الأكاديمية الدولية - عمان

THE INTERNATIONAL ACADEMY - AMMAN

REVISION BOOKLET

FOR

End of Year Exams

June 2021

Grade: 10

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 chance 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 higher grades.

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 والتّوجيه:

المصطلح	التعريف
يحلّل	يقُسِّم إلى أجزاء أصغر لإبراز العناصر أو التراكيب الأساسيّة. لتحديد الأجزاء والعلاقات، ولتفسير المعلومات للتوصل إلى الاستنتاجات.
يذيّل	يضيف ملحوظات موجزة إلى مُخطّط أو رسم بياني.
يطبّق	يستخدم المعرفة والفهم استجابة لموقف ما أو ظروف حقيقيّة. يستخدم الأفكار أو المعادلة أو المبدأ أو النظريةً أو القانون فيما يتعلّق بمشكلة أو قضية مُعطاة. انظر أيضاً مصطلح : يستخدم.
يحسب	يحصل على إجابة عدديةً تعرض المراحل ذات الصلة في العمليّة.
يصنّف	يرُتبِ حسب الطبقة أو الفئة.
يعلّق	يحكم على أساس بيان/جملة مُعيّنة أو نتيجة حسابات مُعيّنة.
يقارن	يسرد أوجه الشبه بين شيئين أو موقفين أو أكثر، مع الإشارة إليهما /إليها جميعاً، بشكل كامل.
يقارن ويقابل	يسرد أوجه الشبه والاختلاف بين شيئين أو موقفين أو أكثر، مع الإشارة إليهما /إليها جميعاً بشكل كامل.
يضع/ينشئ	يعرض المعلومات في شكل بياني أو منطقي.
يقابل	يسرد أوجه الاختلاف بين شيئين أو موقفين أو أكثر، مع الإشارة إليهما /إليها جميعاً، بشكل كامل.
يبُدع/يعمل/يض ع*	ينشأ من تفكير الفرد أو خياله كعمل أو اختراع.
*ينقد	يقُدِّم استعراضاً أو تعليقاً ناقداً، وخاصة عند التعامل مع الأعمال الفنيّة أو الأدبيّة". انظر أيضاً مصطلح "يقُيّم
يستدل	يصل إلى نتيجة من المعلومات المعطاة.
يعرّف	يعطي المعنى الدقيق لكلمة، أو عبارة، أو مفهوم، أو كميّة مادية.

يعرض	.يوُضِّح بالحجة أو المنطق أو الشواهد، موضحاً بالأمثلة أو التطبيق العملي
يستذكر	.يتذكرّ أو يمُيِّز من خبرات التعلّم المسبقة
يشتق	.يعالج علاقة رياضيّة لإعطاء معادلة أو علاقة جديدة
يصف	.يسرد تفاصيل أو صورة موقف أو حدث أو نمط أو عمليّة ما
يصُمِّم	.ًيضع خطة أو محاكاة أو نموذجا
يقُرِّر	.يحصل على الإجابة الوحيدة المُمكنة
*يطوِّر	يحُسِّن تحسيناً مُتزايداً، أو يسهب أو يتوسّع تفصيلاً. يرتقي إلى حالة أكثر .تقدماً أو فعاليّة
يفُاضل	.يحصل على مُشتق لإحدى الدّوال
يناقش	يقدّم نظرة عامة متدبرة ومتوازنة تشمل عدة حُجج أو عوامل أو فرضيّات. يجب .عرض الآراء أو الاستنتاجات بوضوح ودعمها بشواهد مناسبة
يفُرِّق	.يوُضِّح الفرق بين مفهومين أو شيئين أو أكثر
*يوثِّق	يثُبت 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 مُخطّط أو رسم بياني دقيق ومُعنون، باستخدام القلم الرصاص. (يجب استخدام مسطرة)حافة مُستقيمة، مع الخطوط المُستقيمة. يجب رسم المُخطّطات حسب مقياس الرسم. يجب رسم نقاط المُخطّط رسماً صحيحاً ،إذا كان .ذلك ملائما وربطها بخط مُستقيم أو منحنى انسيابي
يقُدِّر	.الحصول على قيمة تقريبيّة لكميّة غير معروفة
يقيِّم	"يقيّم الشيء بوزن مكامن قوته وحدوده. انظر أيضاً مصطلح "ينقد
يختبر/يفحص	ينظر في حُجة أو مفهوم ما بطريقة تكشف الافتراضات والعلاقات المتبادلة .للقضية
يشرح	يقدّم بياناً مُفصّلاً مع ذكر المبررات أو الأسباب. انظر أيضاً مصطلح .""يبُررّ/يعُلل
يستكشف	.يشرع في عمليّة منهجيّة للاكتشاف
يجد	يحصل على إجابة تعرض المراحل ذات الصلة في العمليّة.
يصوغ	يعُبرّ عن المفهوم/المفاهيم أو الحُجة/الحُجج ذات الصلة بدقة ونظام.
من ثمَّ	يستخدم الطالب العمل السابق للحصول على النتيجة المطلوبة.
من ثمَّ، أو باستخدام طريقة أخرى	.ًيقُترح أن يستخدم الطالب العمل السابق، ولكن الطرق الأخرى تقُبل أيضا
يحُدِّد	يقُدِّم إجابة من عدد من الاحتمالات. يتعرف على حقيقة أو خاصيّة مُميزَّة ويذكرها .بإيجاز

