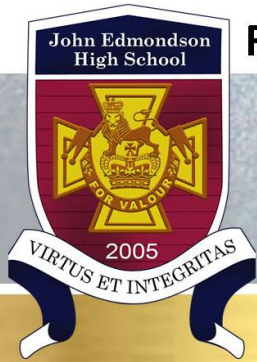




2023

# YEAR 10 LEARNING GUIDE



## Recognition of Student Achievement

# PLATINUM

**Extraordinary achievement**  
Recognition and Award

# GOLD

**Outstanding achievement**  
Recognition and Award

# SILVER

**Excellent achievement**  
Recognition and Award

# BRONZE

**Exceptional achievement**  
Recognition and Award

# BLUE

**Achievement with merit**  
Recognition and Award

# GREEN

**Consistent progress at school**  
Foundation and entry level to Merit System

# ORANGE

**Considerable concerns** in a particular subject(s) and/or school  
Recognition and Award

# RED

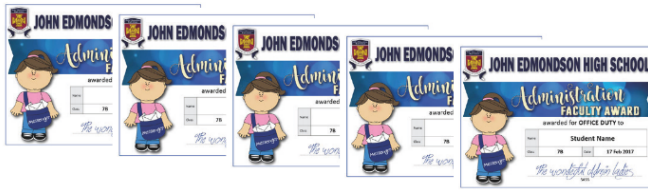
**Serious concerns** in a particular subject(s) and/or school  
Restrictions from extra-curricular activities

# PURPLE

**Extreme concerns** across subjects(s) and/or school  
Restrictions from extra-curricular activities

**Adjustment of levels and consequences will occur at the discretion of the JEHS Welfare Team and Senior Executive**

# JEHS Award System



5 Recognition Awards from the same Faculty

John Edmondson High School  
FACULTY CERTIFICATE

This certificate of recognition of achievement is presented to \_\_\_\_\_ Class \_\_\_\_\_  
for \_\_\_\_\_  
Teacher \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Congratulations!

1 Faculty Certificate

John Edmondson High School  
FACULTY CERTIFICATE

This certificate of recognition of achievement is presented to \_\_\_\_\_ Class \_\_\_\_\_  
for \_\_\_\_\_  
Teacher \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Congratulations!

Any 5 Faculty Certificates



1 Excellence Award



3 Excellence Awards



Bronze Medallion



Bronze Medallion



3 Excellence Awards



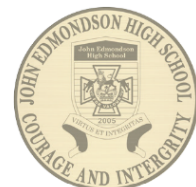
Silver Medallion



Silver Medallion



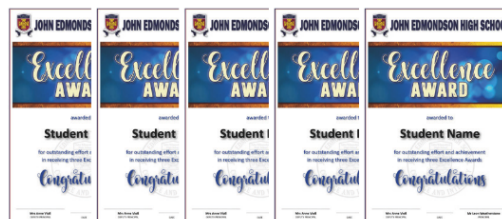
4 Excellence Awards



Gold Medallion



Gold Medallion



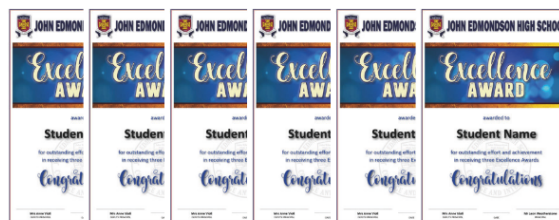
5 Excellence Awards



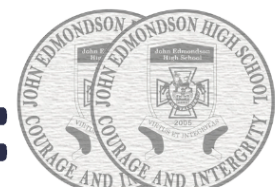
Platinum Medallion



Platinum Medallion



6 Excellence Awards



Double Platinum Medallion



## What to do if.....

**I'm late:** Go to the office in E Block, with a note explaining your late arrival, if possible. A record of partial attendance will be made to the class roll. The office staff will give you a late pass to be admitted to class. If you are continually late, the office staff will refer you to the Deputy Principal.

**I have to leave early:** Bring a note from your parent/guardian and hand it to the office staff. You will be issued with an early leaver's pass which you will show to your roll class teacher/class teacher.

**I can't wear my uniform:** See the Deputy Principal before school with a note from home to explain the situation.

**I missed the bus home:** At the end of the school day, it is essential that applicable students move quickly to the bus bay. If you miss the bus, report immediately to the teacher on bus duty. If you are unable to locate a teacher, do not make your own way home. Report to the office, the Deputy Principal or the Principal. They will make alternative arrangements for you.

**I feel sick:** Speak to your teacher and request a note to attend Sick Bay. Take the note to the Office staff. A note is not required during recess, lunch or before school. Never go straight home.

**I forgot my excursion/lunch money:** If you have forgotten your excursion money see the Deputy Principal. If you have forgotten your lunch money, go to the office and speak to the office staff.

**I lost something:** Search for the item, by retracing your steps. Report the lost item to the office staff. Check lost property in the office periodically. Do not bring valuable or treasured personal possessions to school. Radios, iPods, iPads, electronic games and mobile phones etc. are not required at school. Never leave valuables in your bag.

**My class teacher has not arrived:** Wait quietly in line outside your classroom and send one responsible person to alert the office or Deputy Principal.

**I have trouble with another student:** Report the problem to your class teacher, teacher on playground duty or the Year Adviser.

**I have collected 5 faculty awards:** Take them to the Deputy Principal.

**I feel overloaded with homework:** Talk to your teachers or Year Adviser.

**I have been absent from school:** Ensure that a note signed by your parent/guardian is given to your roll class teacher as soon as you return to school. You will be given a booklet of absence note forms which may be used for this purpose. Ask your parent to contact the school if your absence is likely to exceed two school days.

An SMS will be sent home if your child is absent or late to school. Parents/carers are asked to respond via a SMS or phone call with an explanation regarding their child's absence or lateness. This response will negate having to bring in a note explaining absence. If there is no parental response to the SMS, the child must bring in a note within 7 days.

**I am going on leave:** Collect a **Student on Leave** form from the Head Teacher Teaching and Learning so that I can stay up to date with my subjects whilst absent. (see sample)





Student Name \_\_\_\_\_ Roll Class \_\_\_\_\_

Absence Dates \_\_\_\_\_ to \_\_\_\_\_

Dear Staff Member

On the above dates this student will be absent from school. The student understands that it is their responsibility to collect/complete/catch up any work missed due to absence / approved leave.

With this in mind, could you please list details of any work or assessment tasks the student is likely to miss / has missed. The student will undertake to complete this work and will seek your signature once the work is completed.

Parent / carer are requested to ensure that the student satisfactorily attempts the issued work. Thank you for your assistance and co-operation.

Mrs A Violi  
Deputy Principal

---

Parent/Carer Signature

[illegible]

## Promoting Student Health and Wellbeing.....

You can look at the Welfare page on our school website to find more information about these agencies and how they can help you.

If you have a problem, speak to your Year Adviser or the Head Teacher Welfare.

