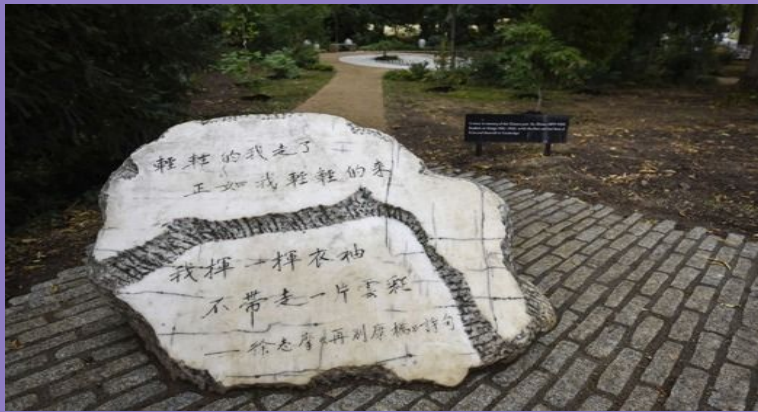




Rockledge Cambridge Program NEWSLETTER

February 2024



Xu Zhimo Memorial Garden at King's College

What You GET To Do

The time between winter break and Spring Break can seem endless, especially as daydreams of summer and all you'll do once school lets out begin to creep into your thoughts. This time is also when many students begin to see school as a chore - something unexciting and cumbersome.

When you begin to feel like this, it is time to change your mindset. Too often, negative thoughts are contagious, and once we see one aspect of our lives as negative, we quickly start to view everything through that negative lens. As soon as you begin to think school is something you HAVE to do, you're on that negative slide.

So how do you change your mindset? The first thing you'll want to do is make a simple change to the way you talk. Instead of referring to what you're about to do as something you HAVE to do, refer to it as

Important Upcoming Dates

- **ACT Test** - February 10, April 13, June 8, July 13
- **School Day SAT Test for Juniors** - March 5
- **Saturday SAT Test** - March 9, May 4, June 1
- **February 19 - Student Holiday - Teacher Work Day**
- **March 15 - Student Holiday - Teacher Work Day**
- **March 25-29 - Spring Break**

something you GET to do.

Everyday, you decide how to react to things that happen. You can have a positive reaction, which normally yields a better outcome, or a negative one. By replacing the word "HAVE" with the word "GET," you begin to see all those things you are doing as accomplishments. The word "have" expresses a sense of obligation while the word "get" expresses a sense of opportunity. Thus, no matter how big or how small each task is, you are doing something - and you can look forward to it.

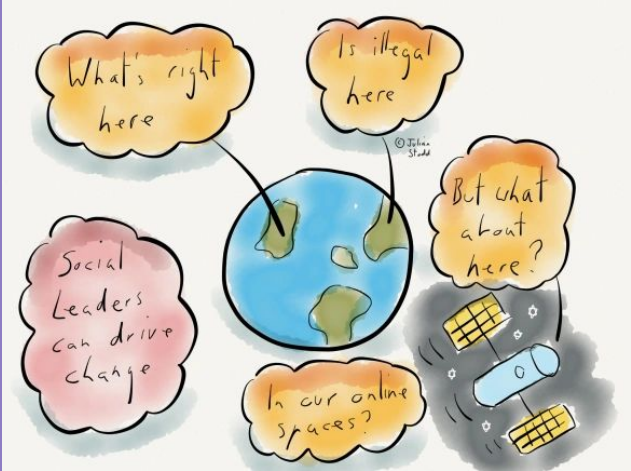
Replacing one word with another is an easy way to create a positive mindset and help you stay motivated to complete your daily tasks without negativity.

During the second semester, AICE Global students will begin work on the different elements of their AICE Global exams.

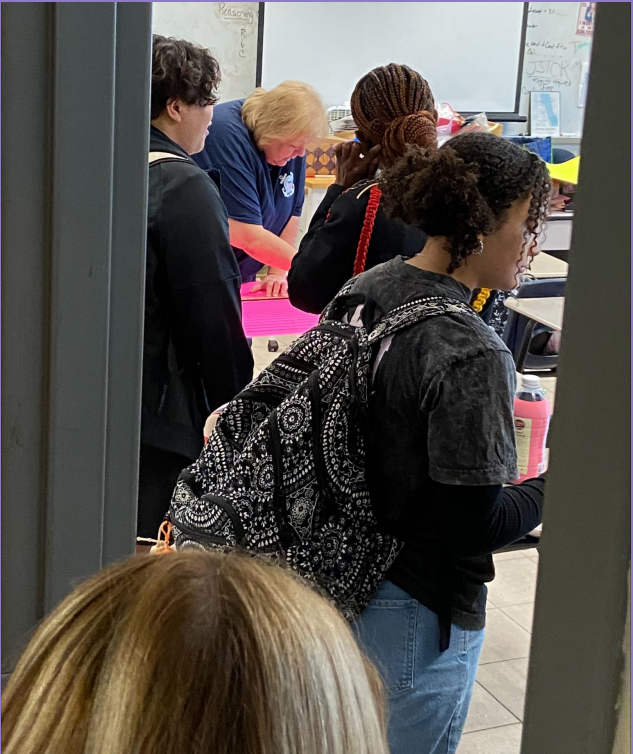
The first of those exams is a research paper. Each student selects a global topic that interests them and develops a research question based on that topic. Questions such as “Should population growth be restricted?” and “Are mental health apps more beneficial than in-person mental health aid?” and “Do the benefits of cryptocurrency outweigh the costs?” are the focus of student research papers. In this research paper, students will present the contrasting viewpoints or perspectives on the topic, support those viewpoints with research evidence, and then arrive at their own conclusion. Students also have to cite their sources and learn how to create a works cited page, skills they will use often in writing college papers.



Selection day for their research topic for the essay is a day that gets students out of bed early to wait outside Ms. Moore’s room so they make sure they get “dibs” on the topic they want to research for their papers.



Once students have completed their research papers, they will begin work on the group project part of the AICE Global exam. For the group project, students will work with a small group to identify a global problem. Together, they will then create a variety of solutions for the problem, each with a different global impact focus. For instance, the group may come up with an economic solution, a social solution, a government solution, a political solution, and an environmental solution.



Then, each group member will take one of the solutions, research its feasibility and then prepare an 8-10 minute presentation on their selected solution. So, this part of the assessment blends group work with individual outputs. Students work on their communication skills in both a group setting and in a formal presentation that is recorded in front of a small audience.

AICE Global Perspectives broadens our students’ global view and prepares them for the rigors of their future college and career paths. It is a course that students will find invaluable for all it teaches.

A Former Student's Thoughts on AICE Global Perspectives

During my time in the Cambridge program, I took away a plethora of knowledge that I have been able to apply within my college career. One of the most memorable instances for me was when I had to write my final research paper for my ENC 1102 class. My professor stated that she would be checking our papers thoroughly once before we we turned it in so that she could see the areas we needed to work on.

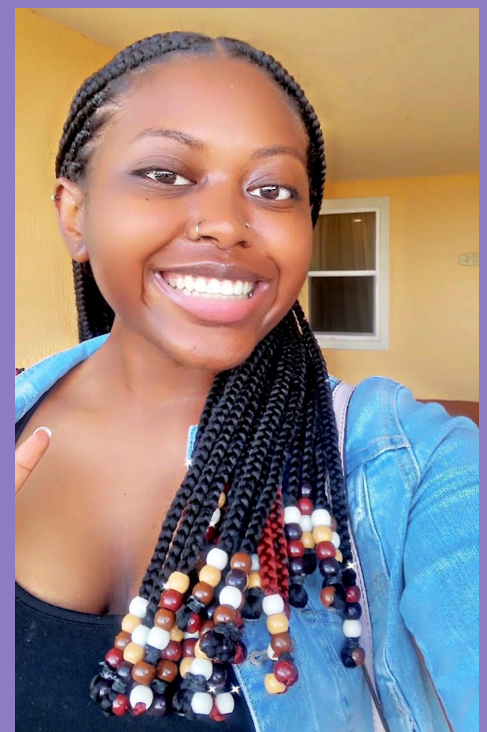
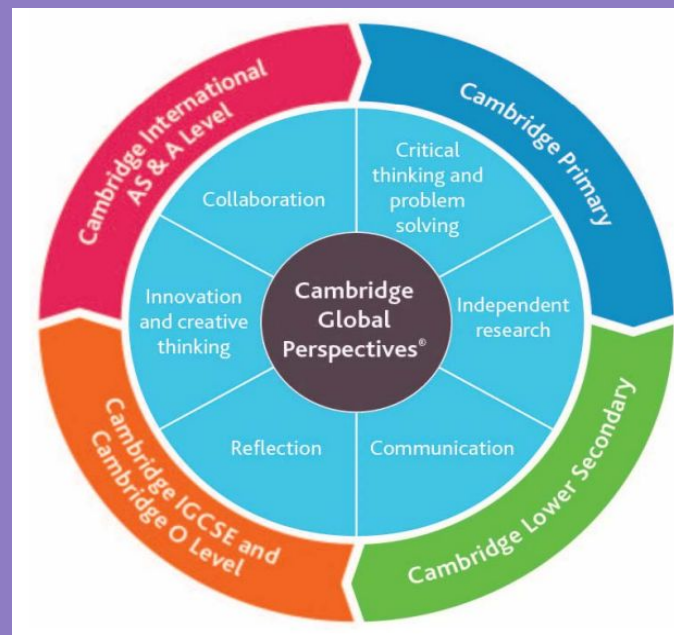
While working on the paper, I recalled the way that I would write research papers in my AICE Global Perspectives class. Ms. Moore taught an efficient method on how to gather evidence, formate your information, and elaborate on your ideas. This prior experience allowed for me to easily write my research paper with time to spare before my professor scheduled her check.