يفسّر	يستخدم المعرفة والفهم للتعرف على التوجهات واستخلاص النتائج من المعلومات المعطاة.

يتقصّى	يلاحظ، أو يدرس، أو يختبر بشكل مُفصَّل أو بطريقة منهجيّة بهدف إثبات الحقائق والتوصل إلى استنتاجات جديدة.
ِّيبرر/يعلل	يعطي أسباباً وجيهة أو شواهد لدعم إجابة أو استنتاج ما. انظر أيضاً مصطلح "يشرح"
يوسم	يضيف عنواناً أو أسماءً أو تفسيراً/تفسيرات موجزة إلى مُخطّط أو رسم بياني.
يسرد	يقدّم سلسلة من الإجابات المُوجزة دون تفسير.
يقيس	يحصل على قيمة لكميّة ما.
*ينظّم	يضع الأفكار والمعلومات في ترتيب مناسب أو منهجي.
يوجز	يقدّم سرداً موجزاً أو مُلخصا.
يخطّط/يرسم	يعلّم موضع النقاط على المُخطّط.
يتنبّأ	يعطي النتيجة المُتوقعة لعمل أو مناسبة قادمة.
يقدّم/يعرض	يقدّم شيئاً للعرض أو الملاحظة أو الاختبار أو الدراسة.
يضع *الأولويات	يولي أهمية نسبيّة أو يضع في ترتيب حسب الأفضليّة.
يبرهن	يستخدم سلسلة من الخطوات المنطقيّة للحصول على النتيجة المطلوبة بطريقة رسميّة.
*يختار	يختار من قائمة أو مجموعة.
يوضّح	يعطي الخطوات في عمليّة حسابيّة أو استنتاجيّة.
يوضّح أن	يحصل على النتيجة المطلوبة ، ربما باستخدام المعلومات المُعطاة دون الطبيعة الرسميّة للبرهان. لا تتطلّب أسئلة "وضّح أنّ" بشكل عام باستخدام الآلة الحاسبة.
يرسم مُخطّطا	يعرض باستخدام مُخطّط 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 الجبريةّ و/أو العدديةّ و/أو الطرق الرسوميّة.
يذكر	يعطي اسماً مُعيّناً أو قيمة أو إجابة موجزة أخرى دون تفسير أو إجراء حسابات.
يقترح	يقدّم حلاً أو فرضيّة أو إجابة أخرى مُمكنة.
*يلخّص	يجمل موضوعاً عاماً أو نقطة/نقاطاً رئيسة.
*ِّيركب	يجمع الأفكار المُختلفة من أجل إنشاء فهم جديد.

إلى أي مدى	ينظر في ميّزات أو أي خصائص أخرى لحُجة أو مفهوم ما. يجب عرض الآراء أو الاستنتاجات بوضوح ودعمها بشواهد مناسبة وحُجج سليمة.
يتتبع	يتبع ويسُجل عمل إحدى اللوغاريتمات.
يستخدم	يطُبقِ المعرفة أو الأحكام لتطبيق النظرية". انظر أيضاً مصطلح "يطُبَق.
يتحقق	يقُدمِ الشواهد التي تثُبت صِحَّة النتيجة.
يِؤدُون	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?