<https://jedmondson-h.schools.nsw.gov.au/supporting-our-students/student-health-and-safety.html>

**YOUTH**  
**.GOV.AU**

**adin**.com.au  
Australian Drug Information Network



**sane**  
AUSTRALIA



**FAMILY DRUG SUPPORT - SUPPORT LINE**  
**1300 368 186 (24 Hrs)**

**OxyGen.org.au**

**australian**  
**drug FOUNDATION**

*itsallright.org*

*counselling* online  
Professional drug and alcohol counselling

**Lifeline**  
13 11 14

**NATIONAL DRUGS CAMPAIGN**  
**NATIONAL DRUGS CAMPAIGN**

## Study Skills

### Note-taking

Note-taking is a valuable study skill because it allows you to organise material in your own way using your own words. Notes are particularly important where the information is difficult to get again such as in a class or from a borrowed book.

### Skills for good note-taking

#### Preview

- When reading, preview first to get a general outline of the information

#### Setting out

- Notes should be made on one side of a page
- Notes should be well spaced with wide margins. Avoid doodling or fantasy artwork

#### Headings

- Use headings to separate each section
- Write down 4 to 8 subheadings (main ideas) for the questions that you want the reading material to answer for you
- When you come across important points, write them down under the appropriate subheading

#### What to write

- Write anything written on a blackboard or an overhead transparency
- Write everything, except definition, in own words
- Ignore words like 'a', 'an', 'the'
- Skip unnecessary words

#### How to write notes

- Use point form when writing notes
- Use personal but readable shorthand
- Print names
- Use abbreviations and punctuation eg - .dots, &and, -dash, +plus, /slashes, \*asterisk, >leads to, CAPITALS, ...therefore

#### Using your own words

- Translating material into your own words means you don't just write – you think
- It is easier to remember your own words rather than words of others
- Using your own statement ensures you can simplify and condense
- Cut out unnecessary words by asking yourself how you would write the material on a postcard





## Underline

Underlining is a good way to mark the most important notes you are reading. When you want to underline notes remember to:

- Underline the most important parts separately and carefully
- Do not underline too much of the material
- Use colours to show different types of information (eg main ideas, details, questions)

## Annotate

As well as underlining you can annotate and mark the most important information:

- Place a box around the main ideas
- Place a circle around details
- Put an asterisk next to important points
- Tick a good idea
- Write a summary note in the margin
- Put a question mark next to something you don't understand

## Referencing

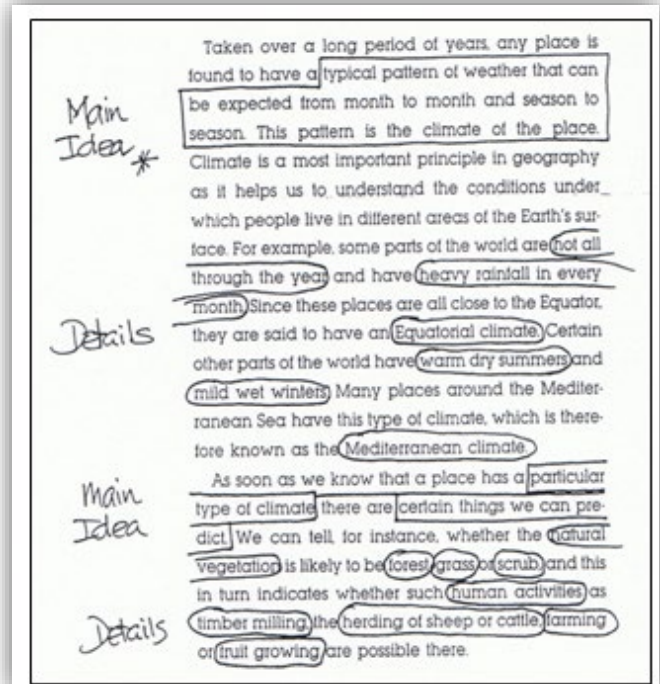
- Always reference your notes – date, title, author, chapter, page numbers, etc
- Key words should be highlighted for easy checking
- Underline and number in sequence when you edit
- File your notes away in a folder for later revision
- Keep course notes separate

## Follow Up

- Keep a 'problem book' in which you write down things you don't understand. As soon as possible research your 'problems' and add to your notes if necessary. Once you have taken notes from a number of sources you are ready to arrange and organise them

## Studying actively

- You don't need to like studying in order to do it – focus on study, not because you like it but because you like where it is going to get you
- There are no rules for studying – work out a system that works for you
- You can work out a system of making study work for you – don't be a victim! (eg 'It's not fair, I've got 3 essays due tomorrow'). Take responsibility for what you are doing instead of just letting things happen, and reshape your studying into something that makes sense to you and suits you.





## Test Preparation

### Make an early start

- Begin your preparation for exams, tests and quizzes as soon as you are given new material
- Make summaries of the most important information on cards and revise them at various stages throughout the term

### Do not waste time

- Avoid rereading sections of your work that you already know
- Concentrate on the concepts, definitions and special vocabulary that you need to know
- Draw diagrams wherever possible and label the parts

### Ask for help

- Do not hesitate to ask your teacher to explain or clarify anything that you don't understand
- In particular, be certain that you know exactly what is required in an exam or test
- Double-check the material that will be included and the types of answers (multiple choice, true/false, short answers or written passages) that are expected

### Practice

- Spend some time practicing your exam skills under timed conditions
- If you are going to have to write an essay in thirty minutes, practice the skill by choosing a topic and attempting to write an essay on it in the given time
- Check your written work for correct setting out and spelling, but make sure that you have answered the question or written on the topic



# ALARM

## A Learning and Responding Matrix

| Level | Response  | Indicators in questions  |
|-------|---|--|
| 1     | <b>Identify</b><br>(name and define)  | <ul style="list-style-type: none"><li>• What</li><li>• Label</li><li>• Identify</li></ul>  |
| 2     | <b>Describe</b><br>(characteristics and features)   | <ul style="list-style-type: none"><li>• Support with relevant examples</li><li>• Classify</li><li>• Outline details</li></ul>                                  |
| 3     | <b>Explain</b><br>(purpose, cause and effect)   | <ul style="list-style-type: none"><li>• What impact?</li><li>• What function?</li><li>• Chart</li></ul>  |
| 4     | <b>Analyse</b><br>(how and why/relationships between components/how this impacts)         | <ul style="list-style-type: none"><li>• Compare and Contrast</li><li>• Distinguish between</li><li>• Discuss</li><li>• How/why</li><li>• Account for</li></ul> |
| 5     | <b>Critically Analyse</b><br>(positive and negative aspects of each impact)               | <ul style="list-style-type: none"><li>• Imply</li><li>• Infer</li><li>• Outline</li><li>• Describe disadvantage, advantage</li></ul>                           |
| 6     | <b>Evaluate</b><br>(extent of overall effectiveness or success measured against criteria) | <ul style="list-style-type: none"><li>• Assess</li><li>• Justify Why/How</li><li>• Argue</li><li>• Recommend</li></ul>   |

