



الأكاديمية الدولية - عمان

THE INTERNATIONAL ACADEMY - AMMAN

REVISION BOOKLET

FOR

End of Year Exams

June 2021

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 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
والتوجيه:**

المصطلح	التعريف
يُخلَّل	يُقسَّم إلى أجزاء أصغر لإبراز العناصر أو التراكيب الأساسية. لتحديد الأجزاء والعلاقات، ولتفسير المعلومات للتوصل إلى الاستنتاجات.
يُؤدِّل	يضيف ملحوظات موجزة إلى مُخطَّط أو رسم بياني
يُطبَّق	يستخدم المعرفة والفهم استجابة لموقف ما أو ظروف حقيقية. يستخدم الأفكار أو المعادلة أو المبدأ أو النظرية أو القانون فيما يتعلَّق بمشكلة أو قضية مُعطاة. انظر أيضاً مصطلح : يستخدم
يحسب	يحصل على إجابة عددية تعرض المراحل ذات الصلة في العملية
يُصنِّف	يُرتَّب حسب الطبقة أو الفئة
يُعَلِّق	يحكم على أساس بيان/جملة مُعيَّنة أو نتيجة حسابات مُعيَّنة
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/يُنشئ	يعرض المعلومات في شكل بياني أو منطقي
يقابل	يسرد أوجه الاختلاف بين شيئين أو موقفين أو أكثر، مع الإشارة إليهما/إليها جميعاً، بشكل كامل
يُدع/يعمل/يضع*	ينشأ من تفكير الفرد أو خياله كعمل أو اختراع
*ينقد	يقدِّم استعراضاً أو تعليقاً ناقداً، وخاصة عند التعامل مع الأعمال الفنية أو "الأدبية". انظر أيضاً مصطلح "يُقيم
يستدل	يصل إلى نتيجة من المعلومات المعطاة
يُعرِّف	يُعطي المعنى الدقيق لكلمة، أو عبارة، أو مفهوم، أو كمية مادية

يعرض	يُوضَح بالحجة أو المنطق أو الشواهد، موضحاً بالأمثلة أو التطبيق العملي
يستذكر	يتذكَّر أو يُمَيِّز من خبرات التعلُّم المسبقة
يشترك	يعالج علاقة رياضية لإعطاء معادلة أو علاقة جديدة
يصف	يسرد تفاصيل أو صورة موقف أو حدث أو نمط أو عملية ما
يصمِّم	يُضع خطة أو محاكاة أو نموذجاً
يَقَرُّ	يحصل على الإجابة الوحيدة الممكنة
*يطوِّر	يُحسِّن تحسيناً مُتزايداً، أو يسهب أو يتوسَّع 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
يَفَرِّق	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 مُخطَّط أو رسم بياني دقيق ومُعنون، باستخدام القلم الرصاص. (يجب استخدام مسطرة) حافة مُستقيمة، مع الخطوط المُستقيمة. يجب رسم المُخطَّطات حسب مقياس الرسم. يجب رسم نقاط المُخطَّط رسماً صحيحاً، إذا كان ذلك ملائماً وربطها بخط مُستقيم أو منحنى انسيابي
يَقْدِر	الحصول على قيمة تقريبية لكمية غير معروفة
يقيِّم	"يقيِّم الشيء بوزن مكانن 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 "يُبرِّر/يُغلل"
يستكشف	يشرح في عملية منهجية للاكتشاف
يجد	يحصل على إجابة تعرض المراحل ذات الصلة في العملية.
يصوغ	يُعبِّر 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	يُقترح أن يستخدم الطالب العمل السابق، ولكن الطرق الأخرى تُقبل أيضاً
يحدِّد	يُقدم إجابة من عدد من الاحتمالات. يتعرف على حقيقة أو خاصية مُميِّزة ويذكرها بإيجاز

يفسّر	يستخدم المعرفة والفهم للتعرف على التوجهات واستخلاص النتائج من المعلومات المعطاة.
يتقصى	يلاحظ، أو يدرس، أو يختبر بشكل مُفصّل أو بطريقة منهجية بهدف إثبات الحقائق. والتوصل إلى استنتاجات جديدة.
يبيّن/يُعلّل	يعطي أسباباً وجيهة أو شواهد لدعم إجابة أو استنتاج ما. انظر أيضاً مصطلح "يشرح"
يوسم	يضيف عنواناً أو أسماءً أو تفسيراً/تفسيرات موجزة إلى مخطط 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
يؤجّز	يقدّم سرداً موجزاً أو ملخصاً
يخطّط/يرسم	يعلّم موضع النقاط على المخطط
يتنبأ	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 مخطط 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
*يركّب	يجمع الأفكار المختلفة من أجل إنشاء فهم جديد

إلى أي مدى	ينظر في مميزات أو أي خصائص أخرى لخدمة أو مفهوم ما. يجب عرض الآراء أو الاستنتاجات بوضوح ودعمها بشواهد مناسبة وحُجج سليمة
يتتبع	يتبع ويسجل عمل إحدى اللوغاريتمات
يستخدم	”يطبق المعرفة أو الأحكام لتطبيق النظرية. انظر أيضاً مصطلح “يطبق
يتحقق	يقدم الشواهد التي تثبت صحة النتيجة
يُؤدّن	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.

