



الأكاديمية الدولية - عمان
THE INTERNATIONAL ACADEMY - AMMAN

REVISION BOOKLET FOR End of Year Exams June 2021

Grade: 9

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

يعرض	يُوضَح بالحجة أو المنطق أو الشواهد، موضحاً بالأمثلة أو التطبيق العملي
يستذكر	يتذكر أو يميّز من خبرات التعلّم المسبقة
يشتمق	يعالج علاقة رياضية لإعطاء معادلة أو علاقة جديدة
يصف	يسرد تفاصيل أو صورة موقف أو حدث أو نمط أو عملية ما
يصمّم	يُضع خطة أو محاكاة أو نموذجاً
يقرّر	يحصل على الإجابة الوحيدة الممكنة
*يطوّر	يحسّن تحسناً متزايداً، أو يسهب أو يتوسّع تفصيلاً. يرتقي إلى حالة أكثر تقدماً أو فعالية
يفاضل	يحصل على مُشتمق لإحدى الدّوال
يناقش	يقدم نظرة عامة متدبرة ومتوازنة تشمل عدة حُجج أو عوامل أو فرضيات. يجب عرض الآراء أو الاستنتاجات بوضوح ودعمها بشواهد مناسبة
يُفرّق	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 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	"يقيّم الشيء بوزن مكانه وقوته وحدوده. انظر أيضاً مصطلح "ينقد"
يختبر/يفحص	ينظر في حُجة أو مفهوم ما بطريقة تكشف الافتراضات والعلاقات المتبادلة للقضية
يشرح	يقدم بياناً مُفصلاً مع ذكر المبررات أو الأسباب. انظر أيضاً مصطلح "يُبرّر/يغلل"
يستكشف	يشرع في عملية منهجية للاكتشاف
يجد	يحصل على إجابة تعرض المراحل ذات الصلة في العملية.
يصوغ	يعبر عن المفهوم/المفاهيم أو الحُجة/الحُجج ذات الصلة بدقة ونظام.
من ثمّ	يستخدم الطالب العمل السابق للحصول على النتيجة المطلوبة.
من ثمّ، أو باستخدام طريقة أخرى	يُقدّم أن يستخدم الطالب العمل السابق، ولكن الطرق الأخرى تُقبل أيضاً
يحدّد	يقدم إجابة من عدد من الاحتمالات. يتعرف على حقيقة أو خاصية مُميّزة ويذكرها بإيجاز

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

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

TIPS FOR END OF YEAR EXAMS

1. Read the INSTRUCTIONS before the exam carefully.

How many questions do you have to answer?

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 Teachers:	Alaa AH, Alaa Arar, Ghadeer Khoury
Length of assessment:	1.5 hours
Criteria assessed:	A+B+C+D

Units/topics/skills to be assessed	دراسة الكتيّب (تقبّل الآخر)، بالإضافة إلى دراسة كافة الفنون التي تمّ التّعريض إليها خلال السّنة- الدراسية وهي (القصة القصيرة، كتابة المشهد المسرحي، المنشور، المقابلة، المناظرة، الرسائل بنوعها الرسمية والشخصية) * التّدرب على نصّ خارجي يحتوي أسئلة تحليلية
Breakdown of assessment:	ستكون مهمة التقييم عن قسمين: -الإجابة على الأسئلة التحليلية لنصّ خارجي مرتبط بالسياق العالمي . -إنتاج نصّ أدبي أو غير أدبي مرتبط بالسياق العالمي (التعبير الشخصي والثقافي) ملتزمًا بالخطوات المناسبة لكتابة الفنّ، مراعاة الملاحظات التي تقدم خلال التغذية الراجعة.
Additional comments to students:	-على الطلبة التّدرب على نصّ خارجي والاستجابة للأسئلة التحليلية المتعلقة به. -على الطلبة التّدرب جيدًا على كتابة الفنون المطلوبة في الأعلى ضمن مواضيع السياق العالمي (التعبير- الشخصي والثقافي) -مراعاة التغذية الراجعة التي كانت تقدّم على كلّ فنّ وأخذها بعين الاعتبار.

