



2023

YEAR 7 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

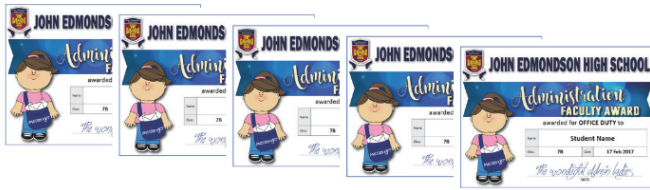
Serious concerns in a particular subject(s) and/or school
Restrictions from extra-curricular activities

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



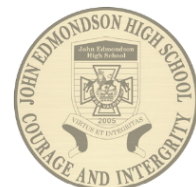
Silver Medallion



Silver Medallion



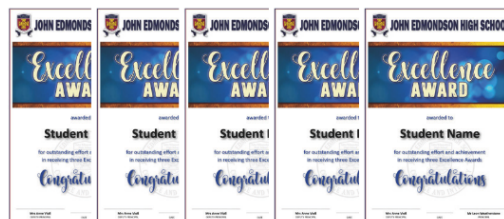
4 Excellence Awards



Gold Medallion



Gold Medallion



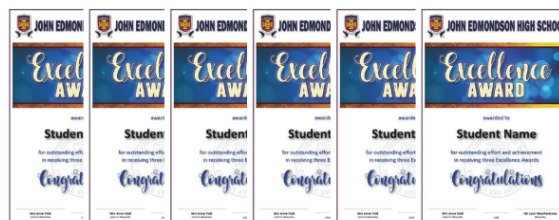
5 Excellence Awards



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 LEARNING AGREEMENT

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>



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

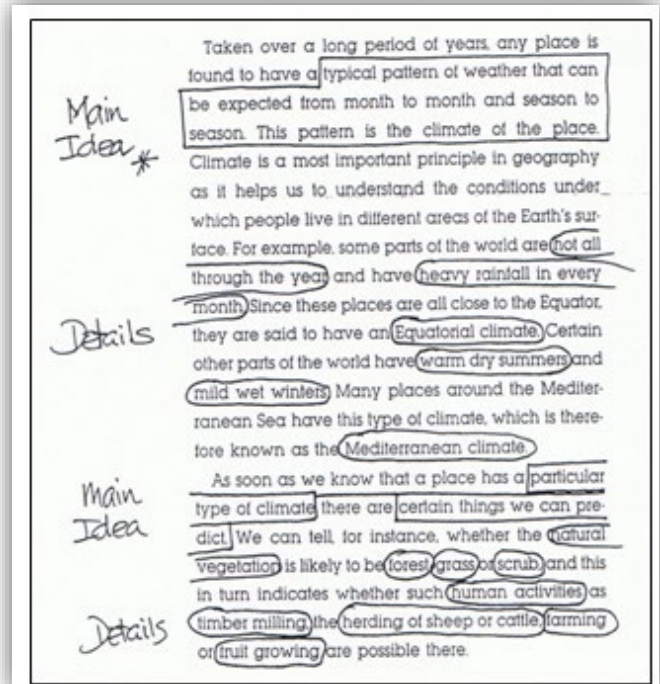
- Always reference your notes – date, title, author, chapter, page numbers, etc
- Key words should be highlighted for easy checking
- Underline and number in sequence when you edit
- File your notes away in a folder for later revision
- Keep course notes separate

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

ALARM SCAFFOLD

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

ALARM STEPS

Which verb is used in the question?

Follow the steps in the column that correspond to that verb.

					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. 'Why' may need to be addressed.	What is the function or purpose? Give evidence to support. 'Why' may need to be addressed.	What is the function or purpose? Give evidence to support. 'Why' may 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?	What is the main component?	
DEFINE (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)

English

Unit Topics

Students explore the concepts of Change and Choices through the study of:

Short Texts

Novel

Advertising

Film

Poetry

Drama



Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Change <ul style="list-style-type: none"> Short Texts Novel study Drama¹ 	Comprehension Task	30%	Term 1 Week 7
Choices <ul style="list-style-type: none"> Advertising Drama¹ 	Multimodal Task	40%	Term 3 Week 4
Choices <ul style="list-style-type: none"> Film study Poetry Drama¹ 	Analytical Task	30%	Term 4 Week 2

¹The Drama unit is studied concurrently with other units throughout the year.