What you need to bring to the assessment:

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

Arabic A – Language & Literature

Name of Subject: Arabic language and literature Date : 13-6	
Name of Teacher(s):	Ghadeer khoury
Length of assessment (hr):	60 mins
Criterion/a assessed:	B, C & D
Units/topics/skills to be assessed	<p>وحدة لا تحكم على الكتاب من الغلاف -</p> <p>المهارات الاجتماعية -التواصل -</p> <p>على الطلبة مراجعة رواية لذلك جاءت الحيتان حتى نهاية الفصل السادس وكتيب لا تحكم على الكتاب من الغلاف وخاصة فن الرسالة الشخصية وتعريفها وعناصرها وآلية كتابتها والأسئلة المطروحة (بالإضافة إلى العودة للمسودة .</p> <p>كما يجب الرجوع إلى مودل بما يتعلق بالمادة النهائية التي تم دراستها</p> <p>(سيقوم الطلبة بكتابة رسالة شخصية)</p> <p>وفق المعايير ب ج د</p>
Breakdown of assessment:	كتابة رسالة شخصية
Additional comments to students:	التدرب على عبارات افتتاحية واختتامية خاصة لكتابة الرسالة الشخصية

Arabic B – Language Acquisition

Name of Subject: Arabic b Date : 13-6	
Name of Teacher(s):	غدير خوري
Length of assessment (hr):	60mins
Criterion/a assessed:	B & D
Units/topics/skills to be assessed	<p>الوحدة الرابعة يد بيد نحو بيئة أجمل</p> <p>على الطلبة مراجعة النصوص الخاصة بالوحدة تحت مظلة السياق العالمي عولمة واستدامة مع التدريب على الأسئلة بالإضافة</p> <p>لعناصر الرسالة الرسمية وكيفية كتابتها</p>

	والعودة إلى المسودة ضمن المعارين ب د
Breakdown of assessment:	سيكون الامتحان من جزأين الجزء الأول نص قراءة يتضمن أسئلة الفهم والاستيعاب والجزء الثاني كتابة رسالة رسمية وفق المعيار ب والمعيار د
Additional comments to students:	التدرب على عبارات افتتاحية واختتامية خاصة لكتابة الرسالة الرسمية والتدرب على النصوص الخاصة بالسياق العالمي والأسئلة المطروحة

Arabic B – Language Acquisition (Emergent)

Name of Subject: Arabic language B (Emergent)	
Date/ Time: 13/6 at 11 AM	
Name of Teacher(s):	Rasha al-Lahham
Length of assessment (hr):	دقيقة 60
Criterion/a assessed:	B&D
Units/topics/skills to be assessed	الوحدات المطلوبة هي: 1- وحدة وسائل المواصلات فن الكتابة: فن المقالة على الطالب ما يلي: 1- دراسة النصوص القرائية في الوحدة والأسئلة التابعة من المعجم والدلالة والفهم والاستيعاب google classroom ومراجعة المفردات الجديدة التي تم تعلمها في الوحدة الموجودة في 2- Google Classroom دراسة عناصر المقالة الموجودة على الرجوع إلى ملاحظات المعلمة في الاختبار التكويني الكتابي الموجودة على 3- Google classroom
Breakdown of assessment:	: ينقسم التقييم إلى قسمين القسم الأول: يقرأ الطالب نصًا ويجيب عن الأسئلة التي تعكس فهمه للنص المقروء القسم الثاني: يختار الطالب إحدى الموضوعين المطروحين في ورقة التقييم ويكتب مقالة عنه في حدود 100-150 كلمة
Additional comments to students:	أنصح بالرجوع إلى الاختبار الشفوي وأخذ بعض الأفكار التي ممكن الاستفادة منها في الاختبار الكتابي، والتدرب على كتابة مقالة مع احتساب الوقت بحيث لا يتعدى 40 دقيقة

Language & Literature – Unit 5 - *Personal Journeys* – Literary Analysis

Names of Teachers: Kelsey Richardson, Susanne Marchant, Mitch Caissie

STATEMENT OF INQUIRY: An individual's identity is formed by the context in which they exist and the relationships they build. (individual = character)

INQUIRY QUESTION (S):

Factual:

- 1) What is the historical **context** of *Red Scarf Girl*?
- 2) What helps us **form our identities**?