When my professor read my research paper, she told me that my paper looked amazing and asked me if I already had previous experience writing a research paper. I went on to inform her of my time in the Cambridge program and how the teaching in AICE Global Perspectives helped me while writing the paper. My professor was very impressed, and I went on to get an A in that class and on that paper.

I definitely believe that the Cambridge program prepares you for future college endeavors and that these amazing teachers will guide you to further success in the future through this program. The assignments that are in the program now, greatly reflect the assignments that you are given in university.

In particular, Ms. Moore was a great aide and mentor for me. She helped me understand the material and prepared me for the assignments that I faced at the university level. She has truly made a big impact on my life!

-Jada Stephens, Class of 2021, FAMU



Financial Aid Options for College



FLORIDA
PREPAID
COLLEGE FOUNDATION



Federal
Student
Aid



For those students who are planning to attend some form of higher education after high school, the question of how to pay for that education is an important one to consider. Private universities can cost substantially more than public ones, and earning a master's degree will cost more than simply earning a bachelor's degree, so determining how much you are going to spend on your education and how you will pay for it is essential to your college planning process.


Let's take a look at the different financial aid options available to help you determine the best financial aid options for you.

Florida Prepaid - The Florida Prepaid organization allows for parents to begin paying towards a student's future educational costs from the time a child is a newborn. Florida Prepaid offers 2 plans.

- The Florida 529 Prepaid Plan is the plan that is easy for parents to manage as the Florida Prepaid organization takes care of the investment of the funds contributed. This plan can cover tuition, tuition differential fees, and local fees. The monies contributed to a Florida Prepaid Plan can be used at colleges in Florida or nationwide. Students have up to 10 years after their graduation date to use the plan. The amount of money in this plans depends on the option selected.
 - Options available:
 - 2-year Florida college plan
 - 4-year Florida college plan
 - 2 + 2 Florida plan
 - 1 year Florida University plan
 - 4-year Florida University plan
- The Florida 529 Savings Plan allows parents to save and invest at the pace they choose. Parents manage the investment strategy for the funds in the plan. This plan can cover all qualified educational expenses including tuition, books, housing, meal plans, and supplies. The amount of money in this plan depends on how much parents decide to contribute.

Florida Bright Futures Scholarship - The Florida Bright Futures scholarship is a state scholarship that students can earn to help pay for college. Bright Futures offers the Academic Scholars Award and the Medallion Scholars Award. The Academic Scholars Award pays for 100% of the tuition and fees for a Florida state college or university. The Medallion Scholars Award pays for approximately 75% of the tuition and fees for a Florida state college or university. There are 3 ways students can earn the Bright Futures Scholarship.

- **Option A:** Meet the following requirements:



Florida Academic Scholars	3.5 GPA (in specific classes)	1340 SAT score OR 29 composite ACT score	100 community service or paid work hours
Florida Medallion Scholars	3.0 GPA (in specific classes)	1210 SAT score OR 25 composite ACT score	75 community service hours OR 100 paid work hours

- **Option B:** Earn an AICE Diploma and complete 100 community service or paid work hours. In this option, students will earn the Academic Scholars Award.
- **Option C:** Take the 7 tests required to earn an AICE Diploma (but you may not pass them), earn the required SAT or ACT test score from table above, and complete the required number of community service hours.

Federal Financial Aid - The federal government offers a variety of resources to help you finance your college education. During your senior year, you will complete the Free Application for Federal Financial Aid (FAFSA) to see which forms of federal aid you might qualify for.

- **Grants** - a grant is a form of financial aid that doesn't have to be repaid. Available grants include PELL Grants, Federal Supplemental Educational Opportunity Grants, and Teacher Education Assistance for College and Higher Education Grants.
- **Work-Study Jobs** - The Federal Work-Study Program allows you to earn money to pay for school by working part-time. You'll earn at least the current federal minimum wage, and the jobs available are usually related to your intended future career field.
- **Federal Loans** - A loan is money you borrow and must pay back with interest. The U.S. Department of Education's student loan program offers 3 types of loans: direct subsidized loans, direct unsubsidized loans, and Direct Plus Loans. Federal loans can typically be used to pay tuition costs and fees, housing costs, meal plans, and book and supply costs. Repayment for what is borrowed usually starts about 6 months after your graduation.

Scholarships - There are many scholarship opportunities available to students. Some of the available scholarships are local and offered to students who live within a certain geographic area. Some scholarships are national ones that are available to a wide group of students. In addition, most colleges and universities offer their own scholarships - academic, athletic, financial-based, non-financially based - that students apply for through them.

Financial Aid Frequently Asked Questions



Does Florida Prepaid cover all the fees charged by universities and colleges?

No. Florida Prepaid does not cover all the associated fees charged by colleges and universities. Fees such as transportation access, technology, and additional costs for labs or online classes must be paid out of pocket or by the Bright Futures Scholarship if the student has also earned that scholarship.

Can a Florida Prepaid plan and a Bright Futures Scholarship both be used to pay for college expenses?

Yes, you can use both a Florida Prepaid plan and a Bright Futures Scholarship to pay for college tuition and fees. You can have colleges and universities apply your Bright Future Scholarship to the tuition you owe and then use your Prepaid Plan to cover other college costs like graduate school. Parents can also get a refund for what would have been paid out to use for housing and other costs. A Florida Prepaid plan can also be transferred to another family member to use for their college tuition costs.

If I have both the Bright Futures Scholarship and Florida Prepaid, which one is billed first?

Colleges and universities will always bill your Florida Prepaid account first. Depending on the plan you have, your Prepaid account will be charged a specific amount of your tuition costs. Then, once Bright Futures disperses, Bright Futures will cover any remaining fees and the money that remains after those costs have been deducted will then be sent to you as a refund.

How much money can I borrow from the federal government in loans?

Federal loans will often offer you more money than you need to cover your tuition costs. Loans are typically offered at the maximum level, and you can sometimes end up borrowing more money than you need. If you do borrow more than is needed for tuition costs, you can use the extra money to pay for living expenses, books, and more.

Will the amount of financial aid I'm offered stay the same each year?

No. Each year, you will be required to fill out the FAFSA. Your eligibility for need-based financial aid will be re-evaluated each year based on the FAFSA, so the amount you are offered each year can change based on that information. Also remember that you have to stay in good academic standing to keep most of the aid provided to you. You can lose scholarships and may not qualify for aid if you let your grades slip.



There's A Blog or Post About That - Thinking Beyond Just Brochures To Get College Information

There are lots of ways to get information about the college process and about the colleges you are interested in. One of the available ways for you to learn about the colleges you're considering is by checking out that college's social media sites - reading that college's admissions office blog (if they have one), reading the blogs of students at the college, or checking out the college's Instagram, X (formerly Twitter), and Facebook pages.

Admissions office blogs can give you an honest view of the admissions process for a particular college. Since the information given in the blog is approved through the admissions office, it can help provide accurate information about application timelines, required documents, and other tips for making a strong application. Sometimes, it is even helpful to check out the blogs of admissions offices for colleges you are NOT considering too because that college's admissions blog might have additional information that you might find useful in the college admissions process.

University student blogs can give you information about student life, available activities on campus, and other need-to-know information that you won't find in a brochure about the college or on the college's website. Some of the best people to answer your questions are those people who have experienced what you are about to experience, and blogs written by university students will address topics that the college itself may not be able to answer like the best places to study or the location of the best tasting coffee for your early morning classes.

Blogs can vary in the style they are written, so just be aware that blogs written by university students may have very different approaches to sharing about the college experience than a blog from an admissions officer.

And don't forget that in our ever evolving technological age, many colleges also put a lot of information on their X (formerly Twitter) and Instagram pages as well. Many colleges are highlighting student life on their campuses through Instagram reels and are providing insight into future careers through interviews and student bios posted on their social media sites.

So remember that there are many places to learn about the colleges you are interested in beyond just looking at their brochure or website. Seek out the social media sites of your intended colleges and see what they can tell you about life on their campuses.