# ALARM SCAFFOLD

|  |  |
|--|--|
| <b>HSC Key Words</b>   | <b>Topic Concept:</b> <ul style="list-style-type: none"> <li>Essential idea of topic or summation</li> <li>Judgment on the development process and/or its change of procedures in the process over time.</li> <li>How are the various features/impacts/effects interrelated?</li> </ul>  |
| <b>Clarify</b><br><b>Define</b><br><b>Identify</b><br><b>List</b><br><b>Recall</b><br><b>Recount</b><br><b>Summarise</b> | <b>Name and Define:</b> <ul style="list-style-type: none"> <li>Components/elements/ steps/stages of the topic process.</li> <li>Give a name and definition of EACH of these areas.</li> <li>Identify.</li> </ul>   |
| <b>Describe</b><br><b>Demonstrate</b><br><b>Distinguish</b><br><b>Extract</b><br><b>Outline</b><br><b>Classify</b>       | <b>Describe:</b> <ul style="list-style-type: none"> <li>What are the features/characteristics/properties?</li> <li>Use examples.</li> </ul>  |
| <b>Apply</b><br><b>Explain</b><br><b>Account</b><br><b>What/Why</b>  | <b>Explain the Significance:</b> <ul style="list-style-type: none"> <li>What is the ... purpose/function? ... Cause and effect?</li> <li>Use examples</li> </ul>   |
| <b>Analyse</b><br><b>Examine</b><br><b>Interpret</b><br><b>Synthesise</b><br><b>Predict</b><br><b>How/Why</b>            | <b>Analyse:</b> <ul style="list-style-type: none"> <li>Explain how and/or why the intentions are carried out, impact</li> <li>How did it achieve its purpose or intent and / or impact/effect?</li> <li>What is the relationship between the various components?</li> </ul>  |
| <b>Critically Analyse</b><br><b>Compare</b><br><b>Contrast</b><br><b>Discuss</b><br><b>Recommend</b>                     | <b>Critically Analyse:</b> <ul style="list-style-type: none"> <li>Explains the how and the why of the positives/advantages and negatives/disadvantages of this effect.</li> <li>How and why is it beneficial and /or harmful?</li> </ul>   |
| <b>Construct</b><br><b>Deduce</b><br><b>Evaluate</b><br><b>Extrapolate</b><br><b>Investigate</b><br><b>Propose</b>       | <b>Evaluate:</b> <ul style="list-style-type: none"> <li>To what extent is each component part successful, useful, and achieve its purpose?</li> <li>To what extent is the impact/effect effective or valuable?</li> <li>To what extent has it carried out its function or purpose?</li> <li>Is it successful, in relation to set criteria?</li> </ul>  |
| <b>Critically Evaluate</b><br><b>Assess</b><br><b>Justify</b>  | <b>Critically Evaluate:</b> <ul style="list-style-type: none"> <li>Come to a final judgement on each component &amp; overall extent</li> <li>After establishing the extent of the success/effectiveness of each individual feature/purpose, compare and contrast all the areas covered.</li> <li>To what extent is one more effective than another.</li> <li>Were all the features/effects/impacts, the whole process, successful or effective?</li> </ul> |
| <b>Appreciate</b>  | <b>Appreciate:</b> <ul style="list-style-type: none"> <li>Why is this understanding of the topic important for life?</li> </ul>  |

# ALARM STEPS

Which verb is used in the question?  
Follow the steps in the column that correspond to that verb.

|   |  |   |   |   |
|---|--|---|---|---|
| <h1>ALARM STEPS</h1> <p>Which verb is used in the question?</p> <p>Follow the steps in the column that correspond to that verb.</p> |  |   |   | To what extent is the effect/impact effective?  |
|   |  |   | What is the effect and/or impact of the component?  | What is the effect and/or impact of the component?  |
|   |  | What is the function or purpose? Give evidence to support. <b>‘Why’ may</b> need to be addressed. | What is the function or purpose? Give evidence to support. <b>‘Why’ may</b> need to be addressed. | What is the function or purpose? Give evidence to support. <b>‘Why’ may</b> need to be addressed. |
|   | What are the features and characteristics? | What are the features and characteristics?  | What are the features and characteristics?  | What are the features and characteristics?  |
| What is the main component?   | What is the main component?                | What is the main component?   | What is the main component?   | What is the main component?   |
| DEFINE<br>(identify main component)   | DESCRIBE                                   | EXPLAIN   | ANALYSE   | EVALUATE  |



# YEARS 7 - 10 ASSESSMENT POLICY



## What is assessment?

Assessments represent an integral part of the teaching and learning process and as such all assessments set, must be completed. Students will receive an Assessment Booklet containing Assessment Schedules, the Assessment Policy and student responsibilities.

- Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessments will be used to determine satisfactory student progress.
- Informal tasks and class work not included in the formal assessment schedule are of significance as they:
  - assist in skill and knowledge development.
  - identify areas for extension or remediation for the teacher and student.
  - provide opportunities for students to consolidate conceptual understanding.
  - provide evidence of sustained and diligent effort.

## Why is there school assessment?

- It allows the student to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of your final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.

## How will these assessments be made?

Some or all of the following, may form the assessment program:

- Oral/aural tests
- Reports you can make
- Essays
- Assignments
- Research you do
- Submitted practical work
- Field work
- Lectures and oral presentations given
- Practical performance
- By a series of formal examinations, also with advance notice.

## Assessment Processes

The following practices will apply to assessment tasks.

1. Students will receive an Assessment Task notification at least 2 weeks prior to the submission date.

For each subject students are to be provided with:

- clear indications of outcomes being assessed
- clear instructions to allow the assessment to be understood and completed
- marking guidelines/ criteria
- due date (task may be submitted prior to due date)
- weighting for the task
- final assessment mark and rank

2. The **Assessment Cover Sheet** must be completed and attached to the front of the assessment. The receipt is to be retained as proof of submission by the student.

### 3. Years 7-9

- If a student does not complete a task on the due date their final assessment task will be reduced by 10% of the total possible mark for each day the submission is delayed. This applies for up to 3 days after which a zero mark is awarded.
- If a student has a valid reason for a late submission or absence from an assessment task then they may submit a 'Request for Consideration' form accompanied by a Doctor's certificate **or** parent explanation. This will be reviewed by the Deputy Principal and a revised mark awarded if the appeal is successful.
- The forms should be presented as soon as the need is determined. This may occur prior to the submission date or on the first available occasion after returning to school. Documentation to support the request should be attached to the form. It should not be assumed that the request will be successful

### 4. Year 10

- If a student does not complete a task on the due date their final assessment task will be reduced to zero.
- If a student has a valid reason for a late submission or absence from an assessment task then they may submit an 'Illness Misadventure' form accompanied by a Doctor's certificate (that covers the due date) or relevant other evidence and a parent explanation. This will be reviewed by the Deputy Principal and a revised mark awarded if the appeal is successful. If the task is a hand in task, the Illness Misadventure Appeal must be accompanied by the hand in task and submitted on the first day of the student's return after their illness. (The student's entire absence MUST be covered by a medical certificate)
- Year 10 students have 5 days to submit their 'Illness Misadventure' Appeal upon their return to school after the missed task.

- The forms should be presented as soon as the need is determined. This may occur prior to the submission date or on the first available occasion after returning to school. Documentation to support the request should be attached to the form. It should not be assumed that the request will be successful.
- Students absent from an 'in class' task because they are representing the school may be presented with that task at a later date, a replacement task given or an estimated mark awarded.
- Students must complete set tasks even though a zero mark may apply. Failure to submit a task will result in an N Determination Warning letter being sent home to parents / guardians.

## **Year 10 Satisfactory Completion of Courses**

**A Course has been satisfactorily completed, when the student has:-**

- **Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)**
- **Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.**
- **Achieved some or all of the course outcomes.**

## **Minimum Standard Online Tests**

In order to receive the Higher School Certificate, students must meet the minimum standard requirements in Literacy and Numeracy. Failure to complete the minimum standard will result in students receiving a Record of Student Achievement (ROSA) only.

Students need to achieve level three or four in short online reading, writing and numeracy tests of skills for everyday life to meet the HSC minimum standard. Students get two chances a year to sit each of the tests from Year 10 up to five years after starting their first HSC course. Students planning to leave school before completing their HSC may choose to take these tests to show their level of literacy and numeracy skills.

Please refer to the NESA site for more information regarding the HSC minimum standard. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

Where a student is at risk of a Non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final assessments.

## Year 10 N Determinations

- Students who do not satisfactorily complete the required class work, homework and assessment tasks will receive an N Determination Warning Letter.
- Students with any aspect of their work incomplete will receive a warning letter outlining what they need to do to have satisfactory completion. The letter will give the student 2 weeks to complete that outstanding work.
- Students who have **TWO (2)** letters of outstanding work will be considered for an N Determination.
- Students will only receive one (1) warning letter for each task. They will then receive a follow-up letter detailing N Determination work that has not been completed. It is your responsibility to complete that task promptly.

## Year 7-10

5. Assessments in which **Malpractice** is an issue may receive a zero mark and an 'N' Determination Warning Letter or a Letter of Concern. Malpractice includes plagiarism, copying of another student's work, having some else significantly contribute to the task, falsifying any documentation, cheating in a test situation, not following published examination rules or being deemed to have gained an unfair advantage. This will apply to individual students or to two or more students if unethical between students occurs.

6. Students who are deemed to make a **Non serious attempt** at any assessment task will be awarded zero. A non-serious attempt may include only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.

7. Students must protect themselves against technological failure. Technological failure may result in a mark of zero. Consideration may be given in relation to technological failures only in **exceptional circumstances**. In these cases students must submit evidence of completed work.

This may include:

- draft work
- work saved to removable disk in the case of printer failure
- emailed submission

8. All assessments requiring the research of information must include referenced sources correctly presented (based on the Harvard System, as outlined in the appendix)



## Child Studies

### Study Topics

Play School – Play and the developing child

Child Welfare – Health and safety in childhood

What to Wear? – Children's clothing

Food for Kids – Food and nutrition in childhood

Childcare Services and Careers

### Formal Assessments

| Unit Topic         | Task Outline  | Weighting   | Week Due      |
|--------------------|---|---|---------------|
| Play School        | Educational Toy (storybook, quiet book, puzzle etc)<br>Hand in assessment | 100%<br>Half Yearly<br><br>50% Theory<br>50% Prac | Term 1 Week 8 |
| Childcare services | Report<br>Hand in assessment  | 50%<br>Yearly                                     | Term 3 Week 8 |
| Yearly Examination | In class during examination period  | 50%<br>Yearly                                     | Term 4 Week 1 |



## Commerce

### Units of work

1. Law in Action
2. Employment and Work Futures
3. Our Economy
4. The Economic and Business Environment
5. Investing

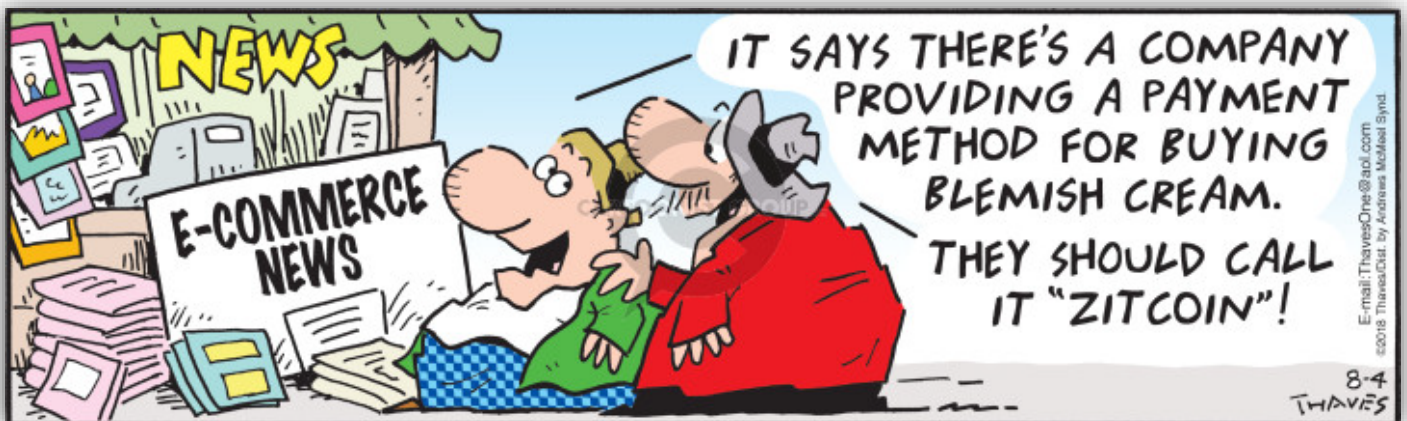
### Formal Assessments

| Unit Topic                                     | Task Outline                | Weighting | Week Due      |
|--|-----------------------------|-----------|---------------|
| Law in Action                                  | Topic Test                  | 20%       | Term 1 Week 7 |
| Employment and Work Futures                    | Research Report             | 25%       | Term 2 Week 2 |
| Our Economy                                    | Business Report + Practical | 20%       | Term 3 Week 6 |
| Economic and Business Environment<br>Investing | Yearly Examination          | 35%       | Term 4 Week 2 |

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussions, participation in group work.

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)

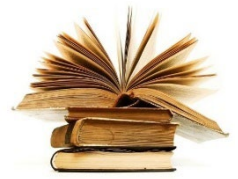


## English

### Study Topics

Conflict

Resolution



### Formal Assessments

| Unit Topic  | Task Outline           | Weighting | Week Due      |
|---|------------------------|-----------|---------------|
| Conflict <ul style="list-style-type: none"> <li>Close Study of Novel</li> <li>Shakespeare Appropriation</li> </ul>          | Novel Study Task       | 25%       | Term 1 Week 8 |
|   | Extended Response Task | 25%       | Term 2 Week 9 |
| Resolution <ul style="list-style-type: none"> <li>Concept Study + Short Fiction Texts</li> <li>Non-Fiction Texts</li> </ul> | Creative Writing Task  | 25%       | Term 3 Week 7 |
|   | Yearly Examination     | 25%       | Term 4 Week 1 |

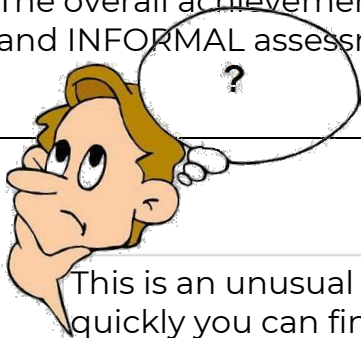
\*The Portfolio (Collection of Work) is an assessment that students will complete throughout Term 1, 2 and 3. In class students will create a variety of compositions and reflect on their work.

