



الأكاديمية الدولية - عمان  
THE INTERNATIONAL ACADEMY - AMMAN

# REVISION BOOKLET FOR End of Year Exams June 2021

Grade: 8

## WHAT IS THIS BOOKLET FOR?

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

The results for the end of year exams are *not* going to determine whether or not you will pass the year. Nevertheless, these exams are your last 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.

<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
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
يخلل	يُقسَم إلى أجزاء أصغر لإبراز العناصر أو التراكيب الأساسية. لتحديد الأجزاء والعلاقات، ولتفسير المعلومات للتوصل إلى الاستنتاجات.
يَيدُل	يضيف ملحوظات موجزة إلى مخطط أو رسم بياني.
يُطبّق	يستخدم المعرفة والفهم استجابة لموقف ما أو ظروف حقيقية. يستخدم الأفكار أو المعادلة أو المبدأ أو النظرية أو القانون فيما يتعلّق بمشكلة أو قضية مُعطاة. انظر أيضاً مصطلح : يستخدم
يحسب	يحصل على إجابة عددية تعرض المراحل ذات الصلة في العملية
يَينف	يرتّب 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
يُدع/يعمل/يضع*	ينشأ من تفكير الفرد أو خياله كعمل أو اختراع
*ينقد	يقدّم استعراضاً أو تعليقاً ناقداً، وخاصة عند التعامل مع الأعمال الفنية أو "الأدبية". انظر أيضاً مصطلح "يقيم"
يستدل	يصل إلى نتيجة من المعلومات المعطاة
يَعرف	.يعطي المعنى الدقيق لكلمة، أو عبارة، أو مفهوم، أو كمية مادية



يعرض	يُوضَح بالحجة أو المنطق أو الشواهد، موضحاً بالأمثلة أو التطبيق العملي
يستنكر	يبتذِر أو يُمَيِّز 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
يضمّم	يُضع خطة أو محاكاة أو نموذجاً
يقرّر	يحصل على الإجابة الوحيدة الممكنة
*يطوّر	يُحسِّن تحسيناً مُتزايداً، أو يسهب أو يتوسّع تفصيلاً. يرتقي إلى حالة أكثر تقدماً أو فعالية
يفاضل	يحصل على مُشتق 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	يُوضَح الفرق بين مفهومين أو شيئين أو أكثر
*يوثّق	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 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 ملائماً وربطها بخط مُستقيم أو منحنى انسيابي
يقدّر	الحصول على قيمة تقريبية لكمية غير معروفة
يقيّم	"يقيم الشيء بوزن مكان 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/يُغلّل"
يستكشف	يشرح في عملية منهجية للاكتشاف
يجد	يحصل على إجابة تعرض المراحل ذات الصلة في العملية.
يصوغ	يُعبّر 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	يُقدّم 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.
يتقصّى	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	يقدم سلسلة من الإجابات الموجزة دون تفسير
يقيس	يحصل على قيمة لكمية ما
*ينظّم	يضع الأفكار والمعلومات في ترتيب مناسب أو منهجي
يؤجّز	يقدم 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
*يتركّب	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
يتبع	يتبع ويسجل عمل إحدى اللوغاريتمات
يستخدم	”يطبق المعرفة أو الأحكام لتطبيق النظرية. انظر أيضاً مصطلح “يطبق
يتحقق	يقدم الشواهد التي تثبت صحة النتيجة
يُدون	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
Name of Teacher(s):	Alaa Alshantaf- Alaa Abu halemeH- Ghadeer Khoury
Length of assessment (hr):	60 minutes
Criterion/a assessed:	<b>B&amp;C&amp;D</b>
Units/topics/skills to be assessed	"وحدة: اصنع حلمك: "النورس" المهارات الاجتماعية: التّواصل : الخاطرة فن بالإضافة إلى ليفنجلستون، على الطلبة مراجعة قصّة النورس جوناثان • مفهوما • أنواعها • السمات الفنيّة الخاصّة بها • خطوات كتابة الخاطرة • بما يتعلّق بالمادّة النّهائيّة التي تمّت دراستها مودل كما يجب الرجوع إلى • ب، ج، د: المعايير سيفقوم الطلبة بكتابة خاطرة وفق
Breakdown of assessment:	كتابة خاطرة
Additional comments to students:	التدرب على عبارات افتتاحيّة وختاميّة لكتابة الخاطرة، بالإضافة إلى كتابة جمل تحتوي صورًا فنيّة جميلة للتعبير عن الذات.