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

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

There, their or they're?

Complete each sentence.



1. They went to visit _____ aunt.
2. Have you been _____ yet?
3. _____ looking for _____ lost cat, which was last seen over _____.
4. _____ driving me nuts!

Answers: 1: their, 2: there, 3: They're, their, there, 4:

Geography (Semester 1)

Units of Work

Water in the World

Place and Liveability

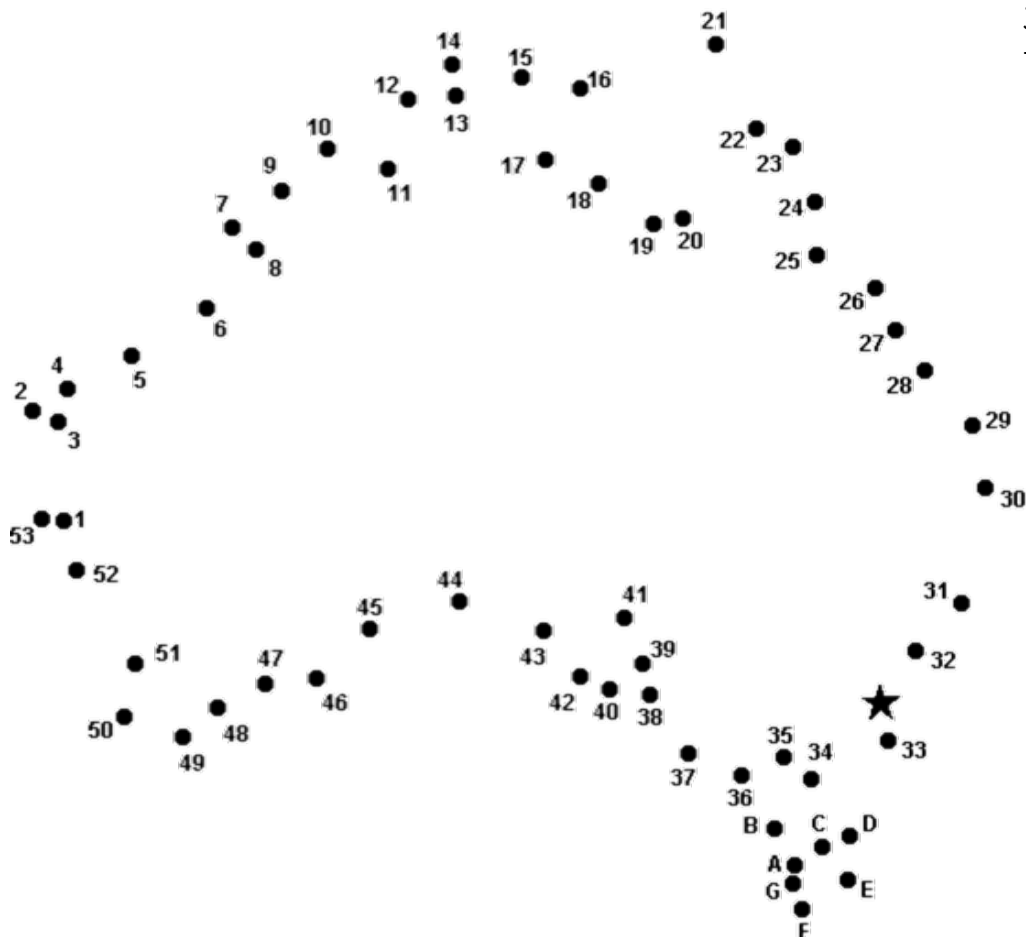


Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Water in the World	Topic Test	50%	Term 1 Week 8
Place and Liveability	Research Task	50%	Term 2 Week 2

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

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



Where am I?

Join the dots
then join the
letters.

History (Semester 2)

Units of Work

Investigating the Ancient Past

Ancient Rome/Egypt

Ancient China



Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Investigating the Ancient Past	In-class test/source analysis	50%	Term 3 Week 8
Depth Study: Ancient Rome/Egypt and China	Research Assignment	50%	Term 4 Week 2

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

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
Whole number Patterns & Algebra	In class assessment	20%	Term 1 Week 7
Whole number Patterns & Algebra Fractions	In class assessment	30%	Term 2 Week 2
Decimals Geometrical figures Integers Measurement	In class assessment	20%	Term 3 Week 6
Algebraic techniques Time Data Probability	In class assessment	30%	Term 4 Week 3
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)			

Six wolves catch six lambs in six minutes.

