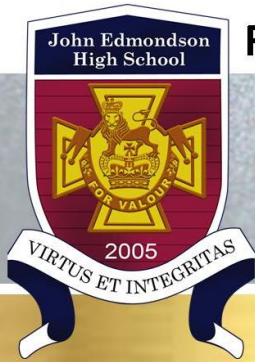




2024

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



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)



Promoting Student Health and Wellbeing.....

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

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

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

YOUTH
.GOV.AU

adin.com.au
Australian Drug Information Network


headspace

 **ENOUGH IS ENOUGH**
Anti Violence Movement Inc.


invitelife.org

Open Doors
Supporting lesbian, gay, bisexual and transgender young people


www.alcohol.gov.au


BLACK DOG INSTITUTE


youth
beyondblue


beyondblue
the national depression initiative

sane
AUSTRALIA


Kids
Helpline

 Carers
NSW
AUSTRALIA

**REACH
OUT.COM**

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

OxyGen.org.au

 **australian
drug FOUNDATION**

itsallright.org

counselling online
Professional drug and alcohol counselling

 **Lifeline**

NATIONAL DRUGS CAMPAIGN
NATIONAL DRUGS CAMPAIGN

13 11 14

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 your 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

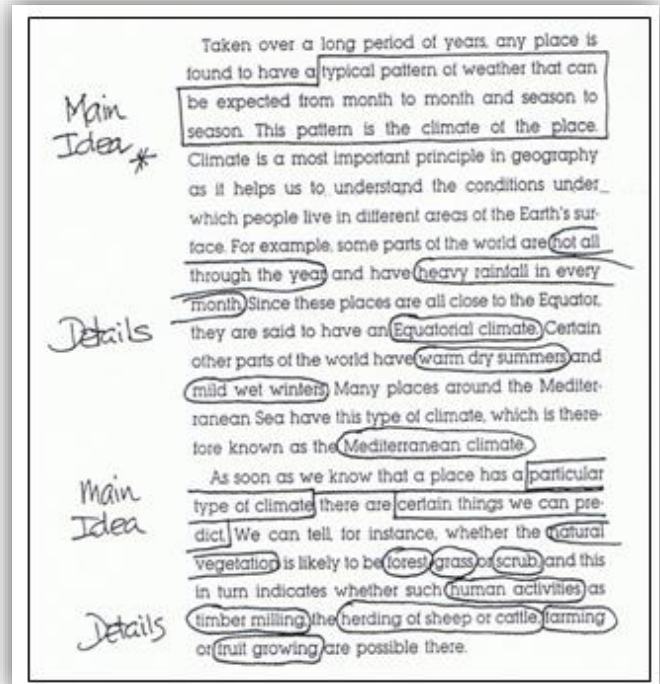
- Always reference your notes – date, title, author, chapter, page numbers, etc
- Key words should be highlighted for easy checking
- Underline and number in sequence when you edit
- File your notes away in a folder for later revision
- Keep course notes separate

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

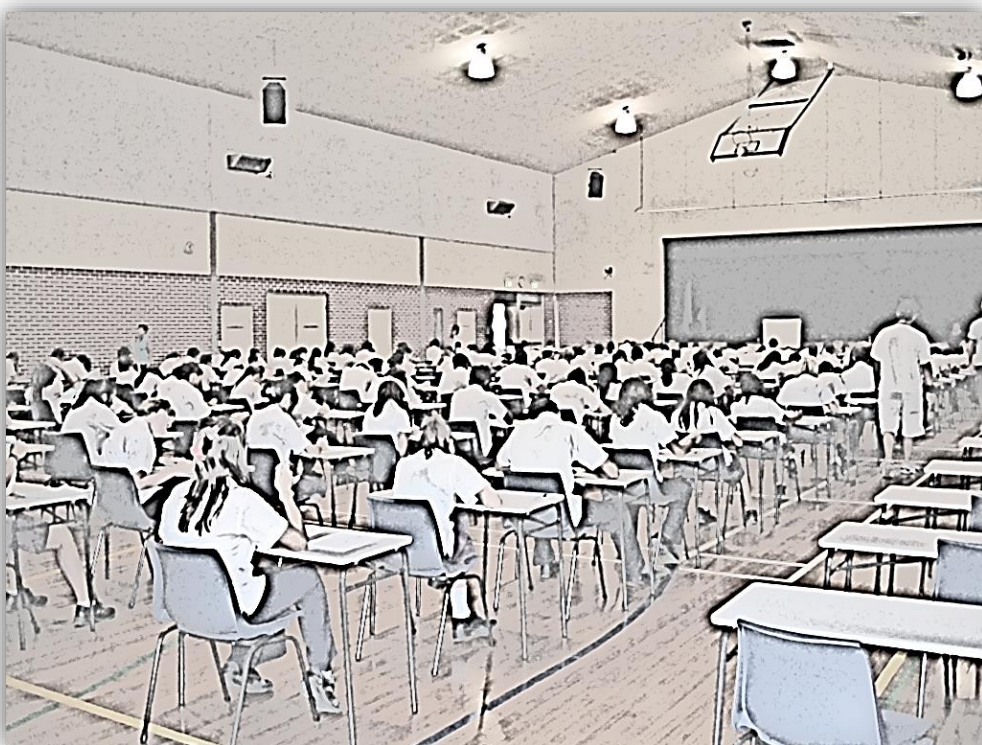
- Avoid rereading sections of your work that you already know
- Concentrate on the concepts, definitions, and special vocabulary that you need to know
- Draw diagrams wherever possible and label the parts

