الأكاديمية الدولية - عمان

THE INTERNATIONAL ACADEMY - AMMAN

REVISION BOOKLET

FOR

End of Year Exams

June 2023

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 opportunity to improve on the criteria assessed; hence improve your overall grade for the subject.

Another aim for this assessment week is to give you experience in preparing for, and sitting formal assessments as this is what you will have to do in Diploma.

REVISING

Planning

Find out what topics will be on the assessment. Your revision topics are listed in this booklet!

Organize Your Study Space

Make sure you have enough space to spread your textbooks and notes. Get rid of all distractions, and make sure you feel as comfortable and able to focus as possible.

Make a Revision Calendar

Plan your revision carefully so you have enough time to cover each topic. Work backwards from the assessment and divide up your time. Use a large planner to write in times of your assessments (one is provided in the back of this booklet). Divide up your time, making sure you spend more time on the weaker subjects. Leave some slots blank so you can use them for extra revision. Leave some time for yourself especially just before the assessments.

Make Your Revision Active

Give your revision session a focus. Don't just re-read your notes in hope you will learn them. Learn about a particular part, then test yourself by drawing a diagram or flowchart, make pictures, cartoons, put boxes around words, talk to yourself. Explain an answer to a question to those around you. That will help you to get it clear in your head and can highlight any areas where you need more work.

Take Regular Breaks

Studies have shown that for long-term retention of knowledge, taking regular breaks really helps.

Snack On 'Brain Food'

Keep away from junk food, caffeine, energy drinks and carbonated drinks! Keep your body and brain well-fuelled by choosing nutritious foods that have been proven to aid concentration and memory, such as fruits, vegetables, whole-grain cereal, nuts and yogurt. Drink lots of water.

SIX WAYS OF COPING WITH STRESS

Stress is the body's normal response to a challenge, threat or excitement. Some people cannot perform due to stress and others are motivated by it to do well. You need to find out what level of stress motivates you and what amount paralyzes you. When you know this, you make sure that you keep your stress levels in the motivational zone. See 'six ways of coping with stress' below.

1. **Get Organised**

Draw up an action plan to improve your time management. Plan ahead and set yourself goals. Identify busy periods if necessary.

2. **Think Positively**

Recognise what you have achieved so far. Make a list of tasks and tick them off as you finish them. Take action! Don't put off those tasks you don't want to deal with. Make a plan and stick to it. Keep problems in perspective. Remember to think about what you are doing well.

3. **Keep Fit and Healthy**

Take regular exercise. When you are under stress your body produces adrenalin. Exercise helps to get rid of the biochemical effects of stress, so making you less tense. Eat a balanced diet and eat regularly. If you're hungry and stressed, you're less likely to be able to concentrate properly. Get plenty of sleep. If you're too tired, you can't study efficiently. Remember to give yourself time to unwind before going to sleep.

4. **Learn to Relax**

Allow time for relaxation. Find the balance between time spent working and leisure. Learn relaxation techniques (eg. Breathing quietly for 5minutes). This will help you to control your stress.

5. **Stay in Control**

Take responsibility for dealing with your stress. Don't blame your circumstances. Have realistic targets. Don't try to change everything at once. Identify what is causing your stress and take steps to change it gradually.

If your stress is caused by parental pressure, avoid getting into unproductive arguments. Try to keep calm, listen to what your parents say. Try to understand their point of view. Then put forward your ideas assertively rather than aggressively.

6. **Talk it Over**

Find someone to talk to. Find an adult who you feel would listen to you and tell them why you are feeling anxious. Ask for advice. Discuss ways of dealing with your stress. Then make up your own mind what you are going to do about it.

COMMAND TERMS

The command terms listed are used to define the thinking skills that MYP students are expected to demonstrate. The definitions may vary when used in other contexts.

Command terms	MYP definitions
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances.
Appraise	Evaluate, judge or consider text or a piece of work.
Argue	Challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action.
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Develop information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application.

Derive	Manipulate a mathematical relationship to give a new equation or relationship.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document	Credit sources of information used by referencing (or citing) following one recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Estimate	Find an approximate value for an unknown quantity.
Evaluate	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Exemplify	Represent with an example.
Explain	Give a detailed account including reasons or causes.
Explore	Undertake a systematic process of discovery.

Command terms	MYP definitions
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Infer	Deduce; reason from premises to a conclusion. Listen or read beyond what has been literally expressed.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Label	Add title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.
Measure	Find the value for a quantity.
Outline	Give a brief account.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Recall	Remember or recognize from prior learning experiences.
Reflect	Think about deeply; consider.
Recognize	Identify through patterns or features.
Show	Give the steps in a calculation or derivation.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using appropriate methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
Use	Apply knowledge or rules to put theory into practice.

مصطلحات الإرشاد والتّوجيه:

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

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

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

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

إلى أي مدى	ينظر في ميّزات أو أي خصائص أخرى لحُجة أو مفهوم ما. يجب عرض الآراء أو الاستنتاجات بوضوح ودعمها بشواهد مناسبة وحُجج سليمة.
يتتبع	يتبع ويسُجل عمل إحدى اللوغاريتمات.
يستخدم	يطُبقِ المعرفة أو الأحكام لتطبيق النظرية". انظر أيضاً مصطلح "يطُبَق.
يتحقق	يقُدمِ الشواهد التي تثُبت صِحَّة النتيجة.
يِؤدُون	يحصل على الإجابة/الإجابات، عادة باستخراج المعلومات. دون الحاجة للحساب أو مع القليل منه. ليس ضرورياً عرض طريقة العمل.

TIPS FOR END OF YEAR EXAMS

1. Read the INSTRUCTIONS before the exam carefully.

   How many questions do you have to answer?

   Are there questions on both sides of the paper?

   Do your answers have to be on separate pieces of paper?

2. For each exam, you will be given 5 minutes reading time. During that time, read ALL of the questions. You are not allowed to write during that time.

3. Keep an eye on the command terms. These terms inform you on the amount of detail required in your answers.

4. Decide on AN ORDER of answering – do your BEST questions FIRST.

5. Stay in motion. If you do get stuck on a question, think about it for a minute or two. If nothing comes to you, move on to another problem. You may later have time to return to it.

6. When answering questions, try not to repeat yourself. Keep your language and expression straightforward.

7. If you have time, check your answers for SPELLING, GRAMMAR and EXPRESSION.

CODE OF CONDUCT DURING ASSESSMENTS

1. Students must enter and leave the examination in a quiet and orderly manner. They are to sit in their assigned seats.

2. No talking or communicating with any student either at the beginning whilst exams are distributed; during the exam; or at the end when materials are being collected. This includes eye contact and gestures. **Breaking this rule may result in the test paper being cancelled**.

3. Exam stationary must be brought in clear plastic bags. Students are not allowed to borrow materials from other students during an exam.

4. The instructions of the invigilator must be obeyed. The invigilator has the right (at any time) to expel from the examination room any student whose behaviour is interfering with the proper conduct of the examination

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

6. All materials which may not be used during the test (notes/textbooks) are to be left OUTSIDE of the classroom.

7. All exams must be completed in blue or black pen, unless instructed otherwise. Graphs and drawings can be done in pencil.

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

9. Students who are over 30min late to the exam will not be allowed to sit it. Students who are less than 30min late will be allowed to sit the exam but will not be given extra time.

10. Phones and **ALL** watches must be handed in as soon as you enter the examination room.

11. White-out is not to be used during the examination.

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

What you need to bring to the assessment:

- Two pencils
- Sharpener
- Eraser
- Two blue or black pens
- Calculator
- Ruler

  -All above items placed in a clear, plastic bag
- Water bottle (optional)

What you are NOT allowed to bring into the room:

- Pencil case
- Mobile phone, **ALL** watches, iPod, mp3 player or any other electronics
- Own paper and white out / tipex
- Food (including candy and chewing gum)

G9 Spanish B – Language Acquisition

Name of Teacher:	Ms. Yusra
Length of exam	2 hours
Criteria assessed:	B: reading + D: writing
Revision topics:	**Unit 1: La empatía** -Adjectives of personality applied with verbs "ser", quantifiers "un poco, bastante, muy, demasiado". **Unit 4 Las vacaciones** **vocabulary, el futuro simple, Ir+ a + infinitivo** **Conectores (además, también, pero, quizas, sin embargo, y, por eso)** *Refer to all of your units' notes, the PPTs, and all previous printed handouts (cuadernillo).*
Breakdown of exam:	The exam will include 2 parts: Part 1: Reading Comprehension (1 hour) Part 2: Writing (1 hour)
Materials needed during exam:	Pen, pencil, eraser and sharpener
Study strategies / study tips:	Revise the vocabulary studied. Write sentences using the future tense about your future vacation plans. Read the texts that we have read and written. Write down the vocabulary while you are studying in order to memorize the correct spelling.

G9 Arabic A – Language & Literature

Subject: Arabic A	
Name of Teacher:	Ms. Alaa Abu Halima, Ms. Ghadeer, Ms. Salam
Length of exam:	2 hr
Criteria assessed:	أ: التّحليل ب: التنظيم ج: إنتاج النّص د:اللغة
Revision Topics:	مراجعة الفنون التّالية: القصّة القصيرة -المجموعة القصصية أبو بطة عناصر القصة القصيرة /المادة النظرية المتعلقة بالتحليل الأسئلة التحليلية الخاصة بكل قصة الرسالة الرسمية، والرسالة الشّخصية من وحدة بيئتنا مسؤوليتنا
Breakdown of exam:	سيكون الامتحان طباعة على AssessPrep المهمّة الأولى: أسئلة تحليلية للقصص التي تمت دراستها من المجموعة القصصية أبو بطة المهمّة الثّانية: كتابة إبداعيّة حيث سيطلب من الطالب كتابة رسالة رسمية أو شخصية
Vocabulary students must know:	مصلحات الإرشاد والتّوجيه- الجمل الافتتاحية، أدوات الرّبط، علامات الترقيم عناصر الرسالة الرسمية عناصر الرسالة الشخصية - عناصر القصص القصيرة: العنوان-الزمان-المكان-القضية-الشخصيات-التقنيات-اللغة
Materials required	كتيّب اللغة العربية (أبو بطة) والّذي يشمل أسئلة تحليلية للمجموعة القصصية مراجعة كيفية كتابة الفنون الكتابية المذكورة أعلاه من كتيب بيئتنا مسؤوليتنا
Study strategies / study tips	قراءة القصص المطلوبة ودراسة عناصر القصة و التقنيات المختلفة ، قراءة التغذية الراجعة لنماذج مختلفة من الفنون المطلوبة مع ضرورة التّمرس على كتابتها / تطبيقها

G9 Arabic B – Language Acquisition Capable

Arabic B (Capable)	
Name of Teacher:	Rasha Al-Lahham
Length of assessment:	2 hours
Criteria assessed:	B+D
Units/topics/skills to be assessed	**الوحدات المطلوبة:** وحدة وسائل الإعلام وحدة عصر التكنولوجيا **على الطالب أن:** دراسة النصوص القرائية في الوحدتين والأسئلة التابعة من المعجم _ والدلالة. والفهم والاستيعاب. التدرب على كتابة **المقالة** في وحدة عصر التكنولوجيا **والمدونة** في وحدة وسائل الإعلام مراجعة المفردات والتراكيب الجديدة الخاصة في الوحدتين الموجودة في جوجل كلاسرووم وتوظيفها في الاختبار الكتابي
Breakdown of assessment:	**:ينقسم الامتحان إلى قسمين** القسم الأول: القراءة: يقرأ الطالب نصًا ويجيب عن الأسئلة التي تعكس فهمه للنص المقروء القسم الثاني: الكتابة: يختار الطالب إحدى الموضوعين المطروحين في ورقة التقييم ويكتب عنه في حدود 200-250 كلمة
Additional comments to students:	أنصح الطلبة بالتدرب جيدًا على كتابة مقالة والمدونة لكل وحدة مع احتساب الوقت أثناء الكتابة بحيث لا يتعدى 40 دقيقة. والرجوع إلى العروض التقديمية واختبار التحدث في الوحدتين للاستفادة من بعض الأفكار في الاختبار الكتابي.

G9 English – Language & Literature

Name of Teachers:	Ms. Ruba Atallah and Ms. Susanne Marchant
Length of exam:	2 hours
Criteria assessed:	A, B, C, D
Revision Topics:	Use Google Classroom PPTs, resources, notes, and formative assessments for: Unit 1 to study: • examples of flash fiction stories • how to write a flash fiction story Unit 3 to study: • how to comprehend a blog • how to write a blog • how to write a narrative Unit 4 to study: • how to analyse an advertisement/PSA • compare and contrast essay structure Unit 5 to study: • the poems studied You should also review previous formative and summative tasks from units 1, 3, & 4.
Breakdown of exam:	• Part 1: short answer questions based on command terms; • Part 2: eAssessment style compare and contrast essay to compare how two texts convey a certain theme; • Part 3: creative writing in response to a prompt
Materials needed during exam:	The exam will be typed using Assessprep and no outside notes, quotation banks or other resources are permitted. Students will be provided with copies of the poems studied in class, as well as other resources needed within the framework of Assessprep.
Study strategies / study tips:	• Re-read each of the poems studied in the last unit; revise the themes, and poetic devices using the weekly PPTs and your notes and annotations; • Study the conventions of an advertisement/PSA and the various techniques advertisers use to target their target markets; • Study the conventions of a blog entry; practice writing blog entries; • Study the conventions of flash fiction and practice writing effective flash fiction stories; • Revise and practice writing compare and contrast essays using the suggested compare and contrast structure; • Revisit the weekly PPTs and resources for units 1, 3, 4 & 5 • Review formative work and formative feedback.

G9 Individuals and Societies

Name of Teachers:	Ms. Rawand Samara and Mr. Aziz El Bader
Length of exam:	2 hr
Criteria assessed:	A & D
Revision Topics:	*Refer to all of your units' notes, the PPTs, and all previous printed handouts. (Revision Slides will also be provided, however, they are limited in nature)* **Unit 1: Demography and Population** • Demography (The tools/statistics used to study populations) • Demography Transition Model (Case studies and stages) • Population pyramids **Unit 2: Industrial Revolution vs. Tech Revolution** • Evaluate the impact of industrialization on the power structure of the world. • Make inferences about the impact of industrialization on society through primary sources. • Explain the impact of science and technology on the economic development of the world. • Use primary and secondary sources and evaluate them in order to build arguments about the effects of the industrial and technological revolutions. • Analyze and evaluate how technology and ideas have shaped world history. • The underlying causes of the Industrial Revolution: - Capitalism - European Expansion and Imperialism - Growing grid of wants vs. needs - Profit - Abundance of resources • The benefits & detriments of industrialization • OPVL charts of sources **Unit 3: Fair and Free Trade** • The Fair-trade Minimum Price is supporting the farmers that grow products such as cocoa, coffee and bananas to become more income-secure and less vulnerable to poverty. • Fairtrade is gradually empowering communities to organize into cooperatives and improve their negotiating position within the supply chain. This can enable them to negotiate a higher price for their product than the conventional market price. • Fairtrade improves access to agricultural services like organic training and premium markets. As a result, farmers have an incentive to farm better and sell more. • Additional income through the Fairtrade Premium supports better farming, strong cooperatives and investment in collective assets to improve crops and yields. • Fairtrade can provide access to finance, support, and expertise in tackling climate change, supporting long-term environmental sustainability. • Farmers and workers who choose to participate in Fairtrade often feel a real sense of control over their future with greater power and voice.

	• Fairtrade can support workers to realize their rights and negotiate the terms and conditions of their work through trade unions and collective bargaining. • Fairtrade can provide producer support and expertise in deepening gender equality. **Unit 4: Migration Narrative (IDU)** • Migration (definition, types, causes/ push and pull factors) • World War I and II • Economic Migration and Domestic Workers • Palestine in 1948 An Nakba • The Six-Day War in 1967 - Al Naksa **Unit 5: Geopolitics an Overview of 20th Century Imperialism** • Key terms and definitions • What Geopolitics is • Why Geopolitics is important • Case Study: US Invasion of Iraq in 2003 • Predictions of political behavior based on geographic, topographic, demographic, economic features and characteristics of a state/nation, as well as natural resources, political ideologies, and allies.
Breakdown of exam:	• Short response questions (Criterion A) using terminology in context and demonstrating knowledge and understanding of concepts, content, and ideas through explanations and examples • Short response questions (Criterion D) discussing concepts, models and visual representations • Argumentative (debatable questions) in order to build valid arguments through synthesizing information and ideas from sources (Criterion D) • Evaluating sources using the OPVL **table** (Criterion D) • Assessing perspectives and their implications through responding to multiple questions and building on understanding, previous knowledge, and information from sources provided (Criterion D) **Time breakdown:** • Recommended time for OPVL table – 20 minutes • Recommended time for exploring sources provided – 40 minutes • Recommended time for short response questions – 30 minutes • Recommended time for other Criterion D questions – 30 minutes
Materials needed for exam:	Blue/black pen, pencil, eraser, sharpener, and ruler.
Study strategies / study tips:	• Read through personalized notes • Read through the provided revision slides • Practice OPVL on any given source from the 5 units we had • Review formative assessment and the feedback on them • Practice by responding to the inquiry questions on the weekly PPTs and slides

G9 Biology

Name of Teacher:	Mr. Emad Zeidan
Length of exam:	2 hours
Criteria assessed:	Criterion A (Knowing and Understanding) and Criterion D (Reflecting on the Impacts of Science)
Revision Topics:	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 and digestive system. (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:	Criterion A – Questions will be divided into 4 categories based on achievement levels: 1-2: state, apply, interpret; 3-4: outline, apply, interpret; 5-6: describe, apply, analyse 7-8: explain, apply, analyse. Criterion D – You will be asked to explain the ways in which science is applied and used to solve a specific issue. In addition, you will discuss and evaluate the implications of using science and its application interacting with a factor. Recommended Time: Criterion A – 50 minutes; Criterion D – 50 minutes…20 minutes to revise.
Materials needed during exam:	Blue/black pen, pencil, eraser, sharpener, ruler and calculator
Study strategies / study tips	Students should refer to the teacher's notes and the textbook. Cambridge IGCSE Biology, third edition. D G Mackean and Dave Hayward (also available electronically on Moodle) http://www.gceguide.com/wp-content/uploads/2015/05/Cambridge-IGCSE-Biology-3rd-Edition-.pdf

G9 Chemistry

Name of Teacher:	Ms. Maha Ashqar
Length of exam:	2 hours
Criteria assessed:	Criterion A (Knowing and Understanding) Criterion B (Inquiring and Designing)
Revision Topics:	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 and Intermolecular Forces (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 and Stoichiometry (mole calculations, molar concentration of solutions, balancing chemical equations, types of chemical reactions, exothermic and endothermic reactions, calculating heat of reaction, factors that affect the rate of reaction, 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 exam:	Criterion A – Questions will be divided into 4 categories based on achievement levels: 1-2: state, apply, interpret; 3-4: outline, apply, interpret; 5-6: describe, apply, analyse 7-8: explain, apply, analyse Criterion B – will address rate of reaction Recommended Time: Criterion A – 50 minutes; Criterion B – 50 minutes…20 minutes to revise
Materials needed during exam:	Blue/black pen, pencil, eraser, sharpener, ruler and calculator
Study strategies / study tips	All the resources are found on google classroom. Extra Resource: Textbook pages: 1 to 71 and 104 to 133 Periodic Table, electronegativity table and polyatomic ions will be provided during assessment

G9 Physics

Name of Teacher:	Mr. Khaled Za'rrour
Length of exam:	2 hr
Criteria assessed:	A and D
Revision Topics:	•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) • Thermal Physics (temperature, heat, kinetic theory of matter, internal energy, heat capacity, latent heat, heat transfer, states of matter and ideal gas laws)
Breakdown of exam:	Part 1- Criterion A: Knowledge and understanding Part 2- Criterion D: Reflecting on the impacts of science Formula sheet provided in the exam – see next page
Materials needed during exam:	blue/black pen, pencil, eraser, sharpener, ruler and calculator
Study strategies / study tips	Students should refer to the teacher notes and the (Physics booklets) Exampro physics questions

Equation list

density	$\text{density} = \frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{v}$
force	$\text{force} = \text{mass} \times \text{acceleration}$	$F = m\,a$
motion	$\text{final velocity} = \text{initial velocity} + (\text{acceleration} \times \text{time})$	$v = u + at$
	$\text{distance} = (\text{initial velocity} \times \text{time}) + \frac{1}{2} \times \text{acceleration} \times (\text{time})^2$	$s = ut + \frac{1}{2}at^2$
	$(\text{final velocity})^2 = (\text{initial velocity})^2 + 2 \times \text{acceleration} \times \text{distance}$	$v^2 = u^2 + 2as$
	$\text{distance} = \frac{(\text{final velocity} + \text{initial velocity}) \times \text{time}}{2}$	$s = \frac{(v + u)t}{2}$
momentum	$\text{momentum} = \text{mass} \times \text{velocity}$	$p = mv$
pressure	$\text{pressure} = \frac{\text{force}}{\text{area}}$	$p = \frac{F}{A}$
work	$\text{work} = \text{force} \times \text{distance}$	$W = F\,s$
kinetic energy	$\text{kinetic energy} = \frac{1}{2} \times \text{mass} \times (\text{velocity})^2$	$E_K = \frac{1}{2}mv^2$

gravitational field strength	$\text{gravitational field strength} = \frac{\text{force}}{\text{mass}}$	$g = \frac{F}{m}$
gravitational potential energy	$\text{change in gravitational potential energy} = \text{mass} \times g \times \text{change in height}$	$\Delta E_p = mg\,\Delta h$
efficiency	$\text{efficiency} = \frac{\text{useful energy out}}{\text{total energy in}} \times 100$	
power	$\text{power} = \frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$

G9 Integrated Science

Name of Teacher:	Ms. Rund Fanek and Ms. Nemah AlFawares
Length of exam:	2 hr
Criteria assessed:	A – Knowing and Understanding and C – Processing and Evaluating
Revision Topics:	**Unit 1: Exploring Matter** Scientists make **connections** about the natural world by collecting **evidence** and looking for **patterns** to explain what we observe. States of matter – shape, volume, forces of attraction between particles, motion of particles Kinetic Theory of Matter Changes of state– freezing/solidification, melting, evaporation/boiling, condensation, sublimation, deposition Melting point vs. boiling point Physical property vs. chemical property and Physical change vs. chemical change Evidence of a chemical reaction Classification of matter – pure substance vs. mixture **Unit 2: Atoms, Elements and the Periodic Table** Scientists look for **relationships** and **patterns** that predict properties of substances, which can be applied to develop products and solutions to real-life problems. Physical properties of metals, nonmetals, metalloids Periodic table – groups (alkali metals, alkaline earth metals, halogens, noble gases, transition metals), periods, atomic number, mass number Periodic Trends – Atomic radius, metal reactivity, halogen reactivity Bohr Rutherford diagrams, valence electrons, formation of ions Isotopes, radioisotopes and calculating average atomic mass **Unit 3: Cellular Biology** Understanding the **functions** of and **interactions** between different parts of a **system** lead to development of technologies that contributed to the biological revolution. Characteristics of living things Prokaryotic vs eukaryotic cells and Animal cells vs plant cells Parts of cell – cell membrane, cell wall, cytoplast, ribosomes mitochondria, chloroplast, nucleus (DNA) Specialized cells – palisade mesophyll, root hair cell, sperm, neuron Cell transport – passive (diffusion, osmosis) vs. active transport Cell cycle and mitosis – purpose and uncontrolled cell division (tumor formation) **Unit 4: Forces and Motion** Knowledge of forces and **motion** have **led** to **developments** in technology that impact on our quality of life. Vector, scalar, distance, displacement, speed, velocity, acceleration Distance – time graphs, position – time graphs, velocity-time graphs Newtons laws of motion – first, second and third **Unit 5: Interactions Between Organisms** Ecological **systems** are composed of delicately balanced **relationships** between organisms and their environment, where changes within them can have **consequences** on the sustainability of our planet. Abiotic, biotic, population, community, ecosystem, biome, biosphere Consumer, producer, photosynthesis, cellular respiration, herbivore, carnivore, omnivore, decomposer, detritivore, scavenger Food web, Food chain, trophic level, biodiversity and its importance, human impact on ecosystem and biodiversity. Conservation and preservation of ecosystems, nitrogen cycle, carbon cycle and water cycle.
Breakdown of exam:	Criterion A – Questions will be divided into 4 categories based on achievement levels: 1-2: state, apply, interpret; 3-4: outline, apply, interpret; 5-6: describe, apply, analyse 7-8: explain, apply, analyse Criterion C – You will be provided with a research question, method and raw data. Questions will be the same as those in previous formatives/summatives. Recommended Time: Criterion A – 50 minutes; Criterion C – 50 minutes…20 minutes to revise
Materials needed during exam:	Blue/black pen, pencil, eraser, sharpener, ruler and calculator
Study strategies / study tips	Revise notes, practice questions, know the key terms introduced for each unit

G9 Mathematics

Name of Teachers:	Ms. Hind Hassan, Ms. Mira Mihyar
Length of exam and criteria assessed	2hr Criteria A, C, D
Revision Topics:	<u>Unit 1: Decisions, Decisions (Numbers)</u> • Absolute value (Oxford book pg.81-83) • Solving absolute value equations (Worksheet 1) • Number sets (Worksheet 5) • Solving and graphing inequalities (Worksheet 2) • Solving and graphing compound inequalities (Worksheet 3) • Pythagorean theorem and its converse (Worksheet 4) • Distance formula (Oxford book pg. 107&108) • Midpoint formula (Oxford book pg. 109&110) • Slopes (Oxford book pg.11-114) • Different forms of equations of straight lines (Oxford pg. 117-120) • Perpendicular bisector (Worksheet 6) <u>Unit 2: Spacious interior and circles (geometry)</u> • Length and perimeter (HAESE page 149) • Area (HAESE Page 156 (Excluded Heron's theorem page 160)) • Surface area (HAESE Page 163) • Volume and capacity (HAESE 167) • Surface area and volume (Oxford pages 260 – 275) • Extra Worksheets (worksheet 11, Worksheet 12) • Similar Triangles ▪ D Similar triangles - HAESE Page 488 ▪ E Problem solving with similar triangles - HAESE Page 492 • Trigonometric Ratio ▪ B Labelling triangles - HAESE Page 269 ▪ C The trigonometric ratios- HAESE Page 270 ▪ D Trigonometric problem solving- HAESE Page 275 ▪ F 3-dimensional problem solving- HAESE Page 282 • Circle theorem o Circle theorem Booklet - Moodle o Worksheet 16 o Worksheet 17 <u>Unit 3: Collect, Analyze, and conclude (Data Handling)</u> • Statistics o Discrete numerical data - HAESE Page 195 o Continuous numerical data - HAESE Page 199 o Measuring the middle of a data set - HAESE Page 201 o Measuring the spread of data- HAESE Page 206 o Box-and-whisker plots- HAESE Page 209 o Grouped continuous data - HAESE Page 212 o Cumulative data 214 <u>Unit 4: Why Does Algebra Look Clever? (Algebra)</u> • Expansion o The distributive law - HAESE Page 75 o The product - HAESE Page 76 o Difference of two squares - HAESE Page 78 o Perfect squares expansion - HAESE Page 80 o Further expansion - HAESE Page 82

	• Factorization
	  ○ Factorization by removal of common factors - HAESE Page 178
	  ○ Difference of two squares factorization - HAESE Page 180
	  ○ Perfect square factorization - HAESE Page 182
	  ○ Factorizing expressions with four terms - HAESE Page 183
	  ○ Quadratic trinomial factorization - HAESE Page 184
	  ○ Miscellaneous factorization - HAESE Page 186
	  ○ Factorization of $ax^2 + bx + c$ when a is not equal to 1 page 186
	• Quadratic Equations
	  ○ Quadratic equations of the form $x^2 = k$ page 341
	  ○ The Null Factor law - HAESE Page 342
	  ○ Solution by factorization - HAESE Page 343
	
	In addition to all relevant material from the worksheet and prior formative assessments.

Breakdown of exam:	Questions with a range of difficulty - Level 1-2, 3-4, 5-6 and 7-8
Materials needed during exam:	Calculator, pencil, ruler, black/blue pen, eraser, sharpener
Study strategies / study tips:	Read and review all the content areas and do the practice questions assigned. Show working out in your responses.

2023 EOY Exams – Grade 9

- Report to exam location at 8.15am in Arabic Pod
- Bring your textbook for that subject to return to the teacher
- All exams start at 8.30 am, except for IAS-E on June 14th as it will start at 12pm

Sun June 11th	Mon June 12th	Tues June 13th	Wed June 14th	Thurs June 15th	Sun June 18th	Mon June 19th	Tues June 20th	Wed June 21st
English	Biology	Arabic A Arabic B	IAS-E at 12pm	Chemistry	Maths	Spanish	Int Sci Physics	Make-up Exams

English, Arabic and Maths will be assessments done electronically on your laptop. School laptops will also be made available.