HIGHLIGHTS
FROM
THE BARK REPORT

- **Examples of incompetence, sabotage and corruption.**

- **Mental and physical abuse.**

- **Politicians prefer propaganda.**

THE 3Rs THE PROFESSIONAL WAY

HYBRID SCHOOLING

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EDUCATION

Abolish homework
including assignments

- Schools have no jurisdiction outside the school grounds.

- Being taught is compulsory; telling students to teach themselves is a contradiction.

- Homework has always been a chore with nagging parents; not very conducive to learning.

- Travelling to and from school, domestic chores, sport or some leisure time should be taken into account.

- **All work (including studying) should be done at school.**
  The necessary time could be made available by keeping students longer in school, by shortening the holidays and by **abolishing** time-wasting activities like pupil-free days, work experience or walking the streets one afternoon because that has nothing to do with physical fitness and losing weight!

HOW TO CLASSIFY ROBOTS

MORE ADMINISTRATION THAN

Key	Title	Comment
8102	MATHEMATICS	I am impressed with @N@'s improved commitment to Mathematics . Unfortunately, @T@ has contiued to struggle at this level
8103	MATHEMATICS	@U@ must ask more questions when having difficulties graspin g concepts, and spend more time on exam preparation.
8104	MATHEMATICS	has allowed @O@ results to slide a little this term. @U@ cer tainly has much more potential than this result indicates
8105	MATHEMATICS	is a capable mathematician, at this level, and needs to set high goals for himself
8106	MATHEMATICS	These results reflect a sound understanding of the mathemati cal concepts presented
8107	MATHEMATICS	is a capable mathematician at this level and should set high goals for himself
8108	MATHEMATICS	@N@ has done well on all fronts and must be commended for @O @ enthusiasm. @H@ exam answers show
8109	MATHEMATICS	@N@ is a committed mathematician, but @O@ results are a litt le disappointing. His examination exhibited far too many
8110	MATHEMATICS	This reflects a lack of thorough preparation - more applicat ion is required
8111	MATHEMATICS	certainly concentrates in class and applies himself fully to all assigned tasks, yet more time is required with exam
8113	MATHEMATICS	@N@ should be a little disappointed with this result. @U@ is a far better mathematician than this result suggests
8114	MATHEMATICS	@N@ needs to spend more time reading the question to ascerta in the method required to solve it. I am sure @T@ will
8115	MATHEMATICS	@N@ has been a co-operative member of the class and has work ed consistently. However, under exam conditions
8116	MATHEMATICS	needs to put further effort into specific preparation for ex ams
8117	MATHEMATICS	has worked efficiently and conscientiously throughout the se mester. I am impressed with his overall work ethic
8118	MATHEMATICS	has certainly acquired a thorough understanding of the conce pts presented and laid a solid foundation on which to
8119	MATHEMATICS	exam answers show the odd mechanical error, but @O@ grasp is firm and @O@ understanding is clear
8120	MATHEMATICS	It is pleasing to note that @N@ has decided to work a little harder this term to achieve results which are commensurate
8121	MATHEMATICS	I trust @N@ will continue to make the most of @O@ ability
8122	MATHEMATICS	Unfortunately, @N@ has not applied himself to a regular stud y programme and thus has suffered accordingly
8123	MATHEMATICS	is easily distracted and at times slow to get down to the ta sk at hand. Greater application is required
8124	MATHEMATICS	has done well on all fronts and must be commended for @O@ en thusiasm
8125	MATHEMATICS	comes to class consistently prepared and always asks appropr iate questions and invariably answers the more difficult
8126	MATHEMATICS	is to be congratulated on @O@ efforts this semester
8127	MATHEMATICS	At times, @N@ is a little careless and rushes @O@ work, resu lting in silly mistakes. More care is needed
8128	MATHEMATICS	must devote many hours to regular study routine if @T@ wishe s to achieve the results of which @T@ is capable
8129	MATHEMATICS	must improve @O@ study routine if @T@ is ever going to produ e a result commensurate with his ability
8130	MATHEMATICS	has tried quite hard throughout the semester
8131	MATHEMATICS	However, I feel @N@ does not understand some of the concepts and should be seeking more assistance when clarification is

TEACHING

123 TO CHOOSE FROM !

(SAMPLE ONLY)

SINCE TEACHERS CAN'T EVEN VISUALISE THEIR STUDENTS ANY LONGER, THEY MATCH THIS CRAP WITH PHOTOGRAPHS !

Educational corruption

- The original **Bark Report** (1998)–an almost 600-page document–revealed the disastrous exam results in a number of Public and Private schools in the Hawkesbury area. It was sent via Kevin Rozzoli to Bob Carr. Receipt was personally acknowledged. However, it was then forwarded to Education Minister John Aquilina who obviously preferred prosaic propaganda to the findings of someone with a rather unusually versatile practical and academic career.

- In 2009, the report was sent to Federal Minister Louise Markus. I received a Christmas card; the report disappeared!

- During the recent State elections, politicians promised to employ more teachers, a clear sign that, despite the fancy educational objectives and subsequent expected outcomes with the certainty of a 2-up game on Anzac Day, many students can't properly read, spell or find the answer to 3x4.
More bushfires attract more professional firemen. To use the same reasoning in Education stems from a thoughtless emotional outburst that originates in the primitive brain because teachers are not qualified the way electricians are. Teachers are only trained to apply assumptions, opinions and arbitrary theories concocted by unpractical scholars who find it necessary to disagree with each other at the cost of simplicity. They only write reports dictated by their nocturnal hallucinations. They never write a textbook that can be readily used in the classroom.

- Employing more teachers will only mean perpetuating the commercial crap that has been inundating the schools for the last 50 years.
Forget about learning can be fun.
- Spending $14 million on extra lights outside the schools is a mere decoy!
The bottom line is that children are being used (abused) to maintain the economy.

If the Government were so concerned about the wellbeing of students, why does it ignore the following article:

A worldwide epidemic

Finland. 26% of boys and 33% of girls aged 14 report recurring or chronic low back pain which increases with age and is the third most common pain interfering with school work or leisure time.

Denmark. 39% of children report back pain lasting at least one month. Middle back pain is more common in young boys and girls, whereas middle back pain and low back pain are equally common in older children. Of those with back pain, 38% report some type of consequence, usually either visits to a medical practitioner or an impaired ability to carry out physical activities.

France. Girls report more back pain than boys do, and most report pain in the lower back.

Italy. 79% of school children(with an average age of 11.7 years) consider their school backpacks are too heavy, and 34% carry more than 30% of their bodyweight at least once a week (a nearly 10 kilo bag for a 30 kilo child). This is proportionally more than the limits proposed for adults in Italy. 65.7% of young people said backpacks cause fatigue and 46.1% said they cause back pain.

New Zealand. Third-form students carry an average of 13.2% of their body weight in their schoolbags, while sixth-form students carry an average of 10.3% of their body weight:

13 kg

A new type of convict: mental and physical abuse.

There is no need to take should students have to carry only 1 or 2 pages are

books to school. Why a 600-page Maths book if needed?

As a matter of fact, we don't need books at all!

The **Back to Basics** collection (33 e-books) shows clearly that all scholastic material for both Primary- and Secondary schools can now be presented on **one DVD!** The advantages are enormous.

- No more back-breaking bags.
- No more expensive books.
- No need to destroy a whole forest.

The Hon Andrew Refshauge MP,
Minister for Education

Cattai, July 2004
30 Reedy Road, 2756

Dear Sir,

Mental Massacre in the Maths Class

Einstein urged us to keep questioning. I did. However, the Educational Hierarchy is like Antarctica: Frozen.
Consequently, schools do not prepare students for the workforce as originally intended.

Eminent people have warned us:

1. From: **Assumptions underlying Australian Education by R. Freeman Butts, Professor of Education, Teachers College, Columbia University, U.S.A (Australian Council for Educational Research: 1955)**

"The chances for new ideas, different backgrounds and widening experiences are limited in a system that breeds its own teachers in its own schools and then gives them professional training in its own teachers' colleges."

"I found relatively little concern among teachers or inspectors to re-examine fundamentally their practices or assumptions. I did not find a widespread eagerness to think hard and long about the theory of education."

2. **The Bulletin** (15 May, 1976):
Australia's Educational Scandal: We're turning out millions of dunces.

3. **Spinoza's Law**: If facts conflict with a theory, either the theory must be changed or the facts.

4. **Carl Rogers**: "If we did away with the expert, the certified professor, the certified professional and the licensed psychologist, we might open our profession to a breeze of fresh air, to a surge of creativity such it has not known for years.

5.

Calculator philosophy

Although Spellcheck is only for literate people and a calculator is only useful to numerate ones, I believe that, if Numeracy had been taught from the very beginning with a calculator-albeit at the cost of mental expertise and keeping the brain cells exercised-the results would have undoubtedly been far better. The present complicated crap in the name of understanding has only led to anxious parents, problem children and frustrated, unnecessarily overworked teachers at the mercy of unscrupulous commercial enterprise and a Pontius Pilate type Board of Studies.

With this **Calculator Philosophy**, my Numbers in a Nutshell would have a dual purpose. As soon as teachers find that students lack behind for whatever reason, the "Calculator Only" system could be implemented either permanently or temporarily.

The philosophy is a simple one:

If you don't see very well, you use glasses.

If you can't hear very well, you need a hearing aid.

If you can't walk properly, you need crutches or a wheelchair. Similarly, if your IQ is too low to perform written or mental calculations, you should be given a calculator, at least you'll get familiar with numbers although the chance of becoming an accountant would be non-existent. So what?

Isn't that infinitely better than writing that Jack and Jill are trying, a stupid way of saying that they're incapable of doing what they are supposed to do.

This simple solution would eliminate all those expensive specialists who only write reports without solving any problems.

those of Piaget. To see the flaw in their reasoning, we must look at one of Piaget's simpler experiments. Before a young child he put two rods of equal length, their ends lined up, and then asked the child which was longer, or whether they were the same length. The child would say that they were the same. Then Piaget moved a rod, so that their ends were no longer in line, and asked the question again. This time the child would always say that one or another of the rods was longer. From this Piaget concluded that the child thought that one rod had become longer, and thence, that children below a certain age were incapable of understanding the idea of conservation of length. But what Piaget failed to understand or imagine was that the child's understanding of the question and his own might not be the same. What does a little child understand the word "longer" to mean? It means *the one that sticks out*. Only after considerable experience does he realize that "Which is longer?" really means, "If you line them up at one end, which one sticks out past the other?" The *meaning* of the question, "Which is longer?", like the meaning of many questions, lies in the procedure you must follow to answer it; if you don't know the procedure you don't know the meaning of the question.

From this fundamental error — the idea that our understanding of reality is fundamentally verbal or symbolic, and that thinking, certainly in its highest form, is the manipulation of those symbols — flow many other errors, and not just in the classroom. Having given a group of things the same label, because in a given context they have important qualities in common, we then tend to think and act as if they were permanently and in all respects identical.]

We are constantly talking and explaining, aloud or in print. But as classroom teachers know too well, our explanations confuse more than they explain, and classrooms are full of children who have become so distrustful of words, and their own ability to get meaning from words, that they will not do anything until they are shown something they can imitate.

THE UNDER-ACHIEVING SCHOOL

John Holt

Education is something a person gets for himself, not that which someone else gives or does to him.

Schools should be a resource, but not the only resource, from which children, but not only children, can take what they need and want to carry on the business of their own education. Schools should be places where people go to find out the things they want to find out and develop the skills they want to develop. The child who is educating himself, and if he doesn't no one else will, should be free, like the adult, to decide when and how much and in what way he wants to make use of whatever resources the schools can offer him. There are an infinite number of roads to education; each learner should and must be free to choose, to find, to make his own.

Children want and need and deserve and should be given, as soon as they want it, a chance to be useful in society. It is an offense to humanity to deny a child, or anyone of age, who wants to do useful work the opportunity to do it. The distinction, indeed opposition, we have made between education and work is arbitrary, unreal, and unhealthy.

Unless we have faith in the child's eagerness and ability to grow and learn, we cannot help and can only harm his education.

Both Maths and English have been corrupted to provide continuous employment for authors, bookmakers, teachers, exam designers, exam markers, exam statisticians, experts, social workers, counsellors, psychologists, police and drug squads.

Without subliminal advertising, bullshit discoveries, puzzles and having fun, pure arithmetic can easily be taught, learnt and practised in a few primary years.

MATHS, Lesson 1 : Demonstrating the idea that a number (pedantics talk about numerals to confuse everybody) is an abstract quantity.

From: Mister God, This is Anna by FYNN. (Fount paperbacks).

'If', said Miss Haynes to Anna, 'you had twelve flowers in a row and you have twelve rows, how many flowers would you have?' Poor Miss Haynes! If only she had asked Anna what twelve times twelve was she would have got her answer, but no, she had to start messing around with flowers and rows and things. Miss Haynes got an answer, not the one she expected, but an answer.

Anna had sniffed. This particular kind of sniff indicated the utmost disapproval.

'If', replied Anna, 'you grewed flowers like that you shouldn't have no bloody flowers.'

Miss Haynes was made of stern stuff and the impact of this answer left her unmoved. So she tried again.

'You have seven sweeties in one hand and nine sweeties in your other hand. How many sweeties have you got altogether?'

'None', said Anna. 'I ain't got none in this hand and I ain't got none in this hand, so I ain't got none, and it's wrong to say I have if I ain't.'

Brave, brave Miss Haynes tried again.

'I mean pretend, dear, pretend that you have.'

Being so instructed, Anna pretended and came out with the triumphant answer, 'Fourteen.'

'Oh no, dear,' said brave Miss Haynes, 'you've got sixteen. You see, seven and nine make sixteen.'

'I know that', said Anna, 'but you said pretend, so I pretended to eat one and I pretended to give one away, so I've got fourteen.'

FROM THE VERY BEGINNING, STUDENTS MUST BE MADE TO FEEL COMFORTABLE WITH NUMBERS much the same as with language BECAUSE ARITHMETIC IS A NUMBER LANGUAGE; showing pictures won't do; an accountant uses numbers.