The Portfolio will allow students to submit their best work for marking

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussions, participation in group work.

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)



This is an unusual paragraph. I'm curious as to how quickly you can find out what is so unusual about it? It looks so plain you would think nothing was wrong with it, and, in fact, nothing is! It is unusual though. If you study it and think about it, you still may not find anything odd, but if you work at it for an hour or two, it might dawn on you!

The answer is ....  
'E' is the most common letter in the English language, but this paragraph has no 'E's.

## Food Technology

### Units of Work

Food service and catering -Welcome to YUMTOWN Pop-Up Eatery

Food for Special Occasion- New Year's Eve Showstopper Cake Design

Food Trends-Crazy Dazt Snap Blog

Food for Special Need- FUNTiki World Tour

### Formal Assessments

| Unit Topic  | Task Outline                     | Weighting                                       | Week Due        |
|---|----------------------------------|---|-----------------|
| Food service and catering -Welcome to YUMTOWN Pop-Up Eatery | Hand in assessment and practical | 100%<br>(half yearly)<br>50% Theory<br>50% Prac | Term 1 Week 8/9 |
| Food for Special Occasions – New Years Eve Celebration      | Hand in assessment and practical | 50%<br>(yearly)                                 | Term 3 Week 5/6 |
| Yearly Examination  | In class examination             | 50%<br>(yearly)                                 | Term 4 Week 1/2 |

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussions, participation in group work

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)





## Geography (Semester 2)

### Units of Work

Environmental Change and Management

Human Wellbeing

### Formal Assessments

| Unit Topic                          | Task Outline  | Weighting | Week Due      |
|-------------------------------------|---------------|-----------|---------------|
| Environmental Change and Management | In class test | 50%       | Term 3 Week 7 |
| Human Wellbeing                     | Research Task | 50%       | Term 4 Week 2 |

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussions, participation in group work

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)

### FUN FACTS ABOUT AUSTRALIA - GEOGRAPHY

- No part of Australia is more than 1000 km from the ocean and a beach. (The point in the world that's the furthest from any ocean would be in China.)
- Australia has the world's largest cattle station (ranch). At 30,028 km<sup>2</sup> it is almost the same size as Belgium.
- Population density in Australia is usually calculated in km<sup>2</sup> per person, not people per km<sup>2</sup>.
- Australians have 380,000 m<sup>2</sup> per person available. Yet well over 90% are cramming into our coastal cities.
- Tasmania has the cleanest air in the world.
- The Great Barrier Reef has a mailbox. You can ferry out there and send a postcard, stamped with the only Great Barrier Reef stamp.
- The Australian Alps, or Snowy Mountains as they are also known, receive more snow than Switzerland.



**MELBOURNE HAS THE SECOND LARGEST GREEK POPULATION IN THE WORLD, AFTER ATHENS.**

## History (Semester 1)

### Units of Work

The Holocaust

Overview: The Modern World and Australia

Rights and Freedoms: Civil Rights Movement in USA

Rights and Freedoms: Civil Rights Movement Aboriginal Australia

### Formal Assessments

| Unit Topic          | Task Outline                | Weighting | Week Due      |
|---------------------|-----------------------------|-----------|---------------|
| The Holocaust       | Source analysis /topic test | 50%       | Term 1 Week 7 |
| Rights and Freedoms | Research task/hand in       | 50%       | Term 2 Week 2 |

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussion, and participation in group work.

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)



## Industrial Technology - Engineering

### Units of Work

Control Systems

Alternative Energy

### Formal Assessments

| Unit Topic              | Task Outline               | Weighting | Week Due      |
|-------------------------|----------------------------|-----------|---------------|
| Control Systems         | Practical and Folio        | 35%       | Term 2 Week 2 |
| Half Yearly Examination | In class examination       | 15%       | Term 2 Week 2 |
| Yearly Examination      | Formal examination in hall | 15%       | Term 4 Week 1 |
| Alternative Energy      | Practical and Folio        | 35%       | Term 4 Week 1 |

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussion, and participation in group work.

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)



## Industrial Technology - Timber

### Units of Work

End Table

Cabinet

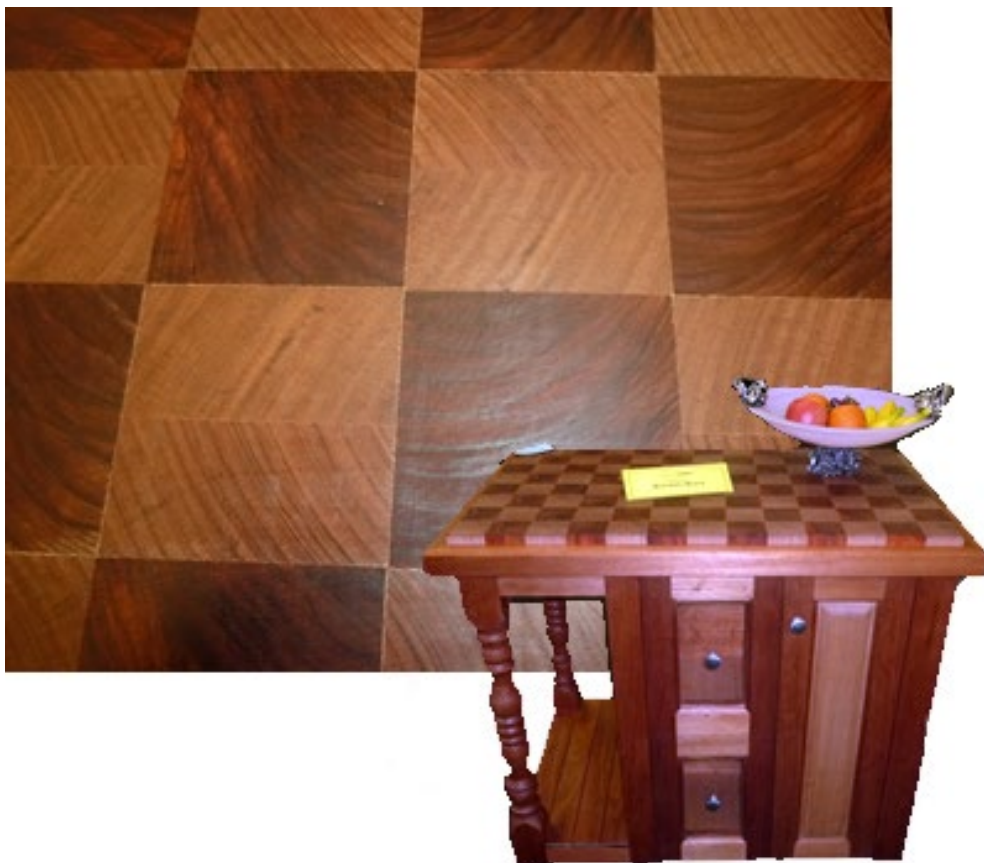
### Formal Assessments

| Unit Topic              | Task Outline               | Weighting | Week Due      |
|-------------------------|----------------------------|-----------|---------------|
| End Table               | Practical and Folio        | 35%       | Term 2 Week 2 |
| Half Yearly Examination | In Class Examination       | 15%       | Term 2 Week 2 |
| Yearly Examination      | Formal Examination in hall | 15%       | Term 4 Week 1 |
| Cabinet                 | Practical and Folio        | 35%       | Term 4 Week 1 |

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussion, and participation in group work.