   Do your answers have to be written on separate pieces of paper or do you type your responses onto the screen?

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 FOR ONLINE ASSESSMENTS

1. No communicating, whether verbal or written, with any student at any point during the assessment.

2. Stationary for the exam, as listed below, must be with you from the start of the exam. Also check the task sheets in this booklet to see what equipment you must have with you.

3. All materials which should not be used during the test (notes/textbooks/worksheets) are to be put away and out of sight.

4. Make sure that you have closed ALL tabs on ALL web browsers, except for exam.net and zoom. All documents and folders must be closed.

5. The instructions of the invigilator must be followed. The invigilator has the right (at any time) to end the examination for any student whose behaviour is interfering with the proper conduct of the examination.

6. No questions may be asked of the invigilating teacher.

7. All exams will be completed on exam.net, unless instructed otherwise.

8. All students must have two cameras on – laptop logged onto zoom showing full view of your face….and phone logged onto zoom showing workspace. Make sure that your phone is fully charged. The audio on your laptop must be turned on.

9. Students who finish the exam early are not allowed to leave the examination.

10. 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.

11. Smart watches must not be worn during the exam. They must be put away.

12. Students are not allowed to go to the toilet during the first hour and last 15 min of the exam.

13. If you face any connectivity issues during the assessment, communicate to the teacher who is supervising your assessment as soon as you can.

14. If your exam is written on paper, make sure that ALL papers are scanned correctly before final submission.

15. Do not leave your workspace until your exam paper has been submitted.

16. If you are found to have violated any of the above instructions or in any other way to have acted improperly, whether discovered during the examination or afterwards, disciplinary procedures will follow.

<u>What you need to bring to the assessment:</u>

- Two pencils
- Sharpener
- Eraser
- Two blue or black pens
- Ruler
- Scientific calculator
- Ruler
- Water bottle (optional)

Arabic A – Language & Literature

Name of Teachers:	Ms. Reem and Ms. Salam
Length of exam:	90 min
Criteria assessed:	B, C, D

Revision Topics:	على الطلبة دراسة طريقة كتابة الفنون غير الأدبية:المقال ، المنشور ،الخطبة ،التقرير(استطلاع الرأي)
Breakdown of exam:	إنتاج نص غير أدبي: مثل المقال،المنشور،الخطبة ،التقرير ... وهو القسم المرتبط بالسياق(العولمة والاستدامة)
Additional comments to students:	على الطلاب دراسة طرق كتابة النصوص غيرالأدبية من الملازم المعطاة لهم: الوحدة الثالثة والرابعة يجب أن يكون هناك فهم للسياق العالمي بمختلف موضوعاته
Study strategies / study tips	دراسة كل الفنون التي تم ذكرها والتدرب على إنهاء الكتابة في وقت محدد

Arabic B – Language Acquisition (Ms. Rasha)

Name of Subject: Arabic language B (Emergent)	
Name of Teacher:	Rasha Al-Lahham
Length of assessment:	90 minutes
Criterion/a assessed:	Criterion B: Reading Criterion D: Writing
Units/topics/skills to be assessed	الوحدة المطلوبة: وحدة الرياضة والصحة فن الكتابة:1- المقالة على الطالب ما يلي: 1- دراسة النصوص القرائية في الوحدة والأسئلة التابعة من المعجم والدلالة والفهم والاستيعاب ومراجعة المفردات الجديدة الموجودة في google classroom 2- دراسة شرح فن المقالة الموجودة على Google Classroom 3- الاختبار الكتابي التكويني الرجوع إلى ملاحظات المعلمة في Google classroom الموجود على **The unit's name:** Health and Sport **The written task:** Writing an article of 100-150 words **The student should do the following**: 1- Study the reading texts in the unit and new vocabulary learned (refer to Google classroom). 2- Study the steps for writing an article on Google Classroom 3- Refer to the teacher's feedback in the written formative tests on Google classroom
Breakdown of assessment:	ينقسم التقييم إلى قسمين : القسم الأول: يقرأ الطالب نصًا ويجيب عن الأسئلة التي تعكس فهمه للنص المقروء القسم الثاني: يختر موضوعًا ويكتب فيه مقالةً من 100-150 كلمة موظفًا المفردات والتراكيب الجديدة التي تعلمها **The Final Summative is divided into two parts:** **Section 1 "The Reading"**: The student reads a text and answers questions that reflect understanding of the text read **Section 2 "The Writing"**: The student chooses one of the two topics presented in the Exam and writes about it within 100-150 words
Additional comments to students:	بالرجوع إلى العرض التقديمي الذي تم تصميمه حول الرياضة في الاختبار الشفوي من أجل أنصح الطلبة أخذ بعض الأفكار وتوظيفها في الاختبار الكتابي I advise students to train well on writing an article. Time to write it should not exceed 40 minutes. Students should also refer to the Speaking exam on the benefit of the sport to employ some ideas in writing task.

