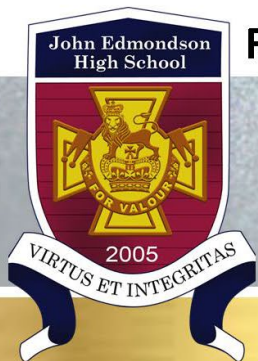




2023

YEAR 8 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

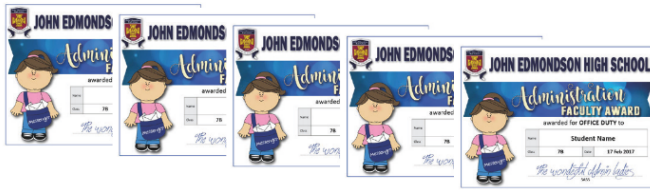
Serious concerns in a particular subject(s) and/or school
Restrictions from extra-curricular activities

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



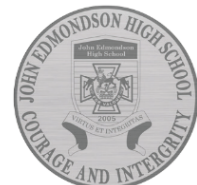
Bronze Medallion



Bronze Medallion



3 Excellence Awards



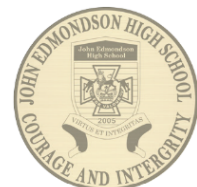
Silver Medallion



Silver Medallion



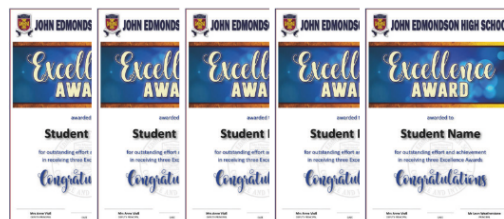
4 Excellence Awards



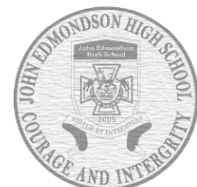
Gold Medallion



Gold Medallion



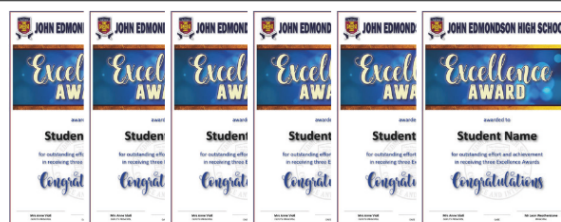
5 Excellence Awards



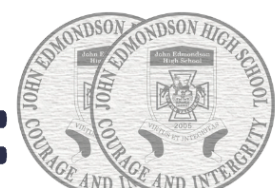
Platinum Medallion



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

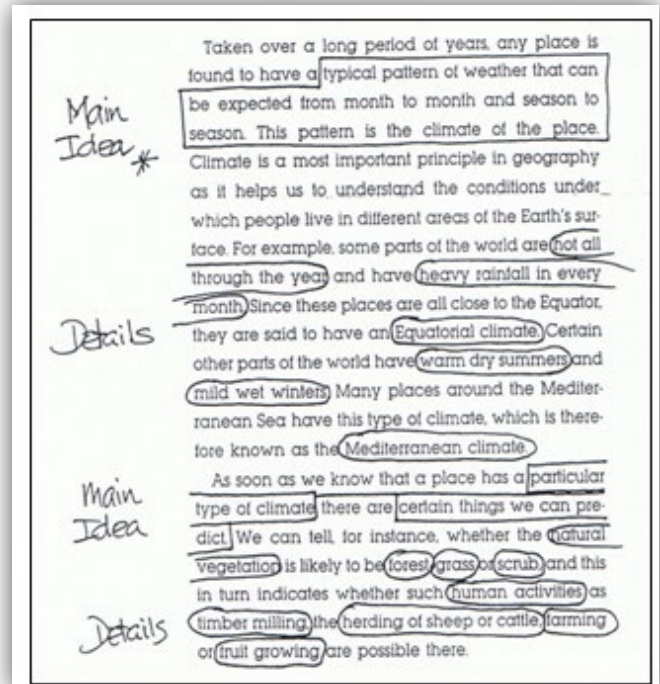
- Always reference your notes – date, title, author, chapter, page numbers, etc
- Key words should be highlighted for easy checking
- Underline and number in sequence when you edit
- File your notes away in a folder for later revision
- Keep course notes separate

