



Knowledge comes, but wisdom lingers

WEEKLY NOTICES

Esperance SHS
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Special points of interest.

26th March and 30th March

Year 7 – 12 Parent Nights

28th March

School Ball for year 11 and 12 students

1st April

School photos for year 11 and 12 students

2nd April

Whole School Athletics Sports Carnival

2nd April

Last day to apply for the Secondary Assistance Scheme

2nd April

Last day of term 1

20th April

Term 2 commences for staff and students

THIS WEEK'S NEWS – WEEK 8, TERM 1

INTERIM REPORTS – If you did not receive your report on Friday, please come to the front office to collect it.

THE SHAUN TAN AWARD FOR YOUNG ARTISTS AND THE TIM WINTON AWARD FOR YOUNG WRITERS – These awards are open from the 27th April until the 23rd May and 14th June respectively. Why not have a go and enter that piece of writing that you have been working on? See your English teacher or Mrs Reid for more details.

MENTORING OPPORTUNITY - Students interested in mentoring and offering friendship to a student from the Education Support Centre at an Esperance Inclusive Holiday Clinic are asked to see Mr Rodericks or Ms Reed for information **TODAY** please.

WANT TO LEARN TO DJ? Free sessions are being held during the school holidays. More details are available from the posters on the noticeboards.

Mr Poole

GYM CLOSED – The gym will be closed during lunch all week due to pre-carnival events.

Mr Lovejoy

ATHLETICS PRE-CARNIVAL EVENTS -

1500m for 9/10/11/12 students – This event will be held on Tuesday March 31st during period 8. There will be no clubs this week.

High Jump - High jump finals to be held on Thursday and Friday.

IF YOU ARE DRIVING A CAR, MOTORBIKE OR MOPED ONTO SCHOOL GROUNDS -

Please be aware you need to have a vehicle pass to park at the school. If you haven't got one, please come to the front office and get one. There will be an inspection sometime this week.

COUNTRY WEEK NOTICES

BOYS HOCKEY - Selection training will be held at 1.00pm again this Sunday at the hockey grounds.

COMMUNITY NOTICES

JUNIOR HOCKEY – Registrations are now open; please register online

www.trybooking.com/GYZJ

Please register before 9th April. Please see noticeboards for more information.

ESPERANCE BOARDRIDERS CLUB INC – Be part of this exciting new community driven club. Membership forms are available from the front office or at Innertube Surf Shop. Please return them to the front office by Friday, 27th March. There is a competition being held on the 29th March 2015.

FREE TEENS YOGA CLASS - This class is taking place on Thursday 26th March at Sheoak Yoga Studio at 3/51 Dempster Street from 4.00-5.00pm.

Principal's Newsletter



This is our last newsletter for term 1. With the school holidays commencing next Thursday 2nd April, the next newsletter will be sent out in week 2 of term 2.

For now though, thank you parents/carers for your support throughout the term. We appreciate your involvement in the school. In particular, we very much enjoyed meeting you at the parent-teacher meetings this week (and will again this coming Monday evening), and look forward to keeping in touch with you as your children progress through high school.

ATHLETICS CARNIVAL DAY

The school athletics carnival will be held on the last day of term – next Thursday 2nd April. This is always such a fun day with a wide range of competitive and participation events that provide opportunities for all students to earn faction points. To get into the spirit of the day, students are encouraged to have some fun dressing up in their faction colours. Parents/carers are most welcome to come along to watch.

Please note that the canteen will be closed on this day. However, drinks, ice-creams and a sausage sizzle will be available.

ROAD SAFETY

During the athletics carnival on Thursday, Tiffany Brown, the Road Wise officer in Esperance, will be gathering road safety slogans from interested students. These will then be used on a huge road safety awareness poster to be created for the United Nations Road Wise Safety Campaign, *Save Kids Lives*.

GRAEME WOOD SHIELD – CRICKET

On Tuesday the ESHS Cricket Team travelled to Lake Grace to compete against Northam Senior High School in the quarter finals of the Graeme Wood Shield. Students are to be congratulated on their great sportsmanship, outstanding effort and team spirit.

The results were: Esperance 94 – 8 (Matt Spencer 25, Brayden Barker 21)
Northam SHS 87 all out (Lachlan Cruttenden 4 for 9, Matt Spencer 3 for 3).

The team is now through to the semi-finals in Perth on Tuesday, March 31st.

The team consisted of Brayden Ainsworth, Sam Ashby, Brayden Barker, Brayden Blackham, Laurie Cruttenden, Darcy Cruttenden, Cameron Harris, Dane Holdman, Simon Poole, Ben Staunton, Matt Spencer and Nathan Wagenknecht.

Thank you to Mr Poole and Mr Hill who coached the students on the day.

Good luck to the team for the next round!



Brayden Blackham in action



The winning cricket team

TOURNAMENT OF MINDS (TOM) TRAINING

On Monday afternoon 28 year 7 to 10 students nominated for TOM training to learn some effective tips about participating in the critical and creative thinking skills program, the Tournament of Minds. Thank you very much to Mrs Saunders who organised the event. Students gained insight into what are the key skills for the spontaneous and long-term challenges and enjoyed putting their creative problem solving skills to the test. Students from Our Lady Star of the Sea and Esperance Primary School also accessed the training, as did staff interested in learning more about being a Team Facilitator for TOM. The regional finals for TOM are usually held on the last Sunday of August in the Esperance Senior High School Performing Arts Centre.



TOM students, Sovyryn Dickinson, Gerard Newman, Clay Harvey and Estella Starcevich.



Jesse Marshall and Taya Scholz, TOM students in action.



Emma Thomason, Sam Crisp, Claudia Hodges and Hudson Staer, creating their TOM item.

ANTI-BULLYING DAY

Last Friday was *Anti-Bullying Day*. Year 7 and 8 students were involved in a number of activities, including free dress, a bullying survey, designing a poster and enjoying a variety of games at lunchtime. These games involved tug of war, dodge ball, totem tennis and frisbee throwing.

A big thank you to Student Mentor, Mia Zivillica, who organised the day, and to her helpers, Allira Mackean and the chaplain, Jake Meadley. Thank you also to Mr Peletier and Jake for their photography work. Well done to the student councillors who assisted with supervising the games and to all students who enthusiastically took part in the activities.



Hard working tug-of-war teams



Tyrone Puckey showing his totem tennis skills



Jasmin Carter receiving the frisbee



Mr Postans helping his year 9 students win the tug-of-war



Aiden Plumb having totem tennis fun

VISIT BY FORMER WEST COAST EAGLE, ANDREW EMBLEY

Well done to the students who represented the school by attending a talk by Andrew Embley on the subject of becoming successful, the importance of dedication and life after football.

Representatives from Clontarf South East Academy, the Girls Academy and year 7 to 12 students were selected to attend this talk and found it inspiring.

Thank you to Investwise and TV Financial for sponsoring this visit and to Mr Poole, Ms Falconbridge, Mrs Jones, Mr Postans, Mrs Saunders and Mr Turner for organising the 65 students who attended the talk.

EXAM STUDY SKILLS

While there is the Easter break looming and with upper school exams not far away next term, upper school students need to step up their exam preparation. Year 12 WACE exam students will be commencing their semester 1 exams during week 4 next term. Year 11 WACE exam students will commence their first upper school exams during week 5 next term.

A recent report in The Weekend West (28/2 – 1/3/2015) highlighted the large number of ATAR exam students across the state who were failing to read questions correctly and not answering the specific questions asked of them in their final WACE exams in November last year, as reported by the School Curriculum and Standards Authority.

The report indicated that ‘many students were unable to work out what a question was asking of them because they did not know the meaning of key words such as ‘state’ (express main points) or ‘explain’ (relate cause and effect’), for example.

To help our students respond effectively to exam questions, an exam study skills booklet is attached for use by students as they begin their exam revision program in earnest. Students are encouraged to discuss any questions they may have about the booklet with their teachers.

HOLIDAY WISHES

After a very busy term, I would like to take this opportunity to wish all staff, students and families a very relaxing, safe and happy holiday. Staff and students both return for term 2 on Monday 20th April.



TOP TIPS FOR EXAM PREPARATION



Where to start? What to do?

A few practical tips to aid your preparation for your first exams!

1. The week before...

Make sure that you know where and when your exams are. Check out your exam timetable for times and the address of where your exams are (generally held at the Seventh Day Adventist Hall in Foy Street). If you aren't sure...ASK!

2. The revision plan...

Should be well and truly in place by now. Check your exam timetable for when your exams are. Plan a study guide around your exams. You should be revising regularly by now, so there should be no stress! If you aren't revising...START NOW!

3. How to revise...

Check out what you did during the term/semester/year. Refresh your memory. You will be surprised how much you have remembered and how much you have forgotten. Ask your teacher for revision questions to add to your study and make sure you use them. If you have revision time in class, use it wisely. Ask questions, seek clarification, actually do something. Don't just sit there wasting time. Have a 'study buddy'. Ask teachers to help you.

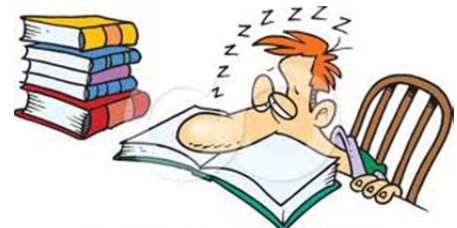
Revise the term's work. It should still be fresh (you are probably still doing tests on this work!). Use your favourite study techniques (e.g. summary cards, mind maps, graphic organisers, summary notes, recorded notes...). Stick to your study plan. Give yourself a reward if you feel you have achieved something during your study. Go for a walk, a run, a ride...anything. Exercise is important too!

4. The night before...

Check your timetable again. Make sure you know what time to be at the exam hall. Get a good night's sleep. If you are sleepy during your exam, you won't perform to the best of your ability. Don't stay up all night cramming. If you don't know it by then, chances are you won't remember it the next day.

5. What to take...

Know what equipment you need for your exam. Pack it all into a clear plastic sleeve or a clear pencil case. Make sure you have spare pens, just in case your favourite runs out on you in the middle of an essay! Check with your teacher about special equipment and what you can and can't have (page of notes, calculator, string for measuring...) and also the format of the exam. Most importantly....**don't forget your exam slip. You may not be allowed to sit your exam otherwise!**



6. On the day...

Be on time. If your exam starts at 9.00am, be there around 20 minutes beforehand. Remain calm, get a drink and RELAX. Don't try to memorise now. It's too late!

7. In the exam...

Have a plan of attack for the paper. Know how much time you can have for each section of the paper. Stick to your plan. You need to maximise your marks. Don't waste time on questions that are only worth one mark. Be careful!

8. During reading time...

All exams will have a ten minute reading time. You can't write during this time. It is only for reading! Check all of the questions. Work out which to do first...easy or hard ones? It's up to you!

9. Read the Instructions...

The instructions on the front page contain information - such things as how long you have for the exam, what and how many questions you need to answer and how many parts there are to the exam. Check it carefully. Make sure you understand what you need to do. If you aren't sure...ASK the exam supervisor!

10. Read the questions carefully...

Make sure you know what the question is asking. Underline, highlight or circle key words in the question once you are allowed to pick up your pen. This will help you focus on exactly what you need to answer. Not answering the correct question is one of the most common mistakes of exam candidates.

11. If you have more than one exam on the day...

Relax and review the next subject. Take lunch and a drink. You probably won't be able to leave (unless you have your car or moped) so be organised! If you leave...make sure you get back on time.

The only thing left to say is...

**Good
Luck!**

Extended Answer Questions...

Action Words and their Meaning

Listed below you will find the most common action words used in most questions, whether they are questions you are asked in class or for tests and exams. While the examples listed here are focussed on the Geography course, they are transferable to all courses of study.

Compare	State the similarities between features/ideas etc.
Consider	Thoughtfully examine the topic.
Contrast	State the differences between features or patterns.
Define	Give the exact meaning of a term, phrase or idea; do not give details.
Describe	Relate what it looks like, is made up of; give characteristics (sketches and diagrams are valuable here); do not explain.
Differentiate	Distinguish between; find and explain differences between the given topics/ideas etc.
Discuss	Describe and explain; look at all points connected with a topic.
Examine	Look at the topic closely; look at each part carefully.
Explain	Give reasons for (account for); discuss the processes/factors responsible.
Identify	Establish the identity of; point out; name; select.
List	Write down in list form; itemise; do not describe.
Outline	Summarise in writing the essential points; no specific detail is needed.
State	Present (give) the main points, briefly and clearly.

Other tips

- Use maps and diagrams (and refer to them), where relevant
- Use appropriate terminology
- Use specific examples
- Plan how to use your time
- Stick to time limits
- Write concisely (don't waffle!)
- Convince the examiner you know what you are writing about



A Note About Writing Style

How you say what you have to say is as important as what you say. You must create a good impression on the person marking your work. Make yourself understood. It is sometimes helpful to write for an imaginary person. Assume this person is intelligent, though may not possess a good knowledge of the idea you are discussing. Teach it to them! If you write clearly, you will be understood.

What is a good answer?

Successful answers are:

1. Relevant: they answer the question set
2. Show a logical progression of ideas
3. Use geographic (or relevant subject) terminology
4. Give specific examples to support general statements
5. Contain a sketch map and/or diagram, where relevant
6. Give appropriate emphasis to the various parts of the question
7. Written simply, clearly and concisely
8. Complete
9. Well-organised and clearly set out (with a beginning stating your case, supporting evidence and a conclusion that sums up the answer/point of view)
10. Treat the marker respectