to catch up on his/her work in scheduled study blocks. At this time, the student might meet up with peers to work on a group assignment, check in with an Extended Essay supervisor or update their CAS portfolio.

In the afternoon, you might find a committed DP student improving upon a specific skill on the basketball court, mastering a challenging piece of music on the violin or organizing a fundraising campaign to improve access to education for impoverished youth. Through the three strands of CAS (Creativity, Action and Service) students are able to take on personal challenges through their participation in real and meaningful activities. Reflecting upon their participation in a CAS activity might have a DP student contemplating his /her role in making the world a better place. In the evening, you might find a DP student completing an assignment for an on-line course such as Information Technology in a Global Society. The day wraps up with some much needed and well deserved time spent with family and friends.

PROGRAMME OPTIONS

Full IB Diploma students in the full ib diploma program study

- Six subjects
- An extended essay
- A theory of knowledge course
- Creativity, Action and Service (CAS) activities

ISM High School DiplomaProgramme students may elect to study for the ISM High school diploma which consists of

- Five or six IB Diploma subjects at Higher or Standard Level.
- Creativity, Action and Service (CAS) activities.

*Students enrolled in both the Full Diploma and the ISM High School Diploma Programme take part in the CAS program and Life Skills class.

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Tara Pierre-Nina reports on the RYANDAN GENOC SYMPOSIUM

that was held on Arusha Campus.

On the 2nd of May 2014 ISM Arusha hosted a Rwandan Genocide Symposium to commemorate the 20th anniversary of the Genocide that occurred over the span of 100 days from April 1994 to mid-July, and resulted in the tragic deaths of up to 800,000 to 1 million people. It allowed various schools, including ISM Arusha and Moshi, St. Constantines, Braeburn, St. Judes and Orkeswa, to come together and acknowledge those who lost their lives in the struggle between two peoples and hear first-hand accounts of the Rwandan Genocide, as we were fortunate enough to have both **Ms. Immaculee Nsanzuwera** and **Mr. Deo Mbuto**, survivors of the Genocide, share their stories with us.

The attending schools also had the opportunity to learn more about Genocide and what it is from **Mr. Anees Ahmed**, the Chief of Judicial and Legal affairs for the United Nations International Criminal Tribunal for Rwanda, and listen to an inspiring speech by guest speaker, **Mr. Abubacarr Tambadou**. One of the foremost messages communicated through this particular speech was that; it is when people turn a blind eye to the abuse of Human Rights that conflict arises and that it is each individuals responsibility to stand up and act in order to work towards lessening the chances of an event such as the Genocide that occurred in Rwanda, and the other examples of Genocide and violence that have occurred repeatedly throughout history, from happening again.

Students then performed activities in inter-school groups before the symposium was brought to a close by **Mr. Burcuwitz** who introduced the idea of 'Spark-on' encouraging students to take initiative and perform tasks, no matter how large or small, to make a difference by doing something for a person or people.

We are, after all, despite our differences, be they religious, ethical or political, all citizens of the world.

Thank you very much to **Mr. Zvikomborero Katsande** and **Mr. Rick Fitzpatrick** for taking the time and initiative to organize the symposium... Spark on!







Primary



BUGS, FROGS AND SUNFLOWERS

This year the EC class in Arusha was completely full says Ishbel, Anne-Joyce and Sada!!

The EC teaching team Ishbel, Anne-Joyce and Sada have had a diverse group of enthusiastic students representing 12 different nationalities. Following the ever popular Five Senses unit in the second quarter, EC have been collecting and observing bugs and caterpillars for their Life Cycles unit. They have learned that the world is full of living and non-living things and discovered that the biggest living thing is not an elephant or a blue whale but a tree! If you want to know the developmental stages of frogs and butterflies don't hesitate to ask an EC student. Our sunflowers are growing rapidly and we hope to see yellow flowers soon.

We also learnt the songs for the primary production Pinocchio in the last quarter as well as celebrating Book Week with lots of fun book related activities.

Moshi EC update

The early childhood class completed a science-based unit with the central idea, 'All living things go through a process of change.' We tuned into this unit by 'unpacking' the central idea. This involved thinking about the meaning of the words 'living' and 'change.' The wonderful environment of Moshi campus helped us enormously as we wandered round looking for living things. The children inquired into many life cycles starting with the human life cycle and this gave them an understanding of how they have changed since they were babies. Other life cycles that we inquired into included butterflies, frogs, hens and plants. We grew sunflowers and kept a growth diary and also watched pea seeds sprout inside a glass jar! At the end of the unit the summative assessment involved students working

together in groups inquiring into life cycles of their choice and presenting in their own way. We had presentations in power-point, paintings and models on the life cycles of whales, grass hoppers dolphins, cheetahs, leopards, crocodiles and snakes. Well done EC! You were great inquirers you showed curiosity and worked cooperatively!

WELCOME TO ARUSHA TODDLER GROUP

Kairi

Our toddler group caters for children aged between 0 and 3 years of age and runs from 2.30pm until 4.00pm most weeks. It's a wonderful way to make connections for the children and for mums to get to know each other as well.

For more information on dates for the 2014 - 2015 school year please contact the main office at Arusha reception or call +255 27 250 5029.

IT'S ALL CONNECTED

This year, **P1/2 on Arusha students** explored the needs of living things through different perspectives. First, we aimed the lens at ourselves as we investigated factors which contribute to a healthy lifestyle. We learned how our choices about nutrition, hygiene, exercise, rest and relationships affect our bodies, and then began to take action by setting goals to be healthier. Next, the children found out about the needs of various plants. Students identified that most plants share the same needs, just in varying conditions and quantities. In Semester Two, the students explored how people live and work within organized communities. After our class visit to Olasiti village, we analysed and compared how different communities meet their needs in different ways. Finally, the children inquired into how people's actions cause animals to become endangered.



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ALIVE

WE HAD A FANTASTIC BOOK WEEK with P1/2 in Moshi this year. You can see us all dressed up as our favorite characters on the contents page. Here we're being read to by two readers...... Annalee being pinkilicious and Mr White reading Zog! We also wrote book reviews and here is an example. It was a great year.

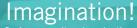




Proud to live in **TANZANIA**.

In Moshi P2/3 students had fun with creative writing and optical illusions during our Imagination unit. We loved all the hands-on activities and experiments during our Simple Machines unit. Yet the Tanzania unit may end up being our favorite of the year! We kicked it off by considering where we are on the globe and then we zoomed in from Earth to Africa to Tanzania to Kilimanjaro all the way to ISM. Guest speakers have told us about their tribes and village life. The students have created wonderful works of art that reflect the beauty and culture around us. We are all proud to be living in Tanzania.

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and

During our unit on imagination, Arusha P2/3 inquired into different ways of expressing themselves. We learned about abstract art and amongst others looked at the work of Henri Matisse. As a class, we tried to create a big piece of art, inspiring ourselves by Matisse's known collages. We created geometric shapes as a background and added organic shapes on top. We were challenged to think about composition and colour and had fun putting it all together.