Don't tell me how quick a calculator can perform 14x6 because it needs your clumsy fingers to operate it. To become a competent social being, you'll have to practise your brain, not your pen or your calculator otherwise, very soon, they'll all run out.

Lesson 2: Showing that counting 2 fingers + 3 fingers is slower than knowing that it is 5.

Lesson 3: Show light at the end of the tunnel. By learning less than a hundred numberfacts and recipes, most students can become competent calculators.

Schools play soccer without goalposts. Both English and Maths are presented as if it were Chinese; spellingwords and sums, endless sums; quantity rather than quality.
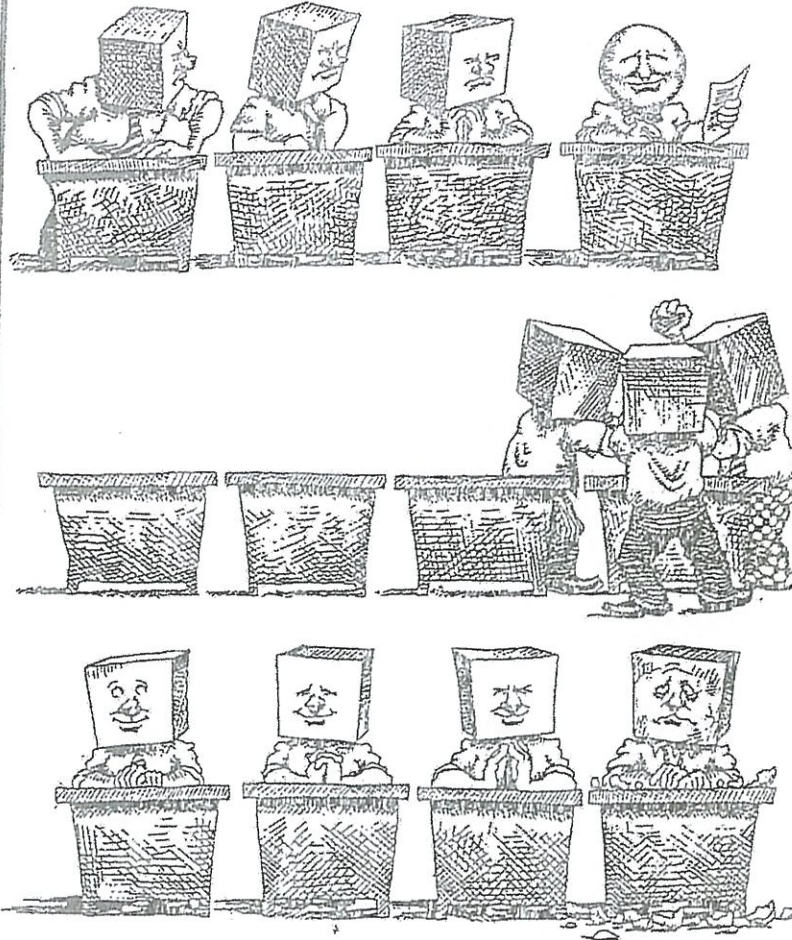
The effect of the bureaucracy on the creator is either to force him out of the organization by requiring him to submit to boring routine work or to stifle his creativity and let him lapse into bureaucratic apathy.

Miss E. Beaver, a probationer primary teacher, was highly gifted intellectually. Being inexperienced, she put into practice what she had learned at college about making allowances for pupils' individual differences. As a result, her brighter pupils finished two or three years' work in one year.

The principal was very courteous when he explained that Miss Beaver could not be recommended for permanent engagement. He knew she would understand that she had upset the system, had not stuck to the course of studies, and had created hardship for the children who would not fit into the next year's program. She had disrupted the official marking system and textbook-issuing system, and had caused severe anxiety to the teacher who would next year have to handle the children who had already covered the work.

The Paradox Explained

In most hierarchies, *super-competence is more objectionable than incompetence.*

Ordinary incompetence, as we have seen, is no cause for dismissal: it is simply a bar to promotion. Super-competence often leads to dismissal, *because it disrupts the hierarchy,* and thereby violates *the first commandment* of hierarchal life: *the hierarchy must be preserved.*

THE ROAD TO INCOMPETENCE

HOLLAND:

My grandfather never went to school. First he was a conscript in the Cavalry, then a labourer and an expert designer of chimneys. He built two houses. He couldn't read, but as far as the rest was concerned, Experience, Attitude, and Necessity were his Teachers.

My parents left school at the age of 12. In those days, the eldest or the smartest boy pursued further studies.

The Vikings had the same system: one boy worked the farm, the others went out fishing and raiding the coast of the Low Lands.

In Holland, before and during World War II, there were nine types of schools to cope with the different abilities and aspirations of students who left Primary School, which students attended from age 7, much in accordance with Steiner's ideas.

1. Extended Primary Schools.   2. Further extended Primary Schools.
3. Lower Technical Schools.   3. School for Home Economics.   4. School for Shop Assistants.
4. College   : Type A   (4 languages & maths.), 3 years. All standard subjects (no choice).
5. College   : Type B   (maths & 4 languages), 3 years. All standard subjects (no choice).
6. College   : Type A   (4 languages & maths   ), 5 years. All standard subjects (no choice).
7. College   : Type B   (maths & 4 languages), 5 years. All standard subjects (no choice).
8. Lyceum: :   (maths & 6 languages), 5 years. All standard subjects (no choice).
9. Gymnasium   :   (maths & 6 languages), 6 years. All standard subjects (no choice).

There were no Anti-Stress courses. How on earth can you be under stress with only five subjects to study for? I did fifteen during the War; towards the end, sitting on a pushbike in the living room, book on the handle bars, pedalling to generate light.

Worry is like a rocking chair; keeps you going, but gets you nowhere.

AUSTRALIA: Sir Harold Wyndham became Director-General In 1952.

During an interview (Sunday Telegraph, June 26, 1987) he says, "In 1915, there were 30,700 pupils in fifth class Primary School; only 3,500 went on to High School, another 2,600 went into Technical Schools, the rest disappeared from the educational scene at the age of 12.

It became clear to me that there was a spontaneous social demand for improvements to our Educational System. It became obvious that we would have to cater for increasing numbers of teenagers.

Our schools should not be regarded as training places for the workforce. If we were to start training scientists with purely commercial and pragmatic goals in mind we would end up with a collection of third rate scientists.
There is no educational justification for producing a stream of specifically qualified young people for particular callings.
It could well be that in 10 years time those callings will no longer exist and there is also the point that a community composed of highly-trained chemists and physicists who know no history is dangerous.

The BIG DRIVE NOW IS TO GET INCREASING NUMBERS OF STUDENTS TO STAY ON UNTIL THEY ARE 18.
This will provide THE GREATEST CHALLENGE FOR SCHOOLS IN THE NEXT HALF CENTURY."
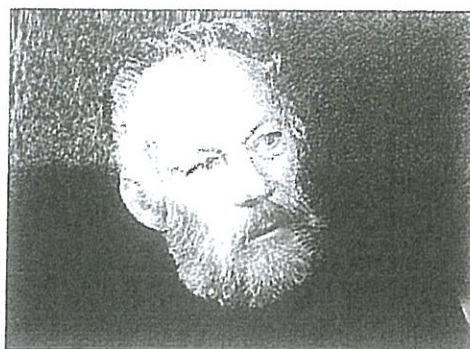
Author's Background
Born 20.12.1928

1. **H.S.C. (HOLLAND)**   1947
   4 Unit Maths, Mechanics, Technical Drawing
   Physics, Chemistry, Biology, Political Economy
   History, Geography, Dutch, English, French
   German, Art, P.E.
2. Certificate of Ability. Nautical College   Holland.   1949
3. Diploma 3rd. Mate, Sea Going Trade   Holland   1951
4. Diploma 2nd. Mate, Sea Going Trade   Holland   1954
5. Spanish Commercial Correspondence   Holland   1954
6. French Commercial Correspondence   Holland   1958
7. English Commercial Correspondence   Holland   1961
8. Language Studies: Friesian, Italian, B.A. French
9. High School Teacher: English & French   Holland   2 yrs
10. High School Teacher   Australia 14 yrs
    De La Salle, Ashfield
       Latin, French & English.
    St. Dominic's, Kingswood
       Creative Writing, English, Subject Master Technical Drawing
    Patrician Brothers, Granville
       Creative Writing, Mathematics, Subject Master Music
    Oakhill College, Castle Hill
       Creative Writing, Mathematics, Subject Master Technical
       Drawing, French & Art
11. Insurance & Real Estate Agent (Finance)
12. Owner Builder (Rammed Earth)
13. Hawkesbury Adult Education   Creative Writing, Spanish.
14. Professional Musician   Accordion. Flamenco Guitar.
15. Author of Textbooks   English & Mathematics
16. Private Tutor since 1976:   K-12
17. Soccer Coach

THE 3RS
THE PROFESSIONAL WAY
A. BARK, CATTAI. N.S.W. 2756

11.

QUI DOCET DISCIT

The Federation motto ('Who teaches, learns').

HOWEVER, NEITHER TEACHERS NOR STUDENTS LEARN MUCH, IF ANYTHING AT ALL.

- Incompetence is a handicap.

- Arrogant incompetence spells disaster.

- Authoritarian and arrogant incompetence is a crime when competence exists.

IGNORANCE IS NOT BLISS, IT RUNS THE SCHOOLS AND RUINS THE COUNTRY.

- The present Educational Titanic is beyond salvage.

- The captain has cataracts on both eyes.

- The officers are giving futile orders to a status-conscious, blindfolded crew so as to get the ill-fated, brittle scrapheap back on course although the polished compass stands in the newly created Iceberg Museum.

- The passengers are kept in the dark during the production of Excellence & Equity.

- The shipbuilders are designing survival courses in order to sell more lifeboats and jackets with chocolate whistles.

- The shipping company's executives are conducting quality control tests without being alarmed at the dismal results; they create employment for hungry experts swimming like sharks around the barnacled wreckage to devour at least two thirds of the indoctrinated and exploited victims thrown overboard.

Cattai Morning Herald.

> Psychology is a Science, Teaching is an Art.
> Sciences never generate arts directly out of
> themselves; an intermediary, inventive mind
> must make the application by use of its
> originality. (William James)

It's therefore absolutely useless to just issue "How to do" – sheets, a modern trend that is the result of incompetence and shallow thinking.

It needs much more to teach Art and Creative Writing. Those who only watch T.V., listen to commercial radios, participate in Trivial Pursuit Games, fill their stomachs, express likes and dislikes or give gut-inspired opinions, have no hope in hell; they are like people who turn the tap of an empty water tank. You can only grow crops when you plant seeds. You can only receive when you have given. If you have nothing to give but stars and stamps, you'd be better off working for the Department of Social Security.
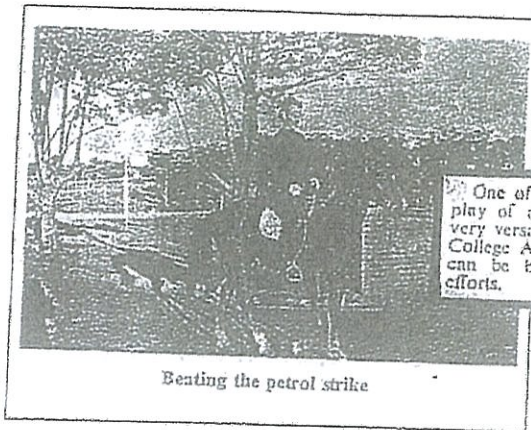
Beating the petrol strike

The Art Exhibition

One of the highlights of the Exhibition was the display of art work by the boys themselves. Under the very versatile and capable direction of Mr A. Bark, the College Art Master, these boys showed just what talent can be brought to light by encouragement in their efforts.

C. DAVEY, Fathers' Association

The author arriving at Oakhill College, Castle Hill.

THIS IS WHAT INSPIRED STUDENTS CAN PRODUCE WITHOUT SILLY PROGRAMS FOR THE SO-CALLED GIFTED AND TALENTED:

HAUNTED ORCHARD

Many a legend has been told about the haunted orchard but now I am here to see it for myself.

The sky is changing to a ghostly green, dotted with disfigured clouds. In the orchard all is still and quiet. But then, abruptly, the trees lurch upward from the ground and, before my frightened eyes, begin to battle and strangle each other. I spy two trees with distorted limbs interlocked and viciously scraping and tearing off one another's bark. The ground is wet with the blood of the trees.

The battle continues

Suddenly, in a burst of silver moonbeams, the trees freeze. Slipping back into the soil, they wait until the moon is shadowed by ghostly clouds before they come alive again.

A. YEN, Form 3A

Literary Section/Art

THE THUNDERSTORM

The cold shivery wind blows across the desolate land. The grey sky, laden with clumps of dull clouds, covers the countryside like a blanket of terror.

The rustling of leaves followed by a clap of thunder. A bolt of lightning strikes like the devil's fork across the sky and the clatter of rain and hail brings the storm to its raging climax.

Boom! The clouds clash in mighty fury while the devastating lightning crackles across the grasslands. The rain comes in all its merciless river of destruction. Finally the winds abate to a child's breath, the rain to a sprinkle, and the sun's glowing rays cut their way through
the dismal sky to bake the soil once more.

K. BIBLE, Form 1 Credit

Back to Basics

- *An Educational Revolution* -

The **Back to Basics Collection** is a combination of
old fashioned efficiency and *Professional Memory Training*
to promote interest and therefore learning.

This collection of 29 textbooks with titles covering Reading, Spelling,
Primary Maths, Secondary Maths, Foreign Language Courses, Literacy
for Dutch Primary Schools, contains a wealth of invaluable and unique
learning aids fine tuned over a period of 50 years.
It's the result of creative simplicity as well as a practical and
academic career.

It is available on electronic media (DVD) in the form of eBooks
suitable for Australian Schools and Homeschooling.

14.