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

<p>HSC Key Words</p>	<p>Topic Concept:</p> <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?
<p>Clarify Define Identify List Recall Recount Summarise</p>	<p>Name and Define:</p> <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.
<p>Describe Demonstrate Distinguish Extract Outline Classify</p>	<p>Describe:</p> <ul style="list-style-type: none"> • What are the features/characteristics/properties? • Use examples.
<p>Apply Explain Account What/Why</p>	<p>Explain the Significance:</p> <ul style="list-style-type: none"> • What is the ... purpose/function? ... Cause and effect? • Use examples
<p>Analyse Examine Interpret Synthesise Predict How/Why</p>	<p>Analyse:</p> <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?
<p>Critically Analyse Compare Contrast Discuss Recommend</p>	<p>Critically Analyse:</p> <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?
<p>Construct Deduce Evaluate Extrapolate Investigate Propose</p>	<p>Evaluate:</p> <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?
<p>Critically Evaluate Assess Justify</p>	<p>Critically Evaluate:</p> <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?
<p>Appreciate</p>	<p>Appreciate:</p> <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?
DEFINE (identify main component)	DESCRIBE	EXPLAIN	ANALYSE	EVALUATE



JOHN EDMONDSON HIGH SCHOOL

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 the following, may form the assessment program:

- Oral/aural tests
- Reports
- Essay
- Assignments
- Research
- Practical work
- Field work
- Lectures and oral presentations
- Practical performance

Formal examinations

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 mark of zero will be 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 Head Teacher and a revised mark awarded if the appeal is successful. The student will still need to complete the task.
- The forms should be presented to the class teacher 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. The Head Teacher of the course will notify the student the outcome of the Request for Consideration.

4. Year 10 ONLY 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 and hence a Determination of Non-Completion of course.
- 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 the student's responsibility to complete that task promptly.
- If a student does not complete a task on the due date, their final assessment task will be reduced to zero.
- Year 10 students have 5 days to submit their 'Illness Misadventure' Application upon

their return to school after the missed task. 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/Head Teacher Secondary Studies. The student will need to complete that task or an alternate task upon return. For hand-in tasks, the Illness Misadventure Application 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)

- 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, or an alternate task. They will still need to submit an Illness Misadventure Application.
- Students must still complete set tasks even though a zero mark may apply. Failure to submit or complete a task regardless of an N Determination Warning letter being sent home to parents / guardians will deem that task unresolved.
- The Principal is the final arbitrator on any matters that arise regarding the final assessments. Where there is a Determination of Non-Completion of course requirements in a mandatory course, the student will not be eligible for the award of Record of School Achievement (ROSA) and may not be eligible to enter the Preliminary (Year 11) course. Any mandatory course not satisfactorily completed appears on the student's transcript of results as "Not Completed". Any elective course not satisfactorily completed will not appear on the Record of School Achievement (ROSA).

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 the course outcomes.**
- Where a student is at risk of a Non-Completion Determination, the school will advise the student and parent/caregiver in writing and/or via interview. In the case where a student has been awarded a zero in an assessment task, the student and parent/caregiver will be notified.
- Students whose **attendance** is unsatisfactory may not satisfy course completion criteria. They may receive an N Determination Warning letter regarding the classwork or assessments missed during the absence. Students may submit an Illness Misadventure Application covering their absence with the necessary evidence but all work (class and assessment) must still be completed to deem the N Determination Warning resolved.

