



الأكاديمية الدولية - عمان

THE INTERNATIONAL ACADEMY - AMMAN

# REVISION BOOKLET

## FOR

### End of Year Exams

### May - June 2023

Grade: 7

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

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

<b>Derive</b>	Manipulate a mathematical relationship to give a new equation or relationship.
<b>Describe</b>	Give a detailed account or picture of a situation, event, pattern or process.
<b>Design</b>	Produce a plan, simulation or model.
<b>Determine</b>	Obtain the only possible answer.
<b>Discuss</b>	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.
<b>Distinguish</b>	Make clear the differences between two or more concepts or items.
<b>Document</b>	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.
<b>Estimate</b>	Find an approximate value for an unknown quantity.
<b>Evaluate</b>	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
<b>Examine</b>	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
<b>Exemplify</b>	Represent with an example.
<b>Explain</b>	Give a detailed account including reasons or causes.
<b>Explore</b>	Undertake a systematic process of discovery.

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

<b>Solve</b>	Obtain the answer(s) using appropriate methods.
<b>State</b>	Give a specific name, value or other brief answer without explanation or calculation.
<b>Suggest</b>	Propose a solution, hypothesis or other possible answer.
<b>Summarize</b>	Abstract a general theme or major point(s).
<b>Synthesize</b>	Combine different ideas in order to create new understanding.
<b>Use</b>	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
يُعرَف	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
يشتمق	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 تحسناً متزايداً، أو يسهب أو يتوسّع تفصيلاً. يرتقي إلى حالة أكثر تقدماً أو فعالية
يفاضل	يحصل على مُشتمق لإحدى الدّوال
يناقش	يقدم نظرة عامة متدبرة ومتوازنة تشمل عدة حُجج أو عوامل أو فرضيات. يجب عرض الآراء أو الاستنتاجات بوضوح ودعمها بشواهد مناسبة
يُفرّق	يوضّح 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/يغلل"
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
يقدّم/يعرض	يقدّم 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	يقدّم 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)

- **G7 English**

Name of Teachers:	Kyle Long & Laila Ewaiwi
Length of exam:	1.5 Hours
Criteria assessed:	A, B, D
Revision Topics:	<p>Use notes, classwork, comprehension questions, and formative assessments from Unit 4 <i>Red Scarf Girl</i> to study:</p> <p><b>1. Major events, characters, and themes from the novel <i>Red Scarf Girl</i></b></p> <ul style="list-style-type: none"> <li>• The Chinese Cultural Revolution, destroying four-olds, communism, the Red Guards, identity, growing up, power, politics, humiliation, family, fear, duty, society &amp; class, etc.</li> </ul> <p><b>2. Compare and contrast essay structure:</b></p> <ul style="list-style-type: none"> <li>• Compare &amp; contrast essay outline</li> <li>• Basic writing template</li> <li>• Compare &amp; contrast checklist</li> <li>• Compare &amp; contrast sample essay</li> <li>• Compare &amp; contrast essay handout</li> <li>• Compare &amp; contrast vocabulary</li> <li>• Concluding paragraphs handout</li> <li>• Introduction paragraph handout</li> <li>• Compare/contrast practice tables</li> <li>• Red Scarf Girl Literary Analysis handout</li> </ul> <p><b>3. Comparing &amp; Contrasting</b></p> <ul style="list-style-type: none"> <li>• Venn Diagram - What are the significant similarities and differences between the texts (think: themes, characters, reactions, events, etc.)?</li> <li>• Describe, Explain, Interpret worksheet assignments <ul style="list-style-type: none"> <li>○ <b>Describe</b> what you see or notice about the text.</li> <li>○ <b>Explain</b> by breaking down the text into small parts. <ul style="list-style-type: none"> <li>▪ What are the connotations and implications of words used?</li> </ul> </li> <li>○ <b>Interpret</b> the message or meaning of the text.</li> </ul> </li> </ul>
Breakdown of exam:	<p>The final exam will focus on responding to a choice of prompt using the comparing and contrasting essay paragraph structure.</p> <ul style="list-style-type: none"> <li>• Compare/contrast essay (A; B; D): students will respond to ONE of the prompts provided, using the compare/contrast essay structure to compare and contrast themes, characters, and/or character reactions in the novel.</li> </ul>