## Arabic B – Language Acquisition

Name of Subject:	Arabic Language B phase (1)
Name of Teacher(s):	Alaa Arar
Length of assessment (hr):	دقيقة 60
Criterion/a assessed:	B+C+D
Units/topics/skills to be assessed	The required topics : • In the restaurant • In the market • At the airport • In the kitchen • My apartment  <b>Please study and understand all the vocabulary related to each lesson</b>
Breakdown of assessment:	The exam will be in three parts • Read a text and answer a number of questions • Write a short paragraph by using a number of words (80-100) words • Choose a picture and talk about for two minutes
Additional comments to students:	Please study the working papers and read the texts and images that we have previously studied and are related to the topics.



## Arabic B – Language Acquisition (Phase 1)

Statement of Inquiry: Communication is a way to build relationships with one another

<p>مهارات نهج التعلم : ATL Communication</p> <p>Thinking</p>	<p>:ATL Skill cluster Read critically - and for comprehension</p> <p>Create - original works and ideas</p>	<p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• <b>Writing:</b> Write a short paragraph by using a number of words (80-100) words</li> <li>• <b>Speaking:</b> Speak 2-3 minutes about the one pic</li> <li>• <b>Reading:</b> Read a text and answer a number of questions</li> </ul>
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To prepare for the exam, you must do the following:

- study the working papers and read the texts and images that we have previously studied and are related to the topics.

Criterion B: Reading (Maximum Level 8)

Texts used for the reading task should be written multimodal. This means that the texts should have the written mode and other modes such as visual and spatial modes.

Examples: a written text with images, a web page with written text and images

At the end of the emergent level, students should be exposed to a wide variety of simple authentic written multimodal texts and be able to:

i. identify explicit and implicit information (facts and/or opinions, and supporting details) ii. analyse conventions iii. analyse connections.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. identifies <b>minimal</b> stated information (facts and/or opinions) in a variety of simple authentic texts ii. identifies <b>basic</b> conventions in simple authentic texts iii. identifies <b>basic</b> connections in simple authentic texts.
3–4	The student: i. identifies <b>some</b> stated information (facts and/or opinions) in a variety of simple authentic texts ii. identifies <b>basic</b> conventions in simple authentic texts iii. identifies <b>basic</b> connections in simple authentic texts.
5–6	The student: i. identifies <b>most</b> stated information (facts and/or opinions, and <b>supporting details</b> ) in a variety of simple authentic texts ii. <b>interprets</b> conventions in simple authentic texts. iii. <b>interprets</b> connections in simple authentic texts.

7–8	The student: i. identifies <b>explicit and implicit</b> information (facts and/or opinions, and <b>supporting details</b> ) in a <b>wide</b> variety of simple authentic texts ii. <b>analyses</b> conventions in simple authentic texts iii. <b>analyses</b> connections in simple authentic texts.
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### Criterion C: Speaking (Maximum Level 8)

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. uses a <b>limited range</b> of vocabulary ii. uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication iii. uses pronunciation and intonation with <b>many</b> errors which <b>often</b> hinder comprehension iv. during interaction, communicates <b>limited</b> relevant information.
3–4	The student: i. uses a <b>basic range</b> of vocabulary ii. uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication iii. uses pronunciation and intonation with <b>some</b> errors which <b>sometimes</b> hinder comprehension iv. during interaction, communicates <b>some</b> relevant information.
5–6	The student: i. uses a <b>range</b> of vocabulary ii. uses a <b>range</b> of grammatical structures with <b>a few errors</b> which <b>do not</b> hinder communication iii. uses pronunciation and intonation with <b>a few</b> errors. However, these <b>do not</b> hinder comprehension iv. during interaction, communicates <b>most</b> of the relevant information.
7–8	The student: i. uses a <b>wide range</b> of vocabulary ii. uses a <b>wide range</b> of grammatical structures <b>generally accurately</b> iii. uses <b>clear</b> pronunciation and intonation which makes the communication <b>easy to comprehend</b> iv. during interaction, communicates <b>all or almost all</b> the required information <b>clearly and effectively</b> .