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HOW WE EXPRESS OURSELVES

On Arusha Campus our P4 class inquired into the different forms of art and creative expression through art and the role of art in society. This was a fun activity consisting of using facial expressions to show different emotions. The unit helped students to understand that there are many different art forms to use when expressing your feelings or emotions. For the summative assessment task students used a form of art to create awareness about an issue of choice. We had lots of fun taking the passport style photos too!

MOSHI P3/4

The central idea for our third unit of inquiry was, "the arts are an avenue for creative expression". P3/4 on Moshi campus had great fun learning how to create flour paste batiks. They started by designing a pattern which was then transferred to a piece of material. We learnt how tricky it can be when one applies the flour paste to the material and the need for working slowly and carefully. We also gained a new appreciation of how much work goes into the making of these pieces of art. Once we saw the finished product, we were all very proud of our final results.

Expressing ourselves through poetry was another avenue we explored and the students were able to produce some outstanding pieces of writing, incorporating many of the skills we had learnt during language lessons, including the use of adjectives and similes.

White is the colour of soft snow, White is the feeling of being creative, White is the colour of recold lemon-White is the smell of othery glue, White is the sound of lightning. While 15 ME. 124: Doris van zwetselaar





Primary









Camping

Arusha P5 & 6 took their inquiry into weather with them on a two night camping trip up the west slopes of Kilimanjaro. It was a hands-on way for students to experience some of the weather-related concepts we've been discussing in the classroom in addition to getting to know better know themselves and their peers. Talking about transpiration and evaporation in the classroom is interesting, but watching Kilimanjaro disappear under a cloud of its own moisture as the day warmed up was a real 'ah-ha' moment. Students conducted experiments looking at how air pressure affects weather and why evaporated water condenses back into rain. Camp was also an opportunity to grow in other, less academic ways. From organizing their tents, to scrubbing pots after supper, signing up for the 'talent show', to hiking through the bush, students were stretched in different ways. In reflecting on camp once back on campus, students said:

"You learn with your body instead of your head; it's like a new way to learn."

"I learned that you don't always get the food that you like you have to eat it in order to survive."

"When we go to camp we get closer to our topic. For example, on the Simba Farm trip we learned lots about clouds and did experiments with low pressure and high pressure."

"... a lot of students (counting me) learn better when they are outside, because they can get distracted, tired and sometimes feel trapped inside."

"When students go on camp they might work better with a person than they did before because they worked with them on camp."

"When students go on camp they bond by spending more time with each other learning and having fun."

We were all tired and glad to be home at the end of two days, but deep inside, I think we all wanted to turn right around and go straight back out there.

A busy year! Goodness me it's been non stop action for

P6 on Moshi Campus. The highlight was undoubtedly the three day field trip to Simba farm which we undertook as part of unit on, 'Wild Weather'. On camp, we studied weather and applied our learning from the classroom as we recorded wind speed, wind direction, rainfall and air temperature. Soon after arriving the children took a relaxing stroll in the fields overlooking a hazy Kenya. During late afternoon on the second day we watched the crimson sun setting over Meru and Amboseli and then star gazed at night, watching distant satellites moving across the sky. On the second afternoon the children made a trip to Simba farm itself learning about the impact of the rains on the crops at different times of the year. On the last evening the children performed an enthusiastic and thoroughly enjoyable cabaret night. Throughout the trip we ate great food cooked by mzee Maro who the children helped to prepare each meal! The greatest learning experience for some? Many children washed dishes for the first time in their lives!!









A brand new shopping village set in 4 acres of landscaped grounds. Open 7 days a week with ample parking, Sable Square Village offers visitors a wide range of shops and restaurants.

Sable square is located next to ISM (Arusha Campus), just past Arusha Airport.

SABLE SQUARE SHOPPING VILLAGE Dodoma Road Arusha Tanzania, Tel: +255 763 815 553 Email: info@sablesquare.com For detailed map showing where we are go to our website www.sablesquare.com



SHOPS

The Tanzanite Experience All Mart Supermarket Banana Box This N That Maasai Woman's Art Rangi Rangi Antiques & More Sepia Safari Art The Green Room TZ T's A Novel Idea The Book House Bistro Traveller Tree Gadgetronix Veggie Garden Food Lovers Market Panarottis Restaurant Butcher Shop Asanja Africa Nimali Safaris

We still have some space available. To find out more contact Laura on gm@sablesquare.com



GRADUATION

It has been a while since we've been able to celebrate graduation day in the summit. So this year we've put together a graduation special stretching back over the last six years to remind us about this very emotional annual event. **ENJOY!**











