



الأكاديمية الدولية - عمان

THE INTERNATIONAL ACADEMY - AMMAN

REVISION BOOKLET

FOR

End of Year Exams

May - June 2023

Grade: 8

WHAT IS THIS BOOKLET FOR?

In this booklet you will find tips on how to study and plan your work, as well as how to deal with stress. However, it is important to know that the main purpose of the assessment week is to work on your Approaches To Learning skills.

The results for the end of year exams are *not* going to determine whether or not you will pass the year. Nevertheless, these exams are your last opportunity to improve on the criteria assessed; hence improve your overall grade for the subject.

Another aim for this assessment week is to give you experience in preparing for, and sitting formal assessments as this is what you will have to do in the Diploma Programme.

REVISING

Planning

Find out what topics will be on the assessment. Your revision topics are listed in this booklet!

Organize Your Study Space

Make sure you have enough space to spread your textbooks and notes. Get rid of all distractions, and make sure you feel as comfortable and able to focus as possible.

Make a Revision Calendar

Plan your revision carefully so you have enough time to cover each topic. Work backwards from the assessment and divide up your time. Use a large planner to write in times of your assessments (one is provided in the back of this booklet). Divide up your time, making sure you spend more time on the weaker subjects. Leave some slots blank so you can use them for extra revision. Leave some time for yourself especially just before the assessments.

Make Your Revision Active

Give your revision session a focus. Don't just re-read your notes in hope you will learn them. Learn about a particular part, then test yourself by drawing a diagram or flowchart, make pictures, cartoons, put boxes around words, talk to yourself. Explain an answer to a question to those around you. That will help you to get it clear in your head and can highlight any areas where you need more work.

Take Regular Breaks

Studies have shown that for long-term retention of knowledge, taking regular breaks really helps.

Snack On 'Brain Food'

Keep away from junk food, caffeine, energy drinks and carbonated drinks! Keep your body and brain well-fuelled by choosing nutritious foods that have been proven to aid concentration and memory, such as fruits, vegetables, whole-grain cereal, nuts and yogurt. Drink lots of water.

SIX WAYS OF COPING WITH STRESS

Stress is the body's normal response to a challenge, threat or excitement. Some people cannot perform due to stress and others are motivated by it to do well. You need to find out what level of stress motivates you and what amount paralyzes you. When you know this, you make sure that you keep your stress levels in the motivational zone. See 'six ways of coping with stress' below.

1. **Get Organised**

Draw up an action plan to improve your time management. Plan ahead and set yourself goals. Identify busy periods if necessary.

2. **Think Positively**

Recognise what you have achieved so far. Make a list of tasks and tick them off as you finish them. Take action! Don't put off those tasks you don't want to deal with. Make a plan and stick to it. Keep problems in perspective. Remember to think about what you are doing well.

3. **Keep Fit and Healthy**

Take regular exercise. When you are under stress your body produces adrenalin. Exercise helps to get rid of the biochemical effects of stress, so making you less tense. Eat a balanced diet and eat regularly. If you're hungry and stressed, you're less likely to be able to concentrate properly. Get plenty of sleep. If you're too tired, you can't study efficiently. Remember to give yourself time to unwind before going to sleep.

4. **Learn to Relax**

Allow time for relaxation. Find the balance between time spent working and leisure. Learn relaxation techniques (eg. Breathing quietly for 5minutes). This will help you to control your stress.

5. **Stay in Control**

Take responsibility for dealing with your stress. Don't blame your circumstances. Have realistic targets. Don't try to change everything at once. Identify what is causing your stress and take steps to change it gradually.

If your stress is caused by parental pressure, avoid getting into unproductive arguments. Try to keep calm, listen to what your parents say. Try to understand their point of view. Then put forward your ideas assertively rather than aggressively.

6. **Talk it Over**

Find someone to talk to. Find an adult who you feel would listen to you and tell them why you are feeling anxious. Ask for advice. Discuss ways of dealing with your stress. Then make up your own mind what you are going to do about it.

COMMAND TERMS

The command terms listed are used to define the thinking skills that MYP students are expected to demonstrate. The definitions may vary when used in other contexts.

Command terms	MYP definitions
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances.
Appraise	Evaluate, judge or consider text or a piece of work.

Argue	Challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action.
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Develop information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application.

Derive	Manipulate a mathematical relationship to give a new equation or relationship.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document	Credit sources of information used by referencing (or citing) following one recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Estimate	Find an approximate value for an unknown quantity.
Evaluate	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Exemplify	Represent with an example.
Explain	Give a detailed account including reasons or causes.
Explore	Undertake a systematic process of discovery.

Command terms	MYP definitions
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Infer	Deduce; reason from premises to a conclusion. Listen or read beyond what has been literally expressed.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Label	Add title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.
Measure	Find the value for a quantity.
Outline	Give a brief account.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Recall	Remember or recognize from prior learning experiences.
Reflect	Think about deeply; consider.
Recognize	Identify through patterns or features.
Show	Give the steps in a calculation or derivation.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.

Solve	Obtain the answer(s) using appropriate methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
Use	Apply knowledge or rules to put theory into practice.