Arabic B – Language Acquisition (Ms. Neveen)

Name of Subject: Arabic (Phase 3+4)	
Name of Teacher:	Neveen ALSamain
Length of assessment:	90 min
Criteria assessed:	B+D
Units/topics/skills to be assessed	الوحدة المطلوبة:وحدة (بين اليوم والأمس) ضمن الابتكار العلمي+ فن الكتابة(المدونة) على الطلبة دراسة ما يأتي: 1-نصوص القراءة التي تم أخذها في الوحدة :1-(التكنولوجيا) /2-(شبكة الانترنت) / 3-(اختراع الهاتف) والأسئلة التابعة لها من حيث المعجم والدلالة وأسئلة الفهم والاستيعاب. دراسة شرح المدونة من حيث 1- طريقة كتابتها/ 2- العناصر الرئيسة التي يجب 14-تكتب في المدونة 3-خطوات 2- كتابتها، وذلك من خلال دراسة النموذج المدروس في الكتيب. 3-مراجعة الملاحظات التي سيتم تسجيلها على كتابة المدونة في التقييم التكويني (Formative)
Breakdown of assessment:	ينقسم الامتحان إلى قسمين: القسم الأول: التحليل: قراءة نص خارجي مرتبط بالسياق العالمي للوحدة تليه مجموعة من الأسئلة التحليلية. القسم الثاني: إنتاج نص غير أدبي (مدونة) أيضا مرتبط بالسياق العالمي للوحدة.(الابتكار العلمي والتقني)
Additional comments to students:	أنصح الطلبة بالتدرب على قراءة نصوص تحليلية خارجية تتحدث عن ابتكارات علمية والإجابة عن أسئلة مرتبطة بها. التدرب على كتابة مدونة مرتبطة بابتكارات علمية مع احتساب الوقت بحيث لا يتجاوز 40 دقيقة.

English – Language & Literature

Name of Teachers:	Ms. Agatha and Ms. Hala
Length of assessment:	90 min
Criteria assessed:	**A,B,C,D**
Units/topics/skills to be assessed	All units (Use Moodle and Google Classroom to access material) Analysing unseen texts Responding to command-term-questions accurately Writing Creatively
Breakdown of assessment:	Part 1: Responding to command-term questions to analyse main elements of unseen texts Part 2: Creative writing Task

Individuals and Societies

Name of Teachers:	Ms. Hanin Ababneh and Mr. Matthew Burrell
Length of assessment:	90 mins
Criteria assessed:	A, C, D
Units/topics/skills to be assessed	**Unit 2:** • The Paris Peace Conference (Treaties and the mandate 1919-20: Versailles) • The aims of the participants and peacemakers: Wilson and the Fourteen Points • Reaction to the Fourteen Points • Responsibility for war (war guilt) • Reparations for the cost of the damage of WWI • German reaction to the Versailles treaty • The League of Nations • Mention of other peace treaties: Munich Agreement Nazi-Soviet Pact • The policy of Appeasement • Nazi-Soviet Pact **Unit 3:** • The origins of the Cold War (Soviet Sphere of influence and the start of the nuclear arms race) • The Iron Curtain and Berlin Blockade • Reactions of East and West to Communism and Capitalism • Marshall Aid and the Truman Doctrine • Cuban Missile Crisis • Gorbachev and his reforms to the Communist system • The collapse of Communism and the USSR **Unit 4:** • Economic and political inequality as a driver of protest groups; Jim Crow laws, segregation, the civil rights movement in the USA • Relationships between societies and democratic systems • Significant individuals; Martin Luther King, Rosa Parks, Lyndon Johnson • Lyndon Johnson's government in the USA and its numerous laws under the banner "Great Society" – how did this improve the economic status of individuals? • Affirmative action • Modern protest movements i.e. Arab Spring, #MeToo, Black Lives Matter **SKILLS:** Communication, critical thinking, analysis, synthesis and evaluation
Breakdown of assessment:	Long and short responses, OPVL and the analysis of sources and content.