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

Study Topics

Images

Ideas

The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Images <ul style="list-style-type: none"> Picture books Short films 	Visions Task	50%	Term 2 Week 3
Ideas <ul style="list-style-type: none"> Drama Novel Study Media texts 	Novel Study Task	50%	Term 4 Week 2

The first task will involve students choosing between submitting a creative task or an analysis task. Students may present their task in front of the class and weeks 3-5 will be allocated to do so.

The second task will be an examination based on the prescribed novel for each class. They will most likely answer comprehension questions, thematic questions on survival, extract-based questions. They might also be asked to complete a PEEL paragraph on a question provided before the examination day.

There is not Portfolio Task, however, students will engage in TWO mandated formative writing tasks, one each semester.

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)

**The only time the word incorrectly isn't spelled
incorrectly is when it's spelled incorrectly.**

Geography (Semester 2)

Units of Work

Interconnections

Landscapes and Landforms

Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Interconnections	Research Task	50%	Term 3 Week 8
Landscapes and Landforms	Topic Test	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)

Name:

Date:

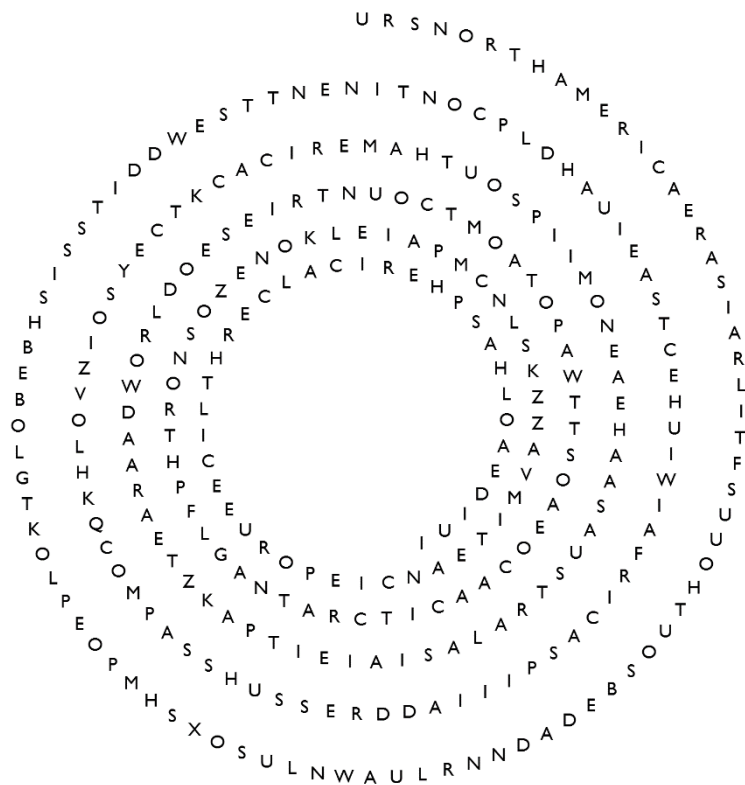
The World

Find the words hidden in the word search. Think of 5 other words that could be used in this word search.

world
globe
spherical
continent
Europe
Asia
North America
South America
Africa
Australasia
Antarctica
countries
north
south
east
west
compass
address

Words are going both forward and backwards.

This word search will take about 7 minutes 13 seconds.