N DETERMINATION FLOWCHART

Assessment task issue

- Tasks will include detailed marking criteria
- Tasks will be issued in class or electronically
- The task will be uploaded to the school's website
- A minimum of TWO weeks notice should be given for all assessment tasks



Assessment task submission

- Submit on the due date and time as indicated on the task



Incompletion of an assessment task or course work

- A zero-mark awarded unless doctor's certificate presented, or significant hardship determined – student's must submit and Illness Misadventure Application form
- A N Determination Warning Letter will be issued if student does not complete the task with diligence and sustained effort or if an adequate amount of classwork is not completed
- Parent/carer notified in writing
- Teachers will contact the parent/carer if a student is completing limited work prior to issuing and N Warning for course work



Issue 1st Warning

- An N Determination Warning Letter will be emailed or mailed to the parent/carer and the student with instructions for task/requirement
- Record of the N Warning and parent contact will be save on SENTRAL
- Teacher to contact parent regarding N Warning with resolution plan and supports



Student resolves task



Student does not resolve the task within two weeks of 1st warning letter or receives a further N Warning



Issue 2nd Warning

- A letter will be emailed and mailed to parent/carer and the student with instructions for task /requirement
- The letter will list previous N Warnings and parent contact will be saved on SENTRAL
- The Head Teacher of the subject or the Deputy Principal to contact parent regarding N Warning and with resolution plan and supports



Student resolves task



Parent/Carer Contact or Interview

- Parent/carer contact regarding previous N warnings and status for that subject
- Record of N Warning and parent/carer contact will be saved on SENTRAL
- Head Teacher of subject or Deputy Principal contacts parent/carer regarding N warning and with resolution plan



Referral to Year Deputy

- Supports coordinated
- Determination paperwork at key dates

NESA HSC Minimum Standard Online Test

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 will receive multiple chances to sit these tests.

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>

Year 7-10 continued

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) Student's need to ensure that the work they submit is their own. Student's must not use Artificial Intelligence (AI) and claim it as their own work.

English

Unit Topics

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

Poetry

Novel

Drama

Film



Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Identify <ul style="list-style-type: none">PoetryOther short, related texts	Reading Task	30%	Term 1 Week 10
Change <ul style="list-style-type: none">Novel	Creative Writing	Formative Task	Term 2 Week 9
Resilience <ul style="list-style-type: none">Drama	Multimodal Task	40%	Term 3 Week 8
Heroes and Villains: <ul style="list-style-type: none">Film studyother short, related texts	Analytical Task	30%	Term 4 Week 3

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: There, 4: They're, their, there.

Geography (Semester 1)