<p>Materials needed during exam:</p>	<p>The EOY exam will be handwritten. Students may use a self-created <u>quotation table (handed in PRIOR to the exam) and their Red Scarf Girl novel.</u></p> <p>Students need to bring:</p> <ul style="list-style-type: none"> <li>• Blue/black pens</li> <li>• <i>Red Scarf Girl</i></li> <li>• Quotation table</li> </ul> <p>Note: only a topic may be written on sticky notes inside the book. Any sticky notes with explanations or other text will be removed.</p>
<p>Study strategies / study tips:</p>	<ul style="list-style-type: none"> <li>• Review the compare and contrast handouts;</li> <li>• Re-read excerpts <i>Red Scarf Girl</i>; revise the inferences, characters, settings, author’s choice, use of language and inner conflicts using your close reading notes and classroom notes;</li> <li>• Practice writing and proofreading a compare/contrast essay using the four paragraph structure;</li> <li>• Come to office hours for extra revision and feedback on paragraph writing;</li> <li>• Review formative work and formative feedback from all units. Look particularly closely at the essay structure, explanation techniques, and comparing and contrasting language and techniques.</li> <li>• Study transition/linking words to help transition between similarities and differences in your paragraphs.</li> </ul> <p>Bank of comparing &amp; contrasting transition words (not limited to these):  but, even so, conversely, differently, however, in contrast, in spite of, in the same way, nevertheless, on the contrary, on the other hand, still,yet.</p> <p>TIP: The more you write and edit your own work, the better. Practice similarities and differences paragraphs at home and bring them into office hours for feedback.</p> <p>TIP: Review themes in <i>Red Scarf Girl</i>. Notice any changes in characters, themes, events, and reactions from the beginning, middle, and end of the novel.</p>

- **G7 Maths**

<b>Name of Teachers:</b>	Diala Hudhud & Layal Mousa
<b>Length of exam:</b>	1.5 Hours
<b>Criteria assessed:</b>	A, B, C
<b>Revision Topics:</b>	<p><b>Unit 1 (Ratios and Proportions): (MYP Mathematics Oxford) (Pages 2-38) + all the lessons on One Note</b></p> <ul style="list-style-type: none"> <li>· Ratio</li> <li>· Equal ratios</li> <li>· Simplifying ratios</li> <li>· Dividing a quantity in a given ratio</li> <li>· Other ways to represent ratios</li> <li>· Using Ratios to Solve problems (worksheet5)</li> <li>· Proportions</li> <li>· Recognizing and using proportional reasoning</li> </ul> <p><b>Unit 1 (Rates): (MYP Mathematics Oxford) (Pages 226-243) + all the lessons on One Note</b></p> <ul style="list-style-type: none"> <li>· Metric units of length</li> <li>· Converting currencies</li> <li>· Unit rates</li> <li>· Problem solving with rates</li> </ul> <ul style="list-style-type: none"> <li>· Perimeter</li> <li>· Area of polygons</li> <li>· Area of composite shapes</li> <li>· Scale drawing</li> <li>· Percentage increase &amp; decrease</li> <li>· Percentage change</li> </ul> <ul style="list-style-type: none"> <li>· Applications on percentage change</li> </ul> <p><b>Algebra: (MYP Mathematics Oxford) (chapter 4) + all the lessons on One Note</b></p> <ul style="list-style-type: none"> <li>· Revise algebraic and numeric expressions</li> <li>· Polynomial definition</li> <li>· Write variable expressions for word phrases</li> <li>· Add and subtract like terms</li> <li>· Multiply variables</li> <li>· Divide variables</li> <li>· Using algebra</li> <li>· Evaluating algebraic expressions</li> <li>· Grouping Symbols</li> <li>· The product <math>(a+b)(c+d)</math></li> <li>· Factorization of algebraic expressions</li> <li>· Algebraic fractions</li> <li>· Solving equations</li> <li>· Formulae</li> <li>· Solving Problems Using Equations</li> </ul>