Spanish B – Language Acquisition (Mr. Ignacio)

Criteria: B and C &D
Duration of assessment: 1.5 hr

Criterion B Reading

You will read a text or texts of up to 500 words and answer questions about it.
Questions and answers will be in Spanish. You cannot use dictionary or any notes.

The texts will be based on the units learnt this year, but it is assumed that you have knowledge from the previous years, including grammar structures and basic vocabulary.

Unit 1-Healthy living -Vocabulary of food and food groups; diets such as Mediterranean one. Globalisation and exchange of food items. Processed food and sugar health issues. Advice for healthy nutrition. -Physical exercise. Parts of the body and the imperative to direct exercise. Sports. Qualities needed for specific sports. Advice for healthy lifestyle.	**Unit 2-Traditions and celebrations in Spain and the Spanish-speaking world** -Descriptions of celebrations and traditions such as the Day of the Dead, Fallas, Semana Santa, Running of the Bulls, weddings and rites of initiation such as La Quinceañera. Comparison with other non-Hispanic events such as Halloween. **Important**: You don't need to memorise data, but should be able to recognise and understand information.
Unit 3-Languages and dialects -Main phonetic and morphological differences between the main dialects in Spain and Latin America. Difference between language, dialect, sociolect. Accents and glotophobia. Names and culture. Inclusive language debate. Implications of language acquisition for the human brain. Languages and identity. **Important:** You don't need to memorise data, but should be able to recognise and understand information.	**Unit 4-Connections** Personality, personality types and relations with others (family, friends, work, new acquaintances). Routine and habits as reflection of personality. Leisure activities (sports, games, reading, creative…) as a means to connect to others.

Achievement Level	Criterion B Subject specific descriptor
	At the end of phase 2, students should be able to: • identify basic facts, main ideas and supporting details, and draw conclusions • recognize basic conventions including aspects of format and style, and author's purpose for writing • engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
1-2	-identifies **minimal** basic facts and main ideas but **few** supporting details; is not **able** to draw conclusions - has limited awareness of basic conventions including aspects of format and style, and author's purpose for writing - engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. The student shows limited understanding of the content, context and concepts of the text as a whole.
3-4	-identifies **some** basic facts, main ideas and supporting details; is **not always** able to draw conclusions. -recognizes some basic conventions including aspects of format and style, and author's purpose for writing. - engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. The student shows some understanding of the content, context and concepts of the text as a whole.
5-6	-identifies **most** basic facts, main ideas and supporting details, and draws conclusions - recognizes most basic conventions including aspects of format and style, and author's purpose for writing. - engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows considerable understanding of the content, context and concepts of the text as a whole.
7-8	-**clearly** identifies basic facts, main ideas and supporting details, and draws conclusions. - clearly recognizes basic conventions including aspects of format and style, and author's purpose for writing. - engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows thorough understanding of the content, context and concepts of the text as a whole.

Criteria C+D: Writing

-You will write **one** text (up to 150 words) from one of the options -You will write **one** text (up to 150 words) from the different options given which will be based on the units learnt this year, but it is assumed that you have knowledge from the previous years, including grammar structures and basic vocabulary.

Achievement Level	Criterion C: Subject specific descriptor
	At the end of phase 2, students should be able to: i. respond appropriately to spoken, written and visual text ii. interact in basic structured exchanges iii. use phrases to communicate ideas, feelings and information in familiar situations iv. communicate with a sense of audience.
1-2	The student: i. makes limited attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are often inappropriate ii. interacts minimally in basic structured exchanges iii. uses minimal phrases to communicate ideas, feelings and information in a limited range of familiar situations iv. communicates with a limited sense of audience.
3-4	The student: i. responds to simple short phrases and some basic information in spoken, written and visual text, though some responses may be inappropriate ii. interacts to some degree in basic structured exchanges iii. uses some phrases to communicate ideas, feelings and information in a limited range of familiar situations; ideas are not always relevant or detailed iv. communicates with some sense of audience.
5-6	The student: i. responds appropriately to simple short phrases and basic information in spoken, written and visual text ii. interacts considerably in basic structured exchanges iii. uses phrases to communicate ideas, feelings and information in some familiar situations; ideas are relevant and detailed iv. communicates with a considerable sense of audience.
7-8	The student: i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text ii. interacts confidently in basic structured exchanges iii. uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples iv. communicates with an excellent sense of audience.

Achievement Level	Criterion D Subject specific descriptor
	At the end of phase 2, students should be able to: i. write using a basic range of vocabulary, grammatical structures and conventions ii. organize information and ideas and use a range of basic cohesive devices iii. use language to suit the context.
1-2	i. has difficulty to write using a basic range of vocabulary, grammatical structures and conventions ii. organizes limited basic information and ideas, and basic cohesive devices are not used iii. makes minimal use of language to suit the context.
3-4	i. writes using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices ii. organizes some basic information and ideas, and uses a limited range of basic cohesive devices, not always appropriately iii. uses language to suit the context to some degree.
5-6	i. writes making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately ii. organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context.
7-8	i. writes effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. ii. organizes basic information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message iii. uses language effectively to suit the context.

Biology

Name of Teacher:	Emad Zeidan
Length of exam:	90 min
Criteria assessed:	A (Knowing and Understanding) and C (Processing and Evaluating)
Revision Topics:	1. Cells (tissues, organs, systems, structure and function; factors affecting human health; physiology; vaccination) 2. Organisms (habitat, ecosystems, interdependency, unity and diversity in life forms; energy transfer and cycles [including nutrient, carbon, nitrogen]; classification) 3. Processes (photosynthesis, cell respiration, aerobic and anaerobic, word and chemical equations) 4. Metabolism (nutrition, digestion, biochemistry and enzymes; movement and transport, diffusion; osmosis; gas exchange; circulation, transpiration and translocation; homeostasis) 5. Evolution (life cycles, natural selection; cell division, mitosis, meiosis; reproduction; biodiversity; inheritance and variation, DNA and genetics) 6. Interactions with environment (tropism, senses, nervous system, receptors and hormones) 7. Interactions between organisms (pathogens/parasites, predator/prey, food chains/webs; competition, speciation and extinction) 8. Human interactions with environments (human influences, habitat change or destruction, pollution/conservation; overexploitation, mitigation of adverse effects) 9. Biotechnology (genetic modification, cloning; ethical implications, genome mapping and application, 3D tissue and organ printing)
Breakdown of exam:	Part 1: Criterion A Part 2: Criterion C
Vocabulary students must know:	Students should refer to the teacher notes and the text book. Cambridge IGCSE Biology, third edition. D G Mackean and Dave Hayward. http://www.gceguide.com/wp-content/uploads/2015/05/Cambridge-IGCSE-Biology-3rd-Edition-.pdf
Materials needed during exam:	Graph paper, ruler, pencil, eraser, pen and scientific calculator

Chemistry

Name of Teacher:	KM Boopathy
Length of exam:	90 minutes
Criteria assessed:	A (Knowing and Understanding) and C (Processing and Evaluating)
Revision Topics:	• Periodic table (metals and non-metals; transition metals, noble gases; periodic trends: atomic size, melting pt, boiling pt, halogen reactivity, metal reactivity; groups and periods; determining valency from PT) • Properties of 2nd period elements • International Union of Pure and Applied Chemistry (IUPAC naming and classification of: alkanes, alkenes, alcohols, carboxylic acids and esters; structural formulas) • The atmosphere (characteristics of gases; atmospheric composition, testing and treatment; extraction, emission and environmental implications) • Reactions of organic molecules (addition and polymerization) • Matter (states and properties of matter; particle/kinetic theory, diffusion; atomic structure [including relative atomic mass and Isotopes]; electron configuration and valency) • Pure and impure substances (types of mixtures [solutions, oils, alloys, emulsions]; separation techniques, including: filtration, distillation [including crude oil], chromatography) • Bonding (structure and bonding, properties, chemical formulas, chemical reactions and the conservation of mass; balancing equations, the mole concept and chemical calculations; reaction kinetics [rates, and factors affecting rates/collision theory]; equilibria/reversible reactions; energy changes in reactions, endo- and exothermicity; combustion of fuels) • Chemical and physical properties of ionic, covalent and metallic compounds. • Polar and nonpolar molecules • Intermolecular forces - hydrogen bonding and Vander waals forces • Types of chemical reaction (properties of acids and bases, neutral solutions, acid/base reactions, acid/base titrations, pH and indicators, formation of salts, uses of salts; redox reactions, reactivity series; extraction of metals, and corrosion, electrochemical cells) • Different types of chemical reactions. (combustion, double displacement, single-displacement – metal activity series, neutralization, decomposition and synthesis)
Breakdown of exam:	Part 1- Criterion A: Knowing and understanding Part 2- Criterion C: Processing and evaluating
Additional comments to students:	Revise your notebook, ALL hand-outs and chapters. Periodic table will be provided.
Materials needed	Graph paper, pencil, ruler, eraser, pen and scientific calculator