USF Admissions Blog: <https://admissions.usf.edu/blog>

FSU Law Admissions Blog: <https://floridastatecollegeoflaw.wordpress.com/>

UF Family Blog: <https://welcome.ufl.edu/families/blog/>

Vanderbilt University Blog: <https://admissions.vanderbilt.edu/vandybloggers/>

MIT Admissions Blog: <https://mitadmissions.org/blogs/landing/>

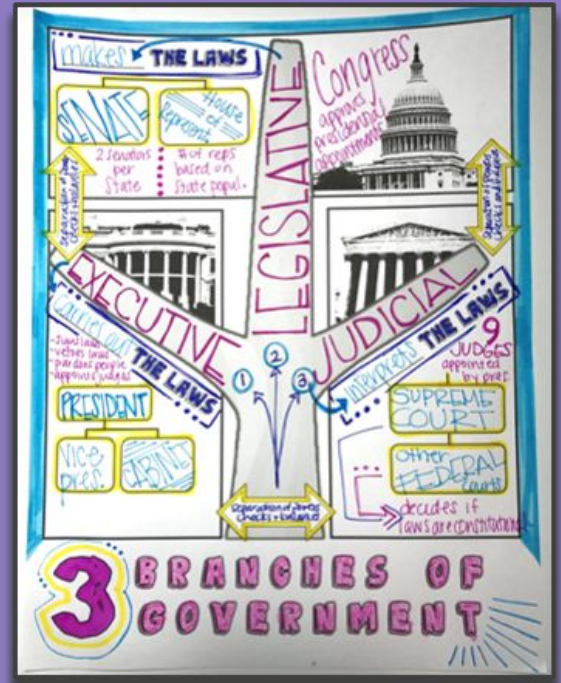
Uni of Michigan UndergradAdmissions Blog: <https://admissions.umich.edu/explore-visit/blog>

Taking Notes You'll Actually Use - Visual Note-Taking

We've all been there...your teacher tells you that you need to take notes on the information she is about to present. But what should you write down? And how do you quickly take notes (that you can actually use later) while your teacher is talking?

The first thing you have to remember when taking notes is that actually listening to what the teacher is saying is the most important thing to do when listening to a lecture. So, you don't want to miss out on what the teacher is saying by trying to write down every word they say.

Instead, you want to focus on recording the key words and concepts that your teacher presents to you.



To record those key words and concepts, consider taking visual notes instead of simply writing down your notes in a bulleted list. Why? Visual notes allow you to capture your thoughts quickly because you are able to use official doodles accompanied by key words and short phrases that you can use later to study.

But what if you are like me and can't really draw? Does that matter? No. Your notes aren't about how artistic you are. Visual note-taking is about quickly recording what you'll need to remember later.

But why visual notes? Visual notes allow you to color code your notes as you take them and also help to keep you engaged. Our minds can sometimes drift during lectures, and visual note-taking can help keep your mind active as you listen and record notes. Plus, with a mix of images and words, you can decide what will help you best remember your notes later.



RHS Latin Students Excel at the Lation Regional Competition



On Saturday, January 27, Latin students from RHS competed in the Latin Regional Forum held at Holy Trinity Episcopal Academy. Our students participated in various categories against students from West Shore, Edgewood, Holy Trinity, and Pineapple Cove Classical Academy, and brought home lots of awards.

Please congratulate:

- Trinity Taylor - 1st Place in Greek Literature II
- Joseph Trick- 2nd Place in Classical Geography II and in Latin Grammar II
- MacKenzie Oakes - 2nd Place in Roman Customs and in Costume
- Keira Davis - 2nd Place in Advanced Dramatic Interpretation
- Zara Raup - 2nd Place in Paintings
- Michael Arbour - 4th Place in Latin Grammar II
- Ivan Schneider - 4th Place in 2D Digital Art
- Hope Hickman - 5th Place in Latin/English Derivatives
- Maleeyah Patterson - 5th Place in Classical Art
- Ashley Merrick - 5th Place in Roman Customs



Emily Sallustio: Eagle Scout

RHS Cambridge student, Emily Sallustio, became one of the Challenger District's newest Eagle Scouts in November 2023. Emily is one of the first females in Troop 4321 and the third female in the challenger district to earn this honor.

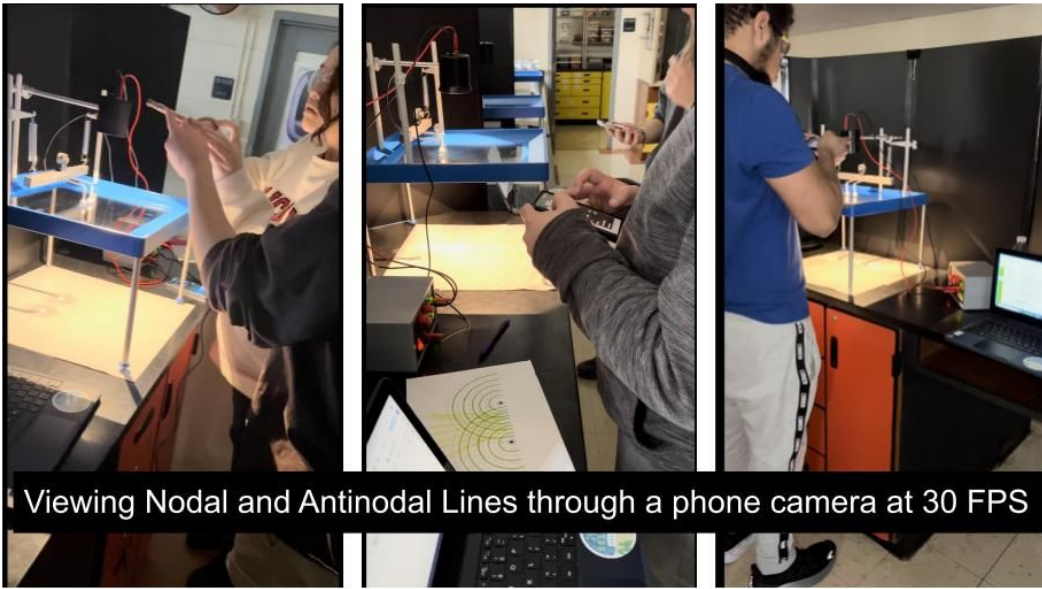
For her Eagle Scout project, Emily created a mobile donation box that has been placed outside the Women's Center of Brevard. This donation box will allow members of the public to drop off hygiene products, non-perishable foods, and household goods at any time, and it provides clients of the center with a place to pick up needed supplies. A staff member of the center said, "Emily did an amazing job on her Eagle Scout project, sat down with us, asked great questions, and listened to our needs."



In addition to completing her service project, Emily had to meet the criteria for becoming an Eagle Scout. This criteria included reaching the rank of Life Scout, living by the principles of the Scout Oath and Scout Law, earning a total of 21 merit badges, serving in a leadership role with the Scouts for at least six months, and completing the Eagle Scout board of review.

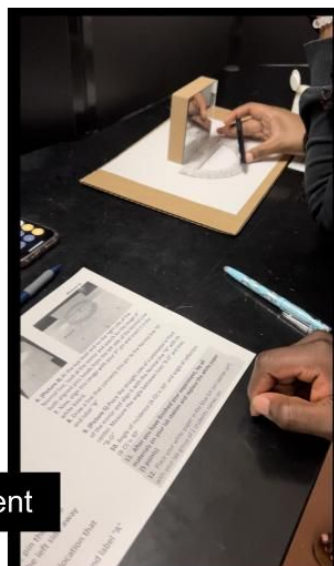
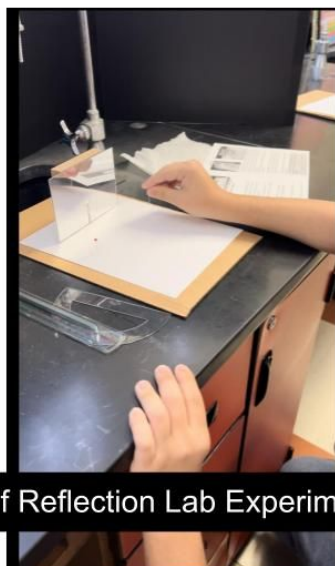
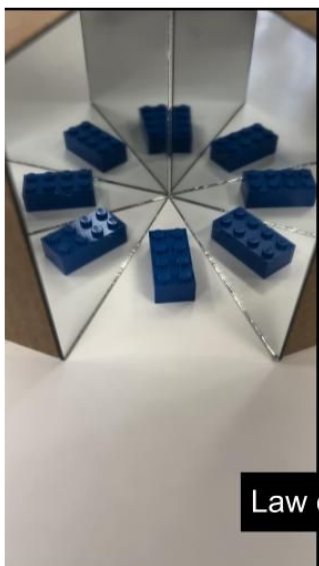
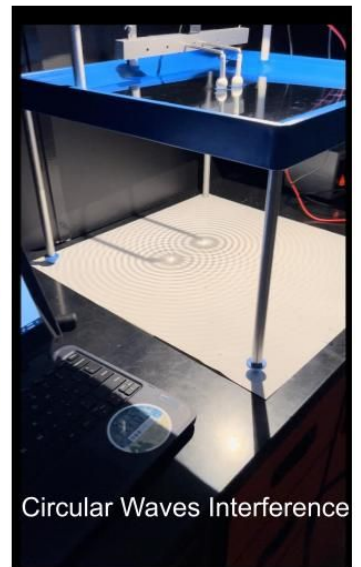
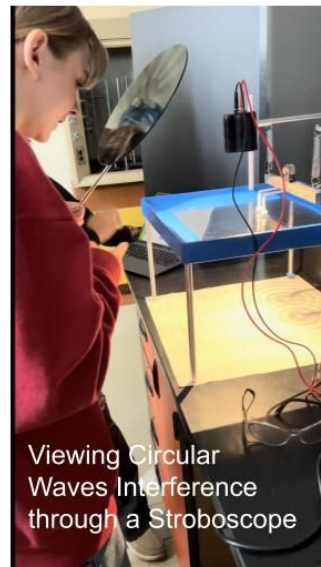
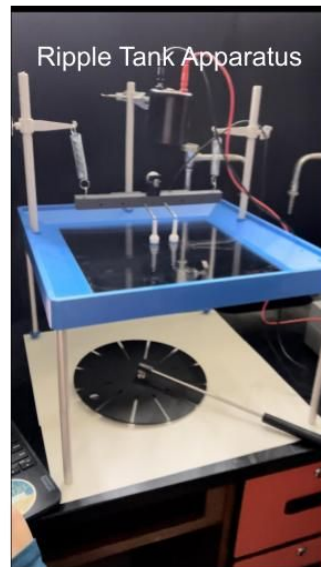
Congratulations Emily on your achievement!

