



مدرسة القديسة مريم الكاثوليكية الثانوية – دبي  
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Portion of Final Exam – Academic year ( 2025-2026)

Portion of year 7 Arabic (A)

المادة المقررة لامتحان اللغة العربية الفترة الأخيرة

الصف السابع

أولاً القراءة:-

- ❖ النص الشعري: أخلاقٌ كريمة ( المفردات الجديدة – الشرح وتحليل النص – حفظ 7 أبيات من أول القصيدة).
- ❖ النص المعلوماتي: صديقنا البحري (المفردات الجديدة – الشرح وتحليل النص)
- ❖ رواية: أحلام لييل السعيدة (التعريف بالرواية + الفصول ( 1 & 2 & 3 & 4 & 5 ).

ثانياً: القواعد النحوية، والبلاغة:-

- ❖ ( النَّعْتُ )
- ❖ ( تركيب العطف )
- ❖ ( المفعول فيه )
- ❖ ( المفعول المطلق )
- ❖ من فنون البلاغة ( التشبيه – الطباق – المقابلة – الجناس )

ثالثاً: الكتابة:-

- ❖ (كتابة سردي )
- ❖ ( كتابة نص إرشادي )

ملحوظات هامة

- ◆ الاختبار سيتضمن قطعة قراءة خارجية، و نص شعري خارجي؛ لقياس القدرة على فهم المقروء.
- ◆ قد يتضمن الامتحان بعضاً من القواعد النحوية الأساسية التي سبق للطالب دراستها مثل: أقسام الكلمة، وعلامات الاسم، وأنواع الأساليب، والجملة والتركيب، وتعريفات للمصطلحات النحوية السابقة.
- ◆ في الكتابة يجب الانتباه لأمر مهم مثل: تقسيم النص لفقرات ، واستخدام علامات الترقيم، والكتابة وفقاً لقواعد النحو والإملاء، والكتابة بترتيب وتنظيم، ورسم صورة معبرة عن الموضوع.



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي  
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

**PORTION FOR FINAL EXAM (2025-2026)**  
**ARABIC (B) YEAR 7**

**READING**

Lesson 1- Resident or Tourist (مقيم أم سائح)

Lesson 2- The Food (الطعام)

Lesson 3- Sports (الرياضة)

-Unseen texts

-All the vocabularies done

- All exercises done on worksheets and notebook on all the three topics.

**Grammar**

- Pronouns , Prepositions, Question word, Adjectives, Connected word, Adverbs ( place and time )
- Demonstrative Pronouns
- The nominative Sentence (المبتدأ والخبر)
- Types of sentences (Statement and imperative Sentence ) - الجملة الخبرية والجملة الانشائية

**Writing**

- Use vocabulary to write sentences.
- Determining the pillars of tourism.
- Comparing the advantages and disadvantages of travel.
- Writ A story about a resident or a tourist.
- Writes about the benefits of food.
- Types of exercise and its benefits.
- Writes about your favorite sport, including the exercises you do.



**ST. MARY'S** *Catholic High School, Dubai*

**PORTION FOR THE FINAL EXAMINATION – MAY 2026**

## **CITIZENSHIP**

### **Year 7**

<b>Sr.No.</b>	<b>Lesson</b>
<b>1</b>	<b>Migration</b>
<b>2</b>	<b>Government system</b>
<b>3</b>	<b>Monarchy system</b>
<b>4</b>	<b>Parliamentary system</b>
<b>5</b>	<b>Representation</b>

❖ **Refer to the works done in the Notebook, & the PowerPoint presentations posted on Google Classroom.**