Conceptual:

- 1) How do **relationships** with other people, places and events **change our own identities**?
- 2) How do authors create believable **characters**?

Debatable:

- 1) Can historical fiction help us understand the world we live in?
- 2) Nature vs. nurture: **what makes us who we are**?

GLOBAL CONTEXT & EXPLORATION: IDENTITIES AND RELATIONSHIPS: identity formation

ASSESSMENT CRITERIA

	STRAND	0 - 8	BF
CRITERION A: ANALYSING	i. identify and explain the content, context, language, structure, technique and style of a film		
	ii. identify and explain the effects of the creator’s choices on an audience		
	iii Justify opinions and ideas, using examples, explanations and terminology		
	iv interpret similarities and differences in features within and between genres and texts.		
CRITERION B: ORGANIZING	i. employ organizational structures that serve the context and intention		
	ii organize opinions and ideas in a coherent and logical manner		
CRITERION D: USING LANGUAGE	i. use appropriate and varied vocabulary, sentence structures and forms of expression		
	ii write and speak in an appropriate register and style		
	iii use correct grammar, syntax and punctuation		

APPROACHES TO LEARNING:

ATL skill categories	ATL skill clusters	Description

I. Communication skills	Reading, writing and using language to gather and communicate information	Read critically and for comprehension
VIII. Critical Thinking	Analysing and evaluating issues and ideas	Consider ideas from multiple perspectives

End of Year Assessment Task Sheet - MYP 2/ G7

Assessment Dates and Time: **To be decided**

Time allowed: **4 lessons (45 minutes x 4)**

Tasks: This summative assessment project will be broken up into three parts. All tasks will be completed on Zoom using Google Classroom. Each part will be due at the end of the allotted class time. No writing should be done outside of class time.

Part 1: Poetry Comprehension

Students will be provided a poem and then asked to demonstrate their **understanding of the content and message of the text**. This task is due by the end of the

Part 2 & 3: Red Scarf Girl Literary Analysis

Students will receive multiple prompt questions regarding *Red Scarf Girl* by Ji-li Jiang, to which they must choose **two prompts** to answer. Students must use the **PEE paragraph analysis structure**.

Part 4: Compare and Contrast Personal Testimonials

Students will be provided with two expressions of personal experiences (i.e. personal testimonials, diary entries, poetry). Students must examine these documents and **interpret similarities and differences within and between the texts**.

LATE SUBMISSIONS

Up to 24 hours late, it will be accepted but **dropped one level on each criterion assessed**. **After 24 hours**, it will be recorded as a non-submission and will receive an official **'0'** for each criterion assessed which then will be taken into account when best fitting for reports.

COMMAND TERMS: compare and contrast; identify; justify; organise; use.

	STRAND			
C R I T E R	i. Identify and explain the content, context, language, structure, technique and style of a film			

I O N A : A N A L Y S I N G	ii. Identify and explain the effects of the creator’s choices on an audience		i. employ organizational structures that serve context and intention
	iii. Justify opinions and ideas, using examples, explanations and terminology		ii. organize opinions and ideas in a coherent and logical manner
	iv. Interpret similarities and differences in features within and between genres and texts.		

Spanish B – Language Acquisition

Task sheet for EOY assessment- G7

Criteria B and D (emergent phase).

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, online translation software 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.

Achievement level	Level descriptor	Task specific descriptor
		Unit 1- Routine and present tense

R	The student does not reach a standard described by any of the descriptors below.
1-2	<p>i. identifies minimal stated information (facts and/or opinions) in a variety of simple authentic texts</p> <p>ii. identifies basic conventions in simple authentic texts</p> <p>iii. identifies basic connections in simple authentic texts.</p>
3-4	<p>i. identifies some stated information (facts and/or opinions) in a variety of simple authentic texts</p> <p>ii. identifies basic conventions in simple authentic texts</p> <p>iii. identifies basic connections in simple authentic texts.</p>

- You need to know the time and verbs of routine.
- Identify routine verbs and adverbs of frequency.
- Acknowledge the action verbs in present tense (all persons).
- Conjugation of verbs ending in AR-ER-IR.
- School routine and vocabulary of facilities in my school as well as the usage of ser/estar.