**مصطلحات الإرشاد
والتوجيه:**

المصطلح	التعريف
يُخَلَّل	يُقسَم إلى أجزاء أصغر لإبراز العناصر أو التراكيب الأساسية. لتحديد الأجزاء والعلاقات، ولتفسير المعلومات للتوصل إلى الاستنتاجات.
يُضَيَّف	يُضَيَّف ملحوظات موجزة إلى مُخَطِّط أو رسم بياني.
يُطبَّق	يستخدم المعرفة والفهم استجابة لموقف ما أو ظروف حقيقية. يستخدم الأفكار أو المعادلة أو المبدأ أو النظرية أو القانون فيما يتعلق بمشكلة أو قضية مُعطاة. انظر أيضاً مصطلح : يستخدم
يُحسَب	يُحصل على إجابة عددية تُعرض المراحل ذات الصلة في العملية
يُصنَّف	يُرتَّب حسب الطبقة أو الفئة
يُعلَّق	يُحكم على أساس بيان/جملة مُعيَّنة أو نتيجة حسابات مُعيَّنة
يُقارَن	يسرد أوجه الشبه بين شيئين أو موقفين أو أكثر، مع الإشارة إليهما/إليها جميعاً، بشكل كامل
يُقارَن ويُقابَل	يسرد أوجه الشبه والاختلاف بين شيئين أو موقفين أو أكثر، مع الإشارة إليهما/إليها جميعاً بشكل كامل
يُضَع/يُنشَأ	يُعرض المعلومات في شكل بياني أو منطقي
يُقَابَل	يسرد أوجه الاختلاف بين شيئين أو موقفين أو أكثر، مع الإشارة إليهما/إليها جميعاً، بشكل كامل
يُنشَأ/يُعمل/يُضَع*	يُنشَأ من تفكير الفرد أو خياله كعمل أو اختراع
*يُنقَد	يُقَدَّم استعراضاً أو تعليقاً ناقداً، وخاصة عند التعامل مع الأعمال الفنية أو "الأدبية". انظر أيضاً مصطلح "يُقَيَّم"
يُسْتَدَل	يُصل إلى نتيجة من المعلومات المُعطاة
يُعَرَف	يُعطي المعنى الدقيق لكلمة، أو عبارة، أو مفهوم، أو كميّة مادية

يعرض	يُوضَح بالحجة أو المنطق أو الشواهد، موضحاً بالأمثلة أو التطبيق العملي
يستذكر	يتذكر أو يميّز من خبرات التعلّم المسبقة
يشترك	يعالج علاقة رياضية لإعطاء معادلة أو علاقة جديدة
يصف	يسرد تفاصيل أو صورة موقف أو حدث أو نمط أو عملية ما
يصمّم	يضع خطة أو محاكاة أو نموذجاً
يقرّر	يحصل على الإجابة الوحيدة الممكنة
*يطوّر	يحسّن تحسّناً متزايداً، أو يسهب أو يتوسّع تفصيلاً. يرتقي إلى حالة أكثر تقدماً أو فعالية
يفاضل	يحصل على مُشتق لإحدى الدوال
يناقش	يقدم نظرة عامة متدبرة ومتوازنة تشمل عدة حُجج أو عوامل أو فرضيات. يجب عرض الآراء أو الاستنتاجات بوضوح ودعمها بشواهد مناسبة
يُفرّق	يُوضَح الفرق بين مفهومين أو شيئين أو أكثر
*يوثق	يُثبت جميع مصادر المعلومات المستخدمة بواسطة ثبت مراجعها، أو الاستشهاد بها، باستخدام نظام توثيق معترف به. يجب تضمين الإشارة إلى المراجع في متن النص ونهاية العمل المكتوب في قائمة المراجع أو قائمة المؤلفات المستخدمة
يرسم	يعرض بواسطة مخطّط أو رسم بياني دقيق ومُعنون، باستخدام القلم الرصاص. (يجب استخدام مسطرة) حافة مُستقيمة، مع الخطوط المُستقيمة. يجب رسم المخطّطات حسب مقياس الرسم. يجب رسم نقاط المخطّط رسماً صحيحاً، إذا كان ذلك ملائماً وربطها بخط مُستقيم أو منحنى انسيابي
يقدّر	الحصول على قيمة تقريبية لكمية غير معروفة
يقيّم	"يقيّم الشيء بوزن مكانه قوته وحدوده. انظر أيضاً مصطلح "ينقد"
يختبر/يفحص	ينظر في حُجة أو مفهوم ما بطريقة تكشف الافتراضات والعلاقات المتبادلة للقضية
يشرح	يقدم بياناً مُفصلاً مع ذكر المبررات أو الأسباب. انظر أيضاً مصطلح "يُبرّر/يغلّل"
يستكشف	يشرع في عملية منهجية للاكتشاف
يجد	يحصل على إجابة تعرض المراحل ذات الصلة في العملية.
يصوغ	يعبر عن المفهوم/المفاهيم أو الحُجة/الحُجج ذات الصلة بدقة ونظام.
من ثمّ	يستخدم الطالب العمل السابق للحصول على النتيجة المطلوبة.
من ثمّ، أو باستخدام طريقة أخرى	يُقدّم أن يستخدم الطالب العمل السابق، ولكن الطرق الأخرى تُقبل أيضاً
يحدّد	يقدم إجابة من عدد من الاحتمالات. يتعرف على حقيقة أو خاصية مُميّزة ويذكرها بإيجاز