# **ST. MARY'S** *Catholic High School, Dubai*

**PORTION FOR THE FINAL EXAMINATION – MAY 2026**

## **COMPUTING**

### **Year 7**

#### **Unit 3 - Connectivity and the internet**

Lesson 7: Comparing search engines

Lesson 9&10: Creating well presented documents

#### **Unit 4 - Internet protocol and binary**

Lesson 1: Binary representation

Lesson 3: Converting from binary to denary

Lesson 4: Converting from denary to binary

Lesson 5&6: ASCII and Unicode

#### **Unit 5 - Programming Part 1**

Lesson 2: Sorting algorithms

Lesson 4: BIDMOS

Lesson 5: Relational operators

#### **Unit 6 - Programming Part 2**

Lesson 3: Data types and converting data

Lesson 4: String methods

Lesson 6 & 7: String concatenation

**NOTE: REFER TEXTBOOK, POWERPOINT PRESENTATIONS  
AND WORKSHEETS POSTED IN GOOGLE CLASSROOM**



**PORTION FOR THE FINAL EXAMINATION – MAY 2026**

**ENGLISH LANGUAGE**

**YEAR 7**

**Paper 1 – Fiction and Imaginative Writing (TOTAL MARKS 40)**

**Assessment Duration: 1 hour and 45 minutes.**

**Unseen passage will be included in the paper.**

**MAIN OBJECTIVES**

- Study selections from a range of prose fiction.
- Develop skills to analyse and evaluate 19<sup>th</sup> century fiction extracts.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

**Section A - Reading**

Questions on an unseen 19th-century fiction extract (20 MARKS)

**Section B – Writing**

A choice of two writing tasks is given. The tasks are linked by a theme to the reading extract (20 MARKS).

**IMAGINATIVE WRITING**

- ✓ Short story
- ✓ Descriptive writing
- ✓ Narrative writing
- ✓ Writing based on images

**Paper 2 – Non-fiction and Transactional Writing**  
**Assessment duration: 2 hours.**

**(TOTAL MARKS 46)**

**Unseen passages will be included in the paper.**

**MAIN OBJECTIVES**

- Study a range of 20<sup>th</sup> and 21<sup>st</sup> century non-fiction texts (including literary non-fiction).
- Develop skills to analyse, evaluate and finding similarities between two non-fiction extracts with examples.
- Develop transactional writing skills for a variety of forms, purposes and audiences.
- Use spelling, punctuation and grammar accurately.

**Section A – Reading**

Questions on two thematically linked, unseen non-fiction extracts will be given. (26 MARKS)

**Section B – Writing**

A choice of two writing tasks is given. The tasks are linked by a theme to the reading extracts. (20 MARKS)

**TRANSACTIONAL WRITING**

- ✓ Recount
- ✓ Newspaper article
- ✓ Magazine article
- ✓ Argumentative writing
- ✓ Discursive writing (balanced argument)
- ✓ Diary entry

**Reading for Pleasure**

*The Reading for Pleasure activity, centered on the book ‘The Call of Wild by Jack London’ assigned to the students at the beginning of the second term, will be held alongside the Final Term examination.*

**PATTERN OF THE FINAL TERM EXAMINATION PAPER MAY 2026**

**SUBJECT: ENGLISH LANGUAGE**

**CLASS: YEAR 7**

**PAPER 1 FICTION AND IMAGINATIVE WRITING**

**Total Marks 40**

**Time: 1 hour and 45 minutes.  
(Including reading time)**

**There will be two sections in the paper. Students should be advised to spend 1 hour on Section A (15 minutes reading the extract and 45 minutes answering all the questions.) and 45 minutes on Section B.**

**SECTION A: 19<sup>th</sup> Century Fiction- Unseen Passage**

**(Total marks 20)**

- **The length of the 19th-century fiction extract will be approximately of 25 lines.**
- **There will be a mixture of short and extended response questions on the extract.**

**Assessment Objectives covered are AO1, AO2 and AO4**

**AO1: Identify and interpret explicit and implicit information and ideas**

**Select and synthesize evidence from different texts**

**AO2: Explain, comment on and analyze how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views**

**AO4: Evaluate texts critically and support this with appropriate textual references**

**Section B: Imaginative Writing**

**(20 MARKS)**

- **Writing tasks are linked by a theme to the reading extract. Different aspects of the theme will be reflected in each task.**
- **One of the writing tasks will provide two images that students can use to help them generate ideas for their writing. Students can write a response that draws on just one or neither of the images.**

**Assessment Objectives covered are AO5 and AO6.**

**AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.**

**Organize information and ideas, using structural and grammatical features to support coherence and cohesion of texts**

**AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.**

**Time: 2 hours.  
(Including reading time)**

There will be **two** sections in the paper. Students should be advised to spend **1 hour 15 minutes on Section A (You should spend 15 minutes reading the extracts and one hour answering all the questions)** and **45 minutes on Section B.**