Arabic B – Language Acquisition (Ms. Rasha)

Name of Subject: Arabic language B (Emergent)	
Name of Teachers:	Rasha Al-Lahham
Length of assessment:	1.5 hours
Criterion assessed:	Criterion B: Reading Criterion D: writing

Units/topics/skills to be assessed	<p>الوحدات المطلوبة هي: 1- وحدة عجائب الدنيا السبع فن الكتابة: 1- المدونة</p> <p>على الطالب ما يلي: 1- دراسة النصوص القرائية في الوحدات التابعة من المعجم والدلالة والفهم والاستيعاب ومراجعة المفردات الجديدة التي تم تعلمها في كل وحدة الموجودة في google classroom 2- دراسة شرح فن القصة والمدونة الموجودة على Google Classroom 3- الرجوع إلى ملاحظات المعلمة في الاختبارات التكوينية الكتابية الموجودة على Google classroom</p> <p>The unit's name: The Seven Wonders of the World The written task: Daily Diary of 100-150 words</p> <p>The student should do the following:</p> <ol style="list-style-type: none"> 1- Study the reading texts in the unit and new vocabulary learned (refer to Google classroom). 2- Study the steps for writing a daily entry for a diary on Google Classroom 3- Refer to the teacher's feedback for the written formative tests on Google classroom
Breakdown of assessment:	<p>ينقسم التقييم إلى قسمين : القسم الأول: يقرأ الطالب نصاً ويجيب عن الأسئلة التي تعكس فهمه للنص المقروء القسم الثاني: يختار الطالب إحدى الموضوعين المطروحين في ورقة التقييم ويكتب عنه في حدود 100-150 كلمة</p> <p>The Final Summative is divided into two parts: Section 1 "The Reading": The student reads a text and answers questions that reflect his/her understanding of that text Section 2 "The Writing": The student chooses one of the two topics presented in the Exam and writes about it within 100-150 words</p>
Additional comments to students:	<p>أنصح الطلبة بالتدرب جيداً على كتابة المذكرات اليومية مع احتساب الوقت أثناء الكتابة بحيث لا يتعدى 40 دقيقة ، وبالرجوع إلى الاختبار الشفوي عن عجائب الدنيا السبع لتوظيف بعض الأفكار في كتابة المذكرات اليومية.</p> <p>I advise students to train well on writing daily diary entries. Time to write such an entry should not exceed 40 minutes. Students should refer to the Speaking exam on the Seven Wonders of the World to employ some ideas in writing the daily diary.</p>

Arabic B – Language Acquisition (Ms. Neveen)

Name of Subject: Arabic B (Phase 3+4)	
Name of Teacher:	Neveen ALSamain
Length of assessment:	1.5 hours
Criteria assessed:	B+D

Units/topics/skills to be assessed	<p>الوحدة المطلوبة: وحدة (بين اليوم والأمن) ضمن الابتكار العلمي + فن الكتابة (المدونة) على الطلبة دراسة ما يأتي:</p> <p>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.</p> <p>2-دراسة شرح المدونة من حيث 1- طريقة كتابتها/ 2- العناصر الرئيسية التي يجب ان تكتب في المدونة 3- خطوات كتابتها، وذلك من خلال دراسة النموذج المدروس في الكتيب.</p> <p>3-مراجعة الملاحظات التي سيتم تسجيلها على كتابة المدونة في التقييم التكويني</p> <p>(Formative)</p>
Breakdown of assessment:	<p>ينقسم الامتحان إلى قسمين:</p> <p><u>القسم الأول:</u> التحليل: قراءة نص خارجي مرتبط بالسياق العالمي للوحدة تليه مجموعة من الأسئلة التحليلية.</p> <p><u>القسم الثاني:</u> إنتاج نص غير أدبي (مدونة) أيضا مرتبط بالسياق العالمي للوحدة.(الابتكار العلمي والتقني)</p>
Additional comments to students:	<p>أنصح الطلبة بالتدرب على قراءة نصوص تحليلية خارجية تتحدث عن ابتكارات علمية وإجابة عن أسئلة مرتبطة بها.</p> <p>التدرب على كتابة مدونة مرتبطة بابتكارات علمية مع احتساب الوقت بحيث لا يتجاوز 40 دقيقة.</p>

Interdisciplinary between English – Language & Literature and Individuals Societies

