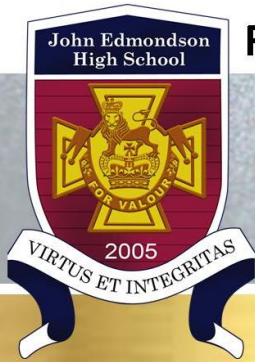




2024

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



## 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**

**headspace**

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

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

**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 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**  
13 11 14

**NATIONAL DRUGS CAMPAIGN**

## Study Skills

### Note-taking

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

### Skills for good note-taking

#### Preview

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

#### Setting out

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

#### Headings

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

#### What to write

- Write anything written on a blackboard or an overhead transparency
- Write everything, except definition, in 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

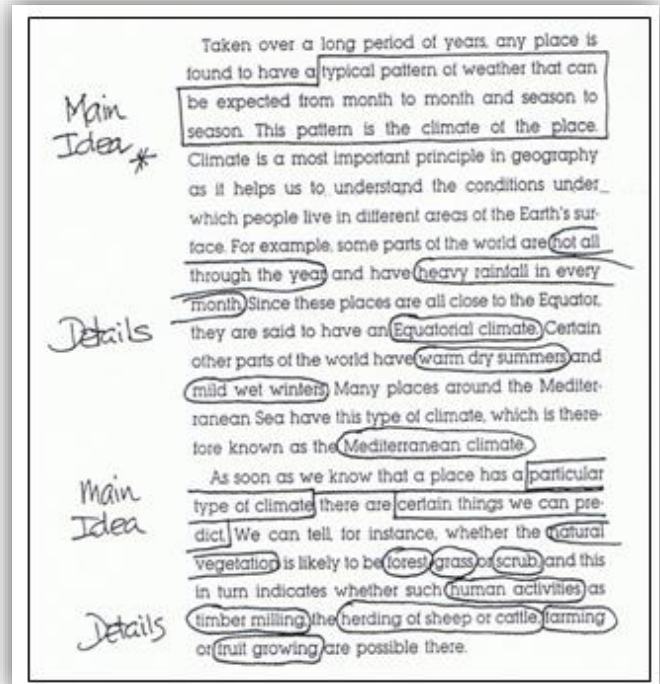
- Always reference your notes – date, title, author, chapter, page numbers, etc
- Key words should be highlighted for easy checking
- Underline and number in sequence when you edit
- File your notes away in a folder for later revision
- Keep course notes separate

## 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

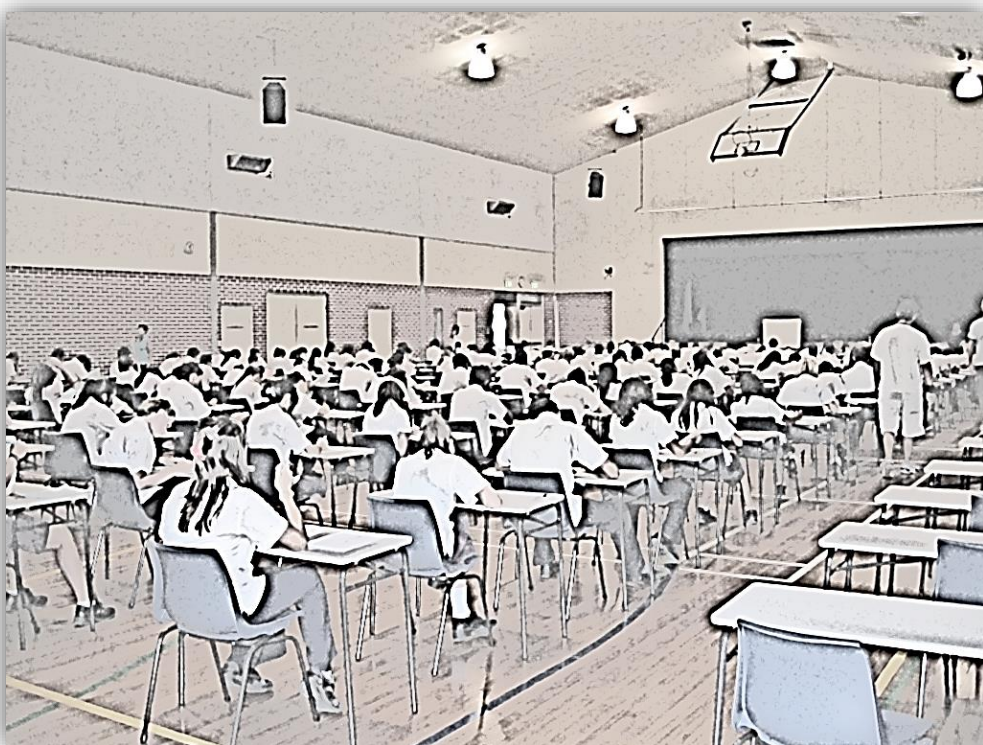
- Avoid rereading sections of your work that you already know
- Concentrate on the concepts, definitions and special vocabulary that you need to know
- Draw diagrams wherever possible and label the parts