Hands-On Learning Propels Students To Success In Cambridge Physics Classes



In Pre-AICE and AICE Physics, lab practicals are a fundamental part of the curriculum. Cambridge encourages students to apply the knowledge they gain in their Cambridge courses in order to develop skills that students can use in their future careers.

While most high schools in the county may have a few sets of Ripple Tanks for class demonstrations, our Cambridge program provides a Ripple Tank Apparatus for each student, allowing them to set up and change settings to observe the behavior of waves. Having hands-on experiences is the best way to learn abstract concepts such as waves.



Law of Reflection Lab Experiment

Many of the questions students see on the AICE Physics exam also revolve around waves, so being able to work with the Ripple Tank helps prepares students for the variety of questions they may see on the AICE exam. The AICE Physics students also recently completed a reflection lab where students replaced the use of lasers with the pin technique to study the law of reflection.



Cambridge
Dedicated
Teacher
Awards

Who is your dedicated teacher?

Has a teacher inspired you?

Perhaps they have brought a **subject to life** or given you an **encouraging word** at a difficult time?

Give them the best thank you with the
Cambridge Dedicated Teacher Awards



To nominate, go to
dedicatedteacher.cambridge.org

Deadline for nominations: 15 February 2024



CAMBRIDGE

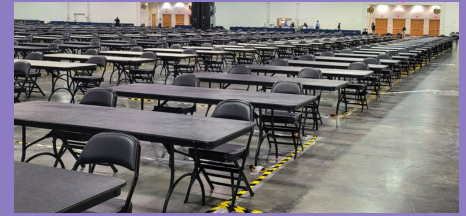
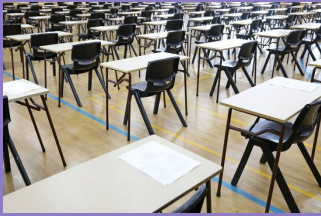
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The Cambridge Dedicated Teacher Awards recognise teachers for the everyday things they do to bring a smile to their students' faces.

Do you know a teacher who never fails to wow classes with their teaching methods, or maybe someone who is always there with kind words at a difficult time? We want to hear about them!

For more information, go to
dedicatedteacher.cambridge.org

AICE Testing - What You Need to Know



With first semester completed, the end-of-year Cambridge testing session will begin in a little over 3 months. And while 3 months seems like a long time, second semester always seems to fly by, and before you know it, the time for your first Cambridge test will be here.

Some of you are seasoned pros...you've taken more than your fair share of Cambridge exams over the last 3 years. Others of you are new to Cambridge testing. Either way, below are the reminders about Cambridge testing. And don't worry, you'll hear these a lot over the next few months.

When Does Cambridge Testing Start?

- Some AICE classes - like AICE Art, AICE Spanish Language, and AICE Global Perspectives - have coursework. You may have already begun work on one of those testing components. Coursework components for tests don't have a specific testing day, but they do have specific due dates that your teacher will provide for you.
- The first sit down Cambridge exam that is not coursework is the AICE Information Technology practical on April 17.

Where Does Cambridge Testing Take Place?

- Most Cambridge testing takes place in the gym. There are a few tests that will take place in other locations, but you will get a personalized testing schedule in April that lists each of your testing locations.

What Should I Bring on Test Days?

- No backpacks or purses are allowed in the testing room (per Cambridge regulations).
- No phones, smart watches, earbuds, or other electronic devices are allowed in the testing room.
- You can bring a calculator (if needed), pens, pencils, colored pencils, and ruler. If you need to store these, you should put them in a clear plastic bag.
- You can bring a bottle of water, Gatorade, or other drink if it is stored in a clear, transparent container with no labels or writing on it.



What Is Different About Cambridge Testing?

- All writing on Cambridge exams is done in ink unless you are asked to draw a diagram or create a chart. Yes, this means that even your math exam must be done in ink.
- There **ARE NO MAKE-UP EXAMS**. Cambridge exams can only be taken on the day and time given to RHS by Cambridge. There are no make-up exams offered, so it is **VERY** important that you are on time for your scheduled Cambridge exams.

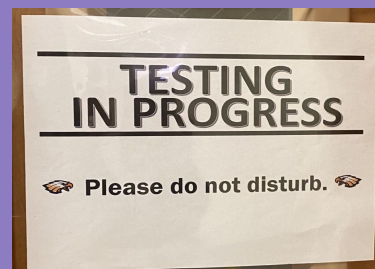


What Is Different About Cambridge Testing?

- Cambridge provides all testing materials. The exams are created by Cambridge. And after you take your exam, your test is packaged immediately and sent to Cambridge (yes, in England) for assessment.
- All responses for your Cambridge exams are written either in the test booklet that Cambridge provides or in an answer booklet that Cambridge provides. If the answer booklet is separate from the test booklet, you can use colored pencils to annotate the test questions and any given passages.

What Do I Do If I Have More Than One Test On One Day?

- If you have one test in the morning and one test in the afternoon, there is nothing to do. You'll take the morning test and then go about your normal schedule until the scheduled time of your afternoon test.
- If you have two tests in the morning or two tests in the afternoon, you'll choose which of those two exams you want to take first, you'll take the exam, you'll have short break, and then you'll take the second exam.



How Do Testing Accommodations Work?

- If you have a 504 plan or an IEP, you will receive a Cambridge Testing Request for Accommodations Consent form during the week of January 15.
- Once you return that consent form, Mrs. Matthews will apply for your testing accommodations with Cambridge.
- Cambridge makes the final determination on all testing accommodations.

Are There Exams For Pre-AICE Classes?

- There is optional testing for students in Pre-AICE English Language, Pre-AICE Biology, and Pre-AICE History. Students are not required to take the exams in these classes, but you can choose to take them. If you are not taking any AICE classes, taking a Pre-AICE exam is a good idea so that you get to know the format of the exams and get comfortable with the Cambridge testing process.
- There are no tests for students in Pre-AICE Math, Pre-AICE Chemistry, Pre-AICE, or Pre-AICE Physics.

How Are Cambridge Exams Scored?

- Each question on an AICE (or Pre-AICE) exam is worth a certain number of points. At the end of each question, Cambridge will tell you how many points the question is worth. The number of points a question is worth usually indicates how much you should write. A 1 point question will usually require only a few words (or a short sentence) for your response. A 10-point question will usually require several paragraphs. A 25-point question might require several hundred word answers.
- Cambridge has specific mark schemes (rubrics) for each exam. The examiners with Cambridge who score exams will use those mark schemes to determine how many points you score on the exam when they grade it.