History (Semester 1)

Units of Work

Medieval Europe

Expanding Contacts: Contact and Colonisation – Australian Aboriginals and North American Indians

Polynesian Expansion

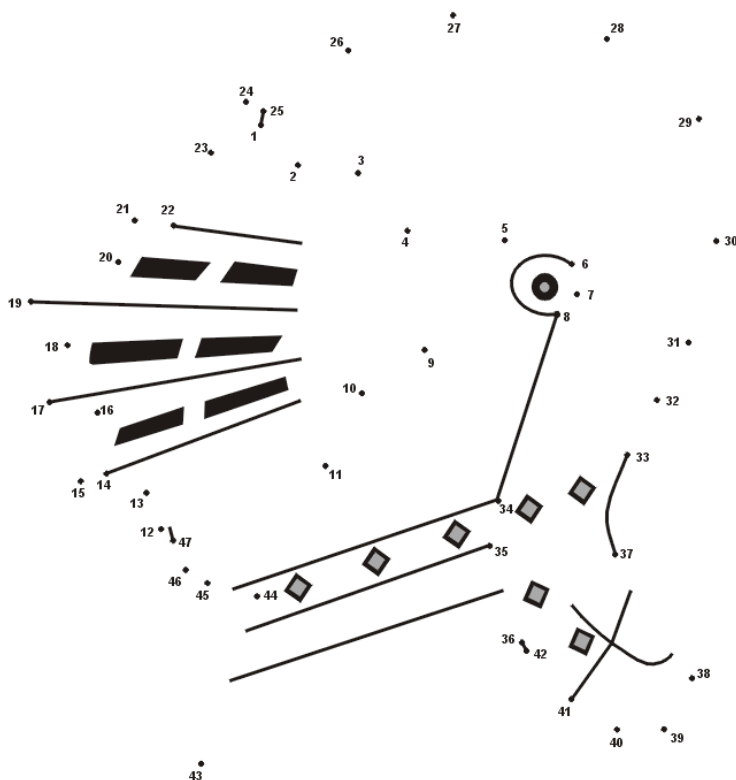
Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Medieval Europe	Research Assignment	50%	Term 1 Week 8
Expanding Contacts	In-class test/source analysis	50%	Term 2 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)



Japanese

Units of Work



Term 1: Introduction to Japan culture and Language

Learning to recognise, read and write the Hiragana Script using a chart, and simple Kanji characters.

Term 2: Introductions

Learning to introduce yourself and others in Japanese. Expressing likes and dislikes, family members. Learning to recognise, read and write the Katakana Script using a chart and simple Kanji characters

Term 3: Describing and Doing things

Comparing Australian and Japanese schools. Describing things, learning about saying what you do and where you go. Learning to recognise, read and write simple Kanji characters.

Term 4:

Anime and fairy tales. Japanese end of year festivities.

July/August: Sumida student visit, host families required to billet students from Japan.

Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Spelling tests	Using Hiragana, Katakana & Kanji	25%	Ongoing all year
Semester 1			
Task 1	Speaking task	25%	Term 2 Week 2
Task 2	Email/letter task	25%	Term 2 Weeks 9-10
Semester 2			
Task 2 cont'd	Written task		Term 3 Weeks 1-2
Task 3	Yearly task	25%	Term 4 Weeks 2-4

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)



Mathematics

Units of Work

Number	Algebra	Measurement	Geometry
Statistics	Probability	Working Mathematically	

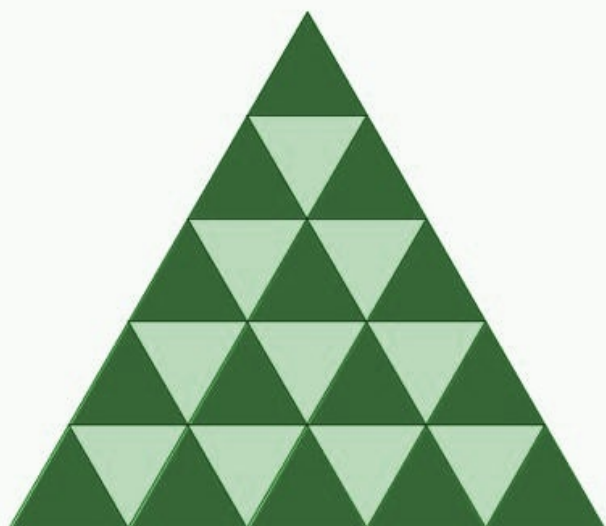
Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Pythagoras Theorem Indices	In class assessment	20%	Term 1 Week 8
Pythagoras Theorem Indices Percentages	In class assessment	30%	Term 2 Week 4
Algebraic Techniques Area & Volume Ratios & Rates Equations	In class assessment	20%	Term 3 Week 7
Circles & Cylinders Linear Relationships Data	In class assessment	30%	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)