	<p><b>Unit 3: Geometry (MYP Mathematics Oxford) (chapter 5) + all the lessons on One Note</b></p> <ul style="list-style-type: none"> <li>. Points, Lines and Rays</li> <li>. Measuring and Classifying angles</li> <li>. Complementary and Supplementary angles</li> <li>. Classifying Triangles &amp; Angles of a triangle</li> <li>. Angles of Isosceles Triangle</li> <li>. Polygons</li> <li>. Parallel lines &amp; Transversals</li> <li>. Quadrilaterals &amp; Angle Sum of quadrilaterals</li> <li>. Interior Angles of polygons</li> <li>. Area and circumference of circle</li> </ul> <p>ALL WORKSHEETS ARE INCLUDED.</p>
<b>Breakdown of exam:</b>	<p>A Criterion A assessment paper.</p> <ul style="list-style-type: none"> <li>• Includes questions with a range of difficulty (i.e. Level 1-2, Level 3-4, Level 5-6 and Level 7-8).</li> </ul> <p>A Criterion B assessment paper.</p> <ul style="list-style-type: none"> <li>• Includes a task where the student will be able to apply mathematical problem-solving techniques to recognize patterns , describe patterns as relationships or general rules consistent with correct findings and verify whether the pattern works for other examples.</li> </ul>
<b>Vocabulary students must know:</b>	<p>Calculate: Obtain a numerical answer showing the relevant stages in the working.</p> <p>Describe: Give a detailed account or picture of the situation, event, pattern or process.</p> <p>Discuss: Offer a considerable and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.</p> <p>Explain: Give a detailed account using including reasons or causes.</p> <p>Find: Obtain an answer showing relevant stages in the working.</p> <p>Identify: Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.</p> <p>Justify: Give valid reasons or evidence to support an answer or conclusion.</p> <p>Show: Give the steps in a calculation and derivation.</p> <p>Use: Apply knowledge or rules to put theory into practice.</p> <p>Verify: Provide evidence that validates the result.</p> <p>Write down: Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown</p>

<b>Materials needed during exam:</b>	Pencil, Blue or black pen, sharpener, ruler, eraser, Calculator
<b>Additional comments to students:</b>	Resources: <ul style="list-style-type: none"><li>• Haese textbook</li><li>• MYP Mathematics Oxford</li><li>• Worksheets related to topics posted on Moodle</li><li>• One Note</li></ul>

- **G7 Integrated Science**

Integrated Science	
Grade	7
Name of Teachers	Ms. Rund Fanek Mr.Peter Barrett
Length of exam (hr)	90 minutes
Criteria assessed	Criterion A: Knowing and Understanding
Revision topics	<p><b>Unit 3 (Making Sense of Elements and Compounds) pages 64-82 book +All PPTs on google classroom + Class notes + Worksheets</b></p> <ul style="list-style-type: none"> <li>- The development of the definition of elements over time.</li> <li>-Each element on the periodic table is given a specific chemical symbol. The first letter is a capital letter, and if a second letter present then it is a small letter. The symbol reflects the name of the element in the Latin language.</li> <li>-Dalton’s atomic theory</li> <li>-Atoms comes from a Greek word which means indivisible.</li> <li>-the nuclear model of the atom and the development of the model of the atom over the time.</li> <li>-Rutherford’s experiment.</li> <li>- Structure of an Atom – nucleus (proton and neutrons), shells (electrons)</li> <li>- Calculating the number of subatomic particles from atomic mass and atomic number</li> <li>-The development of the periodic table over time (the law of octaves, Mendeleev’s periodic table, the modern periodic table).</li> <li>- Molecules vs Compounds</li> <li>- Arrangement of the Periodic Table – groups and periods; alkali metals, alkaline earth metals, transition metals, halogens, noble gases</li> <li>-Valence Electrons – are the electrons in the last shell and they determine the group in which the element is place in the periodic table.</li> <li>- Properties of Metals, Nonmetals, and Metalloids</li> </ul> <p><b>Unit 5: Energy pages (104- 120) in the book +All PPTs on google classroom + Class notes + Worksheets</b></p> <ul style="list-style-type: none"> <li>-The definition of the law of conservation energy</li> <li>-the different forms and types of energy, students should be able to explain the energy transformations and the different energy pathways.</li> <li>-Heat transfer process (conduction, convection, radiation): students should be able to use scientific reasoning in explaining these processes.</li> <li>-Sankey diagrams: students should be able to draw the diagrams and interpret them.</li> <li>- Energy resources: students should be able to identify the different renewable and non-renewable sources of energy</li> <li>-Primary energy and its uses</li> <li>-Measuring energy</li> </ul>