Level	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.	AO2: marks
5	<ul style="list-style-type: none">• Sophisticated expression, with a wide range of language, including complex structures and less common lexis• High level of accuracy• Text is logically and very effectively organised; ideas are developed throughout in a sophisticated manner• Task is achieved fully; content is fully relevant• Audience is fully engaged	13-15
4	<ul style="list-style-type: none">• Effective expression, with a range of language, including some complex structures and less common lexis• A few minor errors which do not impede communication• Text is logically organised; ideas are developed in an effective manner• Task is achieved well; content is relevant• Audience is engaged	10-12
3	<ul style="list-style-type: none">• Clear expression, with a range of language, including some complex structures and some less common lexis, although there may be some repetition• Occasional errors which do not impede communication• Text is clearly organised; ideas are developed clearly• Task is achieved; content is relevant• Audience is addressed	7-9
2	<ul style="list-style-type: none">• Expression is clear but may not flow easily, with some attempt to use a range of language, including mostly more common structures and lexis• Frequent errors which generally do not impede communication• Some attempt to organise text; ideas are developed in a limited manner• Task is generally achieved; content is mostly relevant• Limited evidence of an attempt to address the audience	4-6

February SPORTING EVENTS

Looking for something to do? Want to show your school spirit? Come out to one of the February sporting events and support the Raiders as they play their favorite sports.

February 2024

Mon	Tue	Wed	Thu	Fri	Sat
			1 RHS Showcase Night	2 Senior Panoramic Picture - 2nd pd. WR CCC @ SCHS - 12:30 BBB vs. Evans @ 7:00 GBB @ Okeechobee @ 6:00	3 WR CCC @ SCHS @ 10:30
5 GBB District QF TBA	6 WR @ EGHS @ 6:00 BBB District QF TBA BTN vs. SCHS @ 4:00 GTN @ SCHS @ 4:00	7 Orchestra Concert @ 6:00 GBB Dist SF @ LPA TBA	8 BBB Dist SF @ PSL TBA BTN vs. MIHS @ 4:00 GTN @ MIHS @ 4:00	9 GBB District Final @ LPA @ 7:00	10 BBB District Final @ PSL @ 7:00
12	13 BTN @ EHS @ 4:00 GTN vs. EHS @ 4:00 GSC Region QF TBA VBB vs. MHS @ 6:00 BLAX vs. WSHS @ 6:00	14 Chorus Concert @ 6:00	15 BTN @ AHS @ 4:00 GTN vs. AHS @ 4:00 BBB Region QF TBA VBB vs. MCC @ 7:00	16 WR Dist. @ MIHS @ 3:30 GSC Region SF TBA	17 TR Preseason Meet @ 8:00
19 Teacher Work Day Student Holiday VBB vs. AHS @ 7:00	20 BTN @ THS @ 4:00 GTN vs. THS @ 4:00 BBB Region SF TBA JVBB @ THS @ 6:00	21 GTN vs. EGHS @ 4:00 GSC Region Final TBA VBB vs. MCC @ 7:00	22 BTN vs. CBHS @ 4:00 GTN @ CBHS @ 4:00 JVBB @ MIHS @ 6:00 BLAX @ MHS @ 6:00	23 WR Reg. @ BHS @ 12:00 TR @ VHS 4:00 BBB Region Finals TBA VBB vs. SHS @ 7:00 SB @ EGHS @ 5:15	24 TR @ St. Cloud @ 8:00 WR Reg. @ BHS @ 10:00 BLAX @ HT @ 12:00
26 JVBB vs. SHS @ 6:00 BLAX @ EHS @ 6:00	27 BTN @ CHS @ 4:00 GTN vs. CHS @ 4:00	28 Band Concert @ 6:00 VBB @ AHS @ 6:00 SB vs. VHS @ 5:15	29 WR State @ Silver Spurs Arena TBA BTN @ VHS @ 4:00 GTN vs. VHS @ 4:00 VBB vs. Harmony @ 6:00 BLAX @ MIHS @ 6:00 SB @ AHS @ 5:15		

can't get to the library?

**GET A BOOK
DELIVERED!**

SCAN HERE



**Uber
Reads**

What I LOVE About the Cambridge Program from the Perspectives of our Students and Teachers

Unlike some other programs, Cambridge actually teaches you new things everyday! You wake up and come to school actually expecting to learn something you haven't.

I LOVE when former students return to visit and tell us how successful they are in college, or military, because of what the Cambridge Program provided for them.

I love the teachers. A lot of them are super fun and nice.

I LOVE the high intellectual level of course work and content

I love how the Cambridge program has prepared me for the rigorous college curriculum and taught me the importance of studying and trying your hardest to achieve big goals.

I love how supportive the teachers are.

I love the variety of classes, and how the level of difficulty ranges across each class.

I love the ever growing varieties of classes and pathways to reach your goals, and the amazingly supportive and knowledgeable teachers!

What I LOVE About the Cambridge Program from our Students and Teachers Perspectives

I love how I am put into classes with people that have a similar academic mindset to me, and are motivated and passionate about their future.

I love how the Cambridge program encourages me to excel in school. Being in the program make me feel challenged and everyday I feel I've learned something new and interesting. The program also make the prospect of college feel exciting and something to look forward to, To work for it truly makes me excited to excel in school and to work hard.

I love the Cambridge Program because it ultimately set me up for college-level courses. I have earned compliments from my professors at every writing class I have taken at Eastern Florida State College. Writing and critical thinking are huge components of the program, both of which have set me up for my current success. With Cambridge, I am able to graduate a year early with the critical analytical skills I need for college..

I love how the Cambridge Program challenges me and allows me to motivate myself, it helps me turn my weaknesses into strengths, and it allows me to connect with others and open new perspectives in the program as well as the class.

I love the way students are able to grow connections to the Cambridge teachers, in ways many would not believe. I love the care the teachers have for our success in the Cambridge program and outside of it.

I think all of the opportunities Cambridge presents are valuable, I enjoy the challenge of the end of the year exam, and collecting credits so when you graduate you're presented the Cambridge diploma. All of their excursions, like their organized trip to the actual location of Cambridge, are very educational opportunities that students in the program have access to.

I love the challenges this program gives me that push me to better myself each and every time. It's also an absolute honor to know I belong in this program and I love the teachers and students I've met on this journey and I hope this journey ends with that diploma in my hands that proves to everyone that I overcame every challenge and I truly loved my time in the program.

The teachers are so amazing! They show real care and compassion towards everyone. I always feel safe asking for help with assignments or letting them know what's been going on at home, and my teachers genuinely care about how I'm doing. The material given in the Cambridge program is engaging for me and keeps me thinking. I really love having to ask questions in class and the feeling of finally conquering a hard lesson is something I treasure.

What I LOVE About the Cambridge Program from our Students and Teachers Perspectives

The Cambridge program introduces you to teachers that will change your life in the best ways. These teachers have helped me with my dual enrollment classes and helped me in many situations I needed guidance with. I could not have asked for better teachers and people to be in classes with to help me get through these years. High School is the most fun time and being in this program only makes these times better!

All the teachers in the Cambridge Program always go above and beyond! They help me push my potential to new frontiers.

I love how much the Cambridge program provides us with such great teachers that are passionate on what they are teaching, as well as teachers who truly care about each of their students and work hard with them to help them succeed.

What I love about the Cambridge program is that it allows you to experience a world view outside of your own National bubble, mixed with the vast differences between all members of the Rockledge family it makes for a one of a kind amazing experience preparing you for both college and life in general.

My teachers!! I love learning from teachers who clearly possess a deep understanding of the subject they teach. There's teaching a lesson then there's AICE teachers. I love their passion and desire to know more ways to go about understanding the Cambridge prompts. There's nothing like someone telling you how to solve an In equation by singing "You e~ it, e~ it, e~, it!"

I love the community of students that can be found within Cambridge classes. Every period feels like home, and along with lots of knowledge being shared, there's also lots of love.

Our amazing teachers

I love that the Cambridge Program challenges me and makes me want to learn.

What I LOVE About the Cambridge Program from our Students and Teachers Perspectives

How it pushes my mind to its limits and more and helps me understand what doesn't click.

I absolutely love that the Cambridge Program offers a more rigorous curriculum while also bringing all of the students together. We are able to bond with each other through our Cambridge classes while also creating important connections with the teachers. It allows you to learn so much about the world that you would have never noticed before. I am so thankful for the opportunities that the Cambridge Program gives to all of us.

I love that the Cambridge Program broadens students minds from basic thinking, allowing them to think outside of the box.


I love that the Cambridge Program prioritizes learning rather than memorization or repetition. For example, in my Cambridge science classes labs have always been frequent and hands-on, reinforcing students' understanding of the topic without tedious repetition. In my English and History classes we are not given busy work or endless packets to complete and turn in. Instead, we are actually taught.

I've been in the Cambridge program since 7th grade and there are several things I love about it I'd like to share. First and foremost, many of the teachers within this program are amazing. I've met many educators who are very engaged within a student's education and create a safe and productive environment they are able to confidently learn in. It's the best feeling when you have a teacher you're able to approach with a question and they answer with a smile on their face, happy to help. I can confidently say the RHS Cambridge program is surrounded by many individuals who truly value a student's success and care about their learning. We're given all the resources we need to succeed now, in high school, and even on the path to college.


Second, I love the rigorous - but motivating - environment the RHS Cambridge program creates. I've been challenged in numerous AICE classes here at Rockledge, but they've challenged me to become a better version of myself.