Unit 2- Shopping and clothings

5-6	<p>i. identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts</p> <p>ii. interprets conventions in simple authentic texts.</p> <p>iii. interprets connections in simple authentic texts.</p>
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- Acknowledge the vocabulary of clothing, its gender and the definite and indefinite articles.
- The colors and other words of description.
- Demonstratives like: ese, este. aquel.
- Identify and acknowledge the interaction between a seller and a buyer in a clothing store.
- Be aware of the numbers from 100 and above to request the price of things.

Unit 3- My city, my neighbourhood

- Acknowledge the vocabulary of places in my city.
- Be aware of the usage of ser, estar, hay, tiene when it comes to the description of a place/city/neighbourhood.
- Adjectives of descriptions.
- Acknowledge the expressions to request directions in a city.
- Describe a house/flat/building with the respective concordance to the noun.
- Be able to identify and describe the things inside a house.

Unit 4-Hispanoamerica

7-8	<p>i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts</p> <p>ii. analyses conventions in simple authentic texts</p> <p>iii. analyses connections in simple authentic texts.</p>
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- Acknowledge a vast vocabulary to describe the landscape, people and nature of Hispanic countries.
- Be aware of the verbs of description: ser, estar, hay and tiene.
- Be able to identify and use the superlatives in a text to express a high degree of a quality.
- Note: You do not have to memorize data about countries in Hispanoamerica.
- Capitals and flag of the Hispanic countries.
- As well traditional dresses and food from the countries mentioned before.

Criterion D: Writing

-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	Level descriptor	Task specific descriptor
0	The student does not reach a standard described by any of the descriptors below.	-see above.
1-2	<p>i. uses a limited range of vocabulary.</p> <p>ii. uses a limited range of grammatical structures with many errors which often hinder communication.</p> <p>iii. presents some information in a partially-recognizable format using some basic cohesive devices.</p> <p>iv. communicates limited relevant information with some sense of audience and purpose to suit the context.</p>	

3-4	<p>i.uses a basic range of vocabulary.</p> <p>ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication.</p> <p>iii.organizes information in a recognizable format using a range of basic cohesive devices.</p> <p>iv.communicates some relevant information with some sense of audience and purpose to suit the context.</p>
5-6	<p>i.uses a range of vocabulary.</p> <p>ii.uses a range of grammatical structures with a few errors which do not hinder communication.</p> <p>iii.organizes information in an appropriate format using simple and some complex cohesive devices.</p> <p>iv.communicates most relevant information with a sense of audience and purpose to suit the context.</p>
7-8	<p>i.uses a wide range of vocabulary.</p> <p>ii.uses a wide range of grammatical structures generally accurately.</p> <p>iii.organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices.</p> <p>iv.communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.</p>

Individuals and Societies

Name of Subject: IaS English	
Name of Teacher(s):	Mike and Wesam
Criterion/a assessed:	B. Investigating - Formulate/choose a clear and focused research question, explaining its relevance - Use methods to collect and record relevant information
Unit assessment task will be based on	The work that students have completed on Ancient African Kingdoms and the Slave Trade
Summary of assessment task	Students will complete a piece of independent research into an area of their choice from the content of Unit 4 – Africa: Empires, Trade, Power and Equity.
Additional comments to students:	Unit 4: Africa: Empires, Trade, Power and Equity Statement of Inquiry: The global interaction between different communities leads to the spread of ideas and trade and often inequality. Key Concept: Global Interaction Related Concept: 'Trade' and 'Power and Equity' Global Context: Orientation in time, place and space

Integrated Sciences

Name of Subject: Science- Grade 7	
Name of Teachers:	Rund Fanek, Nemeh AlFawares, Peter Barrett
Criterion assessed:	Criterion C (Processing and Evaluating) June 10 th - Task sheet released June 17 th - Task handed in on Moodle, via Turn-it-in, by 11am

Unit assessment task will be based on	Useful Energy
Summary of assessment task	<p>Students will...</p> <ul style="list-style-type: none"> • present collected data in a table • process data and present it in a suitable graph • interpret data and describe results using scientific reasoning • discuss the validity of a hypothesis based on the outcome of the scientific investigation • discuss the validity of the method • describe improvements or extensions to the method.
Additional comments to students:	<p>-You need graph paper, ruler, eraser, pencil, pen and calculator for the assessment.</p> <p>-For the conclusion, describe the results by referring to the trend in the graph.</p> <p>Describe how close those data points fall on the line/curve of best fit.</p> <p>Describe if there are any outliers present.</p> <p>Describe how close or how far the trials are relative to each other for a given value of the independent variable.</p> <p>-For the evaluation of the method, explore the strengths and weaknesses of the method. Then describe improvements to the method.</p> <p>-For the new research question, think of a new independent variable to test and state how you are going to change it.</p>

Mathematics

Name of Subject: MYP Mathematics	
Name of Teacher(s):	Ms. Zeina and Ms. Layal
Length of assessment (hr):	60 minutes
Criterion/a assessed:	Criterion A
Units/topics/skills to be assessed	<p>Unit 1- Numerical and abstract reasoning:</p> <ul style="list-style-type: none"> • Directed numbers (positive and negative integers) (page 11) • Order of operations (page 2) • Divisibility Rules (page 3) • Factors & Multiples (page 4-5)

- Prime and composite numbers (page 3)
- LCM & GCF
- Fractions and decimals (page 4- 5)
- Definition of percentage and notation (page 34- 35)
- Conversions from decimal and fraction to percentage and vice versa (page 39)
- Finding percentage of a quantity (page 40- 41)
- Percentage applications (page 42- 43/ 50-52)
- Percentage composition (page 44- 46)
- Percentage of change (page 47- 49)
- Ratio (page 63- 65)
- Equivalent ratio (page 67- 69)
- Using ratio to solve problems (page 70- 72)
- Dividing a quantity in a given ratio (page 74- 75)
- Rate (page 77- 80)
- Scale drawing, map scales (page 81- 84)

Unit 2- Statistics and probability:

- Sorting data (page 364- 368)
- Analyzing data page (371- 376)
- Grouped data (page 378- 381)
- Dot plot diagram (page 382- 385)
- Stem and leaf plots (389- 392)
- Pie chart and bar graph
- The language of probability (page 401- 402)
- The probability of simple events (page 403- 405)
- The probability of complementary events (page 408- 411)
- Using probability (page 412-414)

Unit 3 – Algebra:

- Definition of algebraic expressions
- Patterns and rules (page 117- 119)
- Addition and subtraction using variables (page 122- 124)
- Multiplication and division of pronumerals (page 124, 129)
- Using algebra (applications) (page 131- 132)
- Index Notation (page 133)
- Grouping Symbols (page 134- 136)
- Factorizing (page 137- 138)
- Solving equations (page 152- 155)
- Equations with variables on both sides (page 157-158)
- Equations with grouping symbols (page 159- 160)
- Solving Problems using equations (page 165- 168)

Unit 4- Geometry

- Adjacent angles (page 250- 253)
- Angles at a point (page 254- 257)
- Angles associated with parallel lines (page 258- 262)
- Angle sum of a triangle (page 264- 267)
- Angle sum of a quadrilateral (page 268- 270)
- Isosceles and equilateral triangles (page 270- 272)
- More involved numerical problems (page 273- 275)
- Area and perimeter of Triangles and Quadrilaterals (page 283- 286)
- Area of special quadrilaterals (page 289- 292)

	<ul style="list-style-type: none"> • Formulae for the areas of special quadrilateral (page 293- 297) • Volume of a prism (page 298- 302) • Surface area of a prism (page 305- 307) • Circumference and area of a circle (page 318- 323) • Solving problems involving circumference (page 324- 325) • Area of a circle (page 326- 331)
Breakdown of assessment:	<p>A Criterion A assessment paper.</p> <p>Including questions with a range of difficulty (i.e. Level 1-2, Level 3-4, Level 5-6 and Level 7-8).</p>
Additional comments to students:	<p>Remember to think about your mathematical communication and to always show your working out.</p> <p>Good luck! 😊</p>

2021 EOY ASSESSMENTS – Grade 7

Sunday	Monday	Tuesday	Wednesday	Thursday
6 th June Lessons as normal	7 th June Lessons as normal	8 th June Lessons as normal Design Project handout	9 th Lessons as normal for P1-P4 12.40 pm to 1.40 pm English Project handed out in normal lessons- English teachers to provide you with more information P6-1.45 pm to 2.45 pm Science Project handed out	10 th June 8.40am - 8.50am Morning registration with your tutor 9.00 am to 10.00 am Project Hand out IAS Project 10.15 am to 11.15 am English Summative Lesson 1.30 pm to 2.30 pm Spanish Assessment
13 th June 11.00 am to 12.00 noon Arabic A Assessment 11.00 am to 12.00 noon Arabic B Assessment 1.00 pm to 2.00 pm English Summative Lesson	14 th June 11.00 to 12.00 noon Maths Assessment 1.00 to 2.00 English Summative Lesson 2.30 to 3.30 IAS Summative Lesson	15 th June 9.00 to 10.00 Science Summative Lesson 1.00 to 2.00 English Summative Lesson	16 th June 12.00 noon: deadline for submission for IAS Project	17 th June 12.00 noon: deadline for submission for Sci Project