Is there Life after School?

Poverty, suicide — our litany of shame

DO you want to know the truth about Australian children?

Not the cuties who appear in TV ads grinning over cereals or tinned pineapples.

Real kids — kids who grow up in the house next door, who play in the park, who sleep in the streets, kids who die young.

The cold hard facts about Aussie kids are shocking.

Some are hard to believe — but we can no longer turn a blind eye.

This is Australia's litany of shame:

● Up to 40,000 children in Australia are homeless, sleeping in refuges if they can get in, otherwise on the street, in parks or on the beach.

● There are 27,000 State wards throughout Australia.

● The number of children living below the poverty line has doubled during the past 10 years to one in five. The Australian Council of Social Services says there are 750,000 children living in poverty. The Institute of Family Studies says the figure is higher — 825,000.

● At least 100,000 children in NSW live below the poverty line.

● Half of Australia's three million children are looked after by outsiders during working hours, according to the Bureau of Statistics. Most go to pre-school or child care centres, the rest to relatives.

● 250,000 youths are unemployed — about 19 per cent of people that age.

● Since 1983 the suicide rate for teenage boys boys has increased from 248 to 290 a year. The number of teenage girls killing themselves almost doubled to 71 a year. An estimated 20,000 kids attempt suicide each year.

● Teenage prostitution is rife, with some as young as 11 and 12.

● Alcohol abuse is rampant among teenagers. Surveys have found 87 per cent of 12-year-olds drink — and by the time they are 15 and 16, 30 per cent go on regular binges of more than five drinks in a row.

● The number of kids killed by drugs has doubled this decade. Hard drugs killed 283 young people in 1985.

— FRANK WALKER

Teachers who issue these atrocious gimmicks, give nothing of themselves. By concentrating on this commercial trivia, they actually deny children the inner feeling that naturally follows work well done. It has nothing to do with positive encouragement. Since any crap is rewarded, it is not necessary to do well. As soon as children leave school, their inflated self-esteem will provide them with the same frustration as that when having a puncture. Future employers will pay the price.

IN PRECISION TEACHING, THERE IS NO NEED FOR STAMPS.

SICK →

G-GREAT NEWS

DSP AWARD

As you know,   is a DSP school (one of 56 schools in the Metropolitan West area which receives additional Government funding to run special projects as part of the Disadvantaged Schools Program).

Each year only 8 schools in the Region are identified as providing a program of exceptional quality for students using this additional funding.

            has been awarded a "Project of Excellence" Award for the work done in the area of Early Literacy last year. This award certainly puts a feather in   cap - and publicly acknowledges the high standard and quality of planning and implementation of Literacy programs in our school.

CONGRATULATIONS

To this week's Going for Gold achievers:
YELLOW PRINCIPAL'S AWARD
BRONZE CERTIFICATE AND BADGE
SILVER CERTIFICATE AND BADGE

MEETING THE CHALLENGE (CLICHÉ)

You should by now have received your invitation to our Education Week activities. Next Tuesday 10th September is our big day, with open classrooms, a whole school performance and a chance to see   "On Show". Make sure you join us for what is bound to be a terrific day.

Certificate of Merit

Effort in class

Date 20.5.98

Mathematics

7/10

AUSSIE OF THE MONTH:

The Aussie of the Month award for August goes to   . who was nominated and selected because of her leadership qualities. Congratulations   on being Aussie of the Month.   received her badge and certificate Tuesday morning at Assembly.

BISCUITS
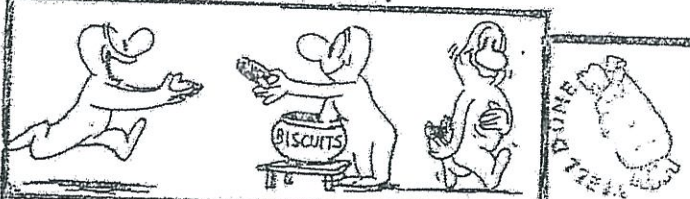
ORANGE PRINCIPAL'S AWARD
BLUE PRINCIPAL'S AWARD
GREEN PRINCIPAL'S AWARD

TOPS!

maths teacher award

Head Teacher Award

ART AWARD

A good try

CLASS MERIT CERTIFICATE

16.

Discover how to triple your child's education prospects

In a system of artificially created failures, it is not difficult to be labelled gifted. Schools use them to enhance their own status.

The children could be compared to the ones who left school at the age of twelve and to those that went on to High Schools and Technical Schools.

I would have been called ultra-gifted because I studied and learnt fifteen subjects. However, I had to work hard for them in order to be just an average student.

H.S.C. HIGHLIGHTS: 5000 OF THE 61000

The top 5,000

Which schools produced the top students

The teenage mother who came top of the class

The best by region

Top of the class – by subject

Congratulations! Your HSC results are the beginning of something great!

Grins all round as St Ignatius hands out three of the best

They studied Latin, physical education, classical Greek and visual arts. They attended elite private schools and State high schools and they were touring India, visiting Geneva and relaxing at home when told the news.

Jane Cass, from James Ruse Agricultural High, and Peter Wilson, from St Ignatius College, Riverview took the top positions.

Susan Smith, 18, from Oxley High at Tamworth, was the only student from a comprehensive _____ the list.

They are the 14 top achievers from the HSC class of 1996 who scored the same perfect Tertiary Entrance Ranking (TER) of 100.

The list of top performers comprises eight girls and six boys. Five attended government schools, eight were from private schools and one studied at an international school in Penang.

Every year the importance of your children obtaining a good education becomes more vital.

Sydney Girls High beats the odds

Protecting our major investment

GOOD WINE NEEDS NO BUSH

When performance is dismally low, PROPAGANDA flourishes.
The ecstatic author of this article, obviously in a state of prophetic inspiration and poetic rapture, desperately tries to get our minds of the raw reality. Education Week statements have the same flavour as New Year's intentions.

This kind of overpowering emotion is usually characterised by loss of self-control and sometimes a temporary loss of consciousness associated with educational mysticism. Unfortunately, it never is "CARPE DIEM", but always "MAÑANA."

Our children, the bright blossoms which flower into the future, are our most delicate, and most profoundly important natural asset.

Delicate by virtue of their inexperience and vulnerability to life's shocks; profoundly important because they inherit our hopes for the future. **To our children, we bequeath the duty of protecting and advancing our way of life so that they might enjoy it.** And handing on that bequest conveys on us a crucial responsibility - the responsibility for our children's education. The work we do as parents, as teachers, as role models, as guides and mentors to our children, will determine to a large degree the extent of their success and happiness.

The theme of this year's Education Week - *Values, standards and fair go for all* - is a thought-provoking encapsulation of our shared duty as educators and examples. It may also be considered as a marker point in the community debate about education. For education should be all about standards, standards of attainment, community standards. Teachers and parents must also accept that genuine education is attained only with the establishment of a set of values by which a person may lead a productive and decent life. And all children are entitled to an equal share in such an education. To offer them anything less is not "a fair go for all". In his Education Week message to children, parents and teachers, Education Minister John Aquilina emphasised the Government's determination to give every child the same opportunity to achieve his or her potential, regardless of their geographical or socio-economic circumstances.

Initiatives such as the appointment of more teachers to assist children with learning difficulties, considered changes to assessment procedures, extensive curriculum reform and a sharper focus on early childhood education will add significantly, Mr Aquilina believes, to standards of public education. Parents should understand the spirit of Mr Aquilina's message. The importance of formal schooling in our children's education cannot be overstated, but parents have an equally important role. Invariably, those who see a decline in education standards are the very people who look for a simple answer, the very people who would blame "the schools" for what they see as unsatisfactory educational outcomes. But maintaining educational standards has never been a matter of handing all responsibility for our youngsters' educational welfare to schools. Children whose parents understand the value of learning and of thought do best in school - and in life. Parents who cherish knowledge show their children the best example. This week - Education Week - is an opportunity for parents to join their children in the adventure of learning, to show them they are willing to help.

It's an opportunity we must not ignore.

18.

THE DECOYS.*

SAME CERTAINTY AS GOING TO HEAVEN. KNOWING THE FINAL SCORE BEFORE THE GAME.

What will my child learn in primary school?

T.V.
THE END OF LEARNING

Information & guide for Parents

The Board of Studies appreciates and supports community interest in the curriculum and recognises that parents wish to be informed about what their children will be learning.

The Board of Studies will continue to provide information to parents which will assist their children to learn.

For further information contact:

Board of Studies NSW
PO Box 460
North Sydney NSW. 2059

Telephone: (02) 925 8111
Facsimile: (02) 955 3557
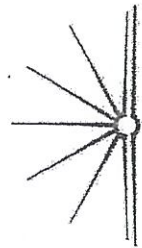
BOARD OF STUDIES
NEW SOUTH WALES
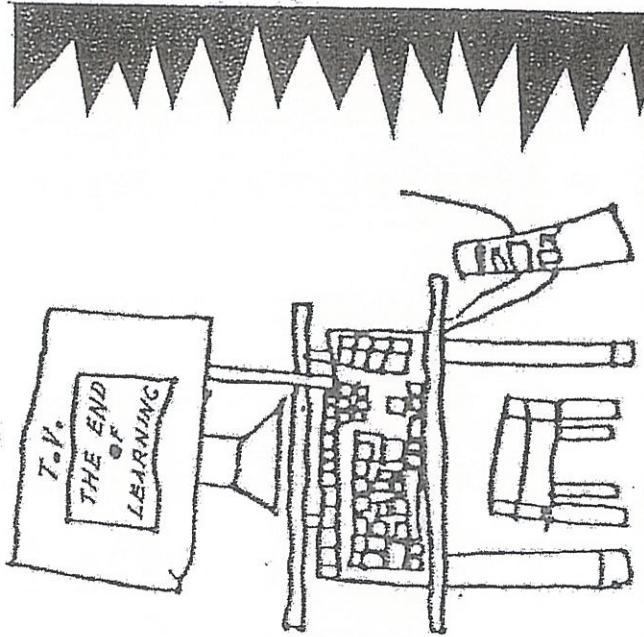
Our top minds

Primary School has out-thought a field of more than 700 players to take the national title in a hot new academic 'sport'.

The Tournament of the Minds has been contested by schools Australia-wide since 1990. The aim of the tournament is to teach youth creative problem solving techniques, stimulate curiosity, foster co-operative learning and teamwork and develop enterprise.

DINING & ENTERTAINMENT

Creative camp perfect for inquiring minds

Pupils learn about Bible in mission

School students learnt about Christ and the Bible from an entertainment-based school mission last week.

Our star student

Gifted students link talents for research

WELL DONE!

THE OTHER SIDE OF THE EDUCATIONAL COIN :
THE TELLTALES

1. The increasing number of aides, specialists, experts, and private tutors.

2. The fêtes, raffles, and the exploitation of children selling chocolates to raise money to buy more books, more gadgets, more computers, more stamps and fancier merit-certificates.

3. THE PERSONAL PROFILES: Pretty, Picturesque ePistles, Painstakingly Portraying, not Pupils, but work-exPerienced Puppets.

20.

EDWARD DE BONO:
THE USE OF LATERAL THINKING
BREAK THE STRANGLEHOLD OF LOGICAL THINKING

There are two opposite ways of improving a process.

The first is to recognise, and then remove, those influences that inhibit the process.

The second is to try and improve it directly.
However, it is not possible to dig a hole in a different place by digging the same hole deeper. It is not possible to look in a different direction by looking harder in the same direction.

Logic is the tool that is used to dig holes deeper and bigger, to make them altogether better holes. **But if the hole is in the wrong place, then no amount of improvement is going to put it in the right place.**
No matter how obvious this may seem to every digger, it is still easier to go on digging in the same hole than to start all over again in a new place.
Vertical thinking is digging the same hole deeper; lateral thinking is trying again elsewhere.
The disinclination to abandon a half-dug hole is partly a reluctance to abandon the investment of effort that has gone into the hole without seeing some return; there is a strong, practical commitment to it.
Yet great new ideas and great scientific advances have often come about through people ignoring the hole that is in progress and starting a new one.   *BACK To BASICS*
The reason for starting a new one could be dissatisfaction with the old one, sheer ignorance of the old one, a temperamental need to be different or pure whim.
This hole-hopping is rare, because education is designed to make people appreciate the holes that have been dug for them by their betters.
Adequacy and competence could hardly be built on the encouragement of general dissatisfactions with the existing array of holes. Nor is education really concerned with progress: its purpose is to make widely available knowledge that seems to be useful. It is communicative, not creative.

An expert is an expert because he understands the present hole better than anyone else except a fellow expert, with whom it is necessary to disagree in order that there can be as many experts as there are disagreements- for among the experts a hierarchy can then emerge. An expert may even have contributed towards the shape of the hole. For such reasons experts are not usually the first to leap out of the hole that accords them their expert status, to start digging elsewhere. It would be even more unthinkable for an expert to climb out of the hole only to sit around and consider where to start another hole. Nor are experts eager to express their expertise as dissatisfaction with the hole, for dissatisfaction is too easily expressed, and often more forcibly, by many others who have not earned the right to be dissatisfied.

So experts are usually to be found happily at the bottom of the deepest holes, often so deep that it hardly seems worth getting out of them to look around.
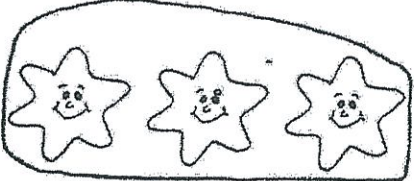
There is a comfortable, earned familiarity with a well-worked hole. Without a hole, how can the mind exert its well trained effort? The shovels of logic lie idle.