Every time I'm given an assignment or told there's a test, I see it as an opportunity to improve or continue on the same high-flying path. I especially love the high emphasis Cambridge places on writing. Writing is the backbone of most AICE classes here at RHS and while multiple choice may seem easier, writing is a life skill needed outside of high school and can assist students in many more ways than one — It's a great skill to be good at.


Overall, Cambridge is a lovable program for several reasons — whether it be the amazing educators apart of it, the challenging environment it creates, or its focus on writing. I'm grateful to be apart of it and to experience the remainder of my time in high school in such a phenomenal program.




Teaching the Cambridge program Pre AICE Physics and AICE Physics at Rockledge High School has been an immensely rewarding experience for me. As someone with a background in electrical engineering and practical experience in the field, transitioning to a role as a physics teacher was a decision that I can confidently say has been one of the best in my career.




One of the aspects that I love about teaching in the Cambridge program is the opportunity it provides to integrate my technical skills into the classroom setting. Drawing from my field experience, I've been able to create industry-related labs that align with the rigorous standards of the Cambridge program. This not only enhances the learning experience for the students but also ensures that they are well-prepared for the challenges of STEM careers.



The positive feedback from students has been particularly gratifying. Seeing them genuinely enjoy attending physics classes and enthusiastically engaging with the material is a testament to the effectiveness of the Cambridge program. The connection doesn't end with the academic year – maintaining long-term relationships with former students who express gratitude and pride in their participation in the RHS Cambridge program is truly heartening.



Knowing that the students in my class are receiving a top-notch academic education that equips them for success in STEM fields fills me with a sense of joy and accomplishment. The Cambridge program's commitment to academic excellence and its emphasis on preparing students for the demands of higher education and careers align perfectly with my passion for fostering the next generation of scientists and engineers.



Teaching in the Cambridge program has not only been a fulfilling career but also a source of immense pride and gratitude. The impact it has on students, the connections formed, and the overall sense of accomplishment make it a truly rewarding journey. I am proud to contribute to shaping the future of aspiring minds and preparing them for the challenges and opportunities that await in the world of science and technology.



I LOVE YOU
SMILE
LITTLE
I LOVE YOU
BESTIE
YOU'RE AWESOME
MISS YOU
MY LOVE
LOVE

2024-2025 EPO / ELO Renewal Instructions

Parents will renew the EPO/ ELO through FOCUS. If your student is here on an EPO for Cambridge, you (the parent) received an email in FOCUS and to your personal email on November 6, 2023 stating you have a new form to sign under form summary. You will need to log into our parent account on FOCUS, go to form summary and click on ELO/ EPO renewal form. You will need to answer the questions asked of you, sign, and then submit. There is NO application fee for renewing students.

If your student is going to be new to the Cambridge program, you will have to go to the school board website and make a family dashboard login (if you are not zoned for RHS). You will have a \$30 application fee. This process for new applications does not start until January 15, 2024.



ELO/EPO Renewal Application Form

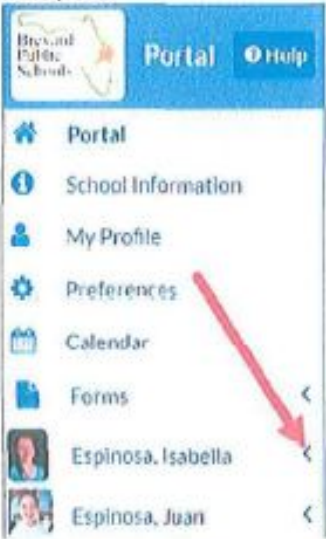
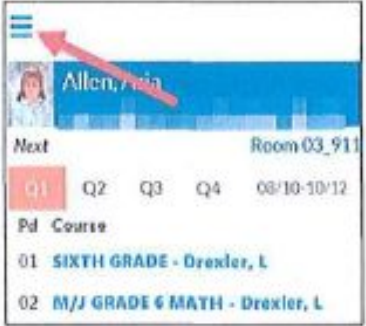

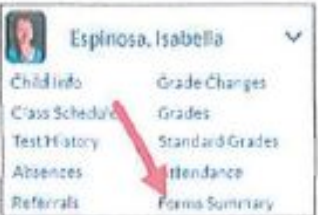
Link to this Document: <https://bit.ly/ELOEPORenewal>

Link to the Student Data Systems website: <https://bit.ly/BPSSStudentDataSystems>

Welcome to the new Focus online ELO/EPO Renewal process. Here is some important information as you get access and complete the ELO/EPO Renewal document in Focus

- ELO/EPO Renewal will be used for current BPS students that will be renewing at the same school as an ELO or EPO.
- You must complete separate forms for each child
- **This is NOT a NEW application. This is for CURRENT students**

How to Access the Re-enrollment form

<p>1.</p> <ul style="list-style-type: none"> • If using a computer, log into your Focus portal and click the arrow next to your child's name to reveal a menu. • If using a mobile device web browser, log into your Focus portal and click the "hamburger" menu icon to see the list of students and then click the arrow next to your child's name to reveal a menu. • If using the mobile app, log in and click the folder at the bottom of the page. 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Computer</p>  </div> <div style="width: 45%;"> <p>Mobile device web browser</p>  </div> </div> <div style="margin-top: 10px;"> <p>Mobile app</p>  </div>
<p>2. If using a computer or a mobile device web browser, click the Forms Summary link.</p> <p>If using the mobile app, go to step 3.</p>	

3. A list of available forms will display. Click on the link for the form you wish to complete.

Available Forms

The district has made the following forms available for you to complete.

Available forms for Aria Nicole Allen
[ELO/EPO RENEWAL FORM](#)

Available forms for Josslyn Marie Allen
[ELO/EPO RENEWAL FORM](#)

Mobile App view

Signatures

14. There are several signatures required. Signatures are required to move forward through the application. Click the words **Click to Sign**.

Sign your name and then click the word **Sign**.

Parent Signature ELO/EPO Renewal*

[Click to Sign](#) ←

Sign Below

Cancel
Clear
Sign

15. When finished, click **Submit and Finish**.

Submit and Finish

When the form is submitted to the school, you will receive a "Thank You" message.

Thank you.

Your information has been submitted for review.

[Click here to return to the Portal.](#)

Alerts

16. After the school processes your application, you will receive an alert message on your Focus portal page. Clicking the link will display the completed form and the approved/denied fields.

You may also view any changes by clicking the **View Changes** button

District & School Announcements

News
Events

⚠ Alerts

🔔 A form you submitted has been recently processed. [Click here for details.](#)

Completed Forms

Form ID	Form Name	Submitted	Reviewed	Approved	Denied	Notes
123456789	ELO/EPO RENEWAL FORM	10/25/2023	10/26/2023	10/26/2023	10/26/2023	

View (Login)

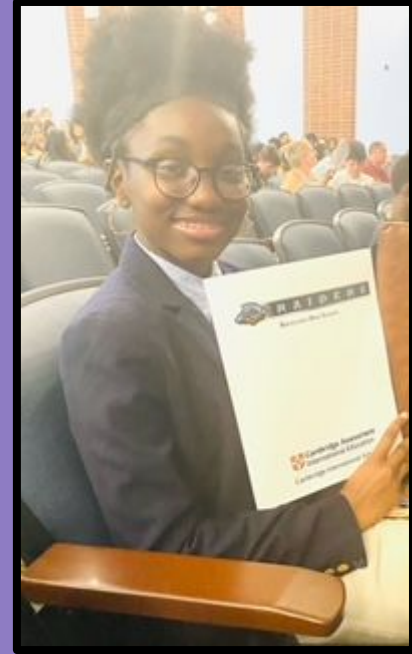
CAMBRIDGE STUDENT SHOWCASE

9TH GRADE STUDENT

Skylar Waite

Hi, My name is Skylar Waite, and I am a 9th grade student at Rockledge High School. When I think about the epitome of a successful future, I think of the Cambridge program. When I was first introduced to the idea of the Cambridge program in the early beginning of my 8th grade year, I was fully prepared to give my dedication to the rigorous academic standards the Cambridge program presents. I always try to excel in all my academics, and thus, I saw the cambridge program as a perfect opportunity to capitulate my efforts. I was, and still am, intrigued by the ability to achieve college credits while still in highschool. This can be done by taking AICE classes, which I currently now, and throughout the rest of highschool, doing.

By being in the program, not only does it pursue you to challenge your academics, but also motivates you to improve and enhance your overall character. I constantly strive to set a great example for my peers and those who look up to me. I am currently in 3 Aice classes: Aice Business, AICE General Paper, AICE Thinking Skills, and one Pre-AICE class: Pre-AICE Biology. As of now, my major for when I enter college now stands as business. By taking AICE business I feel as though it will and give me a head start to getting my masters in that field. The classes are genuinely enjoyable and I have gained much knowledge and perspective from each and every class that I've been in. My overall objective is to obtain my AICE diploma, and in the end to get into the college of my choice.