يفسّر	يستخدم المعرفة والفهم للتعرف على التوجهات واستخلاص النتائج من المعلومات المعطاة.
يتقنّى	يلاحظ، أو يدرس، أو يختبر بشكل مُفصّل أو بطريقة منهجية بهدف إثبات الحقائق. والتوصل إلى استنتاجات جديدة.
يبيّر/يغلل	يعطي أسباباً وجيهة أو شواهد لدعم إجابة أو استنتاج ما. انظر أيضاً مصطلح "يشرح"
يوسم	يضيف عنواناً أو أسماءً أو تفسيراً/تفسيرات موجزة إلى مخطّط أو رسم بياني
يسرد	يقدّم سلسلة من الإجابات الموجزة دون تفسير
يقيس	يحصل على قيمة لكمية ما
*ينظّم	.يضع الأفكار والمعلومات في ترتيب مناسب أو منهجي
يؤجز	.يقدّم سرداً موجزاً أو ملخصاً
يخطّط/يرسم	يعلّم موضع النقاط على المخطّط
ينتّبأ	يعطي النتيجة المتوقعة لعمل أو مناسبة قادمة
يقدم/يعرض	يقدم شيئاً للعرض أو الملاحظة أو الاختبار أو الدراسة
يضع *الأولويات	يؤلي أهمية نسبية أو يضع في ترتيب حسب الأفضلية
يبرهن	يستخدم سلسلة من الخطوات المنطقية للحصول على النتيجة المطلوبة بطريقة رسمية.
*يختار	يختار من قائمة أو مجموعة
يوضّح	يعطي الخطوات في عملية حسابية أو استنتاجية
يوضّح أن	يحصل على النتيجة المطلوبة، ربما باستخدام المعلومات المعطاة دون الطبيعة الرسمية للبرهان. لا تتطلب أسئلة "وضّح أن" بشكل عام باستخدام الآلة الحاسبة
يرسم مخطّطاً	يعرض باستخدام مخطّط أو رسم بياني موسوم كما هو مناسب. يجب أن يعطي الرسم التخطيطي فكرة عامة عن الشكل أو العلاقة المطلوبة ويجب أن يشمل المزايا ذات الصلة
يحل	يحصل على الإجابة/الإجابات باستخدام الطرق الجبرية و/أو العددية و/أو الطرق الرسومية
يذكر	يعطي اسماً معيناً أو قيمة أو إجابة موجزة أخرى دون تفسير أو إجراء حسابات
يقترح	يقدم حلاً أو فرضية أو إجابة أخرى مُمكنة
*يلخّص	يجمل موضوعاً عاماً أو نقطة/نقاطاً رئيسية
*يتركب	يجمع الأفكار المختلفة من أجل إنشاء فهم جديد

إلى أي مدى	ينظر في مميزات أو أي خصائص أخرى لُحْجَة أو مفهوم ما. يجب عرض الآراء أو الاستنتاجات بوضوح ودعمها بشواهد مناسبة وُحْج سَلِيمَة
يتتبع	يتبع ويسجل عمل إحدى اللوغاريتمات
يستخدم	."يطبق المعرفة أو الأحكام لتطبيق النظرية. انظر أيضاً مصطلح "يطبق"
يتحقق	يقدم الشواهد التي تثبت صحة النتيجة
يَيدُون	يحصل على الإجابة/الإجابات، عادة باستخراج المعلومات. دون الحاجة للحساب أو مع القليل منه. ليس ضرورياً عرض طريقة العمل

TIPS FOR END OF YEAR EXAMS

1. Read the INSTRUCTIONS before the exam carefully.

How many questions do you have to answer?

Are there questions on both sides of the paper?

Do your answers have to be on separate pieces of paper?

2. For each exam, you will be given 5 minutes reading time. During that time, read ALL of the questions. You are not allowed to write during that time.
3. Keep an eye on the command terms. These terms inform you on the amount of detail required in your answers.
4. Decide on AN ORDER of answering – do your BEST questions FIRST.
5. Stay in motion. If you do get stuck on a question, think about it for a minute or two. If nothing comes to you, move on to another problem. You may later have time to return to it.
6. When answering questions, try not to repeat yourself. Keep your language and expression straightforward.
7. If you have time, check your answers for SPELLING, GRAMMAR and EXPRESSION.

CODE OF CONDUCT DURING ASSESSMENTS

1. Students must enter and leave the examination in a quiet and orderly manner. They are to sit in their assigned seats.
2. No talking or communicating with any student either at the beginning whilst exams are distributed; during the exam; or at the end when materials are being collected. This includes eye contact and gestures. **Breaking this rule may result in the test paper being cancelled.**
3. Exam stationary must be brought in clear plastic bags. Students are not allowed to borrow materials from other students during an exam.
4. The instructions of the invigilator must be obeyed. The invigilator has the right (at any time) to expel from the examination room any student whose behaviour is interfering with the proper conduct of the examination
5. No questions may be asked of the invigilating teacher.
6. All materials which may not be used during the test (notes/textbooks) are to be left OUTSIDE of the classroom.
7. All exams must be completed in blue or black pen, unless instructed otherwise. Graphs and drawings can be done in pencil.
8. Students who finish the exam early are not allowed to leave the examination.
9. Students who are over 30min late to the exam will not be allowed to sit it. Students who are less than 30min late will be allowed to sit the exam but will not be given extra time.
10. Phones and **all watches** must be handed in as soon as you enter the examination room.
11. White-out is not to be used during the examination.
12. Students are not allowed to go to the toilet during the first hour and last 15 min of the exam.