### Criterion D: Writing (Maximum Level 8)

0	The student <b>does not</b> reach a standard described by any of the descriptors below.
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1-2	The student: i.uses a <b>limited range</b> of vocabulary ii.uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication iii.presents <b>some information</b> in a <b>partially-recognizable</b> format using <b>some basic</b> cohesive devices iv.communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.
3-4	The student: i.uses a <b>basic range</b> of vocabulary ii.uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication iii.organizes information in a <b>recognizable</b> format using a <b>range of basic</b> cohesive devices iv.communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.
5-6	The student: i.uses a <b>range</b> of vocabulary ii.uses a <b>range</b> of grammatical structures with a <b>few errors</b> which <b>do not</b> hinder communication iii.organizes information in an <b>appropriate</b> format using <b>simple and some complex</b> cohesive devices iv.communicates <b>most</b> relevant information with a <b>sense</b> of audience and purpose to suit the context.
7-8	The student: i.uses a <b>wide range</b> of vocabulary ii.uses a <b>wide range</b> of grammatical structures <b>generally accurately</b> iii.organizes information <b>effectively and coherently</b> in an <b>appropriate</b> format using a <b>wide range of simple and some complex</b> cohesive devices iv.communicates <b>all or almost all</b> the required information with a <b>clear sense</b> of audience and purpose to suit the context.

### Arabic B – Language Acquisition (Capable)

Name of Subject: Arabic Language B (Capable)	
Date/ Time: 15/6 at 1 PM	
Name of Teacher(s):	Rasha Al-Lahham
Length of assessment (hr):	60 دقيقة
Criterion/a assessed:	B+D
Units/topics/skills to be assessed	<p>نوادير وحكايات وحدة -الوحدات المطلوبة هي: 1 القصة فن الكتابة: فن</p> <p>على الطالب ما يلي: 1- دراسة النصوص القرائية في الوحدة والأسئلة التابعة من المعجم والدلالة والفهم والاستيعاب ومراجعة المفردات الجديدة التي تم تعلمها في الوحدة الموجودة في Google Classroom 2- دراسة عناصر القصة الموجودة على Google Classroom الموجودة على الاختبار التكويني الكتابي في المعلمة ملاحظات إلى الرجوع 3- Google classroom</p>

Breakdown of assessment:	<p style="text-align: right;">: قسمين ينقسم التقييم إلى</p> <p style="text-align: right;">القسم الأول: يقرأ الطالب نصًا ويجيب عن الأسئلة التي تعكس فهمه للنص المقروء</p> <p style="text-align: right;">في قصة القسم الثاني: يختار الطالب إحدى الموضوعين المطروحين في ورقة التقييم ويكتب كلمة 200-250 حدود</p>
Additional comments to students:	<p>والتدرب جيدًا أنصح الطلبة بقراءة بعض القصص الخارجية وتحليلها حسب عناصر القصة التي تم التدرب عليها، مع احتساب الوقت أثناء الكتابة بحيث لا يتعدى 40 دقيقة حكم وموعظة فيها قصص على كتابة</p>

## English – Language & Literature

### Language & Literature – Unit 5 - Through the lens – Analysis of film End of Year Assessment Task Sheet - MYP 3/ G8

Teachers: Laila Ewaiwi; Susanne Marchant

STATEMENT OF INQUIRY: Directors communicate their purpose to intended audiences through the artistry and craft of cinematography.

INQUIRY QUESTION (S):

**Factual** -What techniques do directors use when making films?What elements do films have in common with narrative literature?

**Conceptual** - How are audiences influenced by the artistry and craft of film-making used by directors?

**Debatable** - Can films communicate in ways that other text types cannot?

**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: PERSONAL AND CULTURAL EXPRESSION**

Assessment date and time: 9th – 14th June (Compare and contrast: 10th June; Analysis and script writing: 13th June; Anatomy of a Scene Video submission: 14th June)

Time allowed: Compare and contrast – 45 minutes in class; Analysis and script writing – 45 minutes in class; Video and final analysis: submission date

Topic: Comparing and contrasting scenes from films through analysis; and the creation of a short film to demonstrate knowledge of cinematographic techniques.