Breakdown of exam	<p>Questions will be divided into 4 categories based on achievement levels as displayed in the rubric:</p> <p>Level 1-2: select and apply  Level 3-4: recall and apply  Level 5-6: state and apply  Level 7-8: outline, apply and interpret</p>
Materials needed during exam	Blue/black pen, pencil, eraser, sharpener, ruler and calculator
Additional comments to students	<p>Use all the resources available on google classroom  Textbook pdf for each unit is also available on google classroom</p>

• G7 Arabic A

Name of Subject: <b>Arabic and literature G7</b>	
Name of Teacher(s):	Neveen ALSamain, Alaa alshantaf, Najlaa Mousa
Length of assessment (hr):	90 mins
Criterion/a assessed:	A+B+C+D
Units/topics/skills to be assessed	<p><b>الوحدة المطلوبة: وحدة قبعة رعدة فن المذكرات +</b></p> <p><b>على الطلبة دراسة الآتي :</b></p> <p>1. الفصول الستة الأولى من رواية قبعة رعدة وذلك بقراءة الفصل من حيث الشخصيات والقضايا المطروحة في القصة بالإضافة إلى الأساليب والتقنيات والصور الفنية التي تم التدرب عليها أثناء الحصة، ومتابعة أوراق العمل والأنشطة المتعلقة بها في (غوغل كلاس روم )</p> <p>2.مراجعة فن المذكرات وذلك بمراجعة عناصر المذكرات وطريقة كتابتها من حيث الشكل الخارجي والمضمون من حيث المشاعر والفعل الماضي والضمائر، ونموذج مذكرات )</p>
Breakdown of assessment:	<p><b>ينقسم الامتحان إلى قسمين :</b></p> <p><b>القسم الأول:</b> التحليل: قراءة مقتطف من رواية قبعة رعدة تليه مجموعة من الأسئلة التحليلية .</p> <p><b>القسم الثاني:</b> إنتاج نص أدبي (المذكرات) مرتبط بالرواية .</p>
Additional comments to students:	<p>أنصح الطلبة بمتابعة قراءة <b>الفصول الستة الأولى</b> وما ورد فيها من أحداث، والتدريبات المتعلقة بها أولاً بأول .</p> <p>التدرب على كتابة <b>مذكرات</b> مرتبطة <b>بالرواية</b> .</p>

• **G7 Arabic B Emergent**

Name of Subject: <b>Arabic B ( Emergent)</b>	
Name of Teacher:	Rasha Al-Lahham
Length of assessment:	1.5 hours
Criteria assessed:	B+D
Units/topics/skills to be assessed	<p><b>الوحدات المطلوبة:</b></p> <p>1. وحدة علاقاتي من كتاب سنابل العربية 2. وحدة بيئتنا نظيفة</p> <p><b>على الطالب أن:</b></p> <ul style="list-style-type: none"> <li>• دراسة النصوص القرائية في الوجدتين والأسئلة التابعة من المعجم والدلالة والفهم والاستيعاب ومراجعة المفردات الجديدة التي تم تعلمها في كل وحدة الموجودة في classroom google .</li> <li>• <u>التدريب على كتابة القصة القصيرة</u></li> <li>• <u>التدريب على كتابة المقالة</u> والرجوع إلى المقالة التي تمت كتابتها في وحدة " بيئتنا نظيفة".</li> </ul>
Breakdown of assessment:	<p><b>ينقسم الامتحان إلى قسمين :</b></p> <p><u>القسم الأول:</u> يقرأ الطالب نصاً ويجيب عن الأسئلة التي تعكس فهمه للنص المقروء</p> <p><u>القسم الثاني:</u> يختار الطالب إحدى الموضوعين المطروحين في ورقة التقييم ويكتب عنه في حدود 100-150 كلمة</p>
Additional comments to students:	أنصح الطلبة بالتدريب جيداً على كتابة المقالة والقصة القصيرة مع احتساب الوقت أثناء الكتابة بحيث لا يتعدى 40 دقيقة.