What you need to bring to the assessment:

- Two pencils
- Sharpener
- Eraser
- Two blue or black pens
- Calculator
- Ruler
- -All above items placed in a clear, plastic bag
- Water bottle (optional)

What you are NOT allowed to bring into the room:

- Pencil case
- Mobile phone, **any type of watch** or any other electronics
- Own paper and white out / tipex
- Food (including candy and chewing gum)

- **G8 English - Language and Literature**

Name of Teachers:	Ms. Virginia Issaris, Ms. Ruba Atallah and Ms. Rowan Abdallah
Length of exam:	2 hours
Criteria assessed:	A, B, D
Revision Topics:	<p>Use Google Classroom PPTs, resources, notes, and formative assessments for unit 4 to study:</p> <ul style="list-style-type: none"> • Your notes on the characters/character files • Scene comprehension questions and scene summaries • Linguistic and literary features of the play and the playwright's craft (authorial choices) • Literary analysis essay structure <p>You should also review David Calcutt's <i>Treasure Island</i> and your notes on the script's scenes.</p>
Breakdown of exam:	The exam is one part in which students are expected to write a well-developed literary analysis essay providing an introduction, body paragraphs, a conclusion and linking elements. In the essay, they are expected to analyse one of the script's main characters by identifying and explaining his/her traits through the commentary on relevant textual evidence and authorial choices.
Materials needed during the exam:	<p>Students will need:</p> <ul style="list-style-type: none"> • Physical copies of the script <i>Treasure Island</i> are allowed (<i>and after removing their notes, students must submit those copies at the end of the exam to the invigilating staff</i>); • Sticky notes inside student copies are allowed as long as they are not too wordy; • Stationary such as blue or black pens, pencils, eraser, sharpener etc. <p>Question and answer sheets will be provided.</p>
Study strategies / study tips:	<ul style="list-style-type: none"> • Review your notes on the characters/character files (and update them if needed); • Study the comprehension questions related to each scene and revise your scene summaries; • Revisit the information and tasks on the various linguistic and literary features of the play and the playwright's craft (authorial choices); • Revise and practice writing literary analysis essays about the story's characters using the suggested structure; • Revisit the weekly PPTs and resources for unit 4; • Review formative work and formative feedback on all of your analysis essays for this year.

- **G10 Mathematics**

Name of Teachers:	Ms. Layal Al Mousa & Ms. Diala Hudhud
Length of exam:	2 hours
Criteria assessed:	A, B, C
Revision Topics:	<p><u>Unit 1: Coordinate Geometry</u></p> <ul style="list-style-type: none"> • Linear Relationships (Haese pg. 282 – 283) • Plotting linear graphs (Haese pg. 284 – 285) • Gradients (Haese pg. 287 – 291, Oxford pg. 120 - 124) <ul style="list-style-type: none"> ○ Gradient Formula ○ Gradient Intercept Form • The equation of a line (Haese pg. 286 – 287) • Graphing lines from equations (Haese pg. 292 – 294) • Other line forms <ul style="list-style-type: none"> ○ Parallel & Perpendicular (Oxford pg. 112 – 113) ○ Vertical & Horizontal (Haese pg. 295 – 296) • Finding equations from graphs (Haese pg. 298 - 299) • Determining the equation of a line (Haese pg. 300 & Oxford pg. 129 - 133) • Simultaneous equations (Haese pg. 306 - 314, Oxford pg. 329 – 345) <ul style="list-style-type: none"> ○ Substitution ○ Elimination ○ Graphing ○ Word problems <p><u>Unit 2: Geometry</u></p> <ul style="list-style-type: none"> • Types of Angles (One Note) • Parallel lines and Transversals (One Note) • Pythagoras Theorem (Haese pg. 198 – 199, 206 – 208 & Oxford pg. 61 – 63) • Similar & Congruent Triangles (Haese pg. 339 – 340, 347 – 349 & Oxford pg. 69 – 76) • Perimeter and Area of 2D shapes (Haese pg. 216 – 222, 225- 226, 231 – 232) • Volume of prisms & Capacity (Haese pg. 263 – 264, 267 – 272 & Oxford pg. 162 – 164, 168 - 169) • Surface Area of prisms (Haese pg. 233 – 240, & Oxford pg. 158 – 160, 171 - 172) <p><u>Unit 3: Statistics</u></p> <ul style="list-style-type: none"> • Representing data (Haese pg. 404 – 408) <ul style="list-style-type: none"> ○ Discrete Data ○ Grouped Data ○ Stem and Leaf plots • Measures of central tendency (Haese pg. 409 – 414) • Box & whiskers plot & Quartiles (One Note)