MATHEMATICS ?
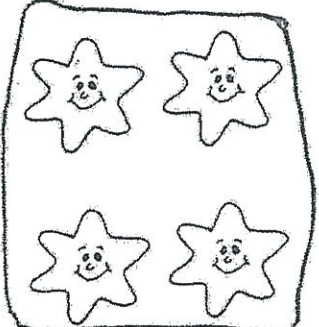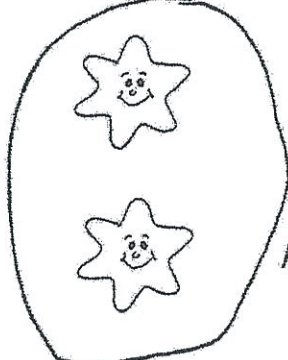
<u>Topic</u>: Number

TASK: In this activity the children were asked to demonstrate their ability to independently complete and understand simple addition sums. The children were given a flashcard of a sum to get started and then they could make up some of their own sums. The children could use maths equipment. draw and write about their sums if they wished.

SPIRAL CURRICULUM

and   PLUS   makes   EQUALS   4

$3 + 1 = 4$
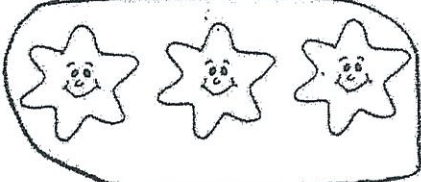
and   makes $\underline{2\,6}$

FALSE ENCOURAGE-MENT

BIG EFFORT

$4 + 2 = 6$

and   makes $\underline{2\,6}$

$3 + 3 = 6$

TO SHOW WHERE HE WENT WRONG

<u>X RAY REPORT</u>

Ben is showing an improving understanding of (adding) two groups (together) and has ? begun to represent these as a <u>number sentence</u>

NEW MATHS

22.

YR. 8

12 cm, 13 cm, 5 cm (triangle)

$P = \sqrt{b^2 + h^2}$ (crossed out)

$R = 113.09$ cm or 113.09 m ✗

SPIRALLING UNDERSTANDING
6 YEARS OF RESEARCH

$\frac{1}{4} \div \frac{7}{8} = \frac{7}{32}$ ✗
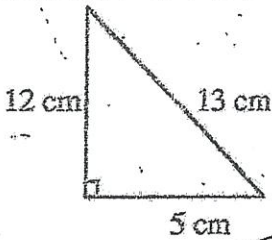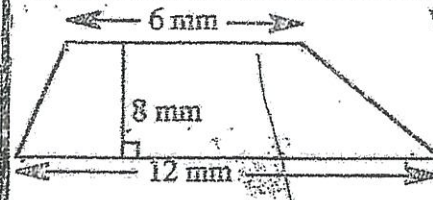
6 mm / 8 mm / 12 mm (trapezium) — What is the area of this trapezium?

$A = \frac{1}{2}bh$

$A = \frac{1}{2} \times 12 \times 8 = 48$

In the diagram, what is the value of x?
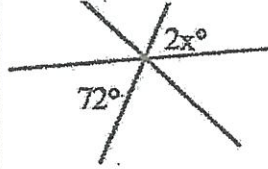
$2x°$ / $72°$

$72 = 2x$
$\frac{2x}{2x}$
$x = 36$ ✓

Solve the equation

AUTHORITARIAN INSTRUCTIONS! WHAT ELSE COULD YOU DO?

$2(x+3) = 12$

$2x + 6 - 6 = 12 - 6$
$2x = 6$
$\frac{2x}{2x}$
$x = 3$ ✓

A GOOD EXAMPLE OF
COMPULSORY INCOMPETENCE

STOP LOOKING FOR GIFTED CHILDREN; THEY WON'T SURVIVE ANYWAY!
PROPAGANDA

"NUFFINK"

WHAT OUR STUDENTS LEARN AT SCHOOL:

A STATEMENT BY THE GOVERNMENT OF NEW SOUTH WALES

Our schools exist to provide the basic skills and competencies that our children need to cope with the world now, with the next level of education and the world beyond. With family, household or community support, a student properly taught will develop respect for scholarship and will acquire the joy of learning.

In primary school children will learn:

1. How to read: The passport to all knowledge and the glories of all the world's literature.
2. How to write: They will learn how to express themselves in proper sentences and paragraphs strictly in accord with the rules of grammar and syntax. They will learn to handwrite fluently and gain the skills of the keyboard.
3. Mathematics: The development of mental skills in dealing with numbers and problems and the application of those skills to the use of calculators and computers as part of a child's understanding.

BLACK HOLE

WISHFUL THINKING PRIMARY

PARROTS

EARLY R.S.I.
ONE FINGER SKILL

POETIC PROPAGANDA WRITTEN BY THE COURT JESTER.

THANK ALLAH

MOST KIDS CAN WALK & TALK BEFORE THEY GO TO SCHOOL.

23.

STILL NOT RIGHT! WAKE UP!

QUESTION 7   AREA AND PERIMETER

1. Find the perimeter of:

4 cm

8 cm

2 cm

$18 cm^2$

UNNECESSARY

2. Find the area of:

a)

2 km

4.3 km

PLAIN STUPID

$20004.3 km$

b)

5 m

7 m

10 m

$35 m$
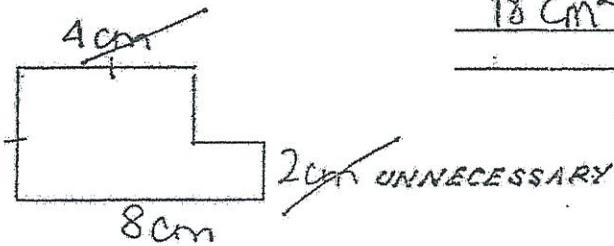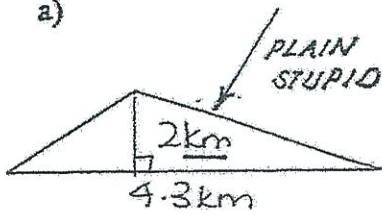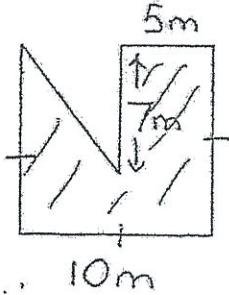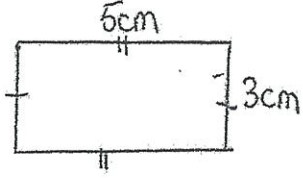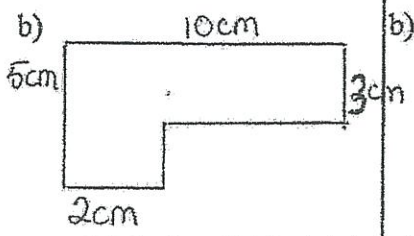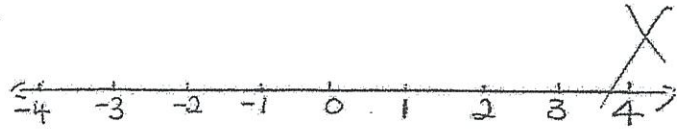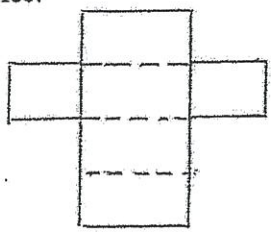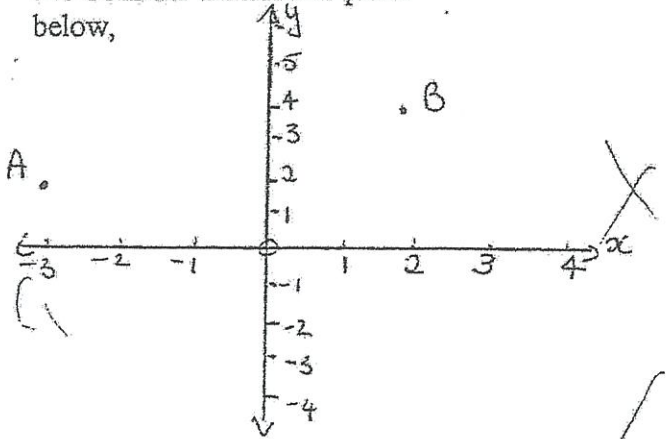
(3 marks)
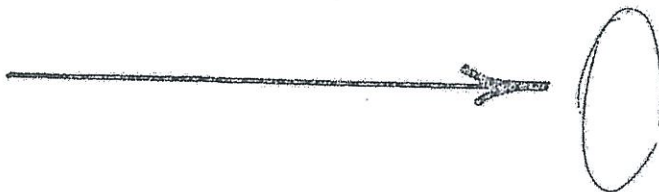
7 YEARS SPIRAL CURRICULUM

STILL DISCOVERING ?

QUESTION	ANSWER	QUESTION	ANSWER
30. Simplify the following		36. Calculate the perimeter of the following shapes.	
a) $6m + 7m =$	a) $13m$ ✓	a)	a) $\frac{9}{10}$ 90
b) $5a + 2b - 3a + 6b =$	b) 50	5cm 3cm	
c) $4a \times 3b$	c)	b) 10cm 5cm 3cm 2cm	b)
d) $a^3 \times a^5 =$	d)		
e) $a^{18} \div a^{10} =$	e)		
f) $(a^6)^2 =$	f)		
31. Expand, $2(m+3)$		37. On the number line below plot the points -3 and $2\frac{1}{2}$	
32. Write the next term 4, 12, 36, ...	$2, 6-$ $=68$ X		
33. What solid can be made from this net?	rectangle X	38. Consider the number plane below,	
34. Which transformation has occurred below?		a) Give the coordinates of point A and point B.	A(/) B(/)
35. Complete the following, a) 50 mm	a) cm	b) On the number plane plot the following points, P (-1, -2) and Q (2, -1).	
b) 7150 m	b) km		

$6\frac{1}{2}/51$.

THE WHOLE CLASS FAILED

- Ensure that your name and class are written clearly on each sheet of this test.
- Full working should be shown where space has been provided.
- Untidy work may not be marked.
- All questions should be attempted.

_____ Class: _____

In each diagram, what fraction has been shaded ?

(a)
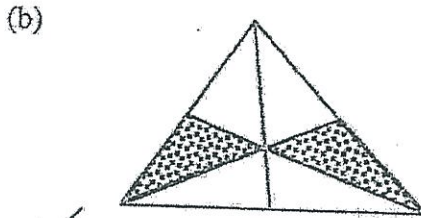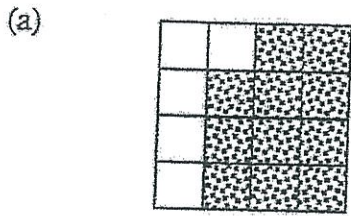
Fraction = __3 quarters__ $\frac{3}{4}$ ✗   (b)   Fraction = __quarter__ $\frac{1}{4}$ ✗

(a) If $\frac{1}{5}$ of my money is $2.50, how much have I got altogether ? __$5.00__ ✗

(b) $\frac{3}{8}$ of 24 = __half or 2__ ✗

(c) Complete: (i) $\frac{3}{4} = \frac{12}{24}$ ✗   (ii) $\frac{4}{5} = \frac{36}{\;} \; 13$ ✗

(d) Write in simplest form: (i) $\frac{35}{100} = \quad 3$ ✗   (ii) $\frac{24}{72} = \quad 3$ ✗

(e) Write as mixed numbers: (i) $\frac{5}{4} = \quad 1$ ✗   (ii) $\frac{28}{5} = \quad 1$ ✗

Write the simplest answer for each of the following:

a) $\frac{3}{10} + \frac{5}{10} = \quad \frac{8}{10}$ ✓ ✗   (b) $\frac{7}{8} - \frac{1}{8} = \quad 6$ ✓ ✗

c) $4 - 1\frac{1}{4} = \quad 1$ ✗   (d) $1\frac{1}{2} + 1\frac{1}{3} = \quad 2\frac{10}{12}$ ✓ ✗

e) $4 \times \frac{3}{8} = \quad 48$ ✗   (e) $2\frac{1}{2} \times 1\frac{3}{5} = \quad \frac{10}{10} \frac{6}{10} \quad \frac{16}{40} \; 2\frac{6}{10}$

③

VICTIMS OF THE SPIRAL CURRICULUM

Question 1

a) State Pythagoras' Theorem

add the squares of the two shorter sides to get the Hypotonus

b) What is the longest side of a right-angled triangle called?

The longest side is the Hypothesis

Question 2

Find the value of x

a)

$64 + 36 = 100$

$x \sqrt{100} = 10cm$ ✓

b)

$x =$
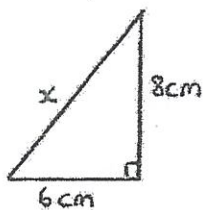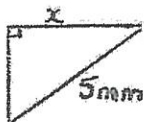
c) (leave your answer in surd form)
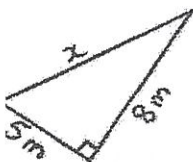
$64m + 25m = 89m$

$x = \sqrt{89}$

d) (leave your answer in surd form)

Question 3

a) A ladder 13m long just reaches the top of a wall. If its foot is 5m from the wall, how high is the wall?
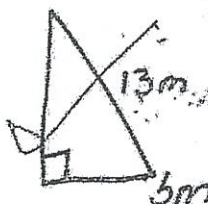
b) What is the length of the longest pencil that can fit into the rectangular prism shown below.
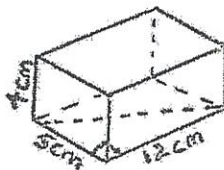
$\sqrt{185}$

```
 16
 25
144
185
```

c) A pole is steadied by three wires. Each wire is fastened to the pole at a point 12m above the ground and is anchored to the ground 9m from the foot of the pole. How many metres of wire are needed for the three wires?


```
144
 81
225
```

$\sqrt{675}m$

Present a short paragraph for silent reading. Example:

We are a nation of indolent people who do not like to do things for ourselves. Despite our mechanical skill, ingenuity, and resourcefulness, we tend to sit back as spectators rather than as participants. We accept opinions ready made. We listen to the radio for our ideas and opinions. We watch television or go to the movies instead of reading books or engaging in hobbies. We watch ball games instead of playing games.