**SECTION A: 20<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction- Unseen Passages (Total marks 26)**

- **Two unseen non-fiction extracts, from 20th- and 21st-century texts. One of these texts will be literary non-fiction.**
- **The minimum length of an extract will be of 15- 18 lines.**
- **Questions will be on Text 1, followed by Text 2. There will be a mixture of short and extended response questions on the extracts.**
- **Students' ability to synthesize across two texts will be assessed in a separate question.**
- **The final question of this section requires students to focus on similarity using writers' ideas and how they are presented in the two texts.**

**Assessment Objectives covered are AO1, AO2 and AO4**

**AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesize evidence from different texts.**

**AO2: Explain, comment on and analyze how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views**

**AO4: Evaluate texts critically and support this with appropriate textual references**

**Section B – Transactional Writing (Total marks 20)**

- **Writing tasks are linked by a theme to the reading extracts.**
- **It is possible for the same form (for example a letter, an article) to be present on both tasks in the same paper but with a different focus and/or audience.**

**Assessment Objectives covered are AO5 and AO6.**

**AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.**

**Organize information and ideas, using structural and grammatical features to support coherence and cohesion of texts.**

**AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.**



**PORTION FOR THE FINAL EXAMINATION – MAY 2026**

**ENGLISH LITERATURE**

**YEAR 7**

**PAPER 1 THE INVISIBLE MAN**

**Total Marks: 20**

**Assessment Duration: 55 minutes.**

**Closed book (texts are not allowed in the examination).**

**MAIN OBJECTIVES:**

- ❖ AO1: Explaining details about characters, setting, themes and structure.
- ❖ AO1: Explaining the importance of the different settings or context of the play.
- ❖ AO2: Inferring, interpreting, deducing details from the plot of the play script.
- ❖ AO2: Explaining the writer's use of language, structure and their effect.
- ❖ AO2: Expressing critical viewpoints and justifying with evidence.

**SECTION A: – DRAMA: (PLAY)**

**THE INVISIBLE MAN by H G WELLS, Act 2 Scene 1 to 10**

- ❖ A range of questions will focus on the following: plot, events, characters, settings, themes.
- ❖ Questions will be set on an extract requiring critical and personal responses in short paragraphs, focusing on explanation of effect of writer's choice of language, form and structure. AO2 (11 Marks)
- ❖ Questions with hints requiring students to synthesize points from across the play. AO1 (9 Marks)

## **PAPER: 2 PROSE & POETRY**

**TOTAL MARKS: 55 marks**

**Assessment Duration: 1 hour 50 minutes**

**PROSE: 1 hour**

**TOTAL MARKS: 37**

Closed book (texts are not allowed in the examination).

### **SECTION A – PROSE: Stories from Shakespeare: (King Lear, Macbeth)**

#### **MAIN OBJECTIVES**

- ❖ AO1: Reading, understanding and responding to the questions with textual evidence.
- ❖ AO2: Analyzing language, form and structure used by the writer to convey character, events, ideas, themes and viewpoints and the social and cultural context of the stories in the selection.
- ❖ AO2: Expressing one's informed personal response.

A range of questions will focus on the following:

- ❖ plot, events, characters, settings, themes.
- ❖ Questions set on extract requiring critical and personal response in short paragraphs, focusing on explanation with textual evidence AO1 (11 Marks)
- ❖ Questions with hints requiring students to synthesize points from across the story. AO1 (18 Marks)
- ❖ Use of vocabulary, accuracy of spelling, punctuation and grammar. AO4 (8 Marks)

### **SECTION B – POETRY (TWO UNSEEN POEMS)**

**TOTAL MARKS: 18 marks**

**Assessment Duration: 50 minutes**

#### **MAIN OBJECTIVES**

- ❖ AO1: Inferring, interpreting and deducing details from the unseen poem.
- ❖ AO1: Identifying and explaining key points, themes, poet's purpose and viewpoints.
- ❖ AO2: Explaining how the form and structure of the poem emphasizes the main ideas.

- ❖ AO2: Explaining the poet's use of language along with identifying and explaining poetic features such as metaphor, simile, personification, use of contrast, repetition, rhyme and rhythm.