How many wolves will be needed to catch sixty lambs in sixty minutes?

No, the answer is not sixty. Try again!

Answer 6

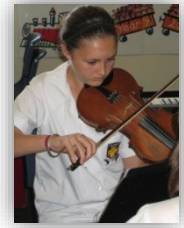
Let's see why:

6 wolves catch 6 lambs in 6 minutes.
 Multiply by 10:
 The same 6 wolves catch 60 lambs in 60 minutes.

(Give them 10 times as long and they'll catch 10 times as many lambs.)

Another way of seeing the answer is to note that each wolf catches 1 lamb in six minutes. In 60 minutes, therefore, each wolf will catch 10 lambs (ten times as many). With 6 wolves, six times as many lambs will be caught.

Music



Unit Topic	Task Outline	Weighting	Week Due
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Unit Topic	Task Outline	Weighting	Week Due
Keyboard	Composition for keyboard and performance	10%(C) 30% (P)	Term 1 Week 10/11
Keyboard	Topic Test	10% (A)	Term 2 Week 3/4
Tone Colour	In class ensemble performance	30% (P)	Term 4 Week 1/2
Aural and instruments of the orchestra	Examination and composition (Fanfare)	10% (A) 10% (C)	Term 4 Week 2/3

Performance (P) 60%

Composition (C) 20%

Instrument Mix Up

match the boxes in pairs to make nine instrument names. One has been done for you.

PI

BA

PET

SAXOP

DLE

CLAR

INET

FL

GUI

FID

UTE

TRUM

TU

TROM

ANO

TAR

HONE

[illegible]

Personal Development, Health and Physical Education PDHPE

Units of Work

Term 1

Theory – Lean on Me

Physical Education – Learning to Move, Moving to Learn

Term 2

Theory – What's Happening to Me? (puberty)

Physical Education – Gala Day sports

Term 3

Theory– The Balance of Power

Physical Education – Court/Net/Cultural Games

Term 4

Theory – Safety First

Practical- Fun in the sun



Formal Assessment







Unit Topic	Task Outline	Weighting	Week Due
Semester 1			
Lean on me	In class 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 4-5
Semester 2			
The Balance of Power	Take home task	25%	Term 3 Week 9
Physical Education Units Semester 2	PE assessment; movement competencies, tactical development, and interpersonal skills	25%	Ongoing during semester – 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)

Match the sport with the ball Tennis, Football, Soccer, Cricket, Baseball, Golf

					
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Science

Topic 1 : Introduction to Science and Physical Separations

Topic 2 : Matter Behaves and Energy

Topic 3 : Forces and Space

Topic 4 : Cells and Classification



Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Introduction to Science and Physical Separations	Practical and Written Task	20%	Term 1 Week 10
Introduction to Science and Physical Separations	Skills Test	25%	Term 2 Week 4
Matter Behaves and Energy			
Matter Behaves and Energy	Depth Study	25%	Term 3 Week 4
All topic assessed	Yearly Examination (knowledge, understanding and skills)	30%	Term 4 Week 4

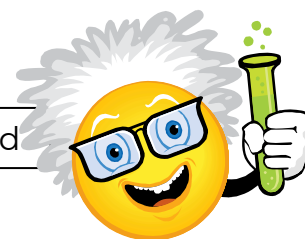
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Y I D T L O R L C T C B E R K C Y J
 G K N Q E E X H U A B A R Z F E T U
 R E M S H C E N R H R I I F J P I P
 E Z L T E M H B Y T O E E D B R V I
 N W A A I C O N H Q X H Q R Z V A T
 E E C S H N T E O P H Y S I C S R E
 W B T D V W F K S L S Y S E L K G R
 W R A I R E T C A B O L G T C L M P
 Y U E U M U H F F B G G A O N A E G
 T H G I L J Z P A B F H Y M L A P C
 Y F Y T I C I R T C E L E T I O L S
 B F E W K M V W T I U U R A Z N I P
 V X E E K U R K P V C W K C D B A B

Find a Word



ANIMALS
 CARBON
 CHEMISTRY
 ENERGY
 JUPITER
 PLANTS
 WEATHER

BACTERIA
 CAT
 EARTH
 GRAVITY
 LIGHT
 SPACE
 WHALE

BIOLOGY
 CELL
 ELECTRICITY
 INSECT
 PHYSICS
 TECHNOLOGY

STEM

STEM is a curriculum based on the idea of educating students in four specific disciplines, integrating concepts that are usually taught as separate subjects - science, technology, engineering and mathematics - in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications and emphasises the application of knowledge to real-life situations. What separates STEM from the traditional science and math education is the blended learning environment and showing students how the scientific method can be applied to everyday life. It teaches students computational thinking and focuses on the real-world applications of problem solving. A lesson or unit in a STEM class is typically based around finding a solution to a real-world problem and tends to emphasise project-based learning.