Mathematics

Half Yearly Examination - 1998

Year 8

Notes •
  ◦ Ensure that your name and class are written clearly on each sheet of this test.
  ◦ Approved calculators may be used.
  ◦ Full working should be shown where space has been provided.
  ◦ Untidy work may not be marked.
  ◦ All questions should be attempted.

Name: _____ Class: 82

(1) Simplify

  (a) $500 + 600 + 740 =$ 1840 ✓

  (b) $60 \div 10 \times 7 =$ 42 ✓

  (c) $29 - (8 + 9) =$ 12 ✓

  (d) $4 \times 2 \div 3 \times 5 =$ 23 ✓

  (e) $26.85 - 18.95 =$ 7.9 ✓

  (f) $15^2 =$ 225 ✓

  (g) $\sqrt{576} =$ 1152 ✗

  (h) $\frac{3}{4} + \frac{1}{5} =$ $\frac{4}{9}$ $\frac{2}{3}$ ✗

  (i) Write $\frac{13}{20}$ as a decimal 13.20 ✗

  If $a=4$ and $b=5$ find the value of:

  (j) $a + 3b =$ 7b ✗

  (k) $2ab =$ 6b ✗

  (l) $9a - 5b =$ 4b ✗

(2) Find the value of:

  (a) $\sqrt{8^2 + 15^2}$ 14400 ✗

  (b) $\sqrt{13^2 - 5^2}$ $\sqrt{144}$ ½ ✓

  (c) $\sqrt{9^2 + 5^2}$ (to 1 dec.place) $\sqrt{106}$ ✗

(3) Find the value of x in each of these triangles:

  (a)
  12
  5
  x
  (6½)
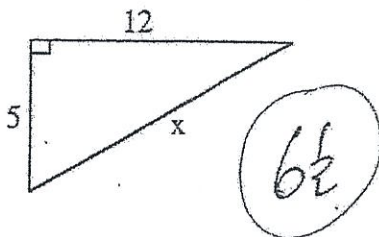
  x = 17 ✗

  3 WEEKS PYTHAGORAS
  12 X 40 MINUTES
  5+12 ! INSTEAD OF 5!
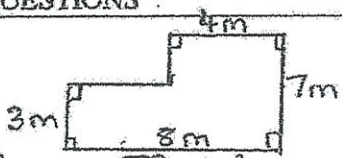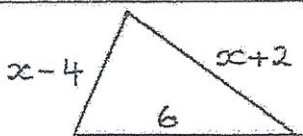
28.

oops!

YEAR 9 INTERMEDIATE
TERM 2, 1996

NAME:	CLASS:
MARK: $\frac{15\frac{1}{2}}{40} = 39\%$	GRADE:

PART A: Circle the correct answer for each question. Use the working column for your working.

QUESTIONS	WORKING
1. What is the area of this room? 4m, 7m, 3m, 8m (A) $22m^2$ (B) $30m^2$ (C) $40m^2$ (D) $52m^2$	$1\ 4\times7$ $II\ 3\times4$ $=28$ $=12$ $3\frac{I\!I}{4}\boxed{1}7 = 40m^2$
2. \$6 is divided in the ratio 2:3. The larger part is : (A) \$2.40 (B) \$3.60 (C) \$4.00 (D) \$9.00	$\frac{2}{3}\times6$ $= \$4.00$
3. In a choir of 40 students, 24 are girls. What percentage of the choir is boys? (A) 40% (B) 60% (C) $33\frac{1}{3}\%$ (D) $66\frac{2}{3}\%$	$40-24=16$ $16/40 = 2/5$ $= 0.4$ $A = 40\%$
4. Simplify $\dfrac{3+6d}{3}$ (A) $1+2d$ (B) $3+2d$ (C) $1+6d$ (D) $6d$	X
5. $x-4$, $x+2$, 6 The perimeter of this triangle is : (A) x^2+4 (B) x^2+12 (C) $2x+4$ (D) $2x+12$	$6+2-4=4$ $x+x=2x$ $=2x+4$
6. $3x-2(x-4) =$ (A) $x-4$ (B) $x+4$ (C) $x-8$ (D) $x+8$	$3-2=1$ $1\times x=x$ $1\times4=4$ $x+4$
7. 200g of coffee sells for \$3.80. Which of the following is equivalent to this? (A) 1kg for \$1.90 (B) 50g for \$0.90 (C) 300g for \$5.70 (D) 500g for \$9.05	X
8. Simplify $\dfrac{a^5}{b}\times\dfrac{a^2}{b}$ (A) $\dfrac{a^7}{b}$ (B) $\dfrac{a^{10}}{b}$ (C) $\dfrac{a^7}{b^2}$ (D) $\dfrac{a^{10}}{b^2}$	

29. 4

1991 YEARLY EXAMINATION

YEAR 9 - MATHEMATICS - ADVANCED

NAME: _____

TIME ALLOWED: 2 Hours.

INSTRUCTIONS:

* Answer PART A on the separate Answer Sheet.

* Answer PARTS B and C on this paper.

AUTORITARIAN   * Approved calculators may be used.

* Marks may be deducted for careless or poorly arranged work. *9 YEARS OF IT !*

****

PART A   (1 marks each)

1. "Slobbo" Jam is sold in four different sizes. Which represents the best value?

   (a) 250 g for $1.50
   (c) 450 g for $2.65
   (b) 375 g for $2.15
   (d) 500 g for $2.95

2. $\dfrac{1}{2x^3} = ?$

   (a) $2x^{\frac{1}{3}}$ (b) $2x^{-3}$ (c) $\dfrac{1}{2}x^{\frac{1}{3}}$ (d) $\dfrac{1}{2}x^{-3}$

3. $0.0000562 = 5.62 \times 10^n$.   n = ?

   (a) −5   (b) −4   (c) 4   (d) 5

4. $\sqrt{16c^{16}} = ?$

   (a) $4c^4$ (b) $4c^8$ (c) $8c^4$ (d) $8c^8$

A : 19
B : 9
C : 2+2=4 !
36.

1989 YEARLY EXAMINATION

YEAR 10 - MATHEMATICS - INTERMEDIATE

YEAR 10 YEARLY EXAM 1994

32%

CLASSES: 10.2, 10.3 and 10.4

NAME: _____

Time Allowed: 2 hours

6 m

12 m

$P = 12^2 \times 6^2$
$P = 1^2 \times b^2$
$P = 5184 m$ or $5.184 km$
X

INSTRUCTIONS:
* Attempt all questions
* Read each question carefully
* Calculators maybe used.
* Answers <u>only</u> required in Part A.
* Show necessary working in Part B and Part C (Lobes).
* Write your answers on this paper in spaces provided.
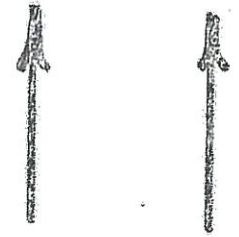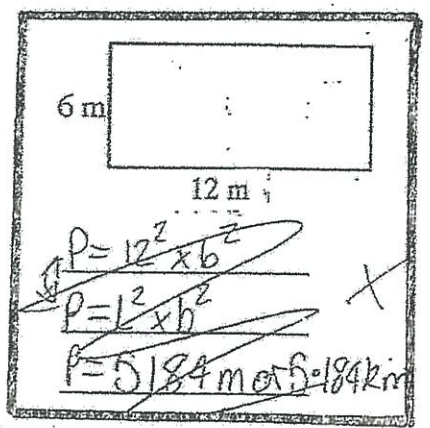
PART A - 1 Mark Each Question	ANSWER
1. $3^2 \times 3^5 = ?$	✓
2. Given that $9:8 = \ell:1$, Find the value of ℓ.	X
3. Write the ratio 160 metres to 4 kilometres in its simplest form.	@ 10 : X
4. Find the reciprocal of 32.	O ·031·5 X
5. $\frac{3}{4} \div \frac{9}{12} = ?$	1 ✓
5. What is the solution of the equation $\frac{X}{5} = \frac{1}{3}$	$x = 5$ X

	ANSWER
25. 9h 42min – 3h 53min =	5 hrs 49 min ✓
26. How many square metres in 3.8 hectares?	104 9356869
27. Write as an equation: Product of a and b decreased by 23 is 86.	ab.–23=86 ✓
28. When rolling a die, what is the probability of scoring a number smaller than 3?	½ ✗
29. Evaluate: $\frac{15.54}{15.76 - 11.32}$	3.5 ✓
30. Express 6.25% as a fraction in its simplest form.	$\frac{6.25}{100}$ ✗
31. What type of graph does the equation $y = x^2$ represent?	parabola ✓
32. Find the median of scores 5, 10, 5, 6, 8, 2	= 6 ✗
33. x is the complement of 38°, find the supplement of the Angle x.	128° ✓
34. Expand and simplify: $(x + 2)(x + 3)$	x^2+5x+6 ✓
35. What is the angle sum in a pentagon.	300° ✗
36. Tan X = 1.428. Find the value of X correct to the nearest degree.	That column has stuffed
37. find the value of Sin A.	A=0.314872 ✗
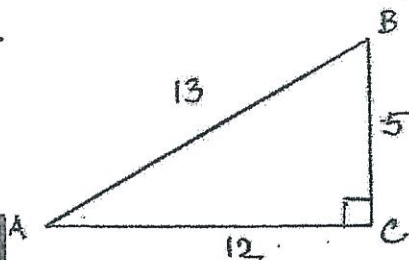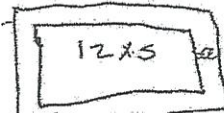
QUESTION	WORKING	ANSWER
7. Change 80km/h to m/s.	80km = 8000m 1h = 3600	~~80~~ =? X 8000m/3600S 1
8. A 10L container full of water is leaking at a rate of 80mL per hour. How much water will be left in the container after 3 days?	80mls perh norday=24h ? after 3 days 3 24+24+24=72 72h 10L ÷ 80L 1000-80	4·24L 0 X ½
9. The cost of paving is $25 per square metre. Find the cost of paving a path 50cm wide around a rectangular swimming pool which is 12m by 5m. THE RESULT →	25 pm² 50cm [12×5] 12×5= 60 ×25	$1450 RIGHT $1500 WRONG X ½
10. A train leaves Sydney at 8.50am and arrives at Bathurst at 12.20pm. Bathurst is 250km from Sydney. Find the average speed of the train. →	S 8.50 B 12·20 B 250km 8,9,10,11,12,1,=13,4,5,6,7,8 9,10,11,12 250 ÷ 13 h 10m	138¾km/h X

SABOTAGE
HALF MARK
FOR THE WRONG
ANSWER!

HIGHEST 53%

THE INFERNO:

2ND: 19%!

(A) 19

Name _____

Answer Sheet for Section A

Shade the letter which is your choice for the (most) correct answer for each question.

ASH WEDNESDAY →

	(A)	(B)	(C)	(D)
(1)	(A)	(B)	(C)	(D) ✓
(2)	(A)	(B)	(C)	(D)
(3)	(A)	(B)	(C)	(D)
(4)	(A)	(B)	(C)	(D)
(5)	(A)	(B)	(C)	(D)
(6)	(A)	(B)	(C)	(D)
(7)	(A)	(B)	(C)	(D)
(8)	(A)	(B)	(C)	(D)
(9)	(A)	(B)	(C)	(D)
(10)	(A)	(B)	(C)	(D)
(11)	(A)	(B)	(C)	(D)
(12)	(A)	(B)	(C)	(D)
(13)	(A)	(B)	(C)	(D)
(14)	(A)	(B)	(C)	(D)
(15)	(A)	(B)	(C)	(D)

	(A)	(B)	(C)	(D)
(16)	(A)	(B)	(C)	(D) ✓
(17)	(A)	(B)	(C)	(D)
(18)	(A)	(B)	(C)	(D)
(19)	(A)	(B)	(C)	(D)
(20)	(A)	(B)	(C)	(D)
(21)	(A)	(B)	(C)	(D)
(22)	(A)	(B)	(C)	(D)
(23)	(A)	(B)	(C)	(D)
(24)	(A)	(B)	(C)	(D)
(25)	(A)	(B)	(C)	(D)
(26)	(A)	(B)	(C)	(D)
(27)	(A)	(B)	(C)	(D)
(28)	(A)	(B)	(C)	(D)
(29)	(A)	(B)	(C)	(D)
(30)	(A)	(B)	(C)	(D)

19.5

8

Answer Sheet for Section B

Answers only are to be recorded in the space provided.

49·25

9·602

(B) 10

✓(1)	$24:60 = 7:5$ ✓	
✓(2)	$180 \div 4a^\circ = 45 \times$ 15.	(14) 1596 1595·74
?(3)	$60 - 12 = 18 = 6p = 30$ $p = 5$ ✓	(15) 43754 x
(4)	$x^2 = 7^2 + 5^2 = \sqrt{74} = x = 8·6$ ✓	(16) $620·5 = 620·48$ $m =$
?(5)	$4317 \times$ 4320000	(17) $3m - 1 = 40$, $3m = 41$ $m = 13·6$
✓(6)	$4:0$ 88 19.5	(18) $895·20$ ✓
✓(7)	$60 \div 2 = 6$ $97·6 = 98 \times$	(19) $1500x$ 105000
(8)	$a = 60^\circ$ 210° ✓	(20)
(9)	$360 - 107 - 94 - 139 = $	(21) $\$38168$ $\$708·45$
(10)	436700 ✓	(22) $x = 387$ $360 - 76 - 21 - 83 - 83 -$
(11)	Train arrives @ ·14am	(23) 13th NOV
(12)	$3955·40$ 295	(24) $44·8 cm^2$ 66·8
(13)	36 $\times$	(25) $1:200000$

2·9%

3·55

60

4.5

EARTH QUAKE

Number pattern problems YES! | YEAR SIX |

Group exercise

Work together on these number pattern tables. Make number sentences for each table using the frames when the pattern has been discovered. The first one is finished in colour.