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)





## Units of Work

Database Design

Software Development and Programming

Networking Systems

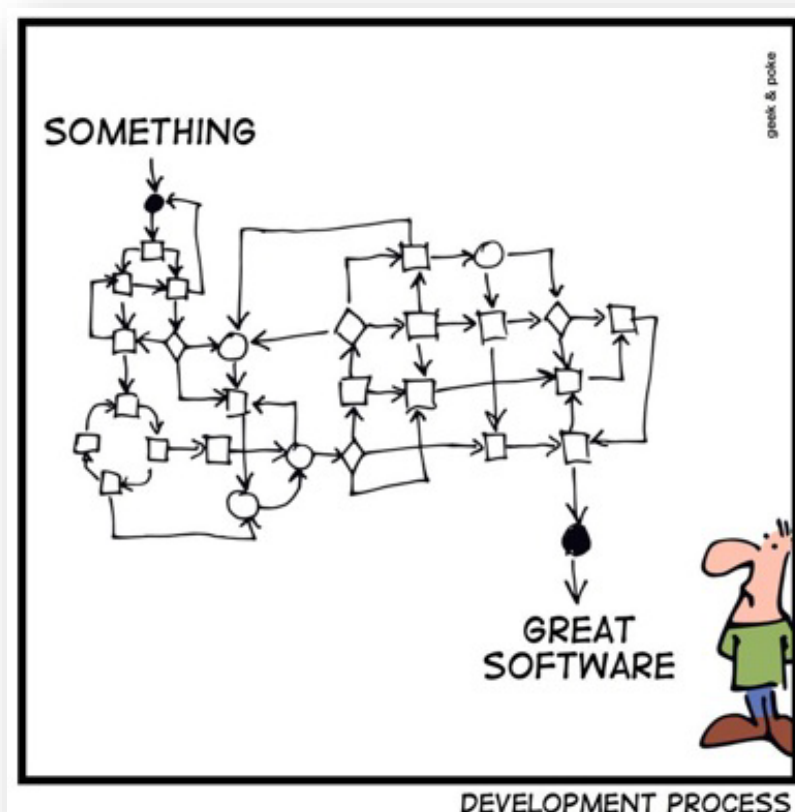
## Formal Assessments

| Unit Topic                           | Task Outline                  | Weighting | Week Due       |
|--------------------------------------|-------------------------------|-----------|----------------|
| Database Design                      | Practical with Theory Element | 20%       | Term 1 Week 10 |
| Database Design                      | Examination                   | 25%       | Term 2 Week 2  |
| Software Development and Programming | Practical with Theory Element | 20%       | Term 3 Week 3  |
| All topics studies in Year 10        | Yearly Examination            | 35%       | Term 4 Week 1  |

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussion, and participation in group work.

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)



## Mathematics

### Units of Work

Number

Algebra

Measurement

Geometry

Statistics

Probability

Working Mathematically

### Formal Assessment

| Unit Topic  | Task Outline        | Weighting | Week Due      |
|---|---------------------|-----------|---------------|
| Depends on the stage (i.e. 5.3, 5.2, 5.1)<br>Refer to Assessment Notification | In class assessment | 20%       | Term 1 Week 6 |
|   | In class assessment | 30%       | Term 2 Week 2 |
|   | In class assessment | 20%       | Term 3 Week 3 |
|   | In class assessment | 30%       | Term 4 Week 1 |

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussion, and participation in group work.

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)



## Music

### Units of Work

Romantic Music – Beethoven

Music for Large Ensembles

Popular Music

### Formal Assessment

| Unit Topic                | Task Outline  | Weighting          | Week Due                              |
|---------------------------|---|--------------------|---------------------------------------|
| Romantic Music            | Composition   | 10% (C)            | Term 1 Week 6/7                       |
| Romantic Music            | Solo Performance<br>(double period)                                   | 30% (P)            | Term 2 Week 1/2                       |
| Music for Large Ensembles | Composition<br>Ensemble performance<br>(double period)                | 30% (P)<br>10% (C) | Term 3 Week 4/5                       |
| Recording Technologies    | Examination<br>(double period in C block supervised by Music teacher) | 20% (A)            | Term 4 Week 1/2<br>Examination period |

Aural (A) 20%

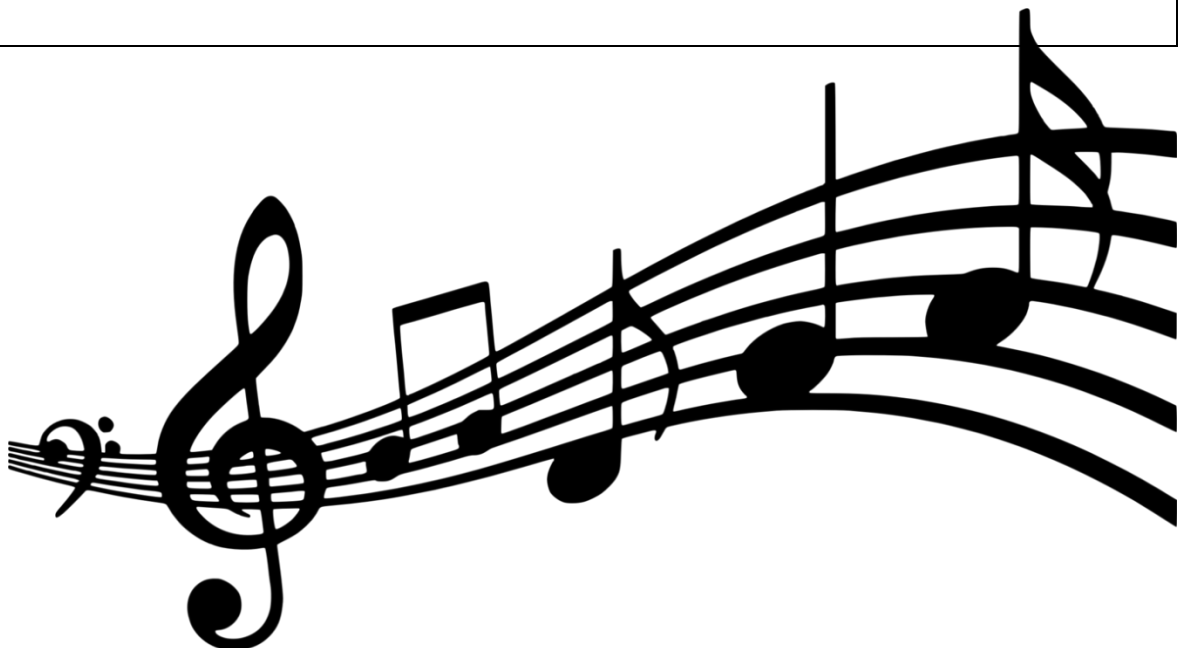
Performance (P) 60%

Composition (C) 20%

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussion, and participation in group work.