Instructions: Compare and contrast paragraphs: Read the prompts and watch the film clips. Decide which prompt you will respond to. Write two compare and contrast paragraphs which follows the structure taught. Read through your response for clarity, organization, and to ensure task specific criteria are met. Read through your response (again) and check that spelling and punctuation are accurate. Submit via Google Classroom. Anatomy of a scene video: Choose one of the film clips to analyse. Consider the questions which will guide you through the analysis of the scene. Write a script for a voice over of your analysis of the scene in terms of the work of the director (in a Zoom session) Use Screencastify (or other software) that allows you to record a voice over of your analysis while the scene plays on screen. Practice using Screencastify before the final recording. Check your voice over matches the scene and make any necessary edits. Submit the video via Google Classroom

#### APPROACHES TO LEARNING:

ATL skill categories ATL skill clusters Description

I. Communication skills Reading, writing and using language to gather and communicate information Make inferences and draw conclusions

VIII. Critical Thinking Analysing and evaluating issues and ideas Consider ideas from multiple perspectives

THIS IS THE FINAL SUMMATIVE ASSESSMENT OF THE YEAR.

This assessment assesses/ addresses all criteria.

#### IMPORTANT DATES:

The Summative Task Sheet will be released to students on 8th June.

The DEADLINE for the Summative Project will be on 14th June.

#### OVERVIEW OF SUMMATIVE PROJECT

The Summative project for the Through the Lens unit will be in three parts.

**Part 01:** You will compare and contrast two film clips in terms of the cinematographic techniques used and impact on the audience. You will use the PEAEA structure for both paragraphs to organize your ideas. This will be completed during an online Zoom session.

**Part 02:** You will choose a scene from a film to analyse from the options given. You will brainstorm the director's use of cinematographic techniques and then write a script for the voiceover part of your video submission. This will be completed during an online Zoom session.

**Part 03:** After you have completed your analysis you will use Screencastify to create an analytical commentary over the scene. The script for this will be written during an online Zoom session (Part 02). The final recording will be submitted the next day.

## **PART 2 & 3: ANATOMY OF A SCENE (ANALYSIS, SCRIPT AND VIDEO)**

CRITERION A: i., ii. & iii.

STRAND TASK SPECIFIC CRITERIA # BF

CRITERION A:

ANALYSING i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts " Identify and explain elements of your chosen topic " Identify and explain specific cinematic techniques used by the director that are relevant to your chosen topic ii. identify and explain the effects of the creator's choices on an audience " Discuss the effects on the audience of the specific cinematic techniques used by the director iii. justify opinions and ideas, using examples, explanations and terminology " Use short, clear examples from the scenes to justify your analysis " Provide a detailed explanation and analysis of your examples

CRITERION B: i. & ii.

STRAND TASK SPECIFIC CRITERIA # BF

CRITERION B:

ORGANIZING i. employ organizational structures that serve the context and intention " Introduce the clip stating the topic, title, author, genre, and your main idea. " Include clear points, evidence (cinematic techniques), and explanations – using the PEA strategy " There are clear links or connections between points, evidence, and explanations ii. organize opinions and ideas in a coherent and logical manner " Organize your arguments so that they are clear for the reader and follow a logical order " You include a conclusion to your analysis at the end of the Screencastify

CRITERION C: i., & iii.

STRAND TASK SPECIFIC CRITERIA # BF

CRITERION C:

PRODUCING TEXT i. produce texts that demonstrate thought, imagination and sensitivity and ideas...arising from personal engagement with the creative process " Produce an



“anatomy of a scene” style video that demonstrates you have thought carefully about how to explore the director’s craft in the scene you have chosen ” Make deliberate choices in how you present your “anatomy of a scene” video to show that you have personally engaged with the creative process iii. select relevant details and examples to develop ideas. ”

Throughout the video select relevant moments in the scene to demonstrate your ideas on the cinematography

CRITERION D: ii. & v.

## STRAND TASK SPECIFIC CRITERIA

CRITERION D:

USING LANGUAGE ii. write and speak in an appropriate register and style ” Use a strong, clear voice ” Speak in a formal/semi-formal v. use appropriate non- verbal communication techniques ” Use language and a tone of voice that suits the purpose of presenting to an individual interested in film ” Make direct eye contact and onscreen pointing devices to guide your audience to specific elements ” Use facial expressions, physical gestures as well as body language that helps you express your ideas

## Spanish B – Language Acquisition

### Task sheet for EOY assessment- G8 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, any 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
0	The student does not reach a standard described by any of the descriptors below.	Unit 1-Past holidays
1-2	i.identifies <b>minimal</b> stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies <b>basic</b> conventions in simple authentic texts iii.identifies <b>basic</b> connections in simple authentic texts.	-Accounts of past holidays including events, using the indefinite past tense, and descriptions, using the imperfect past tense.  Events may include transport, choice of accommodation, activities. Descriptions may include type of accommodation, food and people.
3-4	i.identifies <b>some</b> stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies <b>basic</b> conventions in simple authentic texts iii.identifies <b>basic</b> connections in simple authentic texts.	Unit 2-Past civilisations of Spain and the Spanish speaking world.