(1)	
△	□
6	13
25	32
43	50
67	74
89	96
38	45
91	98

(2)	
△	□
7	49
1	1
9	
—	16
0	—
8	—
—	36

(3)	
△	□
6	42
9	63
	35
3	—
8	
	49
4	

△ + 7 = □ or
□ − 7 = △

IDENTIFY THE PROBLEM CLEARLY

Brainstorm together all the possible ways of solving the problem (without criticising any).	Determine the probable outcomes of each alternative.

THE PRECURSOR OF COMMITTEES

Students have been so busy discovering, that their **MEMORY BANK** is still empty. Unfortunately, these poor victims are, of course, to blame, **NOT THE STUPID SYSTEM.** Hence **THIS AUTHORITARIAN REMINDER:**

BASIC NUMBER FACTS

Addition and Subtraction

There are 100 basic addition and subtraction facts contained in the table opposite. You must know each fact.

SEE Note: $8 + 7 = 15$ SAY 15!
is read   8 plus 7 equals 15.
$9 - 7 = 2$
is read   9 minus 7 equals 2.

+	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18

NOBODY TEACHES THIS!

HOWEVER, the brain cannot absorb pure data; it has to be seen through the spectacles of an idea. (de Bono)

Make a number pattern from a rule
Complete these tables by following the rule
Rule: $\Diamond = 6 \times \square - 2$

?

synthetic division

```
    35)763
        350   10
        ─────
        413
        350   10
        ────
         63
         35    1
        ────
Remainder 28   | 21 Quotient
```

$$\frac{763}{35} = 21\frac{28}{35}$$

$$= 21\frac{4}{5}$$

8) 37
  8
  8
  8
  8
  . 4 5
        37

8) 37
  13
   — 4
        37

8) 37
  5 4
        37
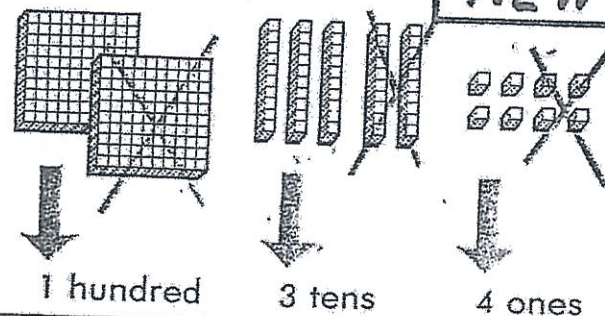
Senior Lecturer in Mathematics Education

Since students did not know the basic numberfacts, the HIERARCHY produced the most retarded methods under the banner of NEW MATHS.

THE TRAVESTY OF EDUCATION

THE DOCTRINAIRES & THE INDOCTRINATED

<u>DOCTRINAIRE</u>: A person who stubbornly attempts to apply a theory <u>WITHOUT REGARD</u> TO PRACTICAL DIFFICULTIES.

Subtract. Think of the top number. Take away.

GOOD ADVICE! FISH & CHIPS

| | AMATEUR NEW | PROFESSIONAL OLD |

MEANS ?

h	t	ones
2	5	8
−1	2	4
1	3	4

1 hundred   3 tens   4 ones

$$258 - 124 = 134$$

$$36 \times 80 = 0$$

36 × 8 tens 0 ones

no ones
8 tens by 6 is 48 tens.

4
36 × 80 = 80

3 tens
× 8 tens
24 hundreds

24 hundreds
+ 4 hundreds
28 hundreds

$$36 \times 80 = 2880$$

Subtract.

THIS IS ONLY ONE SUM!

IF WE DID THIS TO **ANIMALS**, THE R.S.P.C.A WOULD STEP IN.

th	h		ones
		6	12
5	3	7̸	2̸
−2	6	9	5
			7

2 ones; can you take away 5 ones?
No. Trade 1 ten for 10 ones:
6 tens 12 ones.
Subtract the ones.

th	h	t	ones
	2	16	12
5	8̸	7̸	2̸
−2	6	9	5
		7	7

6 tens; can you take away 9 tens?
No. Trade 1 hundred for 10 tens:
2 hundreds 16 tens.
Subtract the tens.

th	h	t	ones
4	12	16	12
5̸	8̸	7̸	2̸
−2	6	9	5
2	6	7	7

2 hundreds; can you take away
    6 hundreds?
No. Trade 1 thousand for
    10 hundreds:
4 thousands 12 hundreds.
Subtract.

$$5372 - 2695 = 2677$$

GENERAL INSTRUCTIONS

1. Read all the questions <u>carefully</u> and answer the question which is asked. Plan your time!

2. If given a choice of questions, <u>ensure</u> that you follow the instructions and answer what is required.

3. <u>Write your answers neatly and clearly - untidiness could incur loss of marks</u>
   AFTER YEARS OF EARLY CHILDHOOD EDUCATION & NEGLECT

4. If you have a question or other problem, raise your hand and a supervisor will come to you. <u>DO NOT</u> stand up or leave your seat.

5. <u>Cheating in any form will be viewed very seriously</u> and could lead to at least total loss of marks for that paper.

6. Pens, pencils, rulers, calculators etc. are totally your responsibility - borrowing from another student <u>WILL NOT</u> be permitted.

Open book examination?   ~~YES~~/NO

TEACHERS OR DESPERADOS?

$x + 11 = 29$ $x = 16$ ✓	$p - 5 = 2$ $p = 7$ ✓	$\frac{n}{4} = 8$ $D = 32$ ✓	$\frac{a}{3} = -2$ $a = -6$ ✓

This is not how we learned it in class

USUALLY, MENTAL EXPERTISE IS PENALISED!

Regrouping with Subtraction

♛ When you cannot subtract the bottom number from the top number, this is what you must do: *EXCELLENCE:*

GET KIDS TO THINK LIKE AN OCTOPUS.

ORWELL: <u>OLD SPEAK</u>
Subtract.

$$\begin{array}{r} 45 \\ -17 \\ \hline 28 \end{array}$$

<u>NEW SPEAK</u>
Regroup.

tens	ones
3 ~~4~~	15 ~~5~~
-1	7

In subtraction, regrouping means to borrow.
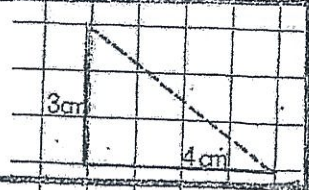
THE SMOTHERING TEACHER

WHAT'S IN A NAME? MORE EXAM QUESTIONS!

1. *THE EXPLANATION OF NEWSPEAK IN OLDSPEAK SO NOW WE HAVE TWO NAMES FOR ONE THING!*

2. *WHAT'S THE QUOTIENT OF 12 AND 2? 12 ÷ 2 = 6!*

Four balls. ◯◯
One rolls away ◯◯̷

$4 - 1 = 3$

Topic 24: Investigating Tens and Ones

Draw a picture to match.
Write the number word.

|||||||||| |||||||||| ||| twenty-three $\frac{\text{tens} \mid \text{ones}}{2 \mid 3}$

On 1-cm squared paper draw this right triangle.
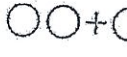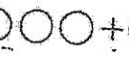Measure the third (dotted) side.

Project Mathematics, Grade 3.

3 cm   4 cm

◯◯ + ◯◯◯ + ◯◯◯◯ = ◯◯
$2 + 3 + 4 = 9$ ◯◯◯
Grade VI   ◯◯◯ ◯

Pupils   *LEST WE FORGET!*

Catholic schools offer a child-centred curriculum that aims at total development of the individual pupil. We must never forget: the schools exist for the pupils.

$\left(\frac{3}{2}\right)^3 = \frac{3}{2} \times \frac{3}{2} \times \frac{3}{2}$
$= \frac{27}{8}$

The exercises have been selected to give a balanced emphasis to the development of understanding, the widening of knowledge and the acquisition of skill. The value of practical experience in the learning process is recognised, and stress is placed on purposeful activity within the environment

BULL-SHIT

$5^2 = 5 \times 5 = 25$

↑ selling!

Study the numeral 478,296. Now complete the following table:

	Digit	Face value	Place value	Value of digit
Example	2	2	Hundreds	200

EDUCATION TOWARDS 2000

$4\overline{)56}$
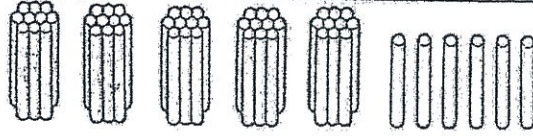
Share the tens first:
1 ten each, 1 ten left.

NEW MATHS
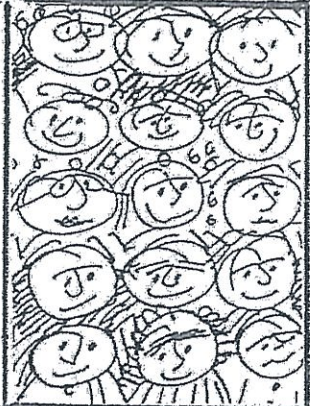
Can you share 1 ten among 4? No.
Trade 1 ten for 10 ones:
16 ones altogether.
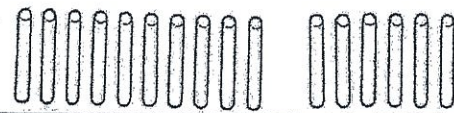
[UNDERSTANDING THROUGH CLARITY AND SIMPLICITY IN LANGUAGE]

Share the ones: 4 each.

56 divided by 4 is 14.   *OLD MATHS ! SAME ANSWER*

STUNNED STUDENTS
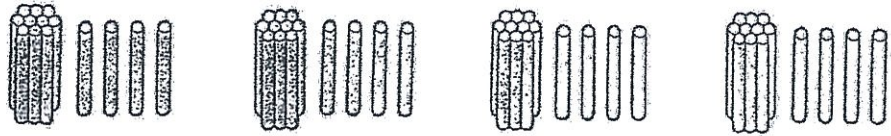
Solution
$\frac{5}{6} + \frac{11}{15}$
$= \frac{5}{6} \times \frac{5}{5} + \frac{11}{15} \times \frac{2}{2}$
$= \frac{25}{30} + \frac{22}{30}$
$= \frac{47}{30}$

The text is designed basically for a year 9 course and is suitable for students with a wide range of abilities. Each topic is introduced from first principles assuming little pre-knowledge. *!*

'What is the right way to teach mathematics?'
THE PRACTICAL & PROFESSIONAL ONE
People perceive mathematics as the subject where you always should get a right answer. However, there is no one right way of teaching and learning mathematics. An approach that works for one teacher or child may not work for another. The methods adopted when you were at school may not be right for your child. Teachers and children are all individuals. Nobody wants a rigid system where they are all required to be the same.

$5^2 = 25$ and $10^2 \div 2^2 = \frac{10^2}{2^2} = 25$
$\therefore 5^2 = \frac{10^2}{2^2}$
But $5 = \frac{10}{2}$ ← *REALLY*
$\therefore \left(\frac{10}{2}\right)^2 = \frac{10^2}{2^2}$

<u>THIRD APPLICATION OF PARKINSON'S LAW: THE OBSESSION WITH PLACE VALUE</u>

It has absolutely no practical application.

Doing algorisms is a mental <u>**ROUTINE**</u>, calculator work requires a manual <u>**ROUTINE**</u>.

31	6 tens	3 tens 1 one	8 tens 7 ones	2 tens 4 ones
	3 tens 2 ones		1 ten 8 0nes	5 tens 9 ones

YEAR 2 | 24 | 87 | 59 |

The use of a procedure in which the place value of the digits is stated assists the development of an understanding of an algorism. The mechanical procedure in which face values are stated is delayed. ◄—— *IMMORAL DICTATORSHIP*

Estimate the number of turtles. Count them and then fill in the boxes.

a | 1 Tens 0 Ones | b | 1 Tens 2 Ones | c | 1 Tens 5 Ones | d | 1 Tens 9 Ones |

1 Complete each numeral expander and fill in the boxes.

a 2 Hundreds 5 Tens 3 Ones

two hundred and fifty-three
253

b 5 Hundreds 4 Tens 2 Ones

five hundred and forty-two
542

You can make a numeral expander.

ALWAYS NEW NAMES

WHY?

YEAR 4!

c 6 Hundreds 2 Tens 3 Ones

d 3 Hundreds 3 Tens 7 Ones

e 2 Hundreds 3 Tens 3 Ones

YEAR 8 | Write a numeral containing 3 thousands, 5 units, 9 hundreds | 3 9 5

2 Complete each numeral expander and write the numeral.

a 2 Hundreds 4 Tens Ones

b 4 Hundreds 2 Tens Ones

c 1 Hundreds 7 Tens Ones

39

The introduction of the decimal system created an ideal opportunity to further torment the students. In order to stretch their minds, they are put on the MATHS-RACK for K-10 in order to unsuccessfully do endless conversions of decimals, fractions and percentages according to the prescribed, retarded rituals concocted by curriculum committees brought up on bushels, gallons, pecks, quarters, miles, feet, yards, inches, pounds, shillings and stones in temperatures of a hundred Fahrenheit.

It is obvious that they are still suffering from one or all the twelve reasons why people resist change.

It would have been logical to ask a European.

It would have been logical to find the shortest and simplest methods, especially with regards to the increased number of students.

HOWEVER, as mentioned before,

THE POWER OF EMOTION IN THE DIRECTION OF HUMAN THOUGHT, THE IMPOTENCE OF LOGIC TO AFFECT THE CONCLUSIONS DICTATED BY PASSION AND PREJUDICE, AND THE EXTENT TO WHICH MAN'S MIND IS CONTROLLED BY PSYCHOLOGICAL PROCESSES OF WHICH HE IS HIMSELF ENTIRELY UNCONSCIOUS, HAVE BEEN SO ABUNDANTLY DEMONSTRATED AS TO BECOME OBVIOUS TO THE MOST SUPERFICIAL OBSERVER.

THE TELLTALES

Casual Teachers raise the standard

Learning specialists

SPECIALIST teachers will visit all Government schools to oversee programs for children with learning difficulties.

Forty co-ordinators begin to take up their positions throughout the State this week.

They will be based in a school within each of the 40 new school districts.

The new teachers will co-ordinate special services and train teachers in supporting children with learning difficulties.