12TH GRADE STUDENT

Jack Boardman

The reason I chose the cambridge program is because of the tailored education that each and every student gets. Throughout my four years at Rockledge High I have been blessed with some of the best teachers in the county. Their willingness to put in hours and hours of work to not only help us learn, but to also make us better people is unlike any other.

Being in the cambridge program has taught me many lessons, most importantly, time management and dedication. Juggling soccer, clubs, extracurriculars, a job, a social life, and spending time with my family while also staying on top of all my work has been difficult, but definitely rewarding.

In my free time I enjoy spending time with my brothers, friends and family, and most of all playing soccer as it is a place to enjoy myself and relax.



11TH GRADE STUDENT

Rachel Hughes

Hi, my name is Rachel Hughes and I'm a junior. Outside of school, I play for the girls golf team, I work as a math tutor, and I volunteer. I also like spending time with my friends, reading, and listening to music in my free time. I joined Cambridge because I really liked it at Kennedy, and I also preferred the curriculum to AP. My favorite part of Cambridge is how each class is a different difficulty level, so you have the freedom to take as many or as little as you please. My favorite class is either AICE Language or AICE Biology. I spend a lot of time studying, so what helps me stay on top of my work is writing down all of my tasks. I also recommend taking small breaks throughout a study session, and putting your phone away to limit distractions. When I graduate, I want to pursue a career in medicine so I can give back to my community. I'm glad that I continued with Cambridge because it has given me a steady foundation for a career in STEM and an incredible support system of teachers who want to see me succeed.



10TH GRADE STUDENT

Ari Camejo

Hello, my name is Ari Camejo. I joined the Cambridge Program in 7th grade and it has, to this day, been one of my best decisions and will continue to be. Cambridge has helped me grow into the academic student I am today and I couldn't be happier.

The reason I joined Cambridge is because of its benefits regarding college and the Bright Future Scholarship. I am also always looking for a challenge and I knew Cambridge would give me that opportunity. I knew the Cambridge program would help me on my journey to college and I took the opportunity with an open mind. My parents also strongly encouraged me to enroll in the Cambridge program because they knew how great of a program it was. Their encouragement along with the amazing benefits persuaded me to join the program and I am grateful that I did.

I do have a job and, as I stated before, Cambridge courses are very demanding and take up a lot of time. Fortunately, my job is flexible and I have learned to balance my school work and job responsibilities. Cambridge is something I could put on my resume and was actually one of the things my employers focused on. It made me stand out and it showed that I was hard working, which were characteristics they were looking for. Cambridge prepared me for the workforce by teaching me balance along with work ethic and is one of my attributes that helped me get a job.

Over the years I have advanced and grown academically thanks to the Cambridge Program. Cambridge courses are rigorous and prepare me for college. They have pushed me to be the very best I can be and have opened my eyes to so many more opportunities regarding my academics. Cambridge courses are, without a doubt, one of the hardest classes I have taken in my high school career. However, I have never learned so much in my life, they are so full of education knowledge that I use on a regular basis.

I am planning to stay in the Cambridge program for the rest of my high school career. I hope to complete my Cambridge Diploma next year and receive the Bright Futures Scholarship. I would recommend the Cambridge program to anyone interested in learning and pushing themselves to become their best self.



DID YOU KNOW?

While you probably know that Cambridge is home to grand architecture and world-renowned buildings, you may not know that it is also home to a collection of charming architecture that you can only find at ankle level. In 2019, a couple began working toward their mission of “saving the world” by creating and installing tiny Dinky Doors - miniature sculptures hidden (at your feet) in various locations around Cambridge.

There are currently 14 Dinky Door sculptures hidden around Cambridge, and you never know where you might find one. The artists have chosen to remain anonymous so when a new sculpture is created, they

will leave clues and a quick backstory about the sculpture on YouTube, but they hide their identities from viewers. Each sculpture features a quirky wordplay and offers those who seek them a great way to escape from the dullness and stress of everyday life.



Want to know more about the Dinky Doors? Visit dinkydoors.co.uk



TEST YOUR AICE KNOWLEDGE

Check out these questions from a previous AICE Mathematics A-Level test and see if you could answer them. Remember that you want to show your work.

(a) Given that

$$\sin\left(x + \frac{1}{6}\pi\right) - \sin\left(x - \frac{1}{6}\pi\right) = \cos\left(x + \frac{1}{3}\pi\right) - \cos\left(x - \frac{1}{3}\pi\right),$$

find the exact value of $\tan x$.

[4]

(b) Hence find the exact roots of the equation

$$\sin\left(x + \frac{1}{6}\pi\right) - \sin\left(x - \frac{1}{6}\pi\right) = \cos\left(x + \frac{1}{3}\pi\right) - \cos\left(x - \frac{1}{3}\pi\right)$$

for $0 \leq x \leq 2\pi$.

[2]

Mark Scheme Details for Scoring:

Types of mark

M Method mark, awarded for a valid method applied to the problem. Method marks are not lost for numerical errors, algebraic slips or errors in units. However, it is not usually sufficient for a candidate just to indicate an intention of using some method or just to quote a formula; the formula or idea must be applied to the specific problem in hand, e.g. by substituting the relevant quantities into the formula. Correct application of a formula without the formula being quoted obviously earns the M mark and in some cases an M mark can be implied from a correct answer.

A Accuracy mark, awarded for a correct answer or intermediate step correctly obtained. Accuracy marks cannot be given unless the associated method mark is earned (or implied).

B Mark for a correct result or statement independent of method marks.

DM or DB When a part of a question has two or more 'method' steps, the M marks are generally independent unless the scheme specifically says otherwise; and similarly, when there are several B marks allocated. The notation DM or DB is used to indicate that a particular M or B mark is dependent on an earlier M or B (asterisked) mark in the scheme. When two or more steps are run together by the candidate, the earlier marks are implied and full credit is given.

FT Implies that the A or B mark indicated is allowed for work correctly following on from previously incorrect results. Otherwise, A or B marks are given for correct work only.

- A or B marks are given for correct work only (not for results obtained from incorrect working) unless follow through is allowed (see abbreviation FT above).
- For a numerical answer, allow the A or B mark if the answer is correct to 3 significant figures or would be correct to 3 significant figures if rounded (1 decimal place for angles in degrees).
- The total number of marks available for each question is shown at the bottom of the Marks column.
- Wrong or missing units in an answer should not result in loss of marks unless the guidance indicates otherwise.
- Square brackets [] around text or numbers show extra information not needed for the mark to be awarded.

Answers:

Question	Answer	Marks	Guidance
5(a)	Use correct trig formulae and obtain an equation in $\sin x$ and $\cos x$	*M1	Allow one sign error.
	Obtain a correct equation in any form	A1	e.g. $2 \cos x \sin \frac{\pi}{6} = -2 \sin x \sin \frac{\pi}{3}$.
	Substitute exact trig ratios and obtain an expression for $\tan x$	DM1	Allow one sign error.
	Obtain answer $\tan x = -\frac{1}{\sqrt{3}}$	A1	Or exact equivalent.
		4	
5(b)	Obtain answer, e.g. $x = \frac{5\pi}{6}$	B1	
	Obtain second answer, e.g. $x = \frac{11\pi}{6}$ and no others in the interval	B1FT	FT first answer $+\pi$ (provided $0 \leq \text{first answer} \leq \pi$). Or FT first answer $-\pi$ (provided $\pi \leq \text{first answer} \leq 2\pi$). Ignore any answers outside interval.
		2	

Cambridge Spring Testing Schedule

The Cambridge spring testing schedule has been released. Below are the dates of the pre-AICE and AICE exams. Pre-AICE exams are optional BUT AICE Exams are mandatory. Please look closely at these dates as RHS cannot change the dates or times of exams.