	<p>Unit 4: Algebra</p> <ul style="list-style-type: none"> • Distributive Law (Haese pg. 101 – 104) • Expansion of $(a + b)(c + d)$ (Haese pg. 106 – 108) <ul style="list-style-type: none"> ○ FOIL • Expanding (Haese pg.109 – 112) <ul style="list-style-type: none"> ○ perfect squares ○ difference of two squares • Factorizing with common factors (Haese pg. 357 – 359) • Factorizing (Haese pg. 360 – 366) <ul style="list-style-type: none"> ○ difference of two squares ○ perfect squares ○ trinomials • Solving Quadratic Equations (Haese pg. 390 – 397) <ul style="list-style-type: none"> ○ Null Factor ○ Equations of the form $ax^2 + bx = 0$ ○ Using the difference of squares ○ Equations of the form $x^2 + bx + c = 0$ ○ Problem solving
Breakdown of exam:	<p>Criterion A & C - an hour long Questions with a range of difficulty - Level 1-2, 3-4, 5-6 and 7-8</p> <p>Criterion B & C – an hour long An investigation on finding a general rule to a pattern provided.</p>
Materials needed during the exam:	<p>Students will need:</p> <ul style="list-style-type: none"> • Calculator • Scrap paper • Stationary such as blue or black pens, pencils, eraser, sharpener etc.
Study strategies / study tips:	<p>All content is found on One Note Main textbooks for studying are Haese and Oxford Unit 1: Coordinate Geometry <u>Haese Ch. 13 & 14, Oxford Ch. 3 & 7 & OneNote</u></p> <p>Unit 2: Geometry <u>Haese Ch. 9, 10, 12 & 16, Oxford Ch. 2 & 4 & OneNote</u></p> <p>Unit 3: Statistics <u>Haese Ch. 20 & OneNote</u></p> <p>Unit 4: Algebra <u>Haese Ch. 4, 17 & 19, Oxford Ch. & OneNote</u></p> <p>Read and review all the content areas and do the practice questions. Show working out in your responses.</p>

- **G8 Integrated Science**

Integrated Science	
Grade	8
Name of Teachers	Mr. Henry, Mr. Peter, Ms. Zena
Length of exam (hr)	2hr
Criteria assessed	A – Knowing and Understanding C- Processing and Evaluating
Revision topics	<p>Unit 4: Astronomy SOI: <i>Technology provides us with a more comprehensive understanding of how systems interact to develop models that explain our universe.</i></p> <ul style="list-style-type: none"> • Components of the universe – galaxies, star systems • A galaxy is a system of millions or billions of stars, together with gas and dust, held together by gravitational attraction. • Classification of galaxies – spiral, irregular and elliptical • Components of solar system – 8 “true” planets, 1 dwarf planet, moons, comets, asteroid, meteors • Parts of the sun and nuclear fusion • Characteristics of the 8 true planets and Pluto • Distinguish between terrestrial planets and gas giants • Formation of the universe – Big Bang Theory and evidence to support • Rotation - the movement of Earth around its own tilted axis to bring about the day/night cycle every 24 hours. • Revolution is the movement of Earth around the Sun in an elliptical orbit, and it repeats every ~365.25 days • Seasons occur because of Earth's tilt and its position relative to the sun • Phases of the moon - due to changes to the sunlight shining on its surface and its relative position in its orbit. • Distinguish between solar and lunar eclipse • Concept of light year – distance that light travels in 1 earth year • Gravitational field strength in different planets • Formula: weight (N) = mass (kg) × gravitational field strength (N/kg) • Life cycle of a star <p>-----</p> <p>Unit 5: Adaptations of Organisms SOI: <i>The interactions and relationships between organisms play a crucial function in driving the evolution and adaptations of species over time.</i></p> <ul style="list-style-type: none"> • Types of adaptations – behavioral, structural and functional • Evolution by natural selection • Darwin’s finches as evidence to support evolution • Niche concept • Alien / invasive species – impact on their new environment • Mutation is a change in the sequence of the genetic material which causes genetic disorders. • Mutation can be caused by natural processes, chemicals, radiation • Natural selection versus Artificial selection (also known as selective breeding). • Plant adaptations to dry environments • Transpiration is a process of transporting water in the form of vapor from plant leaves through the stomata. • Photosynthesis is a chemical process that happens primarily inside the leaf of a plant in the presence of light and chlorophyll (carbon dioxide + water vapour --> glucose and oxygen gas).