Units of Work

Semester 1: Sustain'us – Self Watering Pot Plant

Semester 2: Powered and Propelled Objects



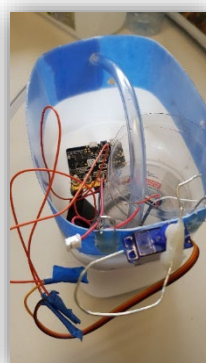
Informal Assessment

Unit Topic	Task Outline	Weighting	Informal assessment completed by
Sustain'us	Design and develop self-watering pot plants using recycled materials. This involves coding and manufacturing.	50%	Term 2 Week 10
Powered and Propelled Objects	Design and construct objects capable of propulsion, utilising renewable resources	50%	Term 4 Week 10

NB : Please note topic units may be subject to change

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.



Units of Work

Fabulous Produce
Fun with Fabric



Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Semester 1			
Task 1 – Design folio	In class assessment	70%	Term 2 Week 2/3
Task 2 – Herb Sandwich Practical	In class assessment	30%	Term 2 Week 2/3
Semester 2			
Felt Monster and Design Folio	In class assessment	Folio 60% Monster 40%	Term 4 Week 2/3 Term 4 Week 2/3

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)

Sewing Tools Unscramble the words to find the answers

Used to secure fabric together when sewing	NIPS
Used to protect the finger while sewing by hand	EBTLMHI
Conveniently holds pins and needles while you are sewing	NPI HNCIOUS
Flexible tape used to take body measurements	ATPE MERSAUE
Large and expensive sewing tool we have in our classroom	WIGSEN INMHACE
Used to cut fabric	CSSIOSSR

Units of Work

Acoustic Speaker

Dragster



Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Acoustic Speaker	Practical	40%	Term 2 Week 4
Half Yearly Examination	In class examination	10%	Term 2 Week 4
Dragster	Practical	40%	Term 4 Week 3
Yearly Examination	In class examination	10%	Term 4 Week 3

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)

Use the alphabet code to solve the secret message about tools

U=21
 A=1 F=6 K=11 P=16 V=22
 B=2 G=7 L=12 Q=17 W=23
 C=3 H=8 M=13 R=18 X=24
 D=4 I=9 N=14 S=19 Y=25
 E=5 J=10 O=15 T=20 Z=26



			21	19	5			20	8	5				
	19	9	7	8	20		20	15	15	12	19			
	6	15	18		20	8	5		9	7	8	20		
	10	15	2.		20	8	5		2	5	19	20		
19	1	6	5	20	25	4	5	22	9	3	5		9	19
	1		22	5	18	25		23	15	18	11	5	18.	