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

# ALARM SCAFFOLD

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

# ALARM STEPS

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

					To what extent is the effect/impact effective?
				What is the effect and/or impact of the component?	What is the effect and/or impact of the component?
		What is the function or purpose? Give evidence to support. <b>'Why' may</b> need to be addressed.	What is the function or purpose? Give evidence to support. <b>'Why' may</b> need to be addressed.	What is the function or purpose? Give evidence to support. <b>'Why' may</b> need to be addressed.	What is the function or purpose? Give evidence to support. <b>'Why' may</b> need to be addressed.
	What are the features and characteristics?	What are the features and characteristics?	What are the features and characteristics?	What are the features and characteristics?	What 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?
<b>DEFINE</b> (identify main component)	<b>DESCRIBE</b>	<b>EXPLAIN</b>	<b>ANALYSE</b>	<b>EVALUATE</b>	



# 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 1<sup>st</sup> 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 1<sup>st</sup> warning letter or receives a further N Warning**



### Issue 2<sup>nd</sup> 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.

## Child Studies

### Study Topics

Small Beginnings: Modules 1 and 2

The Wonder of Life: Modules 3 and 4

To Grow On and On: Module 5

Appreciating Diversity: Modules 10 and 12

### Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Small Beginnings	Mother's Journal	30%	Term 2 Week 2
The Wonder of Life	Newborn Care Resources	35%	Term 2 Week 5
All topics	Yearly Examination	35%	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 9
Promoting and Selling	Research Task	20%	Term 2 Week 4
Law, Society, and Political Involvement	Research Task	20%	Term 3 Week 6
Investing			
Travel			
All Topics	Yearly Examination	40%	Term 4 Week 2



## Computing Technology

### Study Topics

Enterprise Information Systems

Software Development

### Formal Assessments

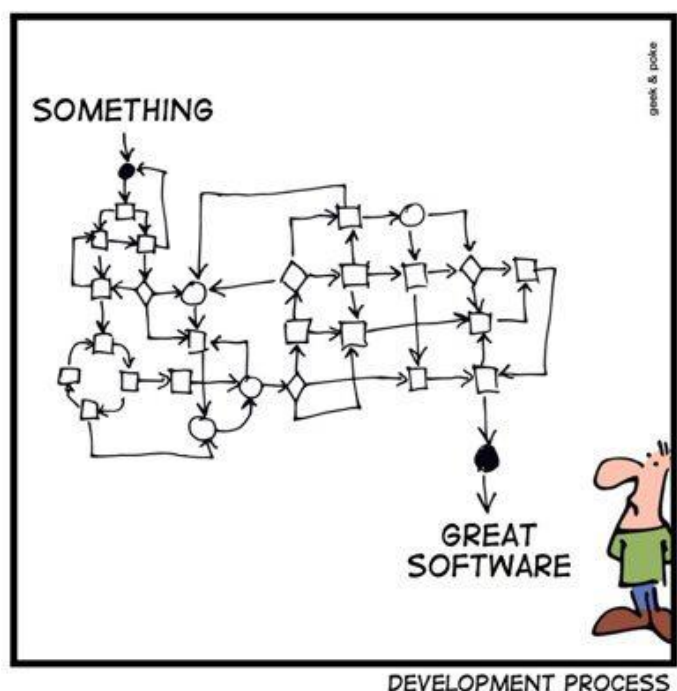
Unit Topic	Task Outline	Weighting	Week Due
Enterprise Information Systems	Hand in – research task	25%	Term 2 Week 2
Enterprise Information Systems and Data Analysis	Examination	20%	Term 2 Week 4
Software Development	Hand in – Mechatronic and automated systems project	25%	Term 3 Week 6
All topics studies 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 discussions, participation in group work.