	<ul style="list-style-type: none"> • Environmental factors that limit the process of photosynthesis and increase transpiration. <p>-----</p> <p>Unit 6: Waves, Sound and Light SOI: Relationships between waves and energy lead to advances that can be modeled in different medical and technological applications.</p> <ul style="list-style-type: none"> • Waves are a form of energy transfer. They transfer energy from one place to another but do not transfer the substance they travel through. • In a transverse wave, the disturbance is at right angles to the direction of the wave. • In a longitudinal wave, the disturbance is in the same direction as the wave direction. • Waves can be described using the terms: amplitude, frequency, wavelength, and pitch. • How does the ear detect sound waves • Sources of light are called "luminous" - the moon is not one of them. • The speed of light is 3×10^8 m/s whereas the speed of sound is 340 m/s. • The angle of incidence equals the angle of reflection • Periscopes are used for observations over and around an object that prevents line-of-sight observations. • Total internal reflection occurs when the incidence angle is greater than the critical angle • Total internal reflection is used in fibre-optics. • Electromagnetic spectrum is made of radio (lowest frequency), microwave, infrared, visible light, ultraviolet, X-ray and gamma ray (highest frequency)
<p>Breakdown of exam</p>	<p>Criterion A – Questions will be divided into 4 categories based on achievement levels:</p> <p>1-2: state, apply, interpret 3-4: outline, apply, interpret 5-6: describe, apply, analyse 7-8: explain, apply, analyse</p> <p>Criterion C – You will be provided with a research question, method and raw data. Questions will be the same as those in previous formatives/summatives.</p> <ol style="list-style-type: none"> 1. Organize all results, along with any calculations into one table, if possible. <ul style="list-style-type: none"> • <i>Label your headings and include the correct units. Include a title for your table.</i> • <i>Title for the table should be specific to reflect what data was collected.</i> • Show one sample calculation for calculations that you performed. • Include units. 2. Draw an appropriate graph to present your processed data. <ul style="list-style-type: none"> • <i>Include a specific title for the graph and x and y axes.</i> • <i>Include the correct units for the axes.</i> • <i>Independent variable on x-axis.</i> • <i>Dependent variable on y-axis.</i> 3. Referring to the graph, describe any trends or patterns in your data. 4. Referring to the table, describe the reliability of the data 5. Describe results using correct scientific explanation to support the trends or patterns in your data. 6. Discuss if your hypothesis is supported or rejected based on the processed data.

	<p>7. Describe strengths in the method that affects its validity.</p> <p>8. Describe weaknesses in the method that affects its validity.</p> <p>9. Describe improvements to make the method more reliable (precise) and valid (accurate).</p> <p>Recommended Time: Criterion A – 50 minutes; Criterion C – 50 minutes 20 minutes to revise your responses</p>
Materials needed during exam	Pen (blue or black), pencil (allowed for drawings and graphs), ruler, eraser, sharpener and calculator
Resources to study from	All PowerPoints posted on Google Classroom PDFs from Science Nelson textbook for each unit is posted on Google Classroom

- **G8 Arabic Emergent**

Name of Subject: Arabic B G8 (Emergent)	
Name of Teacher:	Alaa Alshantaf
Length of assessment:	1.5 hours
Criteria assessed:	B+D
Units/topics/skills to be assessed	<p>استمتع بطعامك</p> <p>على الطالب أن:</p> <ul style="list-style-type: none"> • دراسة النصوص القرائية والأسئلة التابعة من المعجم والدلالة والفهم والاستيعاب ومراجعة المفردات الجديدة التي تم تعلمها google classroom • يتدرّب على كتابة خطوات وصفة الطّعام المفضّلة، واستخدام فعل الأمر ، والفعل المضارع، موظّفًا أدوات الربط المناسبة من خلال كلاسروم والكتيّب الخاص بالمادة إضافة لأوراق العمل والتقييم التكويني. • الرجوع إلى مسرد المصطلحات والموجود في نهاية الوحدة من أجل توظيف المفردات والتراكيب الجديدة في الاختبار الكتابي. <p>Enjoy your food.</p> <p>The student should:</p> <ul style="list-style-type: none"> • Study the reading texts and related questions from the vocabulary, meaning, comprehension, and understanding aspects, and review the new vocabulary learned on Google Classroom. • Practice writing the steps of their favorite food recipe, using the imperative verb and present tense, employing appropriate linking tools through the classroom and the material booklet, in addition to worksheets and formative assessment. • Refer to the glossary at the end of the unit to employ the new vocabulary and structures in the written test.
Breakdown of assessment:	<p>ينقسم الامتحان إلى قسمين :</p> <p>القسم الأول: يقرأ الطالب نصًا ويجيب عن الأسئلة التي تعكس فهمه للنص المقروء</p> <p>القسم الثاني: القسم الثاني: يكتب وصفة طعام في حدود 70-100 كلمة</p> <p>The exam is divided into two sections:</p> <p>1- The first section: the student reads a text and answers questions that reflect their understanding of the reading.</p> <p>2- The second section: the student writes recipe within a range of 100-70 words.</p>
Additional comments to students:	<p>أنصح الطلبة بالتدرب جيدًا على كتابة وصفة طعام مع احتساب الوقت أثناء الكتابة بحيث لا يتعدى 40 دقيقة.</p> <p>well and keep track of time recipe practice writing advise students to I .while writing, so that it does not exceed 40 minutes</p>