5-6	<p>i. identifies <b>most</b> stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts</p> <p>ii. <b>interprets</b> conventions in simple authentic texts.</p> <p>iii. <b>interprets</b> connections in simple authentic texts.</p>	<p>-Descriptions of past civilisations (including Pre-Roman and Arab in Spain and Incas, Mayas and Aztecs in Latin America)</p> <p>-Description of geography, culture, social systems, lifestyle, technology (imperfect) as well as significant events</p>
7-8	<p>i. identifies <b>explicit and implicit</b> information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts</p> <p>ii. <b>analyses</b> conventions in simple authentic texts</p> <p>iii. <b>analyses</b> connections in simple authentic texts.</p>	<p>(indefinite) <b>Important:</b> You don't need to memorise data, but should be able to recognise and understand information.</p> <p>Unit 3-Healthy living.</p> <p>-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.</p> <p>-Physical exercise. Parts of the body and the imperative to direct exercise. Sports. Qualities needed for specific sports. Advice for healthy lifestyle.</p> <p>Unit 4-The future</p> <p>-The four types of future verbal expressions ("iré, voy a ir, quiero ir, me gustaría ir") and the conditional.</p> <p>-Personal plans for the future. Jobs.</p> <p>-Environmental issues and technology.</p> <p>-Science-fiction. <b>Important:</b> You don't need to memorise data, but should be able to recognise and understand information.</p>

### Individuals and Societies

Name of Subject: Individuals and Societies English	
Name of Teacher(s):	Wesam, Matthew and Sana
Criterion/a assessed:	<b>Criterion A: Knowing and understanding</b> 1. Use a range of terminology in context

	2. Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
Unit assessment task will be based on	This EOY assessment will be based on the final unit of ISE: "Why do societies experience revolutions?"
Summary of assessment task	Students will be required to create a screencastify incorporating the data collected on a specific revolution selected and following the guidelines put forth in the tasksheet and cover page guidelines.
Additional comments to students:	Unit 5 Why do societies experience revolutions? <b>Statement of inquiry:</b> At different <b>times and locations</b> , societies can experience revolutionary <b>change</b> , due to a variety of <b>causes</b> and often with long-lasting <b>consequences</b> . <b>Key concept:</b> <i>Change</i> <b>Related concept:</b> <i>Causality; Significance</i> <b>Global context:</b> <i>Orientation in space and time</i>

### Integrated Sciences

Integrated Sciences	
Name of Teachers:	Mr. Hamish McIntosh, Ms. Rund Fanek
Length of exam:	1 hour
Criteria assessed:	A
Revision Topics:	<p><b>WAVES</b></p> <ul style="list-style-type: none"> <li>• a mechanical wave requires material to transfer the energy.</li> <li>• in a transverse wave, the disturbance is at right angles to the direction of the wave.</li> <li>• in a longitudinal wave, the disturbance is in the same direction as the wave direction.</li> <li>• waves can be described using the terms: amplitude, frequency, wavelength.</li> <li>• Sound waves are longitudinal waves and need a medium.</li> <li>• Sound waves travel through a solid faster, than through a liquid, which is faster, than through a gas.</li> <li>• The ability of the ear to detect sounds.</li> <li>• The bell jar experiment.</li> <li>• properties that affect sound energy are pitch and loudness.</li> <li>• waves reflect, refract and diffract.</li> <li>• waves are classified as ionizing and non-ionizing depending on how much damage/distortion they cause to cells, DNA or genes.</li> <li>• sources of light are called "luminous" - the moon is not one of them.</li> <li>• light travels in straight lines</li> <li>• The speed of light is <math>3 \times 10^8</math> m/s whereas the speed of sound is only 340 m/s.</li> <li>• refraction is the bending of a wave after it crosses a boundary at an angle to the normal and changes speed</li> <li>• refraction by a prism makes a spectrum.</li> <li>• total internal reflection is used in fibre-optics.</li> <li>• Electromagnetic waves are transverse waves, and they don't need a medium, they travel as vibrations in the electrical and magnetic field.</li> <li>• speed of wave = wavelength x frequency.</li> </ul>