Count the Triangles

It might seem like a simple task of counting up the triangles, but it's even harder to keep track of which triangles you've already counted than it was with squares.

Music

Units of Work

Duration, Structure and Rock

Texture, Australian Music and Film

Guitar Term 1 only, Term 2 optional

Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Rock Music	In class composition and performance Guitar course: compose a 2-bar melodic riff using TAB notation and play it on guitar	30%(P) 10% (C)	Term 1 Week 7/8
Rock Music	Topic test	10% (A)	Term 2 Week 2/3
Australian Music	Ensemble performance – Composition of chordal riff using TAB and traditional notation	30% (P) 10% (C)	Term 4 Week 1/2
Aural	Examination	10% (A)	Term 4 Week 3/4

Aural (A) 20%

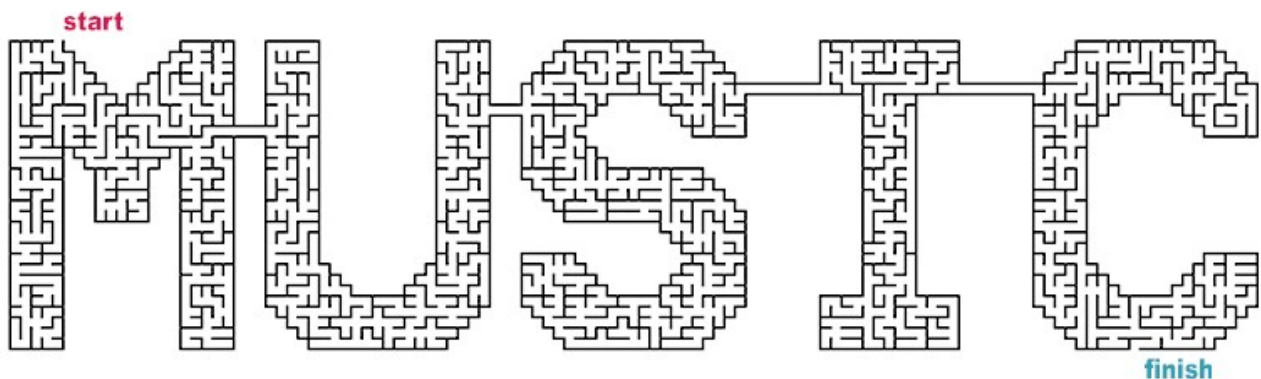
Performance (P) 60%

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 (adjusted for 2023)

Physical Education – Integrated Unit/Athletics

Term 2

Theory – Being Mindful

Physical Education – Gala Day sports

Term 3

Theory – Keeping in Control

Physical Education – Exploring movement in time, JEHS Survivor/Initiative Games

Term 4

Theory – Community Connections

Physical Education- Invasion Games, Striking/Fielding Games.



Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Semester 1			
Healthy Lifestyles (adjusted)	In class task	25%	Term 1 Week 8
Physical Education Units Semester 1	PE Assessment: movement competencies, tactical development and interpersonal skills	25%	Ongoing during semester 1 – concludes Term 2 Week 5
Semester 2			
Keeping in Control	Research Task	25%	Term 3 Week 8
Physical Education Units Semester 2	PE Assessment: movement competencies, tactical development and interpersonal skills	25%	Ongoing during semester 2 – concludes Term 4 Week 5

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)

GUESS THE SPORT!