A range of questions will focus on the following:

- ❖ Two unseen poems.
- ❖ Questions set on comparison of two poems requiring informed, personal and creative responses to literary texts, using associated concepts, poetic devices and terminology, and coherent, accurate written expression AO1 (10 Marks)
- ❖ Poet's use of language, form and structure to convey main ideas, theme, personal response. AO2 (8 Marks)
- ❖ Poems will be printed on the question paper.

### **PREPARATION FOR THE EXAMINATION:**

- ✓ Enjoy reading the Literature texts. It is a reflection of life.
- ✓ Reading stories, poems strengthens your critical thinking, builds vocabulary, and improves the quality of your answers.
- ✓ You must re – read the Play, the stories at least three times, carefully and critically with close reference to the focus of questions stated in the Portion.
- ✓ Read poems with close reference to the focus of questions stated in the Portion. Write your thoughts, feelings, your likes and dislikes with evidence from the poem. Discuss your reasons and views.
- ✓ You must review the topics taught; worksheets; class work/homework activities; assessments to score good marks in the examination.



**ST. MARY'S** *Catholic High School, Dubai*

**PORTION FOR THE FINAL EXAMINATION – MAY 2026**

## **FRENCH**

### **Year 7**

- **Present tense of verbs ending in er**
- **Conjugate verb faire**
- **Unit 3 Qu'est ce -que tu fais ?** Textbook pg. 54/55
- **Unit 4 - J'aime faire ça ! (aimer + infinitive)** Textbook page 56/57
- **Unit 5 - Ils sont actifs !** Textbook pages 58/59



**PORTION FOR THE FINAL EXAMINATION – MAY 2026**

## **GEOGRAPHY**

### **Year 7**

**Unit- Resources and the environment (Pages 66 – 69)**

1. Why is soil an important resource?
2. Why is it important to protect our forests?

**Unit- International Development (Pages 92 – 97)**

1. Too many people?
2. How do jobs affect development?
3. How does trade affect development?

- Review all content from the **textbook, PPT, and notebook**



**PORTION FOR THE FINAL EXAMINATION – MAY 2026**

**HISTORY**

**Year 7**

<u>Unit 7</u>	<u>Topic</u>	<u>TEXT BOOK</u> <u>Pages</u>
Lesson 1	THE ANCIEN REGIME	80-81
Lesson 2	EXECUTION AND TERROR	82-83
Lesson 3	THE RISE OF NAPOLEON	84-85
Lesson 5	THE FALL OF NAPOLEON	88-89
	Comparison between (The French and American Revolution)	(Points shared in class) Ref. Noted book

**Revise all the work done in the notebook ,read the text book well and refer to any work sent on HISTORY Google classroom.**



ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI  
مدرسة القديسة مريم الكاثوليكية الثانوية – دبي

Year 7EF FINAL EXAMINATION MAY-JUNE 2026

Islamic A

موضوعات امتحان آخر العام الصف السابع مايو 2026 :-

- 1- سبيل الهداية ( سورة الملك 1- 14 ) وحفظ الآيات .
  - 2- حكم الإدغام .
  - 3- المؤمن بين الشكر والصبر وحفظ الحديث .
  - 4- الإمام مالك رحمه الله .
  - 5- اختيار الجليس وحفظ الحديث .
  - 6- آداب الدعاء .
  - 7 - غزوة بدر الكبرى .
- \* يجب مراجعة أحكام التجويد :- القفلة – الإظهار – الإدغام .



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**PORTION FOR THE FINAL EXAMINATION – MAY 2026**

## **ISLAMIC B**

### **Year 7**

1. English Translation of Surah Al Mulk Ayyah 15-24
2. Surah Mulk Power of Allah Ayyah 15-24
3. Life in Madinah after the Emigration
4. Prostration of forgetfulness and Recitation
5. Changing the Iqbal
6. Voluntary fasting
7. Battle of Badr
8. Aysha(May Allah Be please With her): The Mother of All believers