	<ul style="list-style-type: none"> <li>Electromagnetic waves have the properties of waves and are also considered a stream of particles which are called photons.</li> <li>The order of the electromagnetic spectrum according to increasing frequency.</li> <li>electromagnetic waves may have adverse effects on the health of humans after long-term consistent exposure.</li> </ul> <p><b>ASTRONOMY</b></p> <ul style="list-style-type: none"> <li>The universe is everything in space. It contains all the galaxies, stars and planets.</li> <li>The Big Bang Theory is the reason behind the expansion of our universe to contain billions of galaxies, one of which our planet is located in.</li> <li>a galaxy is a system of millions or billions of stars, together with gas and dust, held together by gravitational attraction.</li> <li>a galaxy contains planets.</li> <li>our galaxy is called the Milky Way.</li> <li>The main features of the solar system are the Sun, planets, moons and other cosmic bodies such as asteroids, comets and meteoroids.</li> <li>The solar system consists of 8 true planets that revolve around the sun in orbits,</li> </ul> <p>these planets are divided into two categories, the inner 4 are the terrestrial planets and the outer 4 are the gas giants.</p> <ul style="list-style-type: none"> <li>some planets have moons.</li> <li>only Earth has an atmosphere that supports life (Maybe mars too).</li> <li>Earth has one moon that revolves around it in tilted orbits. The moon has phases as it appears from Earth, due to the changes to the sunlight shining on its surface and its relative position in its orbit.</li> <li>Earth has two types of movements: rotation and revolution.</li> <li>Rotation is the movement of Earth around its own tilted axis to bring about the day/night cycle every 24 hours.</li> <li>Revolution is the movement of Earth around the Sun in an elliptical orbit, and it repeats every 365 days, or 1 year.</li> </ul>
Breakdown of exam:	You will be assessed using criteria A (knowledge and understanding) on Chemistry & Waves.
Additional comments to students:	You have to effectively manage your time during the assessment in order to complete all of the elements. 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	There is a lot of material that can be covered in the exam, make sure that you read and review all of the content areas and <b>do the practice questions given to you by your teacher</b> . Also, make sure that you ask for feedback on how you can improve your performance.

## Mathematics

Name of Subject: MYP 3 Mathematics	
Name of Teacher(s):	Mrs. Hind, Mrs. Layal
Length of assessment (hr):	1 hour.
Criterion/a assessed:	Criterion A.

Units/topics/skills to be assessed

#### Unit 2-Algebra

- Add, subtract, multiply and divide algebraic expressions Pg.75-77.
- Simplifying algebraic fractions Pg.78-79.
- Grouping symbols Pg.80-81.
- Simplifying algebraic expressions with grouping symbols Pg.83.
- Factorizing the GCF Pg.84-85 +worksheet.
- Factorizing by grouping (Worksheet).
- Factorizing difference of 2 squares (Worksheet).
- Factorizing trinomials (Worksheet).
- Solving simple equations Pg.141-144.
- Equations with pronumerals on both sides Pg.147-148.
- Equations with grouping symbols Pg.149-150.
- Equations with fractions Pg.151-152.
- Simplifying algebraic fractions (Worksheet).
- Worded problems (Worksheet).
- Changing the subject of the formula (Worksheet).
- Simultaneous equations (Substitution and elimination) Worksheet.
- Word problems with 2 equations (Worksheet).

#### Unit 3-Coordinate geometry.

- Number planes Pg.167-169.
- Graphing straight lines Pg.171-174.
- Horizontal and vertical lines Pg.176-177.
- Intersection of two straight lines Pg.179-182.
- Inequations pg.157.
- Gradient Pg.184-185.
- The gradient-intercept form of a straight-line Pg.192-194.
- Distance-time graphs Pg.195-203.
- Finding equations of straight lines (Worksheet).
- Midpoint formula (Worksheet).
- Distance formula (Worksheet).
- Pythagorean theorem Pg.102-111.

#### Unit 4-Indices

- Indices Pg.119-120.
- Index laws Pg.121-124.
- Negative indices Pg.126-128.
- Scientific notation (Worksheet).

#### Unit 5-Geometry

- Angles Pg.238-252.
- Triangles Pg.253-257.
- Angle sum of a quadrilateral Pg.258-259.
- Types of quadrilaterals Pg.260-264.
- Polygons Pg.265-271.
- Perimeter for all shapes Pg.306-311.
- Area for all shapes pg.318-321.
- Similar triangles (Worksheet).