Physics

Name of Teacher:	Mr. Khaled
Length of exam:	1.5 hr
Criteria assessed:	A (Knowing and Understanding) and C (Processing and Evaluating)
Revision Topics:	• Forces and energy (measurement in science; states and properties of matter, kinetic theory, density; forces and effects of forces; forces and motion, speed, motion graphs, Newton's laws; pressure; work and power, efficiency; gravity and gravitational fields; energy sources and resources, fuels and environmental impact; transfer and transformation of energy, conservation of energy) • Electromagnetism (magnetism, electric and magnetic fields; static electricity; electromagnetic forces and induction, AC & DC; current, voltage, power, generation and transmission of electricity; electric circuits) • Astrophysics (the solar system, planets and satellites, the Big Bang theory) • Heat (thermal physics; heat transfer, condensation and evaporation) • Atomic physics (atomic structure, particles, charges and masses; radioactivity, decay and half-life, forms of radiation; uses and dangers)
Breakdown of exam:	Part 1- Criterion A: Knowing and Understanding Part 2- Criterion C: Processing and Evaluating
Additional comments to students:	Students should refer to the teacher notes and the (Physics booklets). Exampro physics questions Pencil, ruler, eraser, pen, graph paper and calculator

Integrated Sciences

Name of Teachers:	Ms. Nemah Alfawares, Ms.Maha Ashqar
Length of exam:	90 minutes
Criteria assessed:	Criteria A (knowing and understanding), and C (processing and evaluating)
Revision Topics:	• Atoms (atomic structure and electron configuration) • Bonding (word and chemical reactions and formulas; acids and bases and pH) • Cells (tissues, organs and systems; cell division; reproduction) • Electromagnetism (magnetism, magnetic fields; electric circuits) • Forces and energy (motion, motion graphs, Newton's laws; energy transfer and transformation) • Fuels (combustion) • Interactions between organisms (food chains and webs) • Matter (particles and kinetic theory) • Metabolism (digestion, gas exchange) • Periodic table (trends, periods, groups) • Systems (photosynthesis and respiration)
Breakdown of exam:	Part 1: Criterion A (knowing and understanding) Part 2: Criterion C (processing and evaluating)
Additional comments to students:	You have to effectively manage your time during the assessment in order to complete all of the elements. The number of marks is shown in each question – if the total is 100 you should have completed at least 50 marks after 1 hour and 25 marks after 30 minutes. Pace yourself. If you are stuck on part of the exam, don't waste time, move on and do the next part as you don't have to do the questions in order.
Study strategies / study tips	Read and review all the content areas and do the practice questions given to you by your teacher. Ask for feedback on how you can improve your performance in each criterion.
Materials	Graph paper, ruler, pencil, eraser, pen and scientific calculator