• **G7 Spanish Capable Level**

<b>SPANISH</b>	
<b>Grade</b>	<b>G7- capable level (phase 3)</b>
<b>Name of Teachers</b>	<b>María Jennifer Burgoa Zenteno</b>
<b>Length of exam (hr)</b>	1 hour 30 min
<b>Criteria assessed</b>	<b>B-Comprensión de lectura D- Expresión escrita</b>
<b>Revision topics</b>	<p><b>Unit-3: El colegio es mi vida</b>  <b>Vocabulario:</b></p> <ul style="list-style-type: none"> <li>• Indentificar las actividades escolares.</li> <li>• Diferentes personalidades</li> <li>• Valores en la educación</li> <li>• Hablar sobre el acoso escolar.</li> </ul> <p><b>Equidad y desarrollo, comunicación destinatario, mensaje:</b></p> <ul style="list-style-type: none"> <li>• Ser capaz de crear mensajes a destinatarios específicos para conseguir una educación basada en los valores de solidaridad y tolerancia (Hacer campañas). Realizar entrevistas de manera oral y escrita.</li> <li>• Escribir diarios personales y correos electrónicos informales.</li> <li>• Comparar los colegios del pasado con los de ahora.</li> <li>• Dar consejos y recomendaciones.</li> <li>• Uso del Pretérito Imperfecto.</li> <li>• Conectores discursivos.</li> </ul> <p><b>Unit-4: Mi casa es tu casa</b>  <b>Vocabulario:</b></p> <ul style="list-style-type: none"> <li>• Las familias</li> <li>• Cambios en las etapas de la vida</li> <li>• El cerebro del adolescente</li> <li>• Las tareas de la casa y las partes de una casa.</li> </ul> <p><b>Identities and relationships, form of communication, convecciones</b></p> <ul style="list-style-type: none"> <li>• Dar sugerencias.</li> <li>• Expresar obligación.</li> <li>• Dar la opinión y expresar acuerdo y desacuerdo.</li> <li>• El pretérito perfecto y participios.</li> <li>• Imperativo</li> <li>• Gerundio.</li> </ul>
<b>Breakdown of exam</b>	<p><b>Criterio B- Comprensión lectora</b>            Vas a leer textos de 600-700 palabras tendrás que identificar la información y explícita del texto, analizar las convenciones y analizar las conexiones.</p> <p><b>Criterio D – Expresión escrita</b>            Debes escribir una carta o un blog de 200-250 palabras. Usa el vocabulario aprendido de las unidades mencionadas en “la revisión de temas”, usa las estructuras gramaticales correctamente (conjugación de los verbos Presente, Pasado Perfecto, Pasado Imperfecto, Participio, el orden de las frases, concordancias en género y número) estructura del texto, uso de conectores discursivos y preposiciones. Saber identificar el propósito de la carta y la audiencia en el texto escrito.</p>
<b>Materials needed during exam</b>	Bolígrafo azul/negro, lápiz, goma de borrar, sacapuntas y en caso de ser muy necesario ordenador.

**Additional comments  
to students**

**Todos los recursos necesarios para la preparación de las clases están disponibles en Moodle.**



- **G7 Spanish – Emergent**

<b>SPANISH</b>	
<b>Grade</b>	<b>7</b>
<b>Name of Teachers</b>	<b>Farah Otoum &amp; Yusra Alhilo</b>
<b>Length of exam (hr)</b>	<b>1:30</b>
<b>Criteria assessed</b>	<b>B Reading comprehension D Writing</b>
<b>Revision topics</b>	<p><b>Unit 1: ¿Como soy?</b></p> <ul style="list-style-type: none"> <li>• Vocabulario de Unidad 1 ( números , edad, estudiante, profesor, simpático, deportista, jordano, alto, delgado, pelo, ojos, ...)</li> <li>• conectores (pero, y , también, además)</li> <li>• La familia ( padre, madre, hermano/a, abuelo..)</li> <li>• Los verbos (Ser, tener, trabajar, vivir, ir, estudiar, llamarse)</li> </ul> <p><b>Unidad 2:Mi Rutina</b></p> <ul style="list-style-type: none"> <li>• la hora</li> <li>• expresiones de frecuencia (siempre, todos los días , aveces, nunca,</li> <li>• las actividades (ejemplos) diarias.</li> </ul> <p><b>Unit-4: Mi ciudad</b></p> <ul style="list-style-type: none"> <li>• preposiciones (detrás de, delante de, entre,...etc.)</li> <li>• Poder+ verbo (Puedes ir al parque y sentarte con tus amigos)</li> <li>• Imperativo (ven, disfruta, vete, gira, cruza, sigue, dobla, siéntate, come, mira, habla)</li> <li>• El presente de los verbos (haber, tener, ser, estar, venir, ir)</li> <li>• La direcciones (norte, sur, este, oeste)</li> <li>• Lugares de naturaleza: Ríos, mar, océano, montaña.</li> <li>• Lugares en la ciudad ( calle autopista, rotonda)</li> <li>• Medios de transporte</li> </ul>