Units of Work

Water in the World

Place and Liveability

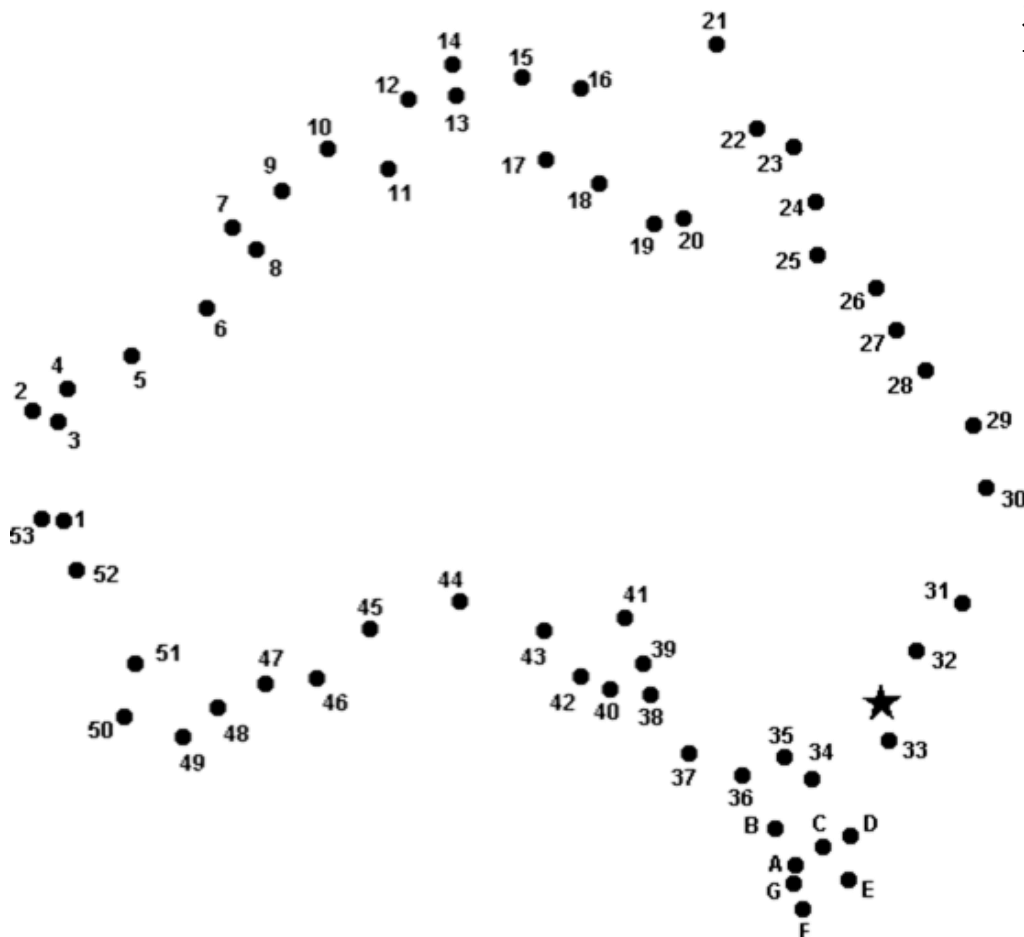


Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Water in the World	Topic Test	50%	Term 1 Week 7
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	
Space	Statistics	Probability	Working Mathematically

Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
<ul style="list-style-type: none"> • Computation with integers 	In class assessment	20%	Term 1 Week 7
<ul style="list-style-type: none"> • Computation with integers • Data classification and visualisation 	In class assessment	30%	Term 2 Week 4
<ul style="list-style-type: none"> • Fractions and decimals • Algebraic techniques 	In class assessment	20%	Term 3 Week 6
<ul style="list-style-type: none"> • Algebraic techniques • Probability • Properties of geometrical figures 	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.

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– Power in Relationships

Physical Education – Court/Net/Cultural Games

Term 4

Theory – Safety First

Practical- Fun in the sun



Formal Assessment

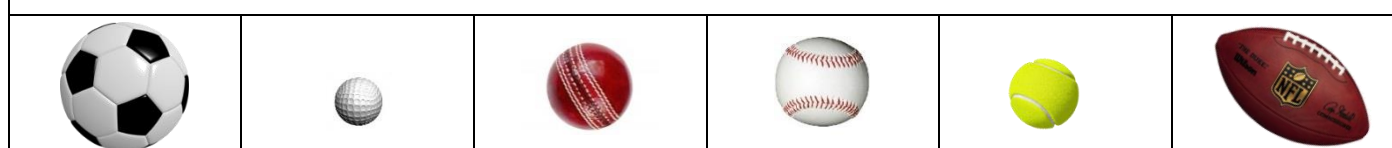
Unit Topic	Task Outline	Weighting	Week Due
Semester 1			
Lean on me	Take home task	25%	Term 1 Week 10
Physical Education units Semester 1	PE assessment; Movement competencies, tactical development, and interpersonal skills	25%	Ongoing during semester 1 – concludes Term 2 Week 4
Semester 2			
Power in relationships	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 – 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



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	25%	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/Forces	Depth Study	25%	Term 3 Week 4
All topic assessed	Yearly Examination (knowledge, understanding and skills)	25%	Term 4 Week 2

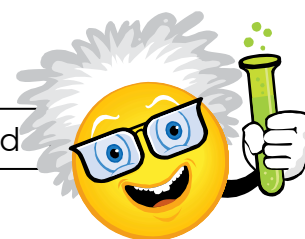
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The overall achievement in this subject will be based on FORMAL assessment results and INFORMAL assessment (classwork)