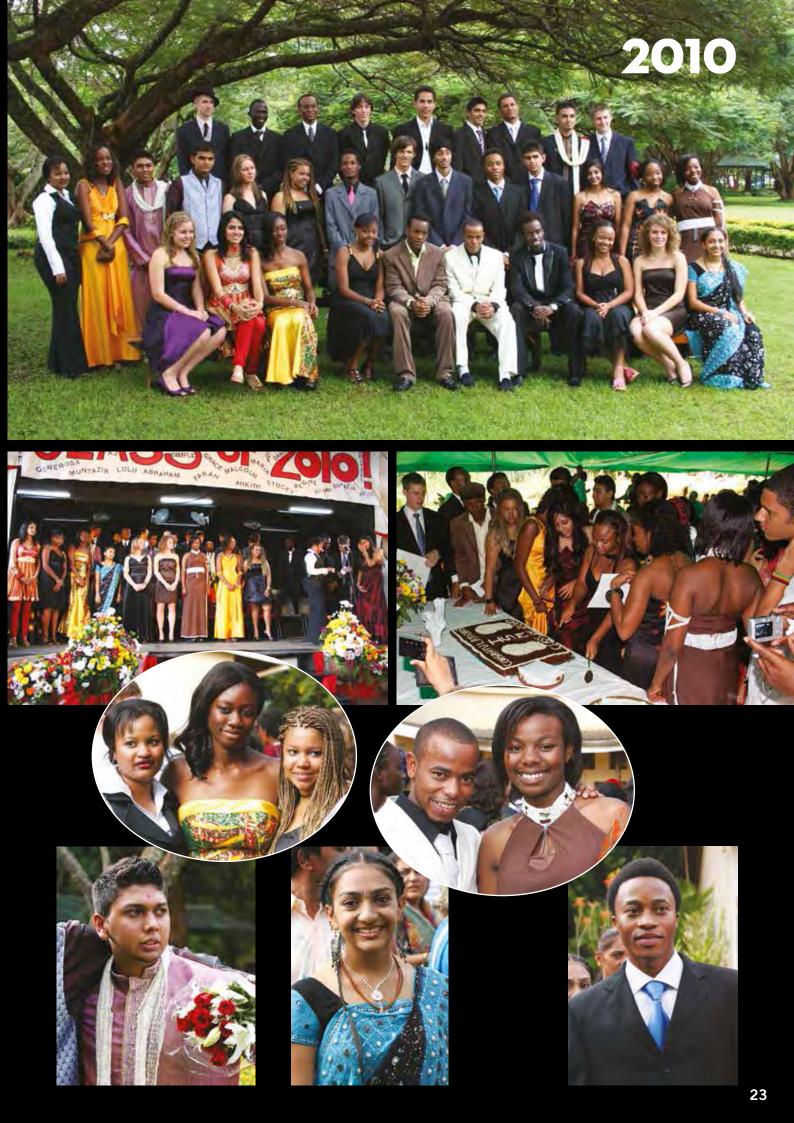






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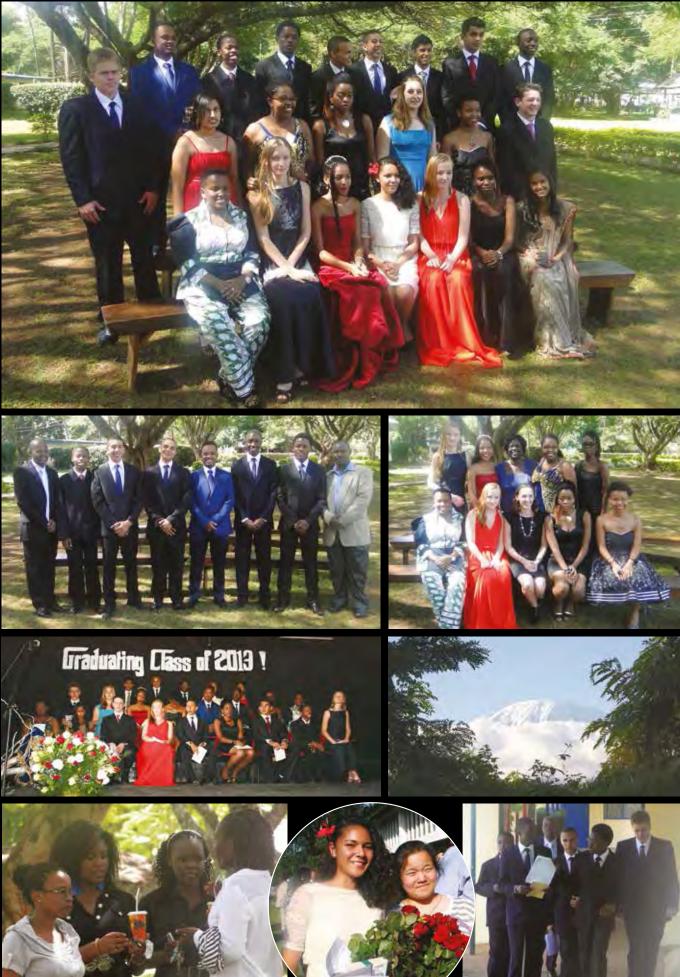


















No.of Rooms: 22 Charming Deluxe Rooms & 7 Spacious Suites. All rooms are styled in tasteful African decorative Flair.

The Baobab Restaurant: Serves Local Cuisine and well known International Cuisine.

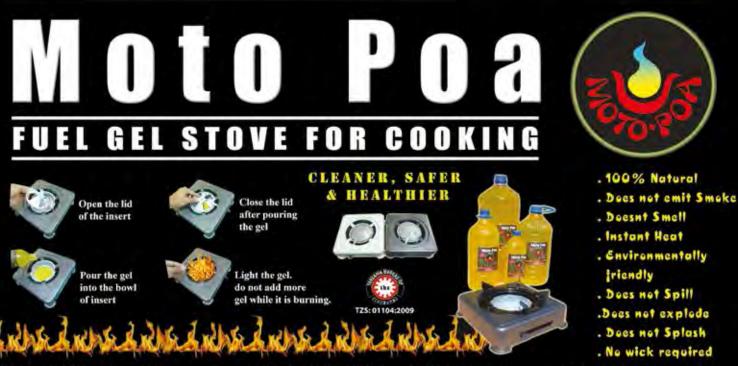
The Serengeti Pool Bar: Serves Crafted Cocktails Conference Room: Capacity 40 - 45 pax. Tailor-made conference packages are available.







Contact us for Reservations and Enquiries : www.theafricantulip.com or Email : info@theafricantulip.com Telephone : + 255 27 254 3004/5 | Mobile: + 255 783 714 104 | Facsimile: + 255 27 254 3006



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THE STUDENT GUIDE TO DORM LIVING

Our students decorate their dorm rooms beautifully so boarding at ISM is as comfortable as being at home sweet home. Summit went round the campus taking pictures of students around their school home and encountered a lot of very happy people!

A few tips for new boarding students from Milou Nijenhuis and Valentina Braeu in Kijana girls boarding house.

"Try to be tolerant of others" - MN

"Be friendly, welcoming and open-minded" – VB

"A boarding school with an extensive range of facilities that provides the individuals with an opportunity to have a healthier mental and physical lifestyle" - LM

"The ability to live in such a diverse environment is thrilling as you can step out of campus and enjoy/observe the hustle and bustle of Moshi town at the foot of the Kilimanjaro". – LM

"The view of the mountain is spectacular especially in dawn as you jog through the school running trail" - LM

What did you think about ISM boarding before coming to ISM?

"Thought it was going to be different from home (Germany), where I would gain new experiences and make new friends. "– VB

"Good time management especially for the Diploma students, provides a stable environment where you can organize your time efficiently, attain help from your peers and hav e an enjoyable time" – MN







IN JANUARY 2014 THE FIRST COHORT OF MYP SCHOLARSHIPS STUDENTS STARTED ON ARUSHA CAMPUS.

NICE JACOB

AGE 14 NOW IN M4

WHERE WERE YOU BEFORE?

I attended Arusha day school in town near the clock tower.

WHY DID YOU DECIDE TO APPLY FOR THE SCHOLARSHIP?

Well I thought I'd have a go. I saw the ad and decided to go for it. I have always wanted to attend an International School.

MAIN DIFFERENCE FOR YOU IN TERMS OF LEARNING?

Most things are done on a computer rather than just using books which is quite different from my former school. Also at ISM we have a lot of activities going on like sport while at my former school we had none. Learning at ISM is more realistic like in science we do practical experiments and have experiences that I never had in my former school.

FAVORITE THING SO FAR?

My favorite thing so far is how my studies are getting better and I have wider range of knowledge since I have started my personal project which gives me a lot of knowledge and how is you can learn a new thing and practice it at the same time in education.



MIRIAM ISSA AGE 15 M4

WHERE WERE YOU BEFORE?

Secondary school called Kaloleni a mixed TZ state school in Arusha.

WHY DID YOU DECIDE TO APPLY FOR THE SCHOL-Arship?

I have always dreamed about going to a school like ISM. Because I knew a teacher from ISM Moshi who has brought me to concerts at ISM Arusha and I saw how happy everyone was. Subjects like art music and drama weren't available at my old school and I really wanted to experience these subjects.

MAIN DIFFERENCE FOR YOU IN TERMS OF LEARNING? In my old school the learning was tough because if we did something wrong we got into a lot of trouble. But at ISM you can make a mistake but there's a whole process of learning from the mistake. Work wise before I never had homework whereas at ISM we have homework everyday.

FAVORITE THING SO FAR?

The school canteen and now I have lots of friends and the school environment is really great and emphasizes learning.

SO HOW IS IT?

It was hard to start with but I'm settling in now.

WHAT HAS BEEN THE HARDEST THING TO GET USED TO?

First off I felt weird fitting in as I didn't know anyone.



FRANCIS BRADBURN

AGE 13 AND IN M2

WHERE WERE YOU BEFORE?

Imani primary school which is a mixed TZ state school.

WHY DID YOU DECIDE TO APPLY FOR THE SCHOLARSHIP?

I thought the scholarship would help me to get jobs easier in the future and I want to go to University.

MAIN DIFFERENCE FOR YOU IN TERMS OF LEARNING?

It's different because the children, teachers and syllabus are really different. Here at ISM it is a whole new experience for me

FAVORITE THING SO FAR?

I have made lots of new friends and the school has a pool ... I really like swimming and we do lots of football

PLANS FOR THE FUTURE?

I would really like to be an engineer in a large plane like an airbus.



DERRICK AMOS

MYP SCHOLARSHIP STUDENT ARUSHA

TELL US A BIT ABOUT YOURSELF.

I'm Derrick I'm 14 and I've just started in M3. Before I came to ISM I was at Ilboru Secondary school and before that I went to Green Acres primary school. I live with my family in Arusha and I have 2 sisters who are currently studying at Green acres.

WOW YOU'RE NOW AT AN INTERNATIONAL SCHOOL. HOW DOES IT FEEL?

In a word GREAT! I feel so good that I have accomplished my dream. I hadn't planned to apply to an International School but when the opportunity came up - my mum saw the advert and told me about it - I thought it was my one chance to give my dream in real life a go. When I applied I believed in myself but there was very tough competition to I wasn't sure if I would get in.

WHAT HAS BEEN YOUR BIGGEST SURPRISE?

The technology utilization and access to the technological world has been the biggest difference between the schools I have attended up until now! There are so many opportunities available at ISM. I have access to subjects and activities which I didn't have before.

BEST THING SO FAR?

I am really happy to be in this amazing environment and making new friends from all over the world.

MOST DIFFICULT THING SO FAR?

Dealing with challenges like for example I am not a fish.....l'm working hard to catch up. The curriculum here. At ISM we have computers and access to information and the teachers question us and challenge us on every level. The critical analysis application in what we're learning is really pushing me right now.

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PLANS FOR THE FUTURE?

Once I finish the middle years programme I hope to good swimmer and everyone here is like a professional apply for a scholarships to do the IB Diploma and from there I want to go onto University. I love math and sciis very different and the way the teaching happens ence so maybe I'll want to do one of these subjects at Uni. Fingers crossed I will achieve my whole dream!

RAFAEL HOLT MOSHI CHEMISTRY AND ENVIRONMENTAL SYSTEMS & SOCIETIES TEACHER

WHAT DO YOU DO OUTSIDE OF CLASS? ANY HIDDEN TALENTS OR EXTREME HOBBIES?

I love being active and my list of favourite hobbies extends from squash to surfing, which I try to do as often as possible. Since I've been in Tanzania I've developed a taste for mountain biking, and I cycled round Kilimanjaro last year; that was pretty tough! I also like travelling and going on short trips, especially to remote places or non-touristy places which have not been too touched by humans, and are as pristine as possible. Tanzania is a pretty good place for that! I generally like trying new things, like Ultimate Frisbee which I learnt here, and, as you can see in the photo, bungee jumping... even though I'm scared of heights!

SO, DO YOU CONSIDER YOURSELF AN ENVIRONMENTALIST?

I think it would be hypocritical for me to say that since I drive a Land Cruiser and I fly quite a lot, but I suppose I have an inclination towards being environmentally aware. I love to learn about the environment and try to minimise my footprint.

WHAT, FOR YOU, IS A PERFECT STUDENT?

An ideal student is one who cares, wants to learn and is interested. Those that have multiple interests and are able to show empathy, generosity, and the ability to want to try new things; a desire to broaden your horizons and step outside your comfort zone are also attributes I like to see in a student. A good sense of humour adds the finishing touch.

WHAT IS THE FUNNIEST THING THAT HAS HAPPENED TO YOU IN CLASS, EVER?

There have been a few, but one that sticks in my mind the most was when I was still a student teacher in the

UK and I was doing a lesson where I was demonstrating the reaction between aluminium and bromine in a portable fume cupboard. Being young and inexperienced, and also partly because I do very much enjoy exciting reactions, I wanted to impress my students. So I decided to double the quantity of the chemicals from the recommended amount — and you can imagine the results were spectacular to say the least!

There were lots of sparks and lots of smoke, as I expected, but then the reaction kept going and wouldn't stop. The portable fume cupboard was unable to cope with the sheer quantity of bromine vapour, so it started to billow into the classroom and eventually the entire science block! It had to be evacuated until the fumes were extracted. I had to apologise to a lot of people afterwards; it was a very big lesson for me as a student teacher.

WHAT DO YOU LIKE ABOUT ISM?

Well, I like the warm and giving people who work here, the school environment, and the students. I like the whole community feel you get from a small school like ISM.

IF YOU HAD TO SAY SOMETHING ABOUT Tanzania/Moshi in a nutshell what Would You Say?

I think the people in this country are very warm, and I really like the fact that people here are generally happy and cheerful despite not having everything they might like to have. When I look back to when I lived in England, I see how miserable people were in comparison and how much they complained. This has made me re-evaluate my priorities in life and it's one of the main reasons why I've decided to stay here: it makes you think about the things that really matter.





#BRING BACK OUR GIRLS

On the 14th of April 2014, the terrorist group Boko Haram kidnapped nearly 300 girls from a Nigerian government school. Boko Haram is a militant group terrorizing the people of Nigeria through different forms of attacks including bombings and kidnappings. These girls were taken to prevent them from receiving an education. It took the media far too long to share this story. Two weeks after the event, media attention was minimal.

The lack of awareness motivated the Girls Empowerment CCA at ISMAC to take action. The girls got together to make signs and posters with messages such as 'Humans are NOT Property,' 'Girls are NOT for sale,' and '#Bring-BackOurGirls.' The girls then hit social media, from Facebook to Twitter, Tumblr, and Instagram. Within 48 hours some of the photos were viewed over 5,000 times.

While the girls have created great awareness, more importantly, they are asking, "What can we do next?" There is no end to this story, as limited access to education is the reality for many girls around the world. Please continue sharing, liking, reposting, and spreading the message to #BringBackOurGirls.



AN ISM OUTDOOR PURSUITS TEAM TAKES A BREAK AT THE THE LEVEL THREE TRIP IS ONE OF THE PRACTICE TRIPS FOR THE HIGHEST MOUNTAIN IN AFRICA.

> Students have to pack for 3 different climates. Montane forest, where it can be chilly and dry. Moorland trekking, which features wind, solar exposure and if you're unlucky rain. Alpine desert, which is rocky, windy and where you experience the first affects of altitude. Lastly the summit, which will be freezing, and a very challenging environment. So those packs have to work very hard!

Walking over the rocky terrain our group's bodies have to take the strain on their knees as they clamber over rocks and deal with a slippery gravel terrain. When they summit this will change to ice and snow at altitude.

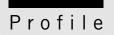
To prepare for summiting Kili students have to work on their fitness level, getting used to being active at altitude so that they can fulfill the famous ISM OP rule of carrying your backpack all the way to the top!

BASE OF MAWENZI AT 4600 METRES ABOVE SEA LEVEL. SUMMITING **KILIMANJARO**

The camaraderie and team spirit that the experience inspires forges firm friendships and gives our groups an outstanding learning experience. Students are graded on their input into the trip which will result in a certificate that will give them fond memories in the future.

As they descend they'll be glad to reach the first hut where they prepare their food together as a team and enjoy discussing the day's walking and climbing. Even the simple huts on the mountain feel luxurious after a grueling day of summiting Kili.

> Finally at the end of any climb whether it's a trip to Meru, Kili, the Usambara or the Pare mountains the exhilaration of a great team spirit and a successful trip envelopes everyone as they compare experiences and cherish the photos that remind them of their great time together.



LEONARD IRMSCHER WE MET ON THE PLANE TO AMSTERDAM AT THE END OF LAST QUARTER. WHERE WERE YOU GOING?



Well I go to school at ISM Moshi campus but my family lives in Dresden, a very beautiful city in Germany.

SO HANG ON A SECOND YOU MEAN YOU ATTEND SCHOOL IN MOSHI BUT YOU ARE FROM EUROPE?

Yes. First of all I have always been educated in an International environment in a school in Germany in my home town. I'm very sociable and when I was in M4 I lost focus and interest in being at school there. This led me to start looking for other possibilities. I wanted to go somewhere else and take a risk and do something different. The summer before I came here I visited Namibia with my parents; this was my first time in Africa and I loved the friendliness the people and the natural environment there. This is when I first became interested in Africa. After this experience I decided I wanted to go away to school and so I asked the director of my last school for advice and he knew Mr White head of Moshi campus and put us in touch.

WHAT HAPPENED NEXT?

I started in Moshi in M5 and since then my educational life has changed dramatically for the better. I'm doing very well, really enjoying my school life and I feel it has really developed my character. I feel more stable and together and I don't take life for granted anymore. Every holidays I go home to Germany to be with my parents.

SO WHAT'S SO GOOD ABOUT ISM?

The education is great here. The teachers are very well trained have a lot of experience and the teaching community is made up of a good mix of personalities which is important. At the end of the day a great school is all about having great teachers.

HOW DOES IT COMPARE WITH YOUR LAST SCHOOL?

Educationally it's very similar in terms of the curriculum, and even better on the teaching front, but the environment for studying here is totally different. I just love the environment. You feel more welcome in the community and as the campus is so beautiful you really feel close to nature which you don't feel when you're in a school in Europe made of concrete blocks. It has a free feeling being on the campus more than if there where modern buildings and this enhances the educational experience.

Educationally it's on a par with a European school. I believe its better - facilities aren't quite as modern but in a way this enhances the teaching and teachers have to be more resourceful and therefore more interesting in the way they approach classes.

D2 NEXT YEAR. WHAT ARE THE PLANS?

I have a dream. I would like to do really well in my Diploma plans and go to Oxford University and study law! A big dream but I'm sure if I try hard enough I'll get there. I'm interested in majoring in patent law.

ANY ADVICE FOR A STUDENT CONSIDERING WHETHER TO DO EMBARK ON THE IB DIPLOMA PROGRAMME?

Obviously I believe it's a great thing to do. You are required to study a wide range of subjects but these subjects are still studied in great enough depth to allow you to develop an enjoyment and interest in them which is very important.

AND FINALLY....

I am really enjoying myself here and will never forget my experience here at ISM. It's been wonderful.

THE MIDDLE YEARS PROGRAMME. What is it and why is it ideal for adolescents?

offers the Middle Years Programme (MYP) to student's aged 11 to 16. Created in 1994, the MYP was created essentially as a radical response to the senseless and irrelevant learning that was seen by many to be happening in Middle School classrooms. It's a progressive curriculum that demands a progressive teacher. It is an academically rigorous course which has become well known for building resilience and character. The fact that our students openly praise the MYP speaks volumes for its relevance to young people.

20 years since its launch, August 2014 marks some significant changes in the MYP. These changes, coupled with many features remaining, are highlighted below.



MYP students study a wide spectrum of subjects. The MYP at ISM includes familiar subjects such as English, French, Swahili, Music, Mathematics, Sciences, Life Skills, Technology, Visual Arts, Drama, Physical Education, Humanities (History, Geography plus Economics).



CONTENT: Yes, facts are important to teach (the biggest bone in the human body is the femur). So are topics (mammals, trigonometry, rhyme, jazz). In other words, content matters. Skills are essential too (referencing and lighting a Bunsen burner).

CONCEPTS: These are the big ideas. Exploration of concepts requires students to demonstrate levels of thinking that reach beyond facts, topics and skills. Students gradually move towards a deepening of their conceptual understanding as they approach concepts from a range of perspectives. The MYP now defines 16 'KEY' concepts although schools can add their own as they see fit in the contexts they find themselves in.



LINKS BETWEEN SUBJECTS: are made when you look at these key concepts, you might think 'but these could apply to any subject'. Exactly. These key concepts help make links between subjects, which the MYP sees as vital to deeper understanding. Great historians appreciate the role of science and art. Politicians are expected to know a lot more than politics. Environmentalists are naïve if they only see their issues through an ecological lens. Students study what are called interdisciplinary units in every year of the programme. We know the complexity of real life requires interdisciplinary perspectives.



DEEP SUBJECT LEARNING: Making links between subjects is only worthwhile if it deepens understanding within each subject as well as between them. Key concepts help link subjects but it is the 'RELATED' concepts that promote depth of learning and each subject has their own.

CONTEXTS: Concepts are learned within a context. This context is always global although one hopes it is also applied locally to make it less abstract.



INQUIRY, ACTION AND REFLECTION: The MYP emphasises this learning cycle. The new view of critical thinking is less about solving problems and more about asking the right questions before springing into action. It goes without saying that the best thinkers reflect critically on these questions and actions and in the process become wiser.



SERVICE: this is a particularly important example of action and is required by every student in every year of the programme. Helping, and learning from, other communities and our own offers young people invaluable opportunities to make a difference.

ASSESSMENT: each subject has four criteria, which ensure that students are assessed on a wide range of skills particular to that subject. For example in Science, the four criteria are 'Knowing & Understanding', Inquiring & Designing', 'Processing & Evaluating' and 'Reflecting on the Impacts f Science'. From 2016, students in the final year of the programme will have an option of doing innovative on-screen examinations. The same electronic exam will be taken by students all over the world in subjects such as Languages, Sciences, Mathematics and Humanities (History/Geography/Economics). Some subjects, such as Physical Education, Music, Visual Arts, Drama and Design require students to create electronic portfolios and record performances. THE PERSONAL PROJECT: For students completing the programme in year 5, the personal project is a culminating experience in which students create a self-directed piece of work. This is scored externally by the IB.



These features of the MYP create an age-appropriate, challenging and internationally-recognized course of study for young people aged 11 to 16. Maintaining the IB's spirit of international collaboration, the programme was designed in consultation with educational experts and IB educators from over 100 pilot schools (including ISM) in 46 countries.