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)



## Personal Development, Health and Physical Education PDHPE

### Units of Work

#### Term 1

Theory – Healthy Lifestyles

Physical Education – Net/court games, Athletics

#### Term 2

Theory – Relationships

Physical Education – Team Sports

#### Term 3

Theory – Stayin' Alive

Physical Education – SEPEP

#### Term 4

Theory – Doing it my way/'All my own work' (NESA requirement for year 11 2023)

Physical Education - SEPEP



### Formal Assessment

| Unit Topic                          | Task Outline  | Weighting | Week Due  |
|-------------------------------------|---|-----------|---|
| <b>Semester 1</b>                   |   |           |   |
| Healthy Lifestyles                  | Research/Hand in task   | 25%       | Term 1 Week 10                                      |
| Physical Education Units Semester 1 | PE Assessment: movement competencies, tactical development and interpersonal skills | 25%       | Ongoing during semester 1 – concludes Term 2 Week 4 |
| <b>Semester 2</b>                   |   |           |   |
| Stayin Alive                        | In-class task   | 25%       | Term 3 Week 10                                      |
| SEPEP                               | PE Assessment: movement competencies, tactical development and interpersonal skills | 25%       | Ongoing during semester 2 – concludes Term 4 Week 4 |

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussion, and participation in group work.

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)

## Physical Activity and Sports Studies PASS

### Units of Work

Term 1: Theory and Physical Education – Physical Fitness

Term 2: Theory and Physical Education – Physical Fitness continued and Coaching

Term 3: Theory and Physical Education – Coaching continued then Sports Injuries and Movement Applications 3

Term 4: Theory and Physical Education – Technology in Sport

### Formal Assessment

| Unit Topic                          | Task Outline  | Weighting | Week Due  |
|-------------------------------------|---|-----------|---|
| <b>Semester 1</b>                   |   |           |   |
| Physical Fitness                    | Research/Hand in  | 25%       | Term 2 Week 1                                       |
| Physical Education Units Semester 1 | Practical assessment; movement and knowledge competencies, tactical development, interpersonal skills and participation | 25%       | Ongoing during semester 1 – concludes Term 2 Week 4 |
| <b>Semester 2</b>                   |   |           |   |
| Sports Injuries                     | In class task   | 25%       | Term 10 Week 3                                      |
| Physical Education Units Semester 2 | Practical assessment; movement and knowledge competencies, tactical development, interpersonal skills and participation | 25%       | Ongoing during semester 2 – concludes Term 4 Week 4 |

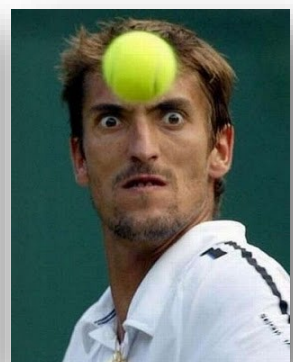
Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussion, and participation in group work.

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)



OUCH!





## Photography and Digital Media PDM

### Units of Work

Research Task

Thematic Study – Collection of work

Claymation

### Formal Assessment

| Unit Topic                        | Task Outline                        | Weighting | Week Due       |
|-----------------------------------|-------------------------------------|-----------|----------------|
| Research Task                     | Critical and Historical Study (C/H) | 20%       | Term 1 Week 9  |
| Photography (Digital/Traditional) | Collection of work (M)              | 30%       | Term 2 Week 8  |
| Research Task                     | Critical and Historical Study (C/H) | 20%       | Term 3 Week 10 |
| Animation                         | Animation (M)                       | 30%       | Term 4 Week 2  |

Making (M) 60% Critical and historical interpretations (C/H) 40%

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussion, and participation in group work.

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)



## Science

### Units of Work

Topic 1: Motion and the Universe

Topic 2: Genetics of Change

Topic 3: My Chemical Romance

Topic 4: Forensics



### Formal Assessment

| Unit Topic  | Task Outline  | Weighting | Week Due      |
|---|---|-----------|---------------|
| Motion and the Universe                             | Practical and Written Task                                  | 20%       | Term 1 Week 7 |
| Motion and the Universe<br>Genetics of change       | Skills Test   | 25 %      | Term 2 Week 2 |
| Firsthand Investigation<br>(working scientifically) | Depth Study   | 25 %      | Term 3 Week 5 |
| All Topics Assessed                                 | Yearly Examination<br>(knowledge, understanding and skills) | 30%       | Term 4 Week 1 |

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include book work, class discussion, and participation in group work.

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)

### Human Quick Facts

1. If stomachs did not have a lining of mucus, your stomach would digest itself.
2. There are 60,000 miles of blood vessels in the human body.
3. It takes about 60 seconds for a human blood cell to make a complete circuit of the body.
4. A sneeze can exceed the speed of 100mph.
5. A cough can reach the speed of 60mph.
7. The lightest baby to survive weighed a mere 283 grams.
8. On average, women say 7,000 words per day while men manage just over 2,000 words.
9. The human brain uses 20% of the body's energy but is only 2% of the body's weight.



## Study Skills

This course will be delivered to all Stage 5 students. The aim of this course is to develop their reading, writing and comprehension skills. It also aims to improve their study habits and the consolidation of information. Included in this course is a topic aimed at improving community engagement of students.

### Units of work

Topic 1: All My Own Work / Advanced Writing Skills

Topic 2: Advanced Writing Skills

Topic 3: Financial Literacy and Community Engagement

Topic 4: Work Ready / Exam Preparation Techniques

### Task

| Unit Topic                                     | Task Outline  | Weighting | Informal assessment completed by |
|--|---|-----------|----------------------------------|
| AMOW<br>Advanced Writing Skills                | Students complete a NESA required component of work to ensure no plagiarism takes place withing student samples.<br><br>Writing skills learnt in years 7-9 are developed into HSC standards.                | 25%       | Term 1 Week 10                   |
| Advanced Writing Skills                        | Continued from Term 1- Writing skills learnt in years 7-9 are developed into HSC standards.   | 25%       | Term 2 Week 10                   |
| Financial Literacy<br><br>Community Engagement | Develop an understanding on investing money, shares and money related skills. Build a 'Money market stall'. Research fundamental movement skills and teach them to 4 & 5 year old's in the local community. | 25%       | Term 3 Week 10                   |
| Work Ready / Exam Preparation Techniques       | Students are taught how to apply for jobs, create Curriculum Vitae's as well as prepare for Stage 6 assessments   | 25%       | Term 4 Week 10                   |