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

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
 Printmaking



Formal Assessment

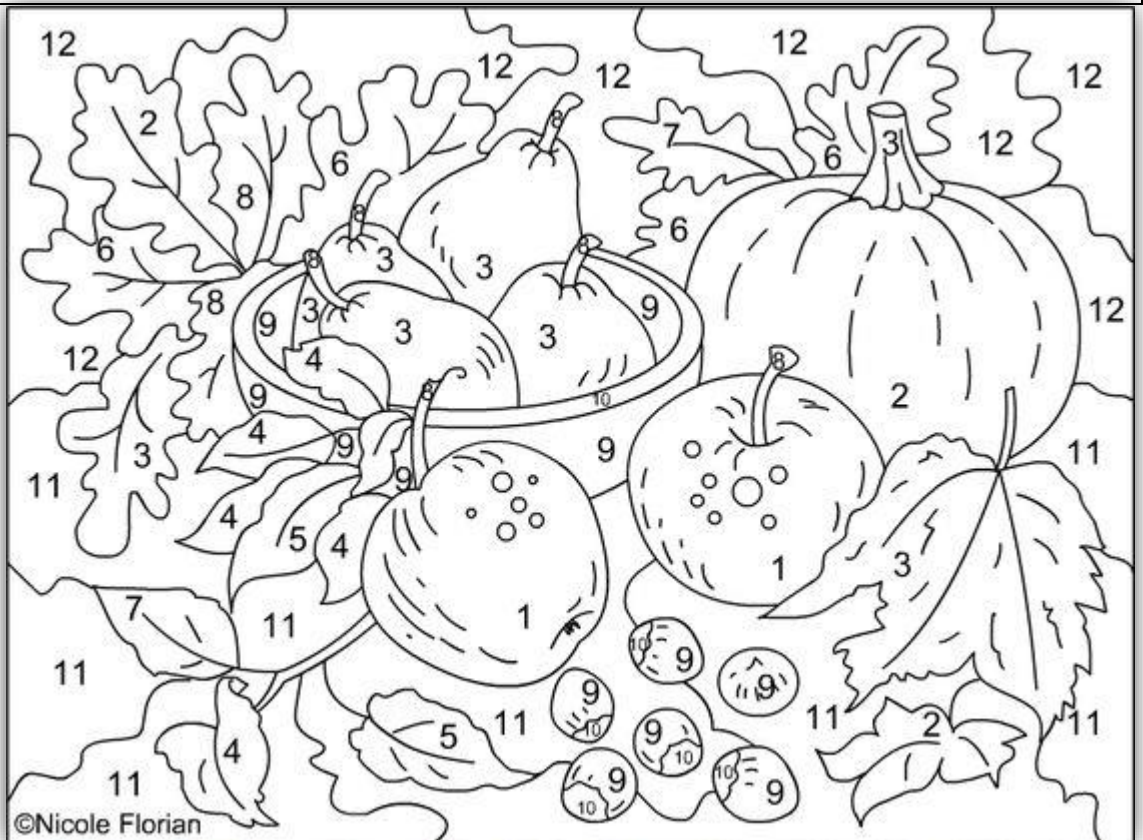
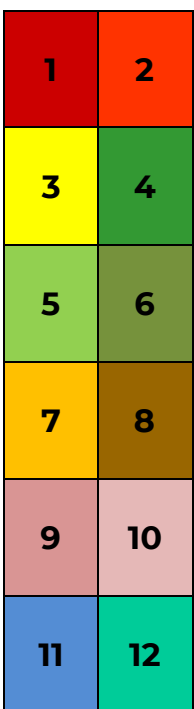
Unit Topic	Task Outline	Weighting	Week Due
Ceramics	Clay Sculpture (A)	35%	Term 2 Week 4
POP#1	Research Task (C/H)	30%	Term 3 Week 7
Drawing	Graphite Sketch (A)	35%	Term 4 Week 4

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): _____

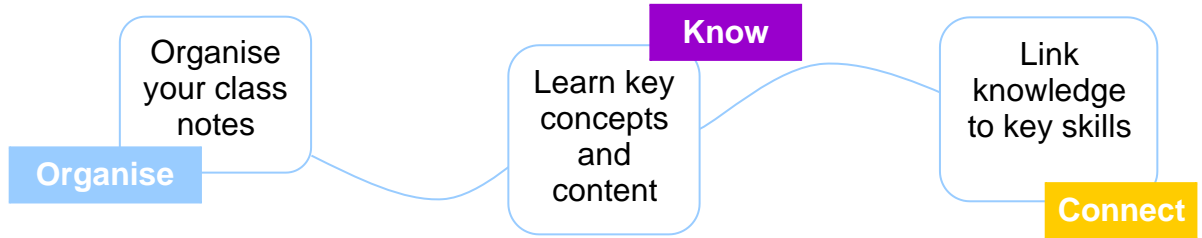
- **A penalty of 10% reduction per day of the highest possible mark, will apply**
- **After 3 days a mark of zero will be recorded, however, completion of the task will still be required**

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							