As the IB frequently acknowledges, the birthplace of the MYP is at ISM Moshi Campus. Back in 1980, Lister Hannah, a former Director of ISM, initiated the development of a curriculum which eventually led to what we now know as the MYP. We are proud of our historical connection in much the same way that we are appreciative of the complementary words about ISM from the IB which states that "the school has continued to embrace the philosophy of the MYP in its day to day practice. The school has clearly focused on the learner profile in every aspect of its daily life. A climate of open communication and respect was clearly evident across the whole campus. It was apparent that the teachers have invested a lot of time and effort in order to develop the programme to its current level."

The number of IB schools is approaching 5000 worldwide. The number of schools offering the MYP has increased by over 85% in the last 5 years. It is clear that the MYP, including its new innovative changes, is set to bring even more engagement and relevance for young people across the globe.

CREATIVITY, ACTION, AND SERVICE AT ISM CAS co-ordinators Madeline Leno, on Moshi campus and Annette Wood from Arusha report on this years CAS projects.

CAS, an acronym for Creative, Action, Service, is the rigorous extracurricular program required for all students wishing to achieve an International Baccalaureate Diploma, and it is at the very core of what the IB represents. These activities provide students with real-life opportunities to put what they have learned into action, and apply their knowledge and skills by assisting their communities, expressing themselves artistically, and challenging themselves physically. This year, through the collaboration and dedication of students, teachers, and our maintenance staff, the 2014-2015 school year has seen an explosion of new CAS activities available to our students.



MOSHI

Many of our service opportunities have involved the beautification of local schools, and our enthusiastic students, this year has seen the proliferation of student-led initiatives as well. **Komal Mudher**, a D1 student, teamed up with two D2 students, **Upendo Minja** and **Rafikiel Seyvunde**, to start a project painting murals on the walls of **Moshi Kindergarten**. Komal explained,

"I was inspired to begin my Self-Initiated CAS during M5 while completing my Personal Project, which was to make posters that were donated to primary schools. I think the murals are making a positive impact in beautifying the school, and the ISM students are all working really hard."

Anna Malya, a Swahili teacher and supervisor for this project, exclaimed, *"The Painting Moshi Kindergarten CAS has been very exciting for the students from ISM as well as the students from Moshi Kindergarten, who are always waiting at the windows every Thursday, waving anxiously. We really enjoy this because it shows appreciation and how we are all neighbors, rather than living in an isolated international school community."*

PROJECTS IN MOSHI THIS YEAR

- Construction of an ISM community garden, facilitated by ISM gardener Yustino K. Mwakindo.
- Programs with local organizations Mkombozi and Msamaria, which both run a center for street children.
- Partnership with NGO WATU, and their school, Shiri School, as well as the NGO Childreach, which connects ISM to different primary schools for similar programs.
- Creative activities such as Woodwork, taught by **Mr. Kimaro**.
- Performing groups, such as the school Rock Bands and Dance Teams.
- Performances at the Sports Weekend, numerous end-of-term formal dinners, and the International Festival at Arusha Campus.

HARD Labour

ISM's famous weekend "Hard Labor" trips have been in full swing this year. The main organistion we have partnered with have been **Mwika Integrity School Marangu**, a school primarily for orphan children. Our students painted and plastered at the site and constructed an entire stone and cement staircase. The school manager, **Elierehema Godlisten Mrina**, expressed his deepest gratitude, " Thanks for painting, building stairs, and playing with our children. Thanks again for the wonderful heart of helping from your school and students." A big thank you to **ISM staff** painter **Michael Kimea** and **Mason Emmanuel Makawa**.

ARUSHA

ISMAC students join the Shanga workshop team as a part of the CCA program and lived the Shanga motto "Be kind and recycle".

Throughout the 2013-2014 school year, students from ISMAC spent their Monday afternoons working alongside the employees of Shanga. **Shanga Shangaa Ltd** was founded as a for-profit company to create a community that would support and empower those Tanzanians who have been marginalized by their disabilities. Many of the workers have disabilities including vision, hearing, speech and movement impairments. Shanga uses recycled materials to create beautiful and unique pieces every day. The aim of the activity was to interact with the people that work at Shanga and try to understand their lives, their struggles, challenges and successes. *"It's really nice to come here and see it from a different angle, not a buyer's perspective. You appreciate all of the hard work that goes into these items. It takes so much work for every little piece," stated Hannah Swanson in M2.*

Among the skills learned students also learned the basics of sign language, and had to become creative in their means of communication. *"I was able to form a strong relationship with the woman I worked with. In the beginning I was a bit nervous but then afterwards I realized it was so easy to interact with everyone, even if they can't talk or hear. This has been such a worthwhile experience. I definitely want to come back and interact with the woman that I worked with. Her openness was very inspiring,"* said by M5 student, **Camilla Heim**.

Please visit Shanga's website (www.shanga.org) as well and their workshop on Dodoma road.



Profile

TELL US A BIT ABOUT YOUR ROLE.

My role is divided between primary and secondary school, in fact sometimes I feel as if I could do with some roller skates as one minute I need to be in Room 1 and the next Room 36. I am primarily responsible for teaching and learning, so I look after the teachers and the students. Ultimately my job is to ensure all our students are learning and are happy while doing so.

VERAGE DAY

I get to school at 7.00, I walk to school so a quick change into proper attire is needed, following that I arrange any cover for teachers who are sick. If I am lucky I will have a coffee in the staffroom with some colleagues, who often help me feel positive about the day as they relate funny stories. This is also time to write any daily info on the staff whiteboard. At 7.30 I am out to say hello to teachers and rush students on to registration, the ISM shuffle means some of them can be quite slow. Then the day will vary, no day is the same. The only consistent part is my teaching time-table. I teach M3 English, which I love as it keeps me close to the ground. I get to be the teacher not the taskmaster or strict lady that naughty primary children are brought to! Every day I catch up with Keiron, our Head of Campus to update each other or talk through a tricky issue. Meetings with parents, teachers or students will also take up some of the day, especially if someone has a problem. Every so often someone will have a meltdown and need a listening ear, I don't always have the answers but my door is always open. If I need to get marking done for M3, I sometimes have to hide because there is a steady drip of people popping in with questions or news

Every day I try to pop round the primary classes, to check in and make sure everyone is happy. I also do some CAS when I can, last quarter I produced the musical 'Oliver' and this quarter I am running a crafts club with primary. These are really good ways to get to know my students, and get to know their real personalities.

REWARDING PART OF YOUR JOB

When I have managed to help someone; I like it when young people turn a corner, especially the ones that have struggled whether academically or socially; I get immense pleasure out of seeing them rise above the storm. Or indeed a teacher who has come up with a great idea and I have helped facilitate it.

BEST THING ABOUT ISM?

When I walk around Moshi Campus I often appreciate where we are, the lush green coming from the trees, the buildings, and seeing Kilimanjaro every day still makes my day 3 years on. I have done a few OP trips and loved every single one of them. Sometimes in my role I am seen as quite strict and severe so getting to know the students and sharing that challenge with them is really good fun, there is nothing like throwing up in front of all your students to show them that you are quite human!

Above all, there is a great ambience when you walk through our school (even when you are behind someone doing the ISM shuffle) and we have great kids, that go onto great universities. It's bizarre but every time we do a performance or the M5 ceremony and the graduation I always get that lump in my throat because they are all great kids, each one has a story of ups and downs so when I see them on stage at the end of a learning journey I am very proud of them.

HOW MANY HOURS A WEEK DO YOU

Most days I work 7.00am to 6.00pm. I try not to work in the evenings as I have three children of my own who need me to be Mum. So sometimes I have to get up really early to work; I'll start at 4.00 am so work doesn't interfere with my children.

We are a boarding school so we have a campus that runs 24/7 and so I have to do a SMOD (Senior Manager on Duty) once a week and every fourth weekend, so on those occasions I am at school a lot.

IN AR S **Deputy Head of Moshi Campus**

THIS YEARS D2 ART WAS EXCEPTIONAL. HERE WE FEATURE SOME OF OUR FAVORITES.



↑ Tell me a folktale, *mixed media by* Anita Cerenius

Patches of colour, acrylic on canvas Elise Jansson



Three Cranes, textile dying by Zeinab Dakik →



↑ Uhuru, spray paint on paper by Salma Munde
 ↓ Insanity, ink on paper by Sia Kwimbere







↑ Afro Pop, *mixed media by* Siamito OberressI

→ Sea at Rest, *acrylic on Canvas by* Thijs Kruidering



↑ Red, acrylic on canvas by Upendo Minja

The misconception, acrylic on canvas by Papias Katabaro \rightarrow



↑ Pressure, *mixed media by* Papias Katabaro





The application **PROCESS.**



There's a saying on our Moshi campus that goes something like this. *"If you work hard* to attain the best grades, Rustad will guide your through the rest". Daryl Rustad our University Councelor is a real university application fundi who knows deciding on a college or university, and more importantly, figuring out how to pay for this education are the key issues that most students and parents face during this process. The student contributors for this issue have grilled him on the most important aspects of the application process.

HOW DO WE FIND THE "PERFECT" UNIVERSITY FOR US?

For most young people examining university opportunities needs to be approached in the same manner as you do with your school studies – with thoughtful determination, solid research and a careful look at costs.

SO WHAT'S THE FIRST STEP? HOW SHOULD WE START THE PROCESS?

First start by finding out who you are. Reflect on your interests, goals and talents. It is only after careful reflection on these that you should begin exploring the vast number of universities and colleges that could be the "perfect" match for yourself. If you can, try a self- assessment tests to help start the process. If you do try one remember that there are no right or wrong answers. The answers you give are your own assessment of "who you are." But in order for any self-assessment to be fully accurate and useful, three things must happen: 1) You must respond to all the questions honestly, 2) You must discuss the results of your self-assessment with someone else, such as a counselor, parent or teacher who knows you, and 3) You must be open to the results, and use them to help select the right career, the right course of study, and the right university or college for you.

THERE ARE SO MANY UNIVERSITIES TO CONSIDER. WHAT IS THE BEST WAY TO APPROACH RESEARCHING A UNIVERSITY RIGHT FOR US?

Nowadays it has become fashionable for numerous publications and websites to 'rank' universities and colleges throughout the world. Whilst it is a good idea to consider these lists try not to attach more value to these rankings than they deserve. Many truly outstanding universities or colleges are seldom or never highly ranked, or their ranking varies considerably from year to year. Keep your focus on finding a university or college that is suited to you, your own financial and academic needs, preferences, and personal interests and try not to fall into the trap of focusing your energy on getting just the well-known, prestigious universities or colleges. You might miss the opportunity to identify a large number of other, less well-known but excellent universities and colleges where the academic programs and campuses are well-suited in every way to your individual strengths and life goals.

Some of the more popular publications and websites in the world that you may want to explore include the following: For UK Universities, where the rankings are commonly referred to as League Tables, two of the more popular sites are: **The Education Guardian**, www.education.guardian.co.uk/universityguide **The Times**, www.timesonline.co.uk/universityguide.

For US Universities the most popular site is produced by the US News and World Report magazine and found at the following website: www.usnews.com/ usnews/edu/eduhome.htm. And finally, the most popular site to research university rankings for Canadian Universities is the **MACLEAN'S newsmagazine** and is highlighted at: www.macleans.ca/universities/index.jsp.

OK SO ONCE WE'VE DECIDED ON A SUBJECT AND MADE A SHORT-LIST, WHAT COMES NEXT?

Once you've made a short list your next step should include completing the university admission application, writing any essays that are needed, and ensuring you know what required examinations (SAT, ACT, TOEFL) you will need to take in addition to your IB Diploma for your application. For example at U.S. universities and colleges all classes are taught in English, and assigned reading requires a very good comprehension of written English. Most universities require the Test of English as a Foreign Language (TOEFL), or another means to evaluate students' English reading and writing ability. Some universities and colleges also require the SAT 2: Subject-based

Test. They may require you to sit for one to three of these SAT II exams for admissions or placement purposes. SAT II Subject exams fall into five main areas covering English, foreign languages, mathematics, sciences, history, and social studies.

As part of the application process, most American colleges and universities require scores from at least one of these standardized admissions tests. However, some colleges and universities do not require international applicants to take any of these admissions tests. To find admission test requirements of a particular university or college it is best to check with each specific university or college website. It is also common that community colleges (two year colleges) do not usually require applicants to take standardized admissions tests. However, if you are applying to a competitive U.S. university or college, or are looking for significant financial assistance, doing well on these exams can help your chances of being admitted. Once you've ensured you know what is required you can focus on completing the applications, writing any essays that are needed, taking the required tests, and, ultimately, choosing the one institution you'll attend.

WHAT ABOUT COSTS? WHAT SHOULD WE CONSIDER?

If you are planning on studying abroad there are a number of financial issues you should be aware of. Probably the most important factor for you to consider is that a US, UK or Canadian university or college education can be very expensive. Tuition and living expenses for an undergraduate, or first degree student, can be anywhere from US\$10,000 per year to study at a community college upwards to US\$45,000 per year. These costs differ considerably because of a number of factors. Room and board (living) costs can vary substantially depending on which part of the world a college or university is located. Tuition fees at private universities and colleges will usually be twice the cost of state (government supported) universities, while tuition costs at US two-year community colleges will generally be substantially less than state universities. Each university or college makes its own decision about whether or not to grant financial aid. Financial ad is difficult to secure however, students with outstanding academic records and high SAT scores will probably be considered. About 300 US undergraduate universities or colleges award significant (but usually partial) financial aid to international students. Through extensive research you should be able to develop a plan that maximizes your chances of admission to one of these universities or colleges who will also offer you substantial financial aid as well. You will have to be resourceful and explore every possibility.

WHAT IS THE DIFFERENCE BETWEEN A SCHOLARSHIP AND FINANCIAL AID?

A scholarship is a financial award based on merit (an excellent academic performance), or perhaps community service or leadership. Financial aid is a grant (free money) based on the student's financial need, as documented by family income, assets and other factors. There are also sports scholarships which are awarded for recognized athletic ability, as well as scholarships for other special talents such as music or fine arts. All types of scholarships and financial aid are extremely competitive and require outstanding academic records

WHERE CAN I LEARN ANSWERS TO MY QUESTIONS?

You can do extensive research by attending a local educational fair and talking with admissions officers representing colleges and universities, by reading college guide books, visiting websites, talking to people who attended a college or university in the Americas and by working closely with your teachers and counselors who can provide helpful advice and guidance. Lastly often embassies have Educational Advising Centers where you can find out information for a particular country.