	<ul style="list-style-type: none"> <li>• Tiendas y lugares en la ciudad ( centro comercial, restaurante, hospital, escuela, parque, mezquita, iglesia...etc.)</li> <li>• Adjetivos de la unidad (rápido, lento, barato, caro, tranquilo, bonito.. etc.)</li> <li>• el tiempo</li> <li>• Los colores</li> <li>• Los numeros</li> <li>• los demostrativos ( este, esta, estos, estas)</li> <li>• el artículo definido (el, la , los, las) indefinido (un, una, unos, unas)</li> <li>• concordancia en número y género</li> </ul>
<p align="center"><b>Breakdown of exam</b></p>	<p>Exam will be divided into two parts:</p> <p><b>Part 1- Reading comprehension 400-450 words.</b> You will read a text ( email, letter or a blog) and answer questions. Criteria will be divided into 4 categories based on achievement levels as displayed in the rubric.</p> <p><b>Part 2- Writing</b> You will write an email or a blog depending on the task given. Criteria will be divided into 4 categories based on achievement levels as displayed in the rubric. (100-150 words)</p>
<p align="center"><b>Materials needed during exam</b></p>	<p>Blue/black pen, pencil, eraser, sharpener You will not be allowed to borrow any material.</p>
<p align="center"><b>Additional comments to students</b></p>	<p>Use all the resources available on google classroom and moodle Textbook/ cuadernillo/ worksheets/ Formative assessments and any other material you were given. Pdf for each unit is also available on moodle</p>

- **G7 Individual and Societies – English**

<b>Name of teachers</b>	Aziz El-Bader, Ahlam Aqrabawi, and Rawand Samara
<b>Length of exam</b>	1.5 hours
<b>Criteria assessed</b>	Criterion A: Knowing and understanding and Criterion D: Thinking Critically
<b>Revision topics</b>	<p>All units covered during the academic year (semester 2 only; IASE)</p> <ol style="list-style-type: none"> <li>1. UN- resolving conflict</li> <li>1. To chop or not to chop</li> <li>2. Natural Hazards</li> </ol> <p>Read the notes, classwork, worksheets, PPTs that are uploaded on GC and Moodle.</p> <p><b>Vocabulary:</b></p> <p><b>Unit 1</b></p> <p>United nations Internationalism Security council 17 sustainable goals Human rights Peace keeping missions UNDP UNESCO WHO UNICEF General assembly WFP</p> <p><b>Unit 2</b></p> <p>Tropical rain forests Mining Cattle Ranching Logging Poverty Economic development Indigenous tribes Eco loges</p> <p><b>Unit 3</b></p> <p>Crust Mantle Inner Core Outer Core Prediction Protection Preparation Seismometer Conservative Collision Margins Destructive Constructive Plates</p>

	<b>Convection Currents</b> <b>Pangea</b>
<b>Breakdown of exam</b>	<b>The exam will be three sections</b> <ol style="list-style-type: none"> <li><b>1. Section A: multiple choice/definitions</b></li> <li><b>2. Section D: OPVL, questions and answers</b></li> </ol>
<b>Study strategies/ tips</b>	<p>Read the PPTs that are posted on GC and on Moodle  Discuss with your peers the main ideas</p> <p>Revise the UN role, headquarters, 17 sustainable goals.  Evaluate the reasons that governments chop TRFs and discuss the effects on the environment.  You must able to argue for both sides of chopping and/or not chopping the TRFs, being able to discuss the reasons behind your decision.</p> <p>Read all the notes and PPTS posted on GC and Moodle about natural hazards.  The 3P'S and the plate boundaries. You must know the guiding questions used in the OPVL to help you write your own.</p>

## 2023 EOY Exams – Grade 7

- 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	English	Arabic A Arabic B <b>(Starts at 12pm)</b>	Science	Maths	Spanish	IAS-E	Make-Up Exams