Visual Art

Units of Work

Ceramics
Drawing
Painting



Formal Assessment

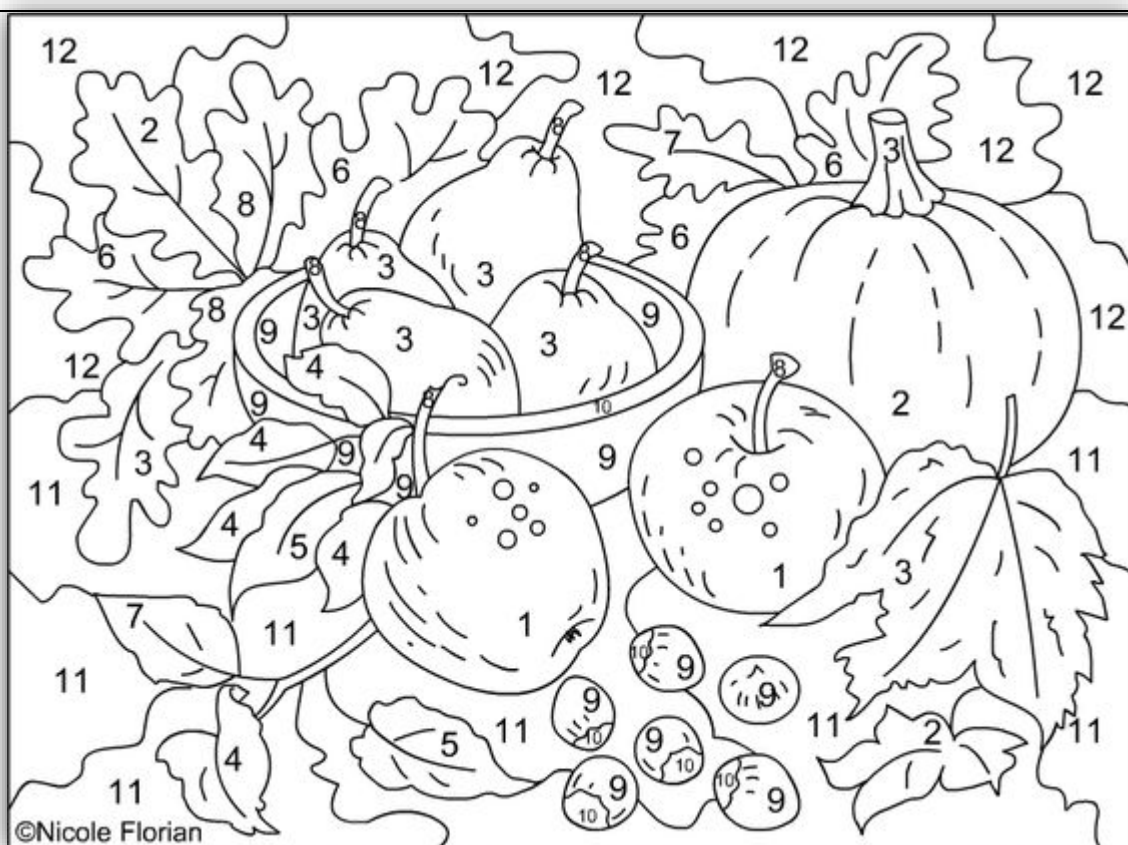
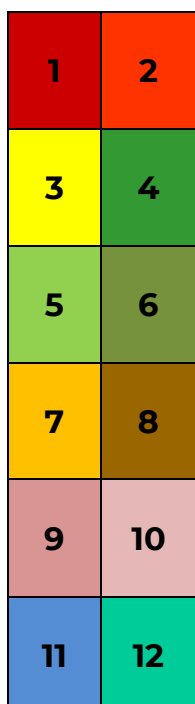
Unit Topic	Task Outline	Weighting	Week Due
Ceramics	Clay Sculpture (A)	35%	Term 2 Week 4
Portraits	Research Task (C/H)	30%	Term 3 Week 7
Drawing	Graphite Sketch (A)	35%	Term 4 Week 2

Artmaking (A) 70% : Historical/Critical Studies (C/H) 30%

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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)





JOHN EDMONDSON HIGH SCHOOL

PRINCIPAL: Mr Brij Khanna

Request for Consideration Years 7 – 9 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: _____

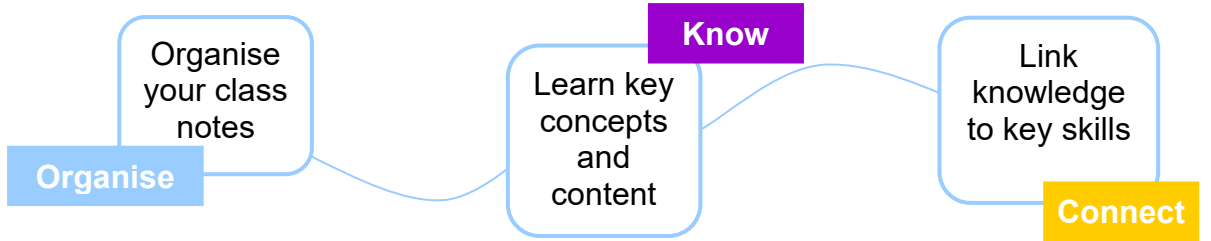
Penalty (where applicable): _____

- **A penalty of 10% reduction per day of the highest possible mark, will apply**
- **After 3 days a mark of zero will be recorded, however, completion of the task will still be required**

Head Teacher Signature: _____ 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							