## Visual Art

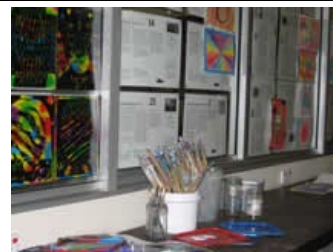
### Units of Work

Drawing

Mixed Media

Printmaking

Ceramics



### Formal Assessment

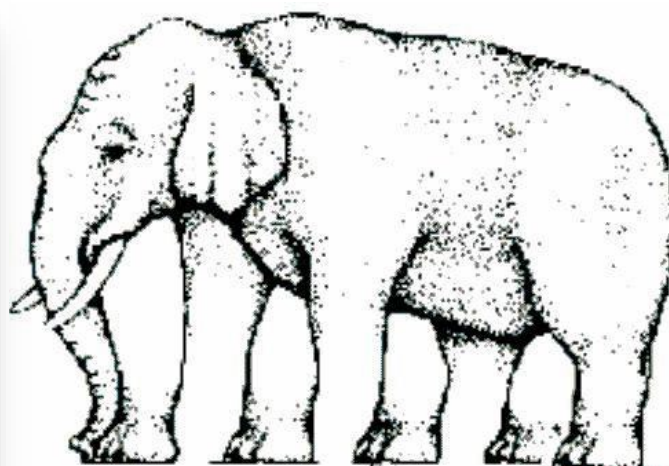
| Unit Topic    | Task Outline                                  | Weighting | Week Due      |
|---------------|---|-----------|---------------|
| Drawing       | Cockatoo mixed media (A)                      | 20%       | Term 2 Week 2 |
| Printmaking   | Sydney icons lino print (A)                   | 20%       | Term 3 Week 6 |
| Portrait Bust | Research Task (C/H)                           | 40%       | Term 3 Week 8 |
| Ceramics      | Portrait bust (sketch + work in progress) (A) | 20%       | Term 4 Week 2 |

Artmaking (A) 60% : Critical and Historical Studies (C/H) 40%

Formal and Informal assessment processes are used to compile reporting information.

Informal assessment may include completion of project, design folio booklet, class discussions, participation in group/practical work and quizzes.

The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)



## IMPORTANT INFORMATION

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If you are a student in Year 10, 11 or 12  
and are claiming Illness/Misadventure for  
being absent on the day of an assessment ask  
due to illness, you

**MUST**

attend the Doctor's Surgery on the

**ACTUAL DAY**

of the assessment task.

The Doctor **MUST** fill in the required  
paperwork (Year 10 -12 Illness/Misadventure  
Form) on the day.







# JOHN EDMONDSON HIGH SCHOOL

PRINCIPAL: Mr Brij Khanna

## Illness / Misadventure Form Years 10 – 12 APPLICATION FORM

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Course/Subject: \_\_\_\_\_

Teacher: Class: \_\_\_\_\_

Task: \_\_\_\_\_

Due Date: \_\_\_\_\_ M / T / W / T / F (please circle)

Reason for request for consideration: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supporting Documentation: YES / NO (please circle) Eg Doctor's Certificate

How has the reason provided affected the completion of the task? \_\_\_\_\_

\_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Comment: \_\_\_\_\_

\_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Approval: YES / NO**

Explanation: \_\_\_\_\_

New submission date (if applicable): \_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Year 10 ROSA – Zero will apply for tasks submitted late.**

**Stage 6 – Zero will apply for tasks submitted late.**

**Location:** 64 Horningsea Park Drive, HORNINGSEA PARK NSW 2171

**Postal:** PO Box 679, HOXTON PARK NSW 2171

**Telephone:** (02) 9825 9815 • **Fax:** (02) 9825 9857

**Email:** jedmondson-h.school@det.nsw.edu.au

**Website:** www.jedmondson-h.schools.nsw.edu.au



Education  
Public Schools





# JOHN EDMONDSON HIGH SCHOOL

PRINCIPAL: Mr Brij Khanna

## PART A

### Independent Evidence of Illness

Diagnosis of Medical Condition: \_\_\_\_\_

\_\_\_\_\_

Date of onset of illness: \_\_\_\_\_

Date(s) and time(s) of all consultations related to illness: \_\_\_\_\_

\_\_\_\_\_

Please describe how the student's condition / symptoms could impede their performance in the relevant task:

\_\_\_\_\_

\_\_\_\_\_

Name of Doctor or Health Care Professional: \_\_\_\_\_

Profession: \_\_\_\_\_ Place of Work: \_\_\_\_\_

Address: \_\_\_\_\_

Contact No: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## PART B

### Independent Evidence of Misadventure

Date of event causing misadventure: \_\_\_\_\_

Were you a witness to the event? YES / NO (please circle)

If **NO**, how did you obtain the information you are providing? \_\_\_\_\_

What is your relationship to the student? \_\_\_\_\_

Describe the event: \_\_\_\_\_

\_\_\_\_\_

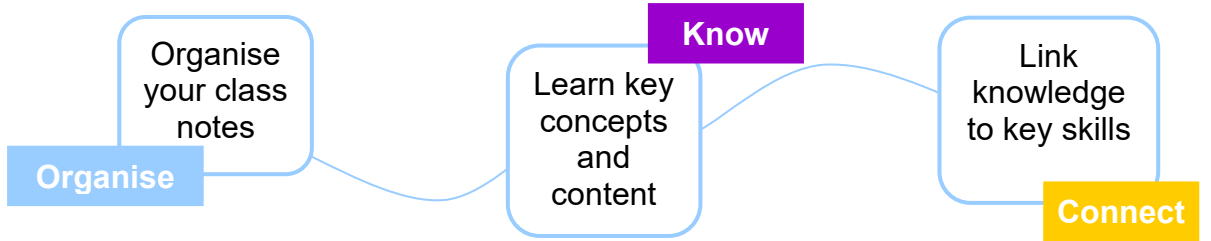
\_\_\_\_\_

Name: \_\_\_\_\_ Profession: \_\_\_\_\_

Contact Number: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

| STUDY GUIDE    |  |        |        |        |        |
|----------------|--|--------|--------|--------|--------|
| Yearly Planner |  |        |        |        |        |
|                |  | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
| Week 1         |  |        |        |        |        |
| Week 2         |  |        |        |        |        |
| Week 3         |  |        |        |        |        |
| Week 4         |  |        |        |        |        |
| Week 5         |  |        |        |        |        |
| Week 6         |  |        |        |        |        |
| Week 7         |  |        |        |        |        |
| Week 8         |  |        |        |        |        |
| Week 9         |  |        |        |        |        |
| Week 10        |  |        |        |        |        |
| Week 11        |  |        |        |        |        |

## My Weekly Planner



| Time         | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------------|--------|---------|-----------|----------|--------|----------|--------|
| 3.00-4.00pm  |        |         |           |          |        |          |        |
| 4.00-5.00pm  |        |         |           |          |        |          |        |
| 5.00-6.00pm  |        |         |           |          |        |          |        |
| 7.00-8.00pm  |        |         |           |          |        |          |        |
| 9.00-10.00pm |        |         |           |          |        |          |        |