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

### SIMPLY EXPLAINED



## 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
Power of Storytelling	Comprehension task	30%	Term 1 Week 10
Connection to Country	Formative task		Term 2 Week 4
The Underdog	Multimodal task	30%	Term 3 Week 9
The Language of Persuasion: Speak Out	Extended response task	40%	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)

**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
Sustainable Biomes	Examination	50%	Term 1 Week 9
Changing Places	Research Task	50%	Term 2 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)

### 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 (WWI and WWII)

### Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Movement of Peoples	Research Task	50%	Term 3 Week 7
Australians at War WWI and WWII	Source analysis test	50%	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)





## 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

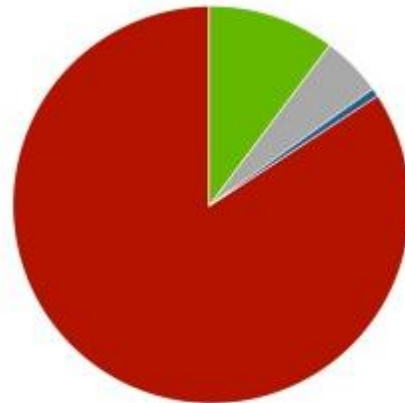
Formal and Informal assessment processes are used to compile reporting information.

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 - Metal

### Units of Work

Toolbox

Tack Hammer

### Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Toolbox	Practical and folio	35%	Term 2 Week 5
Half Yearly Examination	In class examination	15%	Term 2 Week 5
Tack Hammer	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)

## 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.

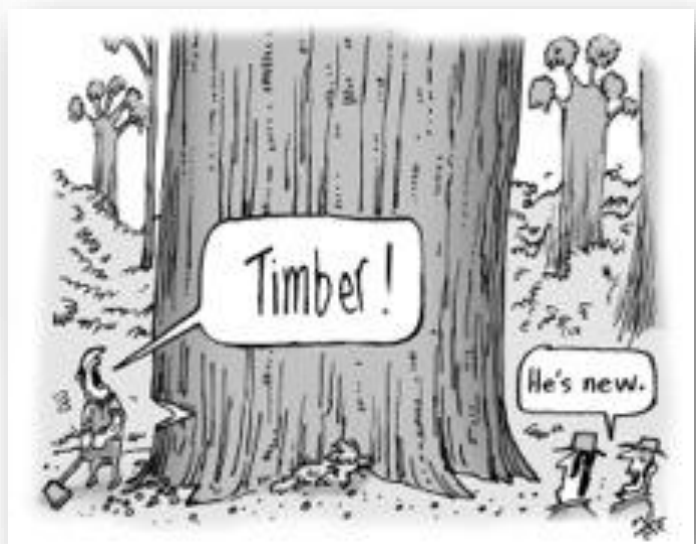
Informal assessment may include book work, class discussion, and participation in group work.

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.



## ISTEM

### Units of Work

3D CAD / CAM

### Formal Assessments

Unit Topic	Task Outline	Weighting	Week Due
Aerodynamics	Practical and folio	35%	Term 2 Week 5
Half Yearly Examination	In class examination	15%	Term 2 Week 5
3D CAD / CAM	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)

# Mathematics

## Units of Work

Number

Algebra

Measurement

Geometry

Statistics

Probability

Working Mathematically

## Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Depends on the core and path topics covered. Refer to your Assessment Notification	In class assessment	20%	Term 1 Week 9
	In class assessment	30%	Term 2 Week 4
	In class assessment	20%	Term 3 Week 5
	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)