May/June 2024 AICE Testing Schedule

Date of Exam	Course Title	Paper	Length of Test	Time of Test
Wednesday, April 17	AS Info Technology	Paper 2 - Practical	2 hours 30 min	8:45 a.m.
Tuesday, April 23	A-Level Info Technology	Paper 4 - Practical	2 hours 30 min	8:45 a.m.
Thursday, April 25	AS Eng General Paper	Paper 1 - Essay	1 hour 15 min	8:45 a.m.
Thursday, April 25	AS Psychology	Paper 1 Approaches & Issue	1 hour 30 min	8:45 a.m.
Friday, April 26	AS Environmental Management	Paper 1 – Principles of Environ Manage	1 hour 45 min	11:45 a.m.
Friday, April 26	AS Marine Science	Paper 1 – AS Level Theory	1 hour 45 min	11:45 a.m.
Monday, April 29	AS Thinking Skills	Paper 1 – Problem Solving	1 hour 30 min	12:50 p.m.
Wednesday, May 1	AS Eng General Paper	Paper 2 - Comprehension	1 hour 45 min	8:45 a.m.
Wednesday, May 1	AS Literature in English	Paper 1 – Drama & Poetry	2 hours	8:45 a.m.
Wednesday, May 1	AS Environmental Management	Paper 2 – Management in context	1 hour 45 min	12:50 p.m.
Wednesday, May 1	AS Marine Science	Paper 2 – Data-handling & Investigation skills	1 hour 45 min	12:50 p.m.
Thursday, May 2	AS Global Perspectives	Paper 1 – Written Exam	1 hour 30 min	8:45 a.m.
Thursday, May 2	Pre-AICE Biology	Paper 4 – Theory Questions	1 hour 15 min	8:45 a.m.
Thursday, May 2	AS Mathematics	Paper 1 – Pure Math 1	1 hour 50 min	12:50 p.m.
Friday, May 3	AS English Language	Paper 1 – Reading Analysis	2 hours 15 min	8:45 a.m.
Friday, May 3	AS Business	Paper 1 – Short Ans & Essay	1 hour 15 min	11:45 a.m.
Friday, May 3	AS History	Paper 1 – Document Ques.	1 hour 15 min	11:45 a.m.
Monday, May 6	AS English Language	Paper 2 - Writing	2 hours	8:45 a.m.
Monday, May 6	A Level Marine Science	Paper 3 – Structured Ques.	1 hour 45 min	12:50 p.m.
Monday, May 6	AS Spanish Language	Paper 3 - Writing	1 hour 30 min	12:50 p.m.
Tuesday, May 7	A Level Biology	Paper 4 – Structured Ques.	2 hours	8:45 a.m.
Tuesday, May 7	Pre-AICE Biology	Paper 6 – Alternative to Practical	1 hour	8:45 a.m.
Tuesday, May 7	A Level Mathematics	Paper 6–Probability&Stats 2	1 hour 15 min	12:50 p.m.
Tuesday, May 7	AS Mathematics (only certain students in A-Level)	Paper 2- Pure Math 2	1 hour 15 min	12:50 p.m.
Wednesday, May 8	Pre-AICE English Lang	Paper 1 - Reading	2 hours	8:45 a.m.
Wednesday, May 8	AS Geography	Paper 1 - Core Physical Geography	1 hour 30 min	8:45 a.m.
Wednesday, May 8	AS Info Technology	Paper 1 - Theory	1 hour 45 min	12:50 p.m.
Wednesday, May 8	AS Thinking Skills	Paper 2 – Critical Thinking	1 hour 45 min	12:50 p.m.
Thursday, May 9	AS Biology	Paper 3 – Lab Practical	2 hours	8:45 a.m.
Thursday, May 9	AS Psychology	Paper 2 – Research Methods	1 hour 30 min	8:45 a.m.
Friday, May 10	Pre-AICE History	Paper 1 – Written Paper	2 hours	11:45 a.m.
Friday, May 10	AS History	Paper 2 – Outline Study	1 hour 45 min	11:45 a.m.
Friday, May 10	AS Business	Paper 2 – Data Response	1 hour 30 min	11:45 a.m.

Cambridge Spring Testing Schedule, Cont.

Monday, May 13	Pre-AICE English Lang	Paper 2 – Directed Writing	2 hours	8:45 a.m.
Monday, May 13	AS Literature in English	Paper 2 – Prose & Unseen	2 hours	8:45 a.m.
Monday, May 13	AS Mathematics	Paper 5–Probability&Stats 1	1 hour 15 min	12:50 p.m.
Monday, May 13	AS Spanish Language	Paper 1 - Listening - Multiple Choice	1 hour	12:50 p.m.
Tuesday, May 14	AS Biology	Paper 2 – Structured Ques.	1 hour 15 min	8:45 a.m.
Tuesday, May 14	A Level Biology	Paper 5 – Planning, Analysis, Evaluation	1 hour 15 min	8:45 a.m.
Tuesday, May 14	Pre-AICE History	Paper 2 – Written Paper	1 hour 45 min	12:50 p.m.
Tuesday, May 14	A Level Thinking Skills	Paper 3 – Problem Analysis	2 hours	12:50 p.m.
Wednesday, May 15	A Level Mathematics	Paper 3 – Pure Math 3	1 hour 50 min	12:50 p.m.
Thursday, May 16	AS Physics	Paper 2 – Structured Ques.	1 hour 15 min	8:45 a.m.
Thursday, May 16	A Level Thinking Skills	Paper 4 – Applied Reasoning	1 hour 45 min	12:50 p.m.
Thursday, May 16	A Level Business	Paper 3 - Business Decision-Making	1 hour 45 min	12:50 p.m.
Friday, May 17	AS Geography	Paper 2 - Core Human Geography	1 hour 30 min	8:45 a.m.
Monday, May 20	Pre-AICE History	Paper 4 – Alternative to Coursework	1 hour	12:50 p.m.
Monday, May 20	A Level Business	Paper 4 - Business Strategy	1 hour 15 min	12:50 p.m.
Tuesday, May 21	A Level Lit in English	Paper 3–Shakespeare & Drama	2 hours	8:45 a.m.
Wednesday, May 22	AS Spanish Language	Paper 2 - Reading - Multiple Choice	1 hour 30 min	12:15 p.m.
Thursday, May 23	AS Physics	Paper 3 – Practical	2 hours	8:45 a.m.
Thursday, May 23	A Level Lit in English	Paper 4 – Pre/Post 1900 Lit	2 hours	8:45 a.m.
Friday, May 24	AS Drama	Paper 1 - Written Exam	2 hours	11:50 a.m.
Friday, May 24	A Level Marine Science	Paper 4 – Data-handling	1 hour 45 min	11:50 a.m.
Thursday, June 6	AS Physics	Paper 1 – Multiple Choice	1 hour 15 min	8:45 a.m.
Tuesday, June 11	AS Biology	Paper 1 – Multiple Choice	1 hour 15 min	8:45 a.m.
Thursday, June 13	Pre-AICE Biology	Paper 2 – Multiple Choice	45 min	8:45 a.m.

Remember that all Cambridge exams **MUST** be taken on the assigned date. There are **NO MAKE-UP** exam dates available. This is why it is imperative that students are present for testing on the dates/times listed above.

If a student has 2 exams scheduled on the same day at the same time, the student will take one exam, have a break, and then take the second exam.

All students enrolled in an AICE course are required to take the AICE exam at the end of the year.

Pre-AICE & AICE Class Tutoring Permission Form

In order to participate in any form of tutoring before or after school with a pre-AICE or AICE teacher, students MUST have a signed permission form on file. Copies of the forms were emailed to all parents. If you have not turned in a form, please get it signed and returned to Mrs. Matthews or any Cambridge teacher. Forms can be submitted electronically to Mrs. Matthews at matthews.katie@brevardschools.org

Form 2430fm1

PARENT PERMISSION AND RESPONSIBILITY STATEMENT FOR STUDENT PARTICIPATION IN DISTRICT AND NON-DISTRICT SPONSORED CLUBS, EVENTS, AND ACTIVITIES

Refer to school board policies 2430 and 5730 for District and Non-District Sponsored Criteria
Rockledge High School 8/22/23
School Name Date

Cambridge AICE Class Tutoring
Activity/Event List activity/event
ON August 23, 2023 - May 24, 2024
Date(s) and time of Event
Katie Matthews (AICE Coordinator)
Adult Supervisor

AICE Teacher Classrooms
LOCATION OF EVENT/ACTIVITY
Tutoring by AICE teachers from 8:00 - 8:40 a.m. and from 3:30 - 4:30 p.m. Monday-Friday. AICE teachers will provide academic support, answer student questions, and provide exam practice.
NATURE OF EVENT/ACTIVITY

AICE Classroom Teacher
Staff/Guests who will be present during event/activity

Parents should direct questions concerning the activity to the school office
Name Katie Matthews Telephone 321-636-3711
Adult Supervisor (School Number) (Mobile Phone)

(ALL THE ABOVE TO BE COMPLETED BY THE SCHOOL)

PARENTAL AUTHORIZATION AND ACKNOWLEDGMENT OF RISKS

1. I understand that participation in this event/activity is voluntary.
2. The parent or guardian and student are responsible for transportation to and from the event/activity unless otherwise specified.
3. The parent or guardian and student understand that the school district, its officers, agents, or employees are not responsible for the student during the time he/she is traveling to or from the event/activity, unless the school is providing transportation.
4. The parent or guardian, and student will assume the liability during the entire course of the student's participation in the event/activity and will indemnify and hold the School Board of Brevard County harmless for any injury or accident or property loss involving the student.
5. Parent or guardian permission for the student to participate in the above event/activity may be withdrawn at any time by contacting the school and/or sponsor.
6. In the event of medical emergency, I/we authorize the sponsor or chaperone in charge of the event/activity to seek emergency medical treatment for my child at my expense.

We have read and understand the information above and accept the designated responsibilities. I hereby grant participation in all aspects of the above Student Club and/or Activity/Event.

Granted Denied Granted with the following exceptions: _____
(Describe)

Student Signature - Date
(Optional for Elementary School)

Parent/Guardian Signature - Date
(Required for all)