AND FINALLY...

Good luck with researching your options and have some fun whilst you do it! It has become common to for students to study abroad at universities or colleges in India, Kenya, South Africa, Australia, Europe, United Kingdom, Canada and the United States. The world is your oyster. When you finish your studies the world will have become a smaller and more understandable place and you'll be able to share a part of that greater understanding with friends and family when you return home. You will also have taken the first step toward becoming a global citizen, a lifelong journey for which a strong education is — without a doubt — the best possible preparation. Let the journey begin!!

RICK'S TOP 10 TIPS FOR GETTING INTO YOUR UNIVERSITY OF CHOICE.

Work very hard and get the best grades you can. The transcript sent to universities extends for the four years of secondary school so from M4 year aim to attain the best marks possible so that you can demonstrate a steady improvement in grades from M4 to D2.

Make a difference in your community and do charity work. Today's universities want a young person who has contributed and used time preferably on every holiday to help a local school, NGO, or orphanage.

Prepare for the standardized tests (TOEFL, SATs, ACTs). Participate in a test prep course such as the one offered in Dar at TANSAO. www.tansao.info

Maintain an excellent reputation on • campus. This will contribute to you ensuring you are given good references.

Be pro-active and complete your university application, personalstatements and supplements, well in advance of deadlines. Ensure these documents have been proof read by native English speakers with experience (such as English teachers, ISM University Counselor, etc.) Get involved in ISM totally by participating in CAS (Creativity, Action and Service) activities that demonstrate you are a well-rounded student.

Participate in the Model United Nations program. This will expand your horizons, hone your debating skills, enhance your public speaking skills and expose you to internationalism in practice.

Learn to write well in English. Practice, practice, practice to that you become a decent writer.

Prepare for skype interviews. For university admissions interviews, prepare via internet research and then do a mock interview with the ISM university counselor or an experienced teacher.

Ensure all documents submitted for your university application are neat, error-free and polished as they reflect who you are.

YOU SEE IT'S EASY ONCE YOU KNOW HOW!!

FOR MORE INFORMATION from Daryl contact Tanzania Student Achievement Organization (TanSAO) Plot #1820 Toure Drive; inside Golden Tulip Hotel; Oyterbay P0 Box 23134 Dar es Salaam, Tanzania Email: tansao.tanzania@gmail.com Website: www.tansao.info Facebook: www.facebook.com/tansaotz Cell: +255-754-493060

A DAY IN THE LIFE OF ASHNA SINGH DI STUDENT

HEY!

My name is **Ashna Singh** I'm sixteen years old and have lived in Arusha, Tanzania all my life. I did the Cambridge IGCSE program before moving to the ISM Moshi Campus last year; to pursue the well known- International Baccalaureate Diploma Program.

A runner at sunrise, a chemist in the morning, a linguist in the afternoon, a social worker in the evening and a music enthusiast before I slumber. The list is exhaustive really. I've developed a passion for running over the last couple of years and took part in the Kilimanjaro Half Marathon (21.2k) in about 2 hours. It was quite an accomplishment to be honest, can't wait to participate in the full marathon next year. I love traveling and exploring undiscovered places. During the holidays I resort to my home at the coast of Tanzania, where I spend most of the time adoring the pristine white sands or simply exploring the reefs of the Indian ocean. I feel like curiosity is rather an important cure to so many questions. Which is why we have to keep questioning, as there is never a limit. There's so much to do, I know where to start, I don't know where to finish.

DESCRIBE AN AVERAGE DAY AS AN AN IB DIPLOMA STUDENT?

5:45 am An impetuous snooze on my alarm, until I can finally get myself out of bed, ready to start the day ahead. With music in my ears and trainers on my feet, I go for a run. This is the best way to wake up.

7:00 am Quick shower; get changed, rush to breakfast, grab a bowl of Wheat-A-Bix, and then hurry to my next geography class, anticipating a cartography assignment.

10:20 am I treat my brain cells to a cup of cappuccino, just to reconfigure for math...

12:35 pm Vegetable salad, penne pasta, smoked garlic chicken, scrumptious watermelon- and that's lunch for me, enough fuel for the day.

1:20pm Classes resume, I've got Zen class next and I'm already thinking about my next MUN debating session.

3:30 pm In the middle of a debate session, the other side presents a strong argument on stem cell research. Impressive; and I am quickly reminded of the biology test tomorrow. I have to study for that too!

4:00 pm Pumped. Pulse at 124 BPM. Drenched in sweat. Yet fully engrossed in the rugby game today, like any other. Feels great to have a senior girls Rugby team!

6:00 pm I begin to feel my eyelids wearing away as I sign in for dinner and engage in a pleasant conversion with my roommate who's had an equally "bee-like day" or in other words "busy". Phew, and I thought I was over working myself!

8:00 pm Half way through study hall and I have 800 words left on my TOK essay, my Biology test to study for, and that geography assignment Miss. Hazel gave us earlier. How could I forget? Right, the common Diploma student phrase "Procrastination." Yeah, that's the answer.

10:30 pm Log off Facebook, plug my laptop to charge, and let some Glee music drift my thoughts away. I lay back and smile, content yet feeling accomplished. Woah, its been a day...

HOW ARE YOU FINDING THE IB DIPLOMA?

I take Biology, Chemistry, and Geography-Higher level. Math, English A, French B- Standard Level. Balancing academic courses with extra-curricular pursuits is quite the challenge to be honest. Do I take a swim or finish my biology lab report, but I need to do both don't I? It goes on; CAS, Theory of knowledge, Life Skills, homework assignments, keeping up with friends, the Extended essay, your mental health, oh and sleep of course. But I don't dare complain; completing the diploma would heighten my intellect and open doors to unlimited higher education options. I'm officially half way through the IB Diploma- So one more year to go! I must say it's a great program. I know everyone shares the same cliché, but hear it from a student who started with scratch- There's unlimited learning, it has a tremendous benefit on your preparation for university and of course gives you an insight to the real world out there. It's like nurturing a delicate discovery, from its moment of birth. You've got to carefully polish

and heighten every skill for any moment. Which is exactly what life gives you.

The quarter starts with Mr. Fitzpatrick's famous quotation: "The 5Ps." And any Diploma student at ISM would know the wisdom in his words. I love the community, the rich culture and diversity of people from all over the world. The teachers, and staff are extremely helpful and willing to answer any query or assistance even at 9pm, when they need their well deserved rest! I certainly believe that this is what gives ISM its authenticity and reflects all those "-ism" posters. Indeed when you're here, the suffix ISM-ism does exist!

NOT JUST TOUGH, SMART. AMAROK.





Dar es Salaam to Arusha on a Single Tank of Diesel.

Tough gets you across rough terrain. Smart lets you pass filling stations, with 132KW of power biTurbo engine and 400Nm of torque, there are very few obstacles that will slow down an Amarok, with fuel efficiency figures of less than 8 litres per 100km and best in class range of 1000km on a single tank, the Amarok does not stop for fuel much. Amarok was designed to deliver power more intelligently, and lowest carbon emissions in its class.

Amarok. Das Auto. German Engineering.



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