Breakdown of assessment:	A Criterion A assessment paper. Including questions with a range of difficulty (i.e. Level 1-2, Level 3-4, Level 5-6 and Level 7-8).
Additional comments to students:	Remember to show working out. Good luck!

## PHE

Name of Subject: PHE grade 8	
Name of Teacher(s):	Aida & Hazem
Criterion/a assessed:	Criterion A, C & D
Unit assessment task will be based on	<p>A: Based on students' work submission where they need to describe factual, procedural, and conceptual Badminton knowledge in order to demonstrate understanding and effective terminology application of the rules, regulation and most important basic skills in Badminton and their uses (Strategies?)</p> <p>C &amp; D :Based on a final performance " Videoing" for a certain skills that to be applied in a badminton game situation (Criterion C) followed by a reflection on evaluating their own performance (Criterion D) in relation to interpersonal skills</p>
Summary of assessment task	<p>The final Badminton performance submission should include the following:</p> <p>Criterion A</p> <ul style="list-style-type: none"> <li>- Students to describe factual, procedural, and conceptual Badminton knowledge in order to demonstrate understanding and effective terminology application of rules, regulation and and the most important basic skills in Badminton and their uses (Strategies?)and to apply research about the drills and exercises for performance developments</li> <li>- Students to apply the knowledge that he has acquired through the badminton unit to solve problems set in familiar and unfamiliar situations .</li> </ul> <p>Criterion C</p> <ul style="list-style-type: none"> <li>- A clear video " 3-5 " minutes showing all the required sports skills that need to be applied in a game situation</li> <li>- The video should include a starting point where the students shows drills and exercises for fitness developments</li> </ul> <p>Criterion D</p> <ul style="list-style-type: none"> <li>- Students to describe and reveal interpersonal skills through the application of strategies that include badminton training exercises and social activities.</li> <li>- Students to explain and evaluate their own achievements at the end of the unit in relation to, badminton basic skills performance and interpersonal skills.</li> </ul>
Additional comments to students:	<p>Students to be aware of the main concept of this task assessment: Systems , movements and space, and to understand that any acquired movements become more effective through the exploitation of the space, systems and rules that control them</p> <p>Students need to think about :</p> <p>How does space, rules and regulations affect the way we choose to perform well? Why is the exploitation of empty spaces and cooperation between the players of the same team important to success in a badminton game? The ideal performance of a badminton player is determined by the footwork movement or by the movement of the arms!</p>



## 2021 EOY ASSESSMENTS – Grade 8

Sunday	Monday	Tuesday	Wednesday	Thursday
<p>6<sup>th</sup> June</p> <p>Lessons as normal</p> <p>Handout Eng Project (during lesson time)</p>	<p>7<sup>th</sup> June</p> <p>Lessons as normal</p> <p>Design Project handout</p>	<p>8<sup>th</sup> June</p> <p>Lessons as normal</p>	<p>9<sup>th</sup> June</p> <p>Lessons as normal</p>	<p>10<sup>th</sup> June</p> <p><b>No morning registration</b></p> <p><b>8.40am – 9.25am:</b> 8B Drama with Ms. Titiana</p> <p><b>9.30am to 10.15am:</b> 8C Drama with Ms. Titiana</p> <p><b>10.30 am to 11.30 am:</b> Spanish online test</p> <p><b>12pm - 1pm:</b> IAS zoom lesson to work on IAS summative</p> <p><b>1.30pm - 2.30pm:</b> English zoom lesson to work on English summative English Summative</p>
<p>13<sup>th</sup> June</p> <p><b>11.00 to 12.00</b> Science Assessment</p> <p><b>1.00 to 2.00</b> English Summative Lesson</p>	<p>14<sup>th</sup> June</p> <p><b>9.30 to 10.30</b> IAS Summative Lesson</p> <p><b>2.30</b> Deadline for Eng Project to be submitted.</p>	<p>15<sup>th</sup> June</p> <p><b>11.00 to 12.00</b> Arabic A Assessment</p> <p><b>11.00 to 12.00</b> Arabic B Assessment</p>	<p>16<sup>th</sup> June</p> <p><b>2.30</b> Deadline for IAS Project to be submitted.</p>	<p>17<sup>th</sup> June</p> <p><b>1.00 pm to 2.00 pm</b> Maths Assessment</p>