	+		-		1
-		+		+	
	×		-		29
-		×		-	
	×		-		-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		9		-10	
-1	9	-	1	×	8
	-		×		-
29	6	-	7	×	5
	+		+		-
1	4	-	2	+	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 2/3
Music for Film/Classical Music	Composition	10% (C)	Term 3 Week 6/7
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 4/5

Aural (A) 10%

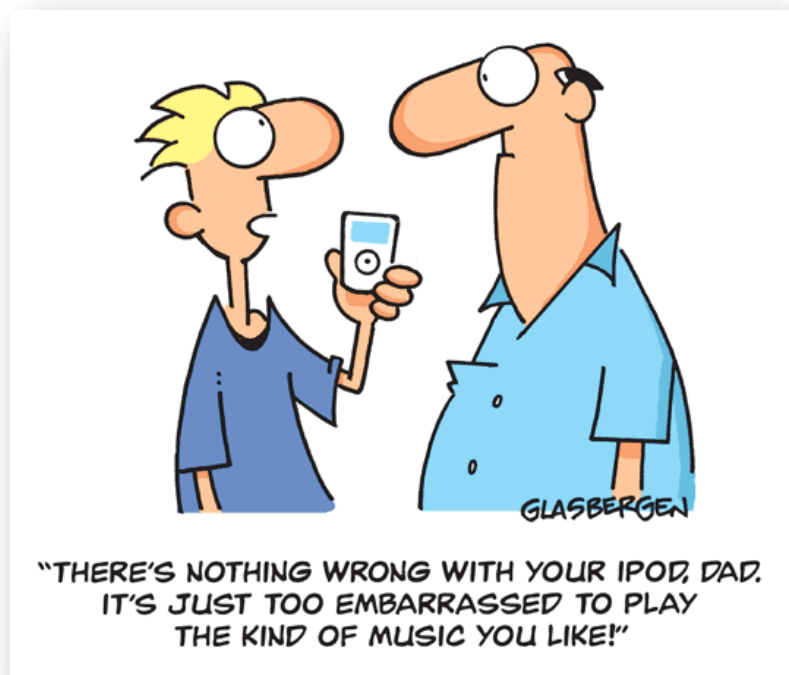
Performance (P) 80%

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)



## Personal Development, Health and Physical Education PDHPE

### Units of Work

#### Term 1

Theory – Inclusive Australia

Physical Education – Traditional Indigenous Games and Athletics

#### Term 2

Theory – I Like to Move it

Physical Education – Improving Fitness

#### Term 3

Theory – R U O K?

Physical Education – Invasion Games

#### Term 4

Theory – Better Safe than Sorry

Physical- Striking/Fielding Games.



### Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
<b>Semester 1</b>			
Inclusive Australia	Take home task	30%	Term 1 Week 10
Physical Education Units Semester 1	PE Assessment: movement competencies, tactical development and interpersonal skills	20%	Ongoing during semester 1 – concludes Term 2 Week 4
<b>Semester 2</b>			
R U O K?	In class task	30%	Term 3 Week 9
Physical Education Units Semester 2	PE Assessment: movement competencies, tactical development and interpersonal skills	20%	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)

### 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 – Alternative Sports

#### 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
<b>Semester 1</b>			
Body Systems and Energy	Take home task	25%	Term 1 Week 10
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
<b>Semester 2</b>			
Issues in Physical Activity and Sport	In class task	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)





## 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 Task	25%	Term 1 Week 9
Coordination, Response and Disease	Skills Test	25%	Term 2 Week 5
Electricity and Waves			
Electricity and Waves/Atomic Theory	Practical and Written Task	25%	Term 3 Week 6
All topics assessed	Yearly Examination (knowledge, understanding and skills)	25%	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)

### 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

## Visual Art

### Units of Work

Drawing  
Watercolour  
Ceramics



### Formal Assessment

Unit Topic	Task Outline	Weighting	Week Due
Drawing	Still life drawing (A)	15%	Term 1 Week 6
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 4