An expert is an expert because he understands the present hole better than anyone else except a fellow expert, with whom it is necessary to disagree in order that there can be as many experts as there are disagreements - for among the experts a hierarchy can then emerge.

Experts are usually to be found at the bottom of the deepest holes, often so deep that it hardly seems worth getting out of them to look around.

Logic is the tool that is used to dig holes deeper and bigger. But if the hole is in the wrong place, then no amount of improvement is going to put it in the right place. It is not possible to look in a different direction by looking harder in the same direction. (Edward De Bono)

MATHEMATICS } REALLY!?!

Topic: Number

TASK: In this activity the children were (asked) to demonstrate their ability to independently complete and understand simple addition sums. The children were given a flashcard of a sum to get started and then they could make up some of their own sums. The children could use maths equipment. draw and write about their sums if they wished.

3 + 1 = 7

5 + 3 = 7

Some numbers are correctly formed. Ben's work shows correct formation of an addition number sentence but a need to further develop his understanding of the concept.

BULL SNIT

FOR TRYING

This teacher obviously spends all her time analysing instead of teaching.

Why should all this crap be preserved for posterity?
Children should use WHITE BOARD : WRITE and WIPE.

41.

Too much academic interference

- Educational academics are like religious zealots; they've lost themselves in personal fantasies that have nothing to do with the practicality of teaching a class of children the basic required subjects.

- Once it has been decided that certain subjects need to be taught, it is a waste of time and effort to indulge in theories and justifications-by definition arbitrary-how they have to be taught, especially straight forward practical ones like Reading, Spelling, Numeracy and Maths.

PARENTAL ENGAGEMENT THE KEY TO GREAT SCHOOLS

BY MARK SCOTT

Every student is known, valued and cared for – that's the message that everyone who works in NSW public education wants to give to the parents and carers of the 800,000 students in our schools.

This is a central goal of the Department of Education's Strategic Plan, which sets the vision for our 2,200 schools to be the finest education system in Australia and one of the best in the world.

Another recent research publication from CESE also identifies the role of parents in their children's education as one of the key characteristics of schools that create a culture of excellence, along with strong school leadership and teachers who want to keep learning. Schools identified in the research that excelled in education delivery involved parents in student learning to ensure it continued outside of school.

You can read these research papers [...] or Education [...] bsite

[...] als

[...] plan is to ensure [...] teacher, every [...] school improves

[...] or our principals [...] creasing (from Term 2) the number of directors who supervise schools and provide shoulder-to-shoulder support. Until recently our directors supported an average of 34 schools, with some having a workload of 40 schools.

We have reframed the role of our Directors, Educational Leadership so they can focus on what's really important. We want to free them up to spend more time with principals, to spend more time in schools – to provide practical support and to develop a deep understanding of the challenges at each location.

The new directors are expert educators and now oversee a more manageable average of 20 schools.

Mark Scott, Secretary
NSW Department of Education

CREATIVE WRITING EXPERT

The creation of the Director, Educational Leadership role, developed as part of our School Leadership Strategy, has a greater focus on educational leadership, stronger collegial support and practical guidance with the day-to-day running of the school. The directors are working with principals to ensure evidence-based decision-making is focused on improving student progress and achievement by improving the quality of teaching and effective school planning.

Reconciliation Action Plan

This year the Department of Education will create a Reconciliation Action Plan (RAP) to commit us to practical actions that will drive the department's contribution to reconciliation, both within the department and in the communities we are part of. It will also be a strategic document that will support the department's Strategic Plan.

The RAP framework will ensure our department contributes to reconciliation by building and encouraging relationships between Aboriginal and Torres Strait Islander peoples, communities, organisations, and the broader Australian community, embedding respect for the world's longest surviving cultures and communities, and developing opportunities within the Department of Education to improve socioeconomic outcomes for Indigenous people.

Oz teachers lag behind world class

[...] community on a range of educational issues and practices.

From these surveys we are building an evidence base about the importance of the partnership between the school and the home on student outcomes. This research is helping us ensure that every student is known, valued and cared for.

We know now that it's not just the teachers or just the home support for learning that improves the school experience for students – it's the combination of support from teachers and support from parents that has the greatest impact on academic achievement, students' sense of belonging and their overall wellbeing.

NESA NEWS

By David de Carvalho

MATH & MEMORY

I Teach Primary Maths in 6 months & Times Tables in Ten minutes!

?

Everyday maths

The NSW Education Standards Authority (NESA) has a new Numeracy course for Years 11 and 12 teaching core numeracy skills for everyday life. These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping. The new numeracy course will be trialled in schools in 2019.

Your school will let you know if they are part of the trial.

What's taught in primary school?

Has your child talked about what they are doing in class?

In primary school, teachers may choose a topic that combines learning areas, rather than teaching content in isolation. For example, students read *Tears in the Jungle* about two boys and their efforts to save orangutans in Borneo. Outcomes and content from English, Human Society and its Environment, Creative Arts and Science and Technology could be incorporated into the lessons.

All schools deliver learning in different ways depending on their context, but must teach and assess syllabus outcomes. This ensures your child's understandings and skills are consistent with children across NSW.

The syllabuses provide teachers with examples of what to teach. However, teachers have the flexibility to select examples that are appropriate for their school and students.

They consider:
- students' past and current learning experiences and performances.
- students' achievement
- students' interests, learning needs, abilities and cultural background and
- other factors such as local contexts and resources.

To assist primary teachers, NESA provides a guide for allocating time across subjects.

The allocation for 'additional activities' gives schools flexibility to include activities that suit their community and students. For example, schools could use this time to incorporate a program for Languages, scripture, school sport or debating.
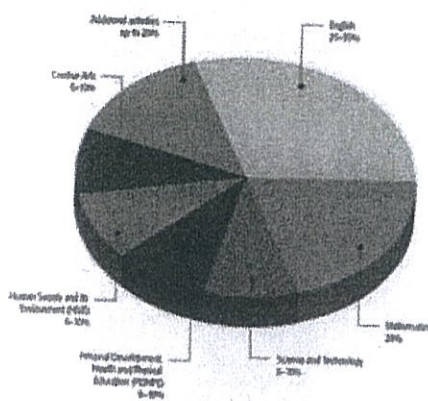

There's a new PDHPE course

Parents, families and schools all play an important role in reinforcing and validating messages learnt in PDHPE to strengthen and promote healthy, safe and active lives for our children. In addition, a whole of school approach towards the health, safety, wellbeing and physical activity needs of all students enriches their learning experiences.

The syllabus covers personal development, health and physical exercise – hence the name PDHPE.

This means students develop the knowledge, understanding and skills needed to live healthy, safe and active lives. They also explore contemporary health areas such as respectful relationships, alcohol and other drugs, food and nutrition, mental health and wellbeing, sexuality and sexual health and safety including online environments by drawing on their strengths and the strengths of others to make healthy and safe decisions.
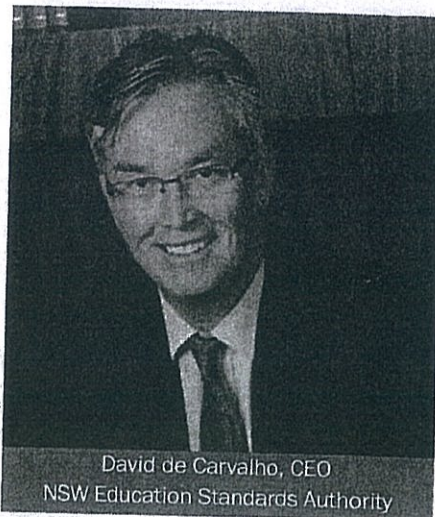
David de Carvalho, CEO
NSW Education Standards Authority

Importantly, the syllabus provides opportunities for students to develop positive attitudes towards physical activity and the fundamental skills needed to partake in a lifetime of physical activity.

A key feature of the new syllabus is the focus on developing self-management, interpersonal and movement skills in students. These skills will assist students to have greater control over their behaviour, manage and cope in stressful situations, take personal responsibility for their actions, effectively relate to and interact with other people and engage in and enjoy the benefits of regular, vigorous physical activity.

The new K-10 PDHPE syllabus is implemented in 2019 for Years 7 and 9, with optional implementation for K-6 and full implementation from K-10 from 2020.

David de Carvalho
Chief Executive Officer
NSW Education Standards Authority

Revamp for Year 10 exam

INDIVIDUAL students' strengths and weaknesses will be included with exam marks as part of a revamped Year 10 School Certificate designed to better inform prospective employers.

The inclusion of teacher comments about students' communication and leadership skills, as well as written explanations of their exam performance, are expected to be approved by Education Minister Virginia Chadwick this year.

Mrs Chadwick said yesterday the NSW Board of Studies was set to complete a draft proposal to "significantly change" the School Certificate system.

By SUE QUINN

THAT'S PRECISELY WHY THEY KEEP THEM!

Mrs Chadwick Test serves the system, not the students

The new HSC.

The Higher School Certificate is currently undergoing its most radical overhaul for over thirty years.

The Sydney Morning Herald has assessed the changes, and prepared a special report on how it will affect students.

The comprehensive three-day series gives an overview of the present system, details new courses, and explains the new grading scheme for students.

Get educated on the new HSC, only in The Sydney Morning Herald from tomorrow.

THE CONTINUING SAGA OF BUREAUCRATIC INCOMPETENCE.

How on earth can the same type of people ever design something good when, so far, they've done nothing else but making replicas of the Titanic. Different, arbitrary marks; same dismal results.

Employers don't take any notice of them, nor do they pay attention to the fancy, computerised personal profiles. For years, they have spent huge amounts on re-training useless school leavers. Instead, they make use of companies that specialise in screening applicants because it is difficult and costly to get rid of a failure. Scholastic academics are not in touch with reality; they don't think professionally and are born without the success mechanism of a leader. Studying for exams is utterly useless; crammed material soon forgotten.

THE TYRANNY OF TESTING
Banesh Hoffman

FOREWORD

We should take care not to be terribly surprised at the ease with which self-deception can occur on a national scale.

After years of faith in the so-called experiments that proved the validity of the look-and-say method of teaching children how to read, it turns out that the tests were bad and the results naturally worthless.

IT IS HIGH TIME TO ASK WHAT THIS WOULD-BE EXPERIMENTING IN EDUCATION AMOUNTS TO. IT HAS LONG BEEN KNOWN IN INDUSTRY THAT A MERE CHANGE IN THE SURROUNDINGS OF PRODUCTION WILL IMPROVE OUTPUT TEMPORARILY.

IT IS LIKELY THAT MERE CHANGE HAS THE SAME EFFECT IN SCHOOL, AND ALL THAT THE EXPERIMENTS PROVE IS THAT CHILDREN RESPOND TO NOVELTY IN THE NORMAL WAY OF INCREASED INTEREST.

The way in which the manufacturers of tests defend their product takes on a new importance, for it shows that in contemporary societies, the trappings of science are readily used, in good faith, to produce disastrously false results.

THESE RESULTS BECOME THE STOCK-IN-TRADE OF VESTED INTERESTS. WHEN DOUBTS ARE UTTERED, MONEY AND PRESTIGE ARE THREATENED, and indeed all society is shaken, at least in its EASY ASSUMPTIONS.

Testing in personal work does something very different from what was generally thought.
Testing in schools does the very opposite of what was hoped, In the one case, the method represses individuality; in the other, it misreads performance.

AMONG THE TESTS THAT ARE UNFAIR, CERTAINLY, ARE THOSE WHICH PENALISE THE FINER MIND AND THOSE WHICH, THROUGH THE FORCEFUL PRESENCE OF WRONG ANSWERS, MAY DIVERT THAT MIND FROM THE ACCURATE KNOWLEDGE IT POSSESSED A MOMENT BEFORE.   6% of an amount is $300 The amount is

a) $18   b) $50   c) $1800   d) $5000

Every citizen and parent should remember the links in this characteristic chain, which begins with <u>method</u> and ENDS WITH GADGETRY, whenever proposals come before BOARDS OF EDUCATION TO SET UP LARGE AND EXPENSIVE SYSTEMS.

The acts of learning and teaching are more subtle, delicate, elusive, <u>than any method so far found.</u>
The desire to teach great numbers does raise difficulties correspondingly great.

BUT IT IS NO SOLUTION TO DO SOMETHING NEXT DOOR TO WHAT IS WANTED SIMPLY BECAUSE THAT SOMETHING IS EASIER TO DO.

The further argument that essay examinations cannot be graded uniformly, even by the same reader, only shows again the character of mind itself: it is not an object to be weighed or sampled by volume like a peck of potatoes.
A pupil does not really know what he has learnt until he has organised and explained it to someone else. The mere recognition of what is right in some else's wording is only the beginning of awareness of truth.(which Steiner said a hundred years ago) Jacques Barzun, 1962

DON'T BE PRO-TEST-PROTEST!

The Board of Studies (DISMANTLED!) recognises that the aims and objectives of the syllabus may be achieved in a variety of ways and by the application of many different techniques. Success in the achievement of these aims and objectives is the concern of the Board which does not, however, either stipulate or evaluate specific teaching methods.

NOW
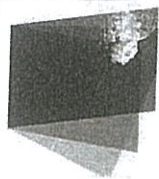
NSW
EDUCATION
STANDARDS
AUTHORITY

To COVER THIS "LOOP HOLE!

TO WHOM IT MAY CONCERN

The parents of <u>YEAR 9 STUDENT</u> use my services to improve his/her performance in maths. Since I am a remedial tutor specialising in private tuition, my methods not only have to be different, but based on routine rather than on a labyrinth of explanations.