Mathematics

Name of Teachers:	Ms. Tahani, Mr. Osama, Mr. Mohammad.
Length of assessment	1 hour criterion A; 1 hour criterion C and D....total 2hr
Units/topics/skills to be assessed	• Unit 1: Quadratic equations and quadratic functions • Factorizing quadratic expressions, where coefficient of x2 is 1, including the deference of two squares. • Factorizing quadratic expressions where the coefficient of x2 is not 1. • Finding the axis of symmetry and vertex of a quadratic function. • Expressing a quadratic function in three different forms: standard, factorized and vertex. • Finding a quadratic function given three distinct points on its graph. • Finding a function to model a real-life parabola. • Algebraic fractions • Orange book: from page: 289 to page 303 & and from page: 321 to page 343 • Blue book from page: 46 –62, 213-219, 222-232, 414-416, 426-436 • Unit 2: transforming functions and number sequences • Arithmetic and geometric sequences; Arithmetic and geometric series • Financial applications • General applications on sequences and series • Exponential equations and exponential functions • Index laws • Rational (fractional) indices • Growth and decay; compound interest; depreciation • Transformations • Sequences and Series and Transformation booklets on Moodle ; Blue book pages 385-402 • Unit 3: trigonometry • Right angled trigonometry and their applications • Non right angled trigonometry • Sine and cosine rule • Area of triangle, area of sector, arc length, bearing, • Trigonometry booklet on Moodle ; Blue book pages 235-245, 252-260 • Unit 4: probability and statistics • Statistical terminology • Quantitative (numerical) data • Grouped discrete data; Continuous data; Cumulative data • Measuring the centre; Measuring the spread • Box-and-whisker plots • Experimental probability; Probabilities from tabled data; Theoretical probability • Representing combined events • Compound events • Using tree diagrams • Sampling with and without replacement • Mutually exclusive and non-mutually exclusive events • Blue book Pages (169-200) and Pages (267-287) Extra pages from the orange book : pg. 210-256, 5166-577
Breakdown of assessment:	Crit A and C/D assessment papers. Including questions with a range of difficulty (i.e. Level 1-2, Level 3-4, Level 5-6 and Level 7-8). Remember to show working out. Good luck!

Extended Mathematics

Name of Teacher:	Ms. Hadeel
Length of assessment (2 hr)	Criterion A: 1 hour Criteria C and D: 1 hour
Units/topics/skills to be assessed	• **Unit 1: Quadratic equations and quadratic functions** • Haese textbook pages 213 to 232; 295-308; 313-314; 320-322; 413-436; 471-472 • Oxford textbook Pages 290 to 302; Pages 321 to 343 • **Unit 2: transforming functions and number sequences** • Arithmetic and geometric sequences: Haese textbook: pages 344 to 356 • Arithmetic and geometric series: Oxford extended textbook: pages 145 to 159 • Financial applications • General applications on sequences and series (Worksheets) • Exponents rules and exponential equations • Exponential functions: Growth and decay; Compound interest; Depreciation • Haese textbook: pages 386-410, Oxford textbook pages519-532 • Logarithms laws and log equations: Oxford Extended textbook: pg 251-262, 99-121 • Composite and inverse functions: Oxford Extended textbook: pages 22-33, 37-50 • Transformations: Transformation Booklet on moodle • **Unit 3: trigonometry** • Right angled trigonometry and their applications • Non right angled trigonometry • Haese textbook pages 235-245; pages 252-260 • Oxford textbook pages 242-254; Pages 257-269 • Oxford Extended textbook Pages 184-200 • **Unit 4: probability and statistics** • Statistical terminology • Quantitative (numerical) data • Grouped discrete data and continuous data • Measuring the centre • Cumulative data • Measuring the spread • Box-and-whisker plots • Experimental probability; Probabilities from tabled data • Representing combined events • Theoretical probability • Compound events • Using tree diagrams • Sampling with and without replacement • Mutually exclusive and non-mutually exclusive events • Haese textbook Pages (169-200) and Pages (267-292)
Breakdown of assessment:	Crit A and C/D assessment papers. Including questions with a range of difficulty (i.e. Level 1-2, Level 3-4, Level 5-6 and Level 7-8). Remember to show working out. Good luck!

2021 EOY ASSESSMENTS – Grade 10

Sunday	Monday	Tuesday	Wednesday	Thursday
June 6th Receiving your marked summatives for: P1 9.10-9.55am: V. Arts (Ms. Lubna); B3 PHE; Design (Mr. Yaas) P2 10-10.45am: V. Arts (Ms. Valerie); B4 PHE; Music; Design (Ms. Dema) **Spanish Exam at 12pm with Mr. Ignacio**	7th **IAS-English at 11am**	8th **English at 12pm**	9th **Biology at 12pm**	10th **Chemistry at 11am**
13th **Maths at 11am**	14th **Arabic A and B at 11am**	15th **Physics at 11am** **Int Science at 11am**	16th DP Orientation	17th DP Orientation