IDU Migration Narratives

STATEMENT OF INQUIRY:	The migration of people, caused by pull and push factors, has an effect on migrants' identities which can be communicated through different media and stylistic choices.		
INQUIRY QUESTIONS:			
FACTUAL -	CONCEPTUAL -	DEBATEABLE -	
<ul style="list-style-type: none"> • What is a nonfictional narrative? • What are the conventions of narratives? • What are the characteristics of an effective presentation? • What different demographic groups migrate to Jordan and why? 	<ul style="list-style-type: none"> • How can we capture people's experience through narratives? • How can we explore identity through narratives? • To what extent does using a certain register and style impact the way narratives are received? • How do we define a person's nationality? 	<ul style="list-style-type: none"> • Should we erase the identity of migrants in the quest for one national identity? • How can we use language to creatively preserve personal histories? 	
GLOBAL CONTEXT & EXPLORATION: ORIENTATIONS IN SPACE AND TIME: Social histories; heritage; migration and displacement and exchange			

SUBMISSION DEADLINES:	All sections: Interview Questions: 26th May; Written narrative: 3rd June; Preparation and submission of Presentation: 10th June at 10am <u>You must submit your PPT to Moodle Turn-it-in as well as Google Classroom</u>		
TASK REQUIREMENT:	After interviewing their migrant, students will create their migration narrative. This will be presented as a PowerPoint Presentation with a recorded voice over.		
ASSESSMENT TOPIC:	Migration narratives of migrants in Jordan. This will incorporate students' knowledge on the push and pull factors of migration as well as the students ability to weave this into a comprehensive and logical narrative to tell a migrant's story.		
INSTRUCTIONS:	<ul style="list-style-type: none"> • Students will write interview questions and practice how to conduct an interview; • Students will choose and interview their migrant; • Students will research the push and pull factors of migration in relation to their migrant; • Students will write a migration narrative for their migrant (SAA); 	<ul style="list-style-type: none"> • Students will create a PPT representation of the narrative; • Students will "present" their narrative using a voice over via Screencastify; • All references should be cited using MLA 	

OVERVIEW OF SUMMATIVE PROJECT

Part 1: You will write interview questions and conduct an interview with a suitable migrant who now lives in Jordan.

Part 2: Using the information from the interview, you will write your migrant's "migration narrative" using both the knowledge and skills from Individuals and Societies and Language and Literature. This is the submission for your SAA and will be published on a data bank for migration stories.

Part 3: Produce a PowerPoint that represents your migrant's narrative, and produce a video of the PPT with a voice over.

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.

Spanish B – Language Acquisition (Ms. Estefania)

Criteria: A and D

Duration of Exam: 90min

<p>Unit 1- Families and relationships</p> <ul style="list-style-type: none"> -Identify and use the members of a family. -Usage of traits of personality and relate them to your family. -Acknowledge the relationship with family and friends (common expressions) -Get to know the characteristics of families today and in the old days. -Acknowledge the different types of families in this century and compare it to yours. 	<p>Unit 2- Cities around the world</p> <ul style="list-style-type: none"> -Vocabulary of descriptors for cities. -Acknowledge the usage and difference between ser, estar, hay and tiene. -Wide knowledge of cities around the world -Terms use to describe modern cities. -Usage of present and past tense in regards to the description of cities.
<p>Unit 3- Education and its types around the world</p> <ul style="list-style-type: none"> -School and its facilities -Acknowledge and compare the education of today with the one in the past. -The role of technology in education (pro and cons) -Usage of future tense to express the desire career to study. 	<p>Unit 4- Spare time and hobbies</p> <ul style="list-style-type: none"> -Vocabulary of extreme sports -Acknowledge the technical information of a movie and identify the different genres of famous movies. -Videogames and its impact in society. Usage of expressions to give your point of view. -Acknowledge and do not memorize the leisure times in other societies and compare it to yours

Criterion A: Listening

- You will watch a 3-5 min video; questions and answers will be in Spanish; cannot use dictionary or any notes.
- The listening 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.

Level	Descriptor
1-2	<ul style="list-style-type: none"> i. identifies minimal stated information (facts and/or opinions) in a variety of simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.
3-4	<ul style="list-style-type: none"> i. identifies some stated information (facts and/or opinions) in a variety of simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.
5-6	<ul style="list-style-type: none"> i. identifies most stated info (facts and/or opinions, and supporting details) in a variety of simple authentic texts ii. interprets conventions in simple authentic texts. iii. interprets connections in simple authentic texts.
7-8	<ul style="list-style-type: none"> i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii. analyses conventions in simple authentic texts iii. analyses connections in simple authentic texts.

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. It is also assumed that you have knowledge from the previous years, including grammar structures and basic vocabulary.

Level	Descriptor
1-2	<ul style="list-style-type: none"> i. uses a limited range of vocabulary. ii. uses a limited range of grammatical structures with many errors which often hinder communication. iii. presents some information in a partially-recognizable format using some basic cohesive devices. iv. communicates limited relevant information with some sense of audience and purpose to suit the context.
3-4	<ul style="list-style-type: none"> i. uses a basic range of vocabulary. ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication. iii. organizes information in a recognizable format using a range of basic cohesive devices. iv. communicates some relevant information with some sense of audience and purpose to suit the context.
5-6	<ul style="list-style-type: none"> i. uses a range of vocabulary. ii. uses a range of grammatical structures with a few errors which do not hinder communication. iii. organizes information in an appropriate format using simple and some complex cohesive devices. iv. communicates most relevant information with a sense of audience and purpose to suit the context.
7-8	<ul style="list-style-type: none"> i. uses a wide range of vocabulary. ii. uses a wide range of grammatical structures generally accurately. iii. organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices. iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.

Biology

Name of Teachers:	Emad Zeidan
Length of exam:	1.5 hours
Criteria assessed:	A and C
Revision Topics:	<ol style="list-style-type: none">1. Characteristics and classification of living organisms. (1-21)2. Organization and maintenance of the organism. (24-33)3. Movement in and out of cells. (36-48)4. Biological molecules. (51-55)5. Enzymes. (59-59)6. Plant nutrition (Photosynthesis). (66-81)7. Human nutrition. (86-103)8. Transport in plants. (110-121)9. Transport in animals (Circulatory system). (124-136)10. Diseases and immunity. (142-148)11. Gas exchange in humans. (156-156)12. Respiration. (165-169)
Breakdown of exam:	The exam will measure knowledge and understanding (Criterion A) in addition to processing and evaluating (Criterion C)
Additional comments	Students should refer to the teacher notes and the text book. Online e-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:	2 cameras, graph paper, ruler, pencil, eraser, pen, calculator, fully charged laptop

Chemistry

Name of Teacher:	Ms. Maha Al-Ashqar
Length of assessment:	1.5 hours
Criteria assessed:	Criterion A (knowing and understanding) Criterion C (processing and evaluating)
Units/topics/skills to be assessed	Unit-1: Understanding Matter (States of matter, The Kinetic theory of matter, Changes of state, heating and cooling curves, Diffusion, Matter classification, Mixture separation techniques) Unit-2: Atoms and the Periodic Table (The atomic theory, The Periodic table discovery, Periodic table groups, trends and patterns, isotopes) Unit-3: Chemical Bonding (How ions form, electron arrangement, ionic, covalent and metallic bonding, writing and naming ionic compounds and covalent molecules, oxidation states, intramolecular and intermolecular forces) Unit-4: Chemical Reactions (balancing chemical equations, types of chemical reactions, Electrolysis, calculating heat of reaction, factors that affect the rate of reaction) Unit-5: Stoichiometry - Chemical Calculations (Reacting masses, calculating moles, calculating formulae, moles and chemical equations) Unit-6: Acids, Bases and Salts (Properties of acids and alkalis, Theories of acids and bases, the relative strengths of acids and bases, neutralizing an acid, formation of salts, methods of preparing soluble and insoluble salts, Solubility of salts in water, Titration)
Breakdown of assessment:	Part 1: Criterion A (knowing and understanding) Part 2: Criterion C (processing and evaluating)
Additional comments to students:	All the resources are found on google classroom. Textbook pages: 1 to 71 and 104 to 133 Periodic Table will be provided during assessment
Materials needed during exam:	2 cameras, graph paper, ruler, pencil, eraser, pen, calculator, fully charged laptop

Physics

Name of Teacher:	Mr. Khaled
Length of exam:	1.5 hours
Criteria assessed:	Criterion A: Knowing and understanding Criterion C: Processing and Evaluating
Revision Topics:	<ul style="list-style-type: none">• Measurement in science• Motion (motion, speed, motion graphs)• Forces (density; forces and effects of forces; forces and pressure)• Work, energy and power, efficiency; energy sources and resources, fuels and environmental impact; transfer and transformation of energy, conservation of energy)
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 Graph paper, ruler, pencil, eraser, pen and calculator

Integrated Sciences

Name of Teachers:	Ms. Nemah, Mr. Peter
Length of exam:	1.5 hours
Criteria assessed:	A, C
Revision Topics:	<ul style="list-style-type: none">• Atoms (atomic structure and electron configuration)• Bonding (Ionic, covalent and metallic)• Cells (organelles, cell processes and; cell division)• Forces and energy (motion, motion graphs, Newton's laws; energy transfer and transformation)• Interactions between organisms (food chains and webs)• Matter (particles and kinetic theory)• Periodic table (trends, periods, groups)
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 needed during exam:	2 cameras, graph paper, ruler, pencil, eraser, pen, calculator, fully charged laptop

Mathematics

Name of Teachers:	Mrs. Tahani, Mr. Osama, Mrs. Hind, Mr. Mohammad.
Length of assessment and Criteria assessed:	1 hour for Crit A 1 hour for Crit C&D
Units/topics/skills to be assessed	<p>Unit 1-Linear relationships.</p> <ul style="list-style-type: none"> Relationships (MYP4&5 book pg.40-52); Functions (MYP4&5 book pg.52-56). Real-life modelling (worksheets on Moodle). Distance formula (MYP 4 book pg.119-122); Midpoint formula (MYP 4 pg.122-124). Gradient of a line (MYP 4 book pg.124-126). Parallel and perpendicular lines (MYP 4 book pg.126-128). Using coordinate geometry (MYP 4 book pg.130-132); Coord geom wkst on Moodle. Equations of straight lines (MYP 4 book pg.132-136). Slope-intercept form and general form (MYP 4 book pg.136-138). Points on lines (MYP 4 book pg.138-139); Intersection of lines (MYP 4 pg.139-140). <p>Unit 2-Spacious interiors.</p> <ul style="list-style-type: none"> Errors (MYP 4 book pg.147-148). Length and perimeter (MYP 4 book pg.149-154). Area (MYP 4 book pg.156-160); Surface area (MYP 4 book pg.162-166). Volume and capacity (MYP 4 book pg.167-172). <p>Surface area and volume should be studied from Pearson book chapter 10 as well.</p> <p>Unit 3-Algebra</p> <ul style="list-style-type: none"> Index notation and laws (MYP 4 book pg. 52-60). Exponential equations (MYP 4 book pg.61-62); Scientific notation (MYP 4 pg.63-66). Rational indices (MYP 4 book pg.66-69). Collecting like terms (MYP 4 book pg.72-73); Product notation (MYP 4 pg.73-74). Distributive law (MYP 4 book pg.75-76). The product (MYP 4 book pg.76-78). Difference of two squares (MYP 4 book pg.78-80); Perfect square (MYP 4 pg.80-82). Further expansion (MYP 4 book pg.82-84); Binomial expansion (MYP 4 pg.84-85). Operations with radicals (MYP 4 pg.89-93); Expansions with radicals (MYP 4 pg.93-96). Division by radicals (MYP 4 book pg.96-99). Factorization by removal of common factors (MYP 4 book pg.178-179). Difference of two squares (MYP 4 book pg.180-182). Perfect square factorization (MYP 4 book pg.182-183). Factoring with four terms (MYP 4 book pg.183-184). Quadratic trinomial (MYP 4 book pg.184-185). Miscellaneous factorization (MYP 4 book pg.186). Factorization of three terms (a is not 1) (MYP 4 book pg.186-190). <p>Unit 4-Circle theorems.</p> <ul style="list-style-type: none"> Review of facts and theorems (MYP 4 book pg.475-479) Circle theorems (MYP 4 book pg.479-484).
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 9

<p>June 6th</p> <p>Normal timetable P1 to P6</p>	<p>7th</p> <p>Normal timetable P1 to P6</p>	<p>8th</p> <p>Normal timetable P1 to P6</p>	<p>9th</p> <p>Spanish at 8am (1.5hr)</p> <p>Normal timetable P1 to P6</p>	<p>10th</p> <p>IDU – English and IAS - due by 10am</p> <p>Receiving marked summatives for: P2: PHE (Mr. Eyad and Ms. Aida)</p> <p>No classes on this day</p>
<p>13th</p> <p>Physics at 9am (1.5hr)</p>	<p>14th</p> <p>Biology at 9am (1.5hr)</p>	<p>15th</p> <p>Arabic A and B at 9am (1.5hr)</p>	<p>16th</p> <p>Chemistry at 9am (1.5hr)</p> <p>Integrated Science at 9am (1.5hr)</p>	<p>17th</p> <p>Maths at 9am (2hr)</p>