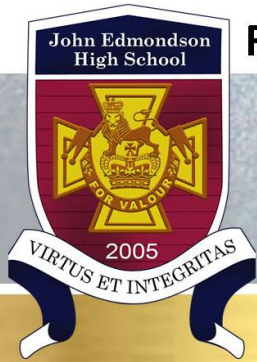




2023

YEAR 9 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

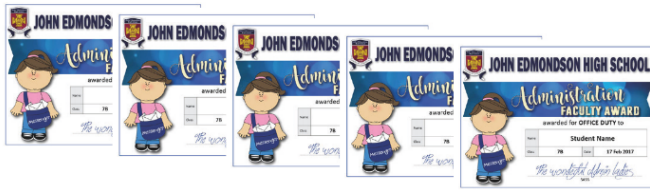
Serious concerns in a particular subject(s) and/or school
Restrictions from extra-curricular activities

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



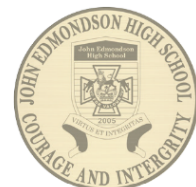
Silver Medallion



Silver Medallion



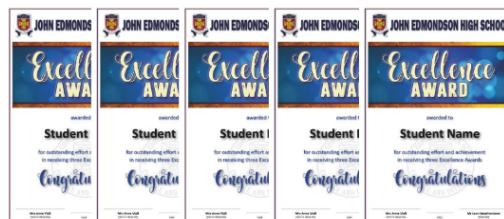
4 Excellence Awards



Gold Medallion



Gold Medallion



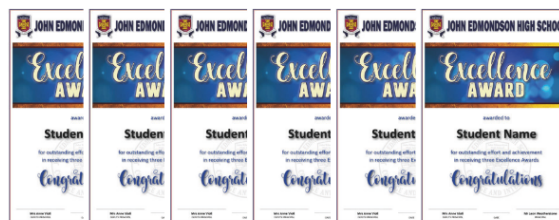
5 Excellence Awards



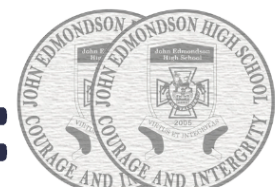
Platinum Medallion



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 _____

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.

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

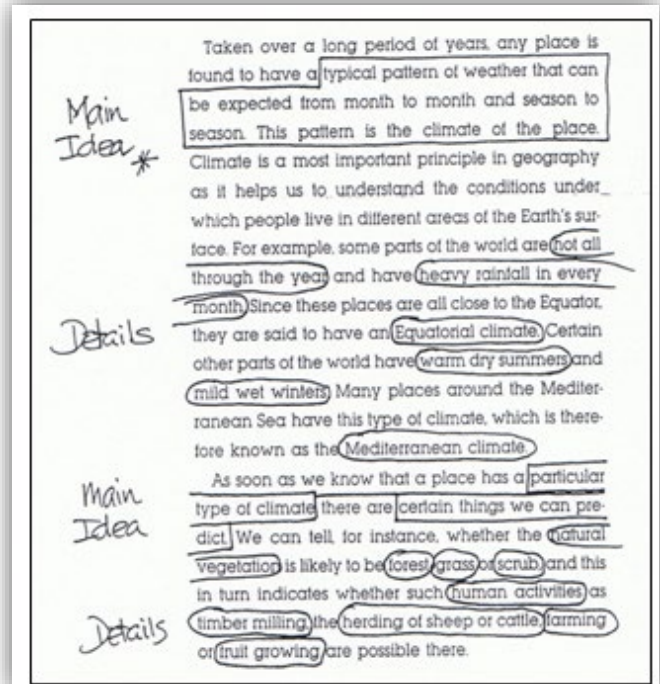
- Always reference your notes – date, title, author, chapter, page numbers, etc
- Key words should be highlighted for easy checking
- Underline and number in sequence when you edit
- File your notes away in a folder for later revision
- Keep course notes separate

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)

Child Studies

Study Topics

Family Matters

Conception to Birth

Newborn Care

Growth and Development

Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Conception to Birth	Mother's Journal	100% Half Yearly	Term 2 Week 2
Newborn Care SIDS	Pamphlet	50% Yearly	Term 3 Week 7
All topics	Yearly Examination	50% Yearly	Term 4 Week 3

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



Commerce

Units of work

Consumer and Financial Decisions
 Promoting and Selling
 Law, Society, and Political Involvement
 Investing
 Travel

Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Consumer and Financial Decisions	Topic Test	20%	Term 1 Week 8
Promoting and Selling	Research Report	20%	Term 2 Week 4
Law, society, and political involvement	Research Task	20%	Term 3 Week 5
Investing			
Travel			
All Topics	Yearly Examination	40%	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

Visions

Voices

Formal Assessments

Let's eat grandpa.

Let's eat, grandpa.

Correct punctuation can

Save a person's life.

Unit Topic	Task Outline	Weighting	Week Due
Images <ul style="list-style-type: none">Genre study & complimentary short textsFilm study	Creative Writing Task	30%	Term 2 Week 2
	Multimodal Task	30%	Term 3 Week 8
Voices <ul style="list-style-type: none">Shakespeare: plays and poemsSpeechesEditorialsLettersNon-literacy texts	Extended response/writing task	40%	Term 4 Week 4

*The Portfolio (Collection of Work) is an assessment that students will complete throughout Term 1, 2, 3 and 4. 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)

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

Food Technology

Units of Work

Hello Eats (Food Selection and Health)

Foodie Adventure (Food in Australia)

Snack Founder (Food Product Development)

The Hunger Games (Food Equity)

Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Hello Eats	Hand in assessment and practical	100% of Half Yearly exam 50% theory 50% prac	Term 2 Week 2/3
Snack Founder	Hand in assessment and practical	50% of Yearly exam	Term 3 Week 7/8
Yearly Examination	In class examination	50% of Yearly exam	Term 4 Week 4

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)

Mmmm INTERESTING!

The Fact: Peanuts are used to manufacture dynamite.

The Fact: It takes 12 honeybees to produce one tablespoon of honey

The Fact: Corn Dextrin- a common thickener used for junk food is also used as the glue on envelopes and postage stamps

The Fact: Fast food restaurants use yellow, red, and orange because those are the colors that stimulate hunger

The Fact: McDonald's Milkshake uses a ridiculous concoction of 50 chemicals, such as ethyl acetate, phenethyl alcohol and solvent, to 'imitate' the real taste of strawberry



Geography (Semester 1)

Units of Work

Biomes

Food Security

Urbanisation

Migration

Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Project based learning	Project based learning	50%	Term 1 Ongoing
Changing Places	Research Task	50%	Term 2 Week 3

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)

Australia's environment at a glance

Occupying an entire continent of some 7.6 million square kilometres, Australia is the sixth largest country in the world. Its ocean territory is the world's third largest, spanning three oceans and covering around 12 million square kilometres.

Nearly seven million square kilometres, or 91 per cent of Australia, is covered by native vegetation. Although this figure may seem high, many of Australia's desert landscapes are covered by native plants such as saltbush, albeit sparsely.

There are 17 Australian properties on the World Heritage List. The Great Barrier Reef, the Tasmanian Wilderness, the Wet Tropics of Queensland and Shark Bay meet all four World Heritage criteria for natural heritage, with Kakadu National Park, Uluru–Kata Tjuta National Park, Purnululu National Park, Willandra Lakes region and the Tasmanian Wilderness listed for both natural and cultural criteria. The Australian Fossil Mammal Sites (Naracoorte/Riversleigh), Lord Howe Island Group, Central Eastern Rainforest Reserves (Australia), Fraser Island, Macquarie Island, Heard Island and McDonald Islands and the Greater Blue Mountains Area are listed under the World Heritage criteria for natural heritage.



History (Semester 2)

Units of Work

Movement of Peoples

Australians at War (WW1 and WW11)

Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Movement of Peoples	Research Task: hand in	50%	Term 3 Week 7
Australians at War World War 1	Source analysis/topic test	50%	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)



Industrial Technology - Engineering

Units of Work

Engineered Structures

Engineered Mechanisms

Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Engineered Structures	Practical and Folio	35%	Term 2 Week 5
Half Yearly Examination	In class examination	15%	Term 2 Week 5
Engineered Mechanisms	Practical and Folio	35%	Term 4 Week 5
Yearly Examination	In class examination	15%	Term 4 Week 5

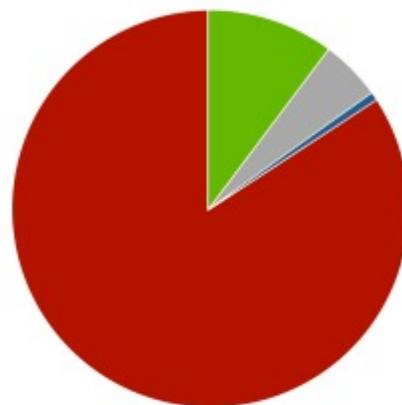
Formal and Informal assessment processes are used to compile reporting information.

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)



REASONS I BECAME AN ENGINEER



- \$\$\$
- CHALLENGE MYSELF
- DEVELOP PROGRAMS THAT MAKE PIE CHARTS
- BECAUSE A SPACE ELEVATOR IS TOTALLY GONNA HAPPEN WITHIN MY LIFETIME

Industrial Technology - Timber

Units of Work

Jewellery Box

Foot Stool

Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Jewellery Box	Practical and Folio	35%	Term 2 Week 5
Half Yearly Examination	In Class Examination	15%	Term 2 Week 5
Foot Stool	Practical and Folio	35%	Term 4 Week 5
Yearly Examination	In Class Examination	15%	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)



FACT

Timber is a 100% natural product.

Therefore no two pieces will be exactly the same.



Information and Software Technology – IST

Units of Work

Digital Media

Authoring and Multimedia/Robotics

Internet & Website Development

Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Digital Media Movie	Hand in – Video Editing Task	25%	Term 2 Week 2
Digital Media + Authoring and Multimedia	Examination	20%	Term 2 Week 4
Multimedia/Robotics	Hand in – Robotics Research Project	25%	Term 3 Week 6
All topics studies in Year 9	Yearly Examination	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)



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. 5.1, 5.2, 5.3) Refer to your Assessment Notification	In class assessment	20%	Term 1 Week 9
	In class assessment	30%	Term 2 Week 5
	In class assessment	20%	Term 3 Week 5
	In class assessment	30%	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)

	+		-		1
-		+		+	
	X		-		29
-		X		-	
	X		-		-1
-10		9		1	

Try to fill in the missing numbers.
Use the numbers 1 through 9 to complete the equations.
Each number is only used once.
Each row is a math equation. Each column is a math equation.
Remember that multiplication and division are performed before addition and subtraction

	1		6		-10
-1	6	-	1	X	8
			X		
29	9	-	7	X	5
	+				
1	4	-	2	0	3

Music

Units of Work

Classical Music – Mozart

Music for Radio, Film, Television and Multimedia

Australian Music

Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Music for Film (Excursion T1)	Ensemble Performance (P) (Double Period)	50% (P)	Term 2 Week 2
Music for Film/Classical Music	Composition	10% (C)	Term 3 Week 6
Australian Music	Solo Performance (Double Period)	30% (P)	Term 4 Week 1/2
Aural and Musicology	Yearly Examination (Double Period)	10% (A)	Term 4 Week 5

Aural (A) 10%

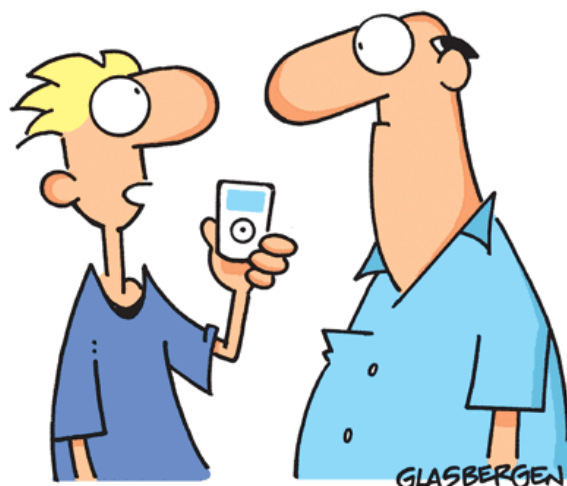
Performance (P) 80%

Composition (C) 10%

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)



**"THERE'S NOTHING WRONG WITH YOUR IPOD, DAD.
IT'S JUST TOO EMBARRASSED TO PLAY
THE KIND OF MUSIC YOU LIKE!"**

Personal Development, Health and Physical Education PDHPE

Units of Work

Term 1

Theory – Inclusive Australia

Physical Education – Indigenous Games and Movement and Composition, Athletics

Term 2

Theory – I Like to Move it

Physical Education – Improving Fitness

Term 3

Theory – Are You Ok?

Physical Education – Invasion Games

Term 4

Theory – Better Safe than Sorry

Physical- Striking/Fielding Games.



Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Semester 1			
Inclusive Australia	In class task/Research	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			
R U O K?	In class task	25%	Term 3 Week 9
Physical Education Units Semester 2	PE Assessment: movement competencies, tactical development and interpersonal skills	25%	Ongoing during semester 2 – concludes Term 4 Week 4/5

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!



Physical Activity and Sports Study PASS

Units of Work to be covered for the year:

Term 1

Theory – Body Systems and Energy for Physical Activity

Physical Education – Movement Applications/Integrated Component

Term 2

Theory and Physical Education – Event Management

Terms 3 and 4

Theory – Issues in Physical Activity and Sport

Practical – Movement Applications



Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Semester 1			
Body Systems and Energy	In class task	25%	Term 1 Week 8
Physical Education Units Semester 1	PE Assessment: movement and knowledge competencies, tactical development, interpersonal skills and participation	25%	Ongoing during semester 1 – concludes Term 2 Week 4
Semester 2			
Issues in Sport	Research Task/Hand in	25%	Term 3 Week 10
Physical Education Units Semester 2	PE 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)

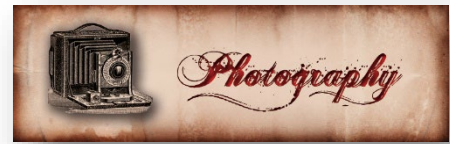


Photography and Digital Media PDM

Units of Work

Wet Photography

Digital Photography



Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Wet Photography	Research task (C/H)	20%	Term 1 Week 8
Wet Photography	Collection of works (A)	30%	Term 2 Week 5
Digital Photography	Research task (H/C)	20%	Term 3 Week 9
Digital Photography	Collection of Works (A)	30%	Term 4 Week 4

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

The First Photo of a Person Was Accidental

In 1828, Louis Daguerre took the first photo that captured a human being. His intention was to take a photo of the Boulevard du Temple in Paris. The man in his photo was standing in the street, getting his shoes polished. Since the exposure lasted for seven minutes, the man also got captured.



Science

Units of Work

Topic 1: Coordination, Response and Disease

Topic 2: Electricity and Waves

Topic 3: Atomic Theory

Topic 4: Plate Tectonics and Disasters



Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Coordination, Response and Disease	Depth Study	25%	Term 1 Week 8
Coordination, Response and Disease	Skills Test	25%	Term 2 Week 5
Electricity and Waves			
Electricity and Waves/Atomic Theory	Practical and Written Task	20%	Term 3 Week 6
All topics assessed	Yearly Examination (knowledge, understanding and skills)	30%	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)

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

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.

Study Topics

Celebrating Culture

Comprehension and Writing Skills

Study skills

Community Engagement



Formal Assessments

Unit Topic	Task Outline	Weighting	Informal assessment completed by
Celebrating Culture	Focusing on diversity and discrimination	25%	Term 1 Week 10
Comprehension and Writing Skills	Develop skills in understanding and writing	25%	Term 2 Week 10
Study Skills	Developing effective study strategies to consolidate and revise course content	25%	Term 3 Week 10
Community Engagement	Research fundamental movement skills and teach them to 4 & 5 year olds in the local community.	25%	Term 4 Week 10

Visual Art

Units of Work

Drawing

Watercolour Painting + Mixed Media

Ceramics



Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Drawing	Still life drawing (A)	15%	Term 1 Week 10
Watercolour	Haeckel image (A)	20%	Term 2 Week 4
Cockatoo Island	Research Task (C/H)	40%	Term 3 Week 6
Ceramics	Marine sculpture (A)	25%	Term 4 Week 5

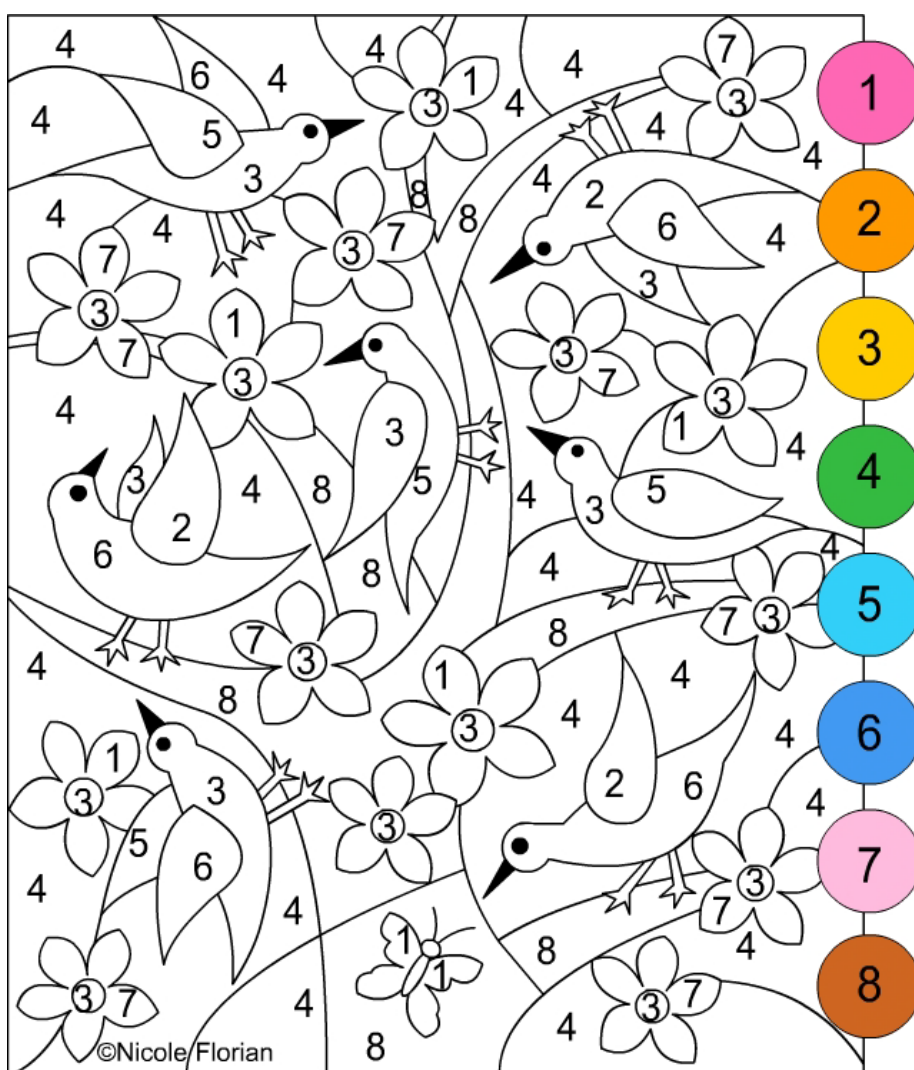
Artmaking (A) 60% :

Historical/Critical
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)





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: _____

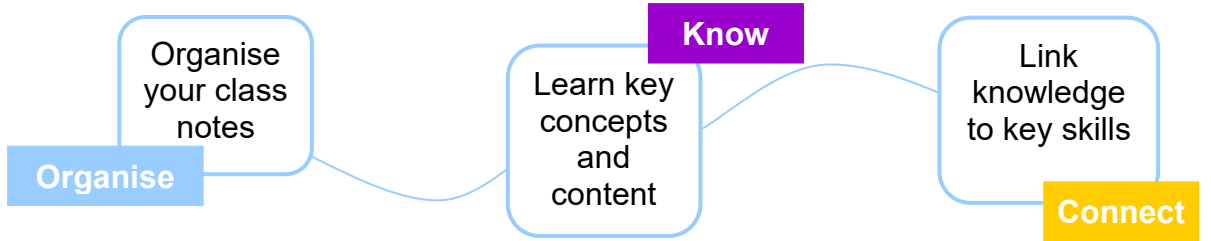
Penalty (where applicable): _____

- **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							