- **G8 Arabic B**

Name of Subject: Arabic B (Capable)	
Name of Teacher:	Rasha Al-Lahham
Length of assessment:	1.5 hours
Criteria assessed:	B+D
Units/topics/skills to be assessed	<p>1. وحدة الاختراعات والصناعات 2. وحدة الجسم السليم على الطالب أن:</p> <ul style="list-style-type: none"> • دراسة النصوص القرائية في الوجدتين والأسئلة التابعة من المعجم والدلالة والفهم والاستيعاب ومراجعة المفردات الجديدة التي تم تعلمها في كل وحدة الموجودة في google classroom • التدريب على كتابة المقالة والرجوع إلى المقالة التي تمت كتابتها في وحدة " الجسم السليم". • الرجوع إلى مسرد المصطلحات والموجود في نهاية الوجدتين من أجل توظيف المفردات والتراكيب الجديدة في الاختبار الكتابي.
Breakdown of assessment:	<p>ينقسم الامتحان إلى قسمين : القسم الأول: يقرأ الطالب نصاً ويجيب عن الأسئلة التي تعكس فهمه للنص المقروء القسم الثاني: يختار الطالب إحدى الموضوعين المطروحين في ورقة التقييم ويكتب عنه في حدود 200-250 كلمة</p>
Additional comments to students:	أنصح الطلبة بالتدريب جيداً على كتابة المقالة مع احتساب الوقت أثناء الكتابة بحيث لا يتعدى 40 دقيقة.

- **G8 Arabic- Language and Acquisition**

Name of Teachers:	شنتف، نجلاء الموسى نيفين السّماعين، آلاء خوري ، غدير
Length of exam:	ساعة ونصف
Criteria assessed:	A, B, C, D
Revision Topics:	<p>قصة التّورس) الفصل الأول والثاني (، كتيّب التّورس، فن الخاطرة ، فن القصة) كتيّب بقيمنا نسمو)</p> <ul style="list-style-type: none"> • قراءة الفصل الأول والثاني من قصة التّورس. • مراجعة حل الأسئلة الخاصة بالفصل الأول والثاني . • مراجعة ورقة عمل التقنيات والأساليب اللغوية. • قراءة الخاطرتين الموجودتين في كتيّب التّورس. • مراجعة خطوات كتابة الخاطرة (حيث ستكتب خاطرة حول صورة مستوحاة من إحدى القضايا المتعلقة برواية النورس وهي الحرية الطموح وتحقيق الأهداف الكمال . • مراجعة فن القصة من كتيّب الوحدة الثانية بعنوان بقيمنا نسمو وقراءة القصص القصيرة التابعة للوحدة (حيث ستكتب قصة قصيرة تتضمن قيمة أخلاقية)
Breakdown of exam:	<ul style="list-style-type: none"> • الجزء الأول من التّقييم : (كتابة خاطرة أو قصة قصيرة) بحدود 250 كلمة حيث سيتمّ قياس المعايير التالية: (ب، ج، د). وذلك بتاريخ 2023- 5-28 لشعبتي أ ب وبتاريخ 2023- 5-29 لشعبتي ج د • الجزء الثاني من التّقييم: أسئلة تحليلية متعلّقة بقصة التّورس (الأحداث، القضايا، الأساليب اللغوية والفنّية، شرح الصور الفنّية والكنائيات والاستعارات الواردة في القصة...) الفصل الأول والثاني سيتمّ قياس معيار: (أ) . وذلك بتاريخ 2023- 6-18
Materials needed during exam:	<ul style="list-style-type: none"> • قلم حبر أزرق أو أسود.

Study strategies / study tips:

- قراءة الفصل الأول والثاني من رواية النورس ، ومراجعة حل الأسئلة الخاصة به
- استخراج التقنيات والأساليب اللغوية والفنية الواردة فيها، وذلك بعد مراجعة ورقة العمل الخاصة بالتقنيات والأساليب المرفقة في مودل
- اقرأ النماذج الخاصة بفنّ الخاطرة، والقصص القصيرة في كتيب بقمنا نسمو حيث سنكتب خاطرة مستوحاة من صورة متعلقة بإحدى قضايا الرواية أو قصة قصيرة تتضمن قيمة إقليمية
- مراجعة مصطلحات الإرشاد والتوجيه.
- قراءة المعايير الخاصة بالتقييم والالتزام بها عند الكتابة.

- **G8 Spanish**

SPANISH	
Grade	8
Name of Teachers	Ms. Yusra, Ms. Farah
Length of exam (hr)	1 hora 30 minutes
Criteria assessed	Criterio B: Comprensión lectora Criterio D: Expresión escrita
Revision topics	<p>Unidad 3- El tiempo libre</p> <ul style="list-style-type: none"> • Vocabulario de la unidad (los deportes, las actividades de ocio, los lugares, etc...) • Los nombres, adjetivos (práctico, aburrido, divertido, etc), adverbios y expresiones (pues, nunca, siempre, etc...) • La conjugación de los verbos regulares e irregulares en presente y futuro <p>Unidad 4- Las vacaciones</p> <ul style="list-style-type: none"> • El vocabulario de los viajes (El equipaje, los vuelos, el transporte) • El vocabulario del hotel • ¿Dónde iremos de vacaciones? ¿Cómo iremos? ¿Con quién iremos? ¿Qué llevaremos? ¿Cuándo iremos? ¿Por cuánto tiempo iremos? ¿Qué haremos? • Los lugares (playa, montaña, museos, etc..) • Los diferentes alojamientos (hotel hostel, apartamento) • Describir un itinerario
Breakdown of exam	<p>Criterio B- Comprensión lectora</p> <p>Vas a leer textos de 400-500 palabras y tendrás que identificar la información implícita y explícita del texto, analizar las convenciones y analizar las conexiones.</p> <p>Criterio D- Expresión escrita</p> <p>Debes escribir una carta o un blog de 100-150 palabras. Usa el vocabulario aprendido en unidades 3 y 4, usa las estructuras gramaticales correctamente (conjugación de los verbos en presente y futuro, el orden de la frase), la estructura del texto, usa de los conectores (también, además, sin embargo, entonces, no...ni, primero, segundo, finalmente, por eso). Debes identificar el propósito y la audiencia en el texto.</p>