Science

Units of Work

Topic 1 : Human Systems and Investigations

Topic 2 : Chemistry of Digestion and Beyond

Topic 3 : Our Earth and Electricity

Topic 4 : Plants and Ecosystems



Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Human systems and Investigations	Depth Study	25%	Term 1 Week 8
Human systems and Investigations	Skills Test	25%	Term 2 Week 3
Chemistry of Digestion and Beyond			
Our Earth and Electricity	Practical and Written Task	20%	Term 3 Week 7
All topics assessed	Yearly Examination (knowledge, understanding, and skills)	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)

AMAZING FACTS

- The brain uses over a quarter of the oxygen used by the human body.
- Your heart beats around 100000 times a day, 36500000 times a year and over a billion times if you live beyond 30.
- Adult lungs have a surface area of around 70 square metres!
- As well as having unique fingerprints, humans also have unique tongue prints.
- Your nose and ears continue growing throughout your entire life



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

Formal Assessment

Unit Topic	Task Outline	Weighting	Informal assessment completed by
Human Systems/Prosthetics	Design a bionic, movable body part, utilising 3D printing and household objects	50%	Term 2 Week 10
Earth and Electricity	Construct a portable, solar powered oven	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.



TFT

Units of Work

Fun with Fabric

Food Glorious Food



Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Semester 1			
Fun with fabric folio	In class assessment and take home	60%	Term 2 Week 1/2
Fun with fabric bag	In class assessment	40%	Term 2 Week 1/2
Semester 2			
Emerging technologies task	In class assessment	30%	Term 3 Week 2/3
Healthy Hamburger Design Folio	In class assessment	30%	Term 4 Week 2/3
Hamburger design task practical	In class assessment	40%	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)

Unscramble the names of these common fruits and vegetables



onion	watermelon	peach	pea	tomato	strawberry	radish	carrot	potato	lime
zucchini	grapefruit	lemon	orange	banana	pumpkin	broccoli	pear	grape	apple

elppa	___l_	ridsah	_a_i_	tocrar	c___o
ioblocr	b__c____	onnoi	_n___	olnme	__m__
iugrrtfeap	_r a _ _ _ _ l _	rasyrerbwt	st _ _ _ _ r _	ongear	__ _ n g _
ahepc	___ _ h	agpre	_ _ a _	ilme	l _ _
totaom	_ o _ _ t _	piunmkp	_ _ _ p _ _ n	ttpooa	p _ _ _ t _
nhcciuzi	_ _ c c _ _ _	tnlreoewam	_ a _ e _ _ _ _	ape	_ e _
nbaaan	_ _ _ a _	paer	_ _ a _		

Units of Work

Communications Cache

Digital Tech



Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Communications Cache	Practical	40%	Term 2 Week 3
Half Yearly Examination	In class examination	10%	Term 2 Week 3
Digital Tech	Practical	40%	Term 4 Week 4
Yearly Examination	In class examination	10%	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.

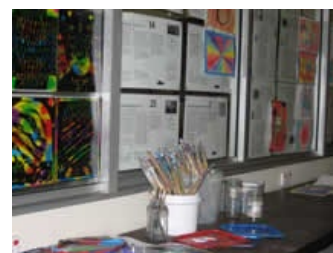
The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)



Visual Art

Units of Work

Drawing
Printmaking
Ceramics



Formal Assessment

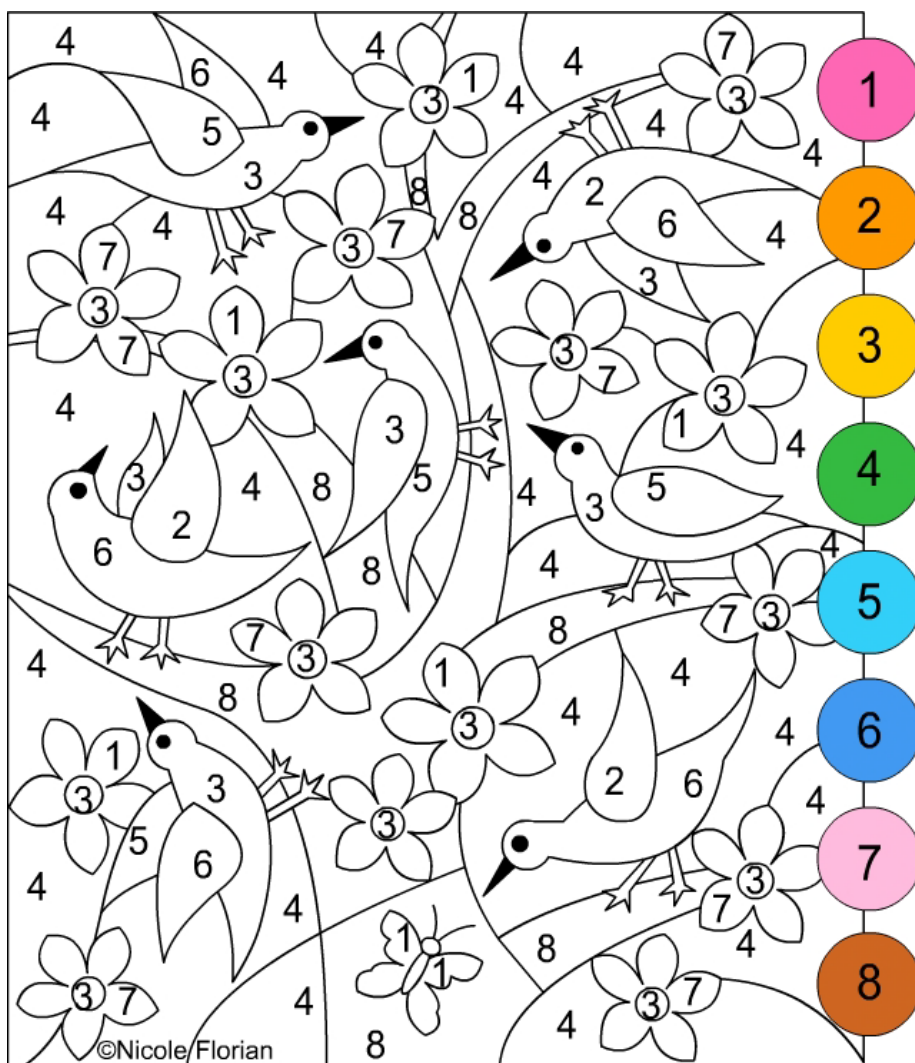
Unit Topic	Task Outline	Weighting	Week Due
Printmaking	Lino Print (A)	25%	Term 2 Week 3
Pop Art	Research Task (C/H)	30 %	Term 3 Week 8
Ceramics	Hand built vessel/sculptural lid (A)	35%	Term 3 Week 4

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

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)





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: _____

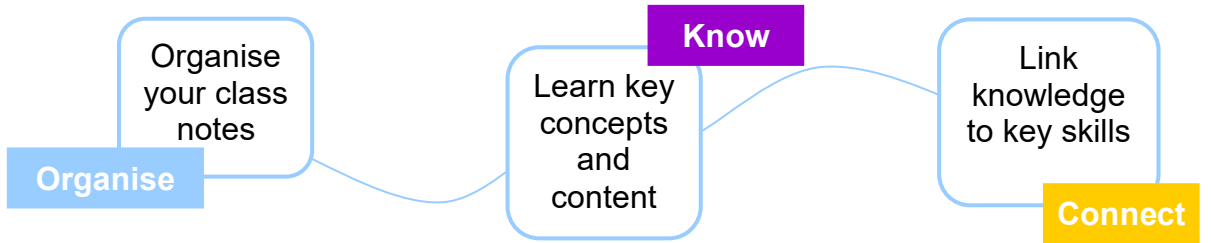
Penalty (where applicable): _____

- **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							