**PORTION FOR THE FINAL EXAMINATION – MAY 2026**

**MATHEMATICS**

**Year 7**

**Maximum Marks: 100**

**Paper 1 - Mental math**

**Marks: 10**

**Time: 15 minutes**

**Paper 2**

**Marks: 90**

**Time: 1 hour 45 minutes**

**CORE 1 TEXTBOOK**

- Unit 1 - Analysing and displaying data (1.1 to 1.5)
- Unit 2 - Number skills (2.6, 2.7 & 2.8)
- Unit 3 - Expressions, functions and formulae (3.1 to 3.6)
- Unit 4 - Decimals and measures (4.1 to 4.3, 4.5 to 4.8)
- Unit 5 - Fractions and percentages (5.1 to 5.6)
- Unit 6 - Probability (6.1 to 6.5)
- Unit 7 - Ratio and proportion (7.1 to 7.5)
- Unit 8 - Lines and angles (8.1 to 8.6)
- Unit 9 - Sequences and graphs (9.1 to 9.6)
- Unit 10 - Transformations (10.1 to 10.5)

**CORE 2 TEXTBOOK**

- Unit 1 - Number (1.3 to 1.6)
- Unit 2 - Area & volume (2.1 to 2.6)
- Unit 3 - Statistics, graphs and charts (3.1, 3.2, 3.4, 3.6)
- Unit 4 - Expressions and equations (4.1 to 4.5)
- Unit 6 - Decimals and ratio (6.1 to 6.4)
- Unit 7 - Lines and angles (7.1 to 7.5)
- Unit 8 - Calculating with fractions (8.1 to 8.5)

***Note:***

***Geometric Proof – The sum of the three angles in a triangle is  $180^\circ$ .***

***All the work done in PPT, textbook, notebook and worksheets.***

## **GL Progress Test in Mathematics**

**GL Progress Test in Math assesses pupil's current knowledge and skills appropriate to age related expectations.**

**GL PTM assesses**

- 1. Mathematical content knowledge ( Full Year portion as given above)**
- 2. Understanding and applying mathematical processes.**



# ST. MARY'S Catholic High School, Dubai

## Portion for Moral Education (A) Final Examinations

May - June 2026

Year7	
SL.NO	TOPIC
1.	<u>الوحدة الثالثة</u> - المتاحف في دولة الإمارات العربية المتحدة
2.	<u>الوحدة الرابعة</u> - التسامح و علاقته بالتنوع
3.	<u>الكتاب الثالث - الوحدة الخامسة</u> - أسباب التدهور النفسي و تأثيره في الفرد - نمط الحياة الصحي و الصحة النفسية
مراجعة جميع الأعمال المنجزة في دفتر الصف وكتاب التربية الأخلاقية لدولة الإمارات العربية المتحدة. مراجعة البوربوينت المنشور في GOOGLE CLASS ROOM قراءة الكتاب المدرسي .	



**ST. MARY'S** *Catholic High School, Dubai*

**PORTION FOR THE FINAL EXAMINATION – MAY 2026**

## **MORAL EDUCATION**

### **Year 7**

<b>SL.No</b>	<b>Unit</b>	<b>Lesson</b>
<b>1</b>	<b>BOOK -2: UNIT 4: Respect and Tolerance in a Diverse Community</b>	<b>LESSON 1: Tolerance and Its Relation to Diversity. LESSON 4: Recognising Prejudice in Society. LESSON 5: Whole School Approach to Cultural Diversity.</b>
<b>2</b>	<b>BOOK – 2: UNIT 5: How the UAE Grew into a Diverse, Inclusive Society</b>	<b>LESSON 1: Museums in the UAE.</b>



**PORTION FOR THE FINAL EXAMINATION – MAY 2026**

**SCIENCE**

**Year 7**

<b>Unit</b>	<b>Chapter</b>
<b>7A</b>	<b><u>Cells Tissues Organs and systems</u></b> 7Aa Life Processes 7Ab Organs 7Ac Tissues 7Ac Microscope (WS pg 14-15) 7Ad Cells 7Ae Organ System
<b>7B</b>	<b><u>Sexual Reproduction in animals</u></b> Only based on the notes given.
<b>7C</b>	<b><u>Muscles and Bones</u></b> 7Ca Muscles and Breathing 7Cb Muscles and blood 7Cc The Skeleton 7Cd Muscles and moving 7Ce Drugs
<b>7D</b>	<b><u>Ecosystems</u></b> 7D a Variation 7Da Charts and Graphs (WS pg 56-57) 7Db Adaptions 7Dc Effects of the Environment 7Dd Effects on the Environments 7De Transfers in Food Chains