Materials needed during exam	Bolígrafo, lápiz, y goma.
Additional comments to students	<ul style="list-style-type: none">• Moodle• Los cuadernillos• El cuaderno

- **G8 Individuals and Societies – English**

Individuals and Societies- English	
Grade	8
Name of Teachers	Mr. Tareq and Ms. Ahlam
Length of exam (hr)	90 minutes
Criteria assessed	Criterion A: Knowing and Understanding/ Criterion D: Thinking Critically
Revision topics	<p>Unit-1: How are societies governed?</p> <ul style="list-style-type: none"> • Democracy <ul style="list-style-type: none"> ○ Direct vs. Representative ○ Characteristics of Democracy <ul style="list-style-type: none"> ▪ Free and fair elections ▪ Equal representation ▪ Freedoms and rights protected ○ What are the pros and cons of this system? • Monarchy <ul style="list-style-type: none"> ○ Absolute Monarchy vs. Constitutional Monarchy ○ Characteristics of a Monarchy <ul style="list-style-type: none"> ▪ A Ruling Family ▪ Legitimacy (What makes a specific family politically legitimate?) ▪ No elections (unless it is a constitutional monarchy) ○ What are the pros and cons of this system? What happens when we mix two systems, like democracy and monarchy, to form a constitutional monarchy? • Dictatorship <ul style="list-style-type: none"> ○ Five features of a Dictatorship <ul style="list-style-type: none"> ▪ Propaganda and Censorship ▪ State-controlled Economic Policies ▪ Ideology ▪ Cult of Personality ▪ Fear and Repression ○ Case Study: North Korea ○ What are the pros and cons of this system? Are dictatorships always bad for countries? ○ What is the relationship between dictators and war? <p>Unit-2: Innovation and technology</p> <ul style="list-style-type: none"> • The Industrial Revolution <ul style="list-style-type: none"> ○ Where did the industrial revolution start? ○ How did the industrial revolution affect society? <ul style="list-style-type: none"> ▪ Positive effects <ul style="list-style-type: none"> • More stable food supply • Economic development • Cheaper goods and more jobs ▪ Negative effects <ul style="list-style-type: none"> • Environmental destruction • Exploitation of workers • Child labor

	<ul style="list-style-type: none"> ○ Urbanization (People moving from rural to urban areas) <ul style="list-style-type: none"> ▪ How did industrialization lead to urbanization? Explain thoroughly. ▪ In what ways did urbanization negatively affect people? <p>Unit 3- Developments in Health and Medicine</p> <ul style="list-style-type: none"> • What were the major advances in health and medicine? • How did humans react to health crises' before these developments? <ul style="list-style-type: none"> ○ The Black Death ○ Smallpox • What are antibiotics? What are vaccines? • How was the smallpox vaccine first discovered? Who discovered it? • Why was the New World devastated by Old World diseases after the Columbian Exchange? • What does the domestication of animals have to do with diseases and pandemics? <p>Unit 4- Why do societies experience revolution?</p> <ul style="list-style-type: none"> • What are the major causes of Revolutions? <ul style="list-style-type: none"> ○ Political <ul style="list-style-type: none"> ▪ Corruption and corrupt rulers ▪ Lack of representation ▪ Political repression ○ Social <ul style="list-style-type: none"> ▪ Inequality ▪ Unfair treatment ○ Economic <ul style="list-style-type: none"> ▪ Poor Fiscal Policy ▪ Unemployment ▪ Inflation (and hyperinflation) • Case Studies <ul style="list-style-type: none"> ○ Iranian Revolution (1979) ○ Arab Spring (Egypt, Libya, Tunisia and Syria in particular) ○ American Revolution (1776)
Breakdown of exam	<p>The exam will be a combination of short answer and essay questions designed to test students' comprehension of the concepts and content above.</p> <p>Students will be given sources necessary to answer the questions. Students may use their time as they wish, but are advised to spend 45 minutes on the short answer questions, and 45 minutes on the essay.</p>
Materials needed during exam	Blue/black pen
Additional comments to students	<p>Use all the resources available on google classroom IASE Notebooks. Feel free to conduct research regarding things you do not yet understand, or seek out help in office hours with both Mr. Tareq and Ms. Ahlam You will not have any notes with you on the test.</p>

2023 EOY Exams – Grade 8

- Report to exam location at 8.15am
- Bring your textbook for that subject to return to the teacher
- All exams start at 8.30 am
- All exams will be on pen and paper – make sure you have the required materials for each exam

Sun June 11th	Mon June 12th	Tues June 13th	Wed June 14th	Thurs June 15th	Sun June 18th	Mon June 19th	Tues June 20th	Wed June 21st
Classes	Classes	Maths	IAS-E (Starts at 12pm)	Science 2hrs	English	Arabic A Arabic B	Spanish	Make-Up Exams