It is in nobody's interest to let a student drive a car in first gear and on L-plates forever and ever. One of the principles of memory training is to cut out the "blaa, blaa, blaa", especially in the case of children with a short span. I invite you to look for a moment at the following paragraph:

THIS IS YOUR PROBLEM

世大才試新苗

香港電訊贊助泳隊打電話
李繼賢爲求更快會剃光頭
早睡早起泳手與外界隔絕
晚間揭幕因非大型運動會

THIS IS YOUR EXPLANATION

YOUR WAY:	MY WAY:	
$= 9x\ 98 = 9 \times (100-2)$	98	
$= 9 \times 100 - 9 \times 2$	$\underline{X\ 9}$	OR CALCULATOR
$= 900 - 18$	882	
$= 882$		

I take it for granted that we both have the progress of our pupil at heart without creating confusion out of rivalry.

PAEDIATRICIAN'S REPORT

As you are aware, she is now in Year 5 and has been doing quite well generally. She is a bright child and this is confirmed by her improvements in reading and comprehension which have gone up by 11 months and 26 months respectively during the past 6 months. Her reading age is now scored at 9 years and 9 months for accuacy and 11 years and 2 months for comprehension on the Neale Analysis of Reading Ability Revised. Her spelling was scored at 9 years and 6 months on the South Australian Spelling Test and her chronological age at the time of testing was 10 years. Her maths has improved to the 55th centile on the WRAT-3 Arithmetic Test placing her solidly in the average range.

T   will also continue to receive tutoring from her regular tutor and this has been clearly beneficial in the past.

HOWEVER! T   is not confident with her work in Mathematics and has difficulty grasping new concepts and then applying them to problems

Teacher

48.

THE FUNCTION OF THE BRAIN

<u>RUDOLF STEINER</u> discussed it for different ages (imitation, memory, understanding).

<u>EDWARD DE BONO</u> formulated it.

<u>NEUROSURGEONS</u> discovered it, so it's now time to use that knowledge without procrastinating by waiting for still more information during pupil-free days.
T.V. downpour is like raindrops on a windscreen with wipers wiping warehouse wisdom. Without processing, brain cells die, and with them 400,000-year old Homo sapiens.

THE MISUNDERSTANDING OF UNDERSTANDING IN SCHOOLS

<u>In Mathematics,</u> understanding is of a scientific nature the necessity of which should not be exaggerated; of course it is.

<u>In English,</u> understanding is of a linguistic nature and should therefore be an inherent, though casual part of the subject; of course it is not.
That's why teachers of Mathematics might as well talk to a brick wall when they try to explain words like diameter, radius, equilateral ,isosceles. Students' minds were never primed to pay attention to that sort of knowledge. Instead, they were made to absorb rows of synonyms, antonyms, male - female names of animals.
The following statement by a German sociologist is very significant and needs to be taken into account:

"Modern vocational training should emphasise comparatively abstract occupational and working qualities. The worker who controls automatic devices and instruments is required to display <u>concentration</u>, <u>attention</u>, high <u>responsibility</u>, <u>technical knowledge</u>, <u>quick response</u>, and <u>reliability</u>. These qualities must form in him a kind of permanent latent disposition - a kind of background on which to perform particular activities. Today, mainly <u>abstract qualities</u> are required of workers, such as the <u>ability to organise</u>, to handle people and to supervise, <u>self-control</u>, <u>intelligence</u> and <u>reliability</u>, <u>exactitude</u>, keeping up with work-pace, etc., while simple manual or intellectual knowledge and skills become less and less important.
The prevailing urge for specialisation should not deceive us. This urge has its origin not in the economy but in the people who look for jobs. Behind it, paradoxically enough, often lies the mistaken idea that the problem of occupational mobility can be solved by applying old means, i.e., by further specialising professional training. The concept of an occupation as a specialised activity evidently needs revising."

Besides being unique, FOUNDATION NUMERACY is the only book that does not present the subject as an end in itself; apart from being practical for some, it is primarily concerned with fostering the skills mentioned above.
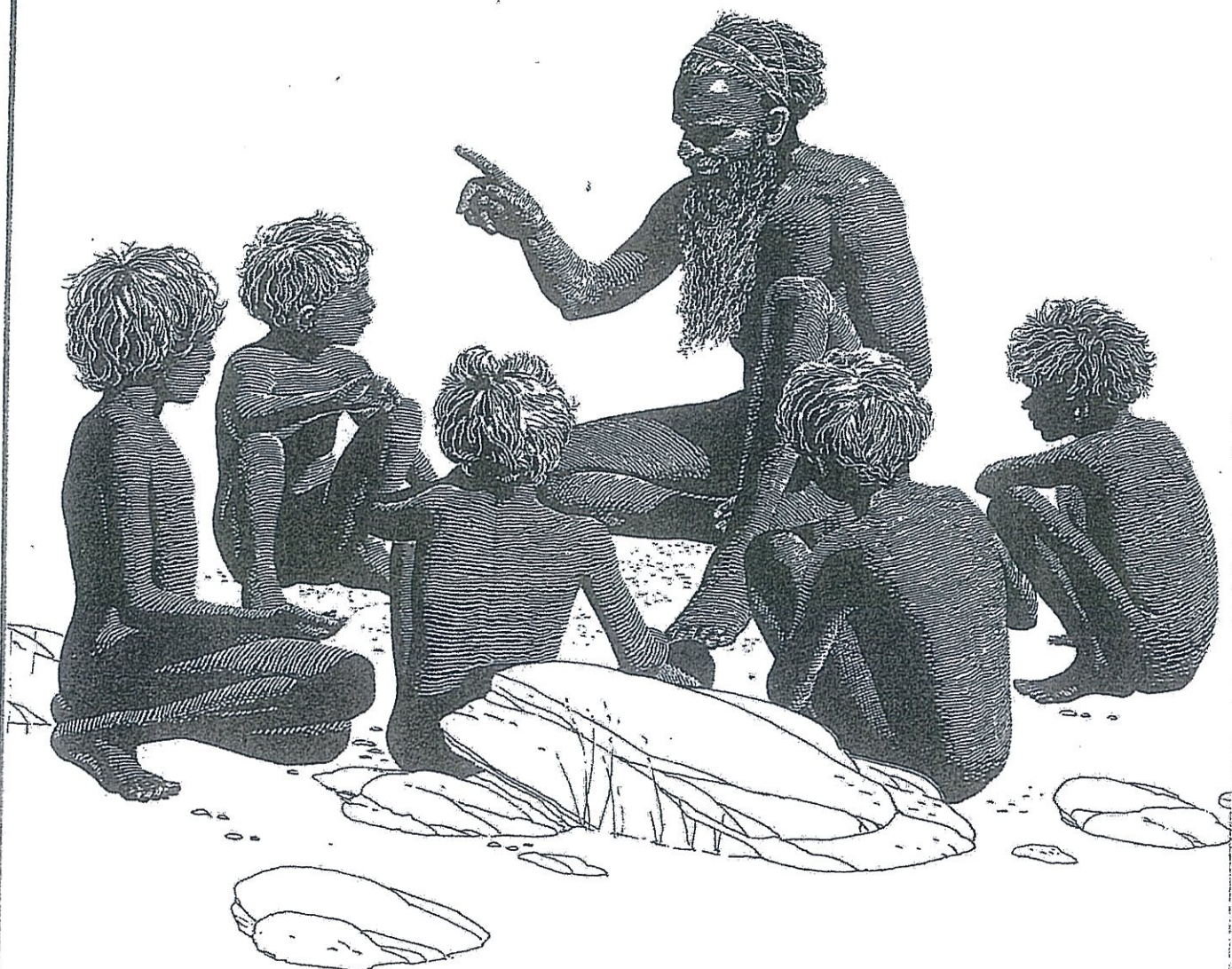
ONE SMALL TRIBE OF ILLITERATE, STONE-AGE ABORIGINES

KNEW MORE ABOUT EDUCATION THAN

ONE WHOLE WORLD OF LITERATE PROFESSORS:
practicality versus procrastination

FACE TO FACE TEACHING

From: The Dreamtime Book. Australian Myths
in paintings by Ainslie Roberts and text by Charles P. Mountford.

TEACHING TIMES TABLES IN TEN MINUTES

1. The mind is a **pattern** making and a **pattern** using system(Edward De Bono)

2. **Mnemonics**
    Anything to aid one's memory, especially if its funny or outrageous! (Professional Memory Training Principles)

The 9-Partners
1 2 3 4
8 7 6 5

The 9 Recipe:
Think 1 Less
and
the Partner

9x2=18
9x3=27
9x4=36
9x5=45
9x6=54
9x7=63
9x8=72
9x9=81

Remember

Apply

Example

9x7

63

5 and Even

Half the Number and Zero

$5 \times 2 = 10$
$5 \times 4 = 20$
$5 \times 6 = 30$
$5 \times 8 = 40$

Recognise

Apply The recipe

Example

5×4

20

6 and Even

Half the Number and the Number

$6 \times 2 = 12$
$6 \times 4 = 24$
$6 \times 6 = 36$
$6 \times 8 = 48$

Recognise

Apply The recipe
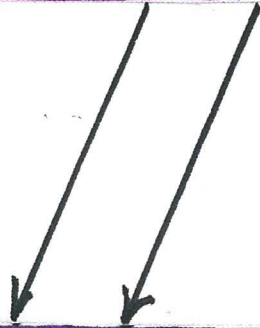
Example

6×4

24

2.

Count to Eight.
Answers in Front.

1 2 3 4
5 6 7 8

12=3x4

56=7x8

Answers Behind.

7 3 2 1
8 4 3 2

7x3=21

8x4=32

Answers Behind.

7 6 4 2
8 8 6 4

EVEN   EVEN

7x6=42

8x8=64

3.

3x3
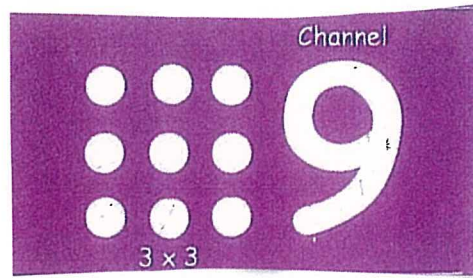
Close your eyes & visualise

Professional Memory Training Technique

The 9-Partners

1 2 3 4

8 7 6 5
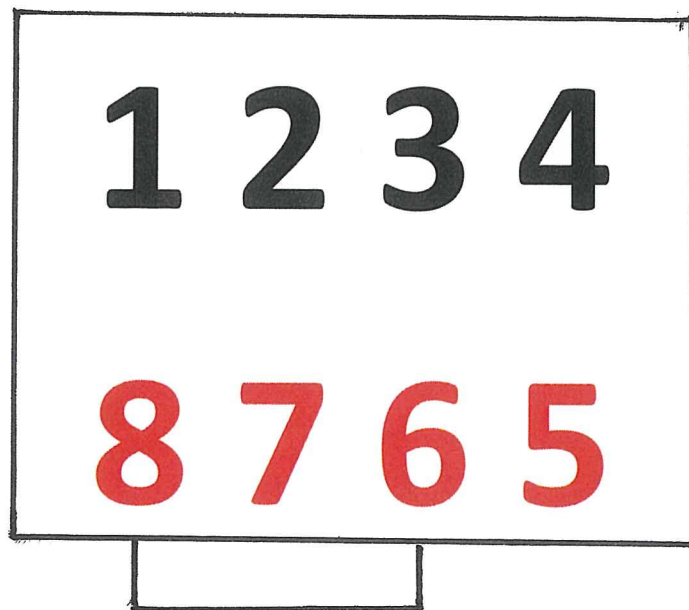
2 x 9

Half 3**6**=1**8**

3x**6**=1**8**

4.

Close your eyes & visualise

$$8$$

$$2 \quad 3 \quad 4$$

See and say:

$$2x4=8$$
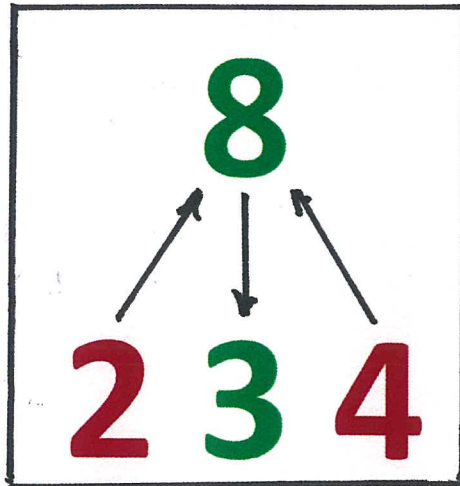
$$8x3=24$$

Say aloud: if 2 fours =8

4 fours=2 eightssss sixteen

5.

Close your eyes & visualise

5	10	15	20	25

See & remember

Odd x 5 ends in 5

1. 5x5=..... 5

How many 5's do you see? 2

2. Recipe: odd number in front and 5

3x5=15

5x7=35

$2 \times 7 = 2$ weeks=fortnight=**14** nights

$4 \times 7 = 4$ weeks=shortest month

February = 28

1 2 3 4 5 6 7 8   2nd month

8 letters

7×7 – a week & a week = a fortnine

Close your eyes &
visualise

9x7=63

63:7=9

63:9=7

Recipes instead of tables

- Knowledge of the four basic numerical operations is an essential for answering scholastic Maths questions efficiently.
- The use of a calculator disturbs the flow of the necessary thoughts.
- Copying tables umpteen times has only worked for some because, as a chore, it can never generate interest, the key to learning. That's why all teenagers get their driver's licence!
- For the past 200 years the subject has been more important than the student. It cannot be called Education; even training would be a misnomer!
- To many students, tables are like a forest you can't see for the trees. The brain cannot absorb pure data; it has to be seen through the spectacles of an idea (Edward De Bono).

- **The recipes**, each one refers to one particular group of facts. It has nothing to do with understanding of concepts. Only **eyes** and **memory** are involved. It's like recognising fellow students and remembering their names; you can only do one at any time. In a Maths question you only need one fact, not the whole table; that's where students get lost. Example: if x=3, find 4x. You only need to remember to count to 4, to get the answer!

  Nobody else has ever discovered ways to **remember** the basic number facts. With tables, you know or you don't. Besides, my discoveries are more stimulating for modern children.

  Please note: recipes for the other three numerical operations appear in "Numbers in a Nutshell" and in the 'Math & Memory" books.