<p><b>7E</b></p>	<p><b><u>Mixtures and Separation</u></b>  7Ea Forensic Science (pg 70 -71)  7Ea Mixtures  7Eb Solutions  7Ec Safety when heating(WS pg 76-77)  7Ec Evaporation  7Ed Chromatography  7Ee Distillation</p>
<p><b>7F</b></p>	<p><b><u>Acids and Alkalis</u></b>  7Fa Hazards  7Fa Controlling Risk (WS pg 88-89)  7Fb Indicators  7Fc Acidity and Alkalinity  7Fd Neutralisation  7Fe Neutralisation in Daily life</p>
<p><b>7G</b></p>	<p><b><u>The Particle model</u></b>  7Ga Solids, Liquids and gases  7Gb Hypothesis and theories (WS pg104-105)  7Gb Particles  7Gc Brownian motion  7Gd Diffusion  7Ge Air Pressure</p>
<p><b>7I</b></p>	<p><b><u>Energy</u></b>  7Ia Energy and food  7Ia Fair comparisons and ratios (WS136-137)  7Ib Energy transfers and stores  7Ic Fuels  7Id Other energy resources  7Ie Using resources</p>
<p><b>7J</b></p>	<p><b><u>Current Electricity</u></b>  7Ja Switches and Current  7Jb Models for Circuits  7Jc Series and Parallel Circuits  7Jd Changing the current  7Je Using Electricity</p>

**7K**

**Forces**

7Ka Different Forces

7Kb Springs

7Kc Friction

7Kd Pressure

7Ke Balanced and unbalanced



**Portion for UAE Social studies (A) Final Examinations**

**May - June 2026**

<b>Year7</b>	
<b>SL.NO</b>	<b>TOPIC</b>
1.	<p><u>الوحدة الرابعة</u></p> <p>- قارة آسيا</p> <p>أولاً : آسيا طبيعياً ( الموقع و الخصائص العامة ، التضاريس ، المناخ و النبات الطبيعي )</p> <p>ثانياً : آسيا بشرياً</p> <p>ثالثاً : آسيا تاريخياً</p>
2.	<p><u>الوحدة الخامسة</u></p> <p>- موروث بلادي</p>
3.	<p><u>الكتاب الثالث : الوحدة الأولى</u></p> <p>- قارة أفريقيا</p>
<p>مراجعة جميع الأعمال المنجزة في دفتر الصف وكتاب الدراسات الإجتماعية لدولة الإمارات العربية المتحدة.</p> <p>مراجعة البوربوينت المنشور في GOOGLE CLASS ROOM قراءة الكتاب المدرسي .</p>	



**PORTION FOR THE FINAL EXAMINATION – MAY 2026**

**UAE SOCIAL STUDIES**

**Year 7**

<u>SL .NO</u>	<u>TOPICS</u>	<u>TEXT BOOK PAGES</u>
1	The Renaissance	82-89
2	The Printing Press	90-97
3	The Age of Discovery	98-106
4	The Fur and Spice Trade	107-114
<b><u>Note:</u></b>	<ul style="list-style-type: none"><li>● <i>Please note that the lessons are in Book 2.</i></li><li>● <i>Kindly refer to all the work done in the notebook, text book and Google Classroom on the given topics.</i></li><li>● <i>General questions about the UAE will also be included</i></li><li>● <i>An unseen comprehension passage will be given for you to answer.</i></li></ul>	



**ST. MARY'S** *Catholic High School, Dubai*

**PORTION FOR THE FINAL EXAMINATION – MAY 2026**

## **VALUES EDUCATION**

### **Year 7**

- 1) Module 10 – Revelation & Scriptures: Bible - The Inspired Word of God
- 2) Module 11 – Value: Self Discovery
- 3) Module 12 – The Gospels: Central Sources for Understanding Jesus
- 4) Module 13 – Making the Bible Come Alive (Skills for Reading & Praying the Scriptures)
- 5) Module 15 – Prepare the Way of the Lord (The Mission of Jesus Begins)