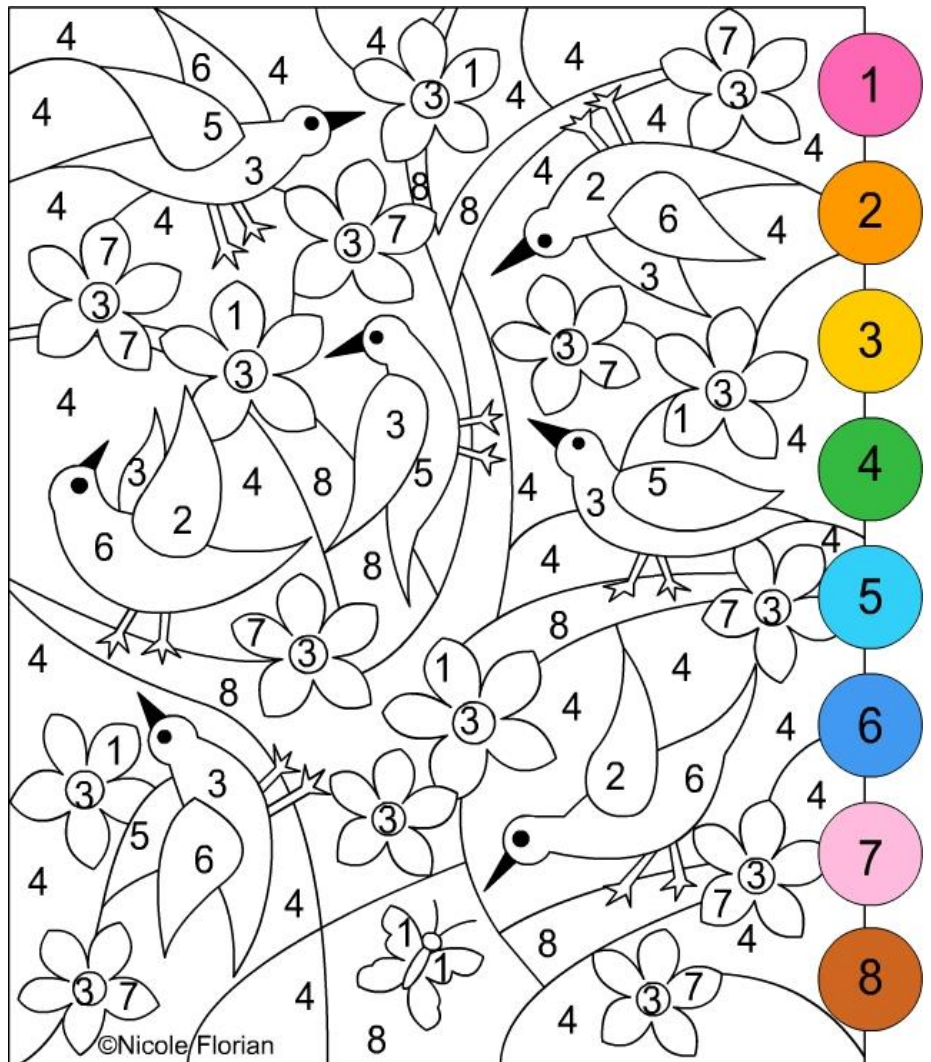
Artmaking (A) 60% :

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): \_\_\_\_\_

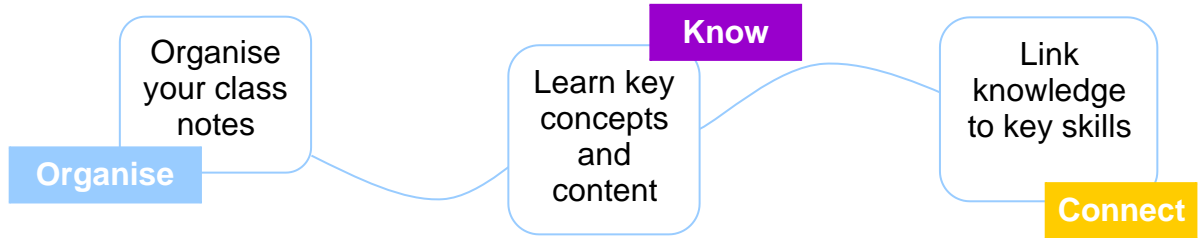
- **A penalty of 10% reduction per day of the highest possible mark, will apply**
- **After 3 days a mark of zero will be recorded, however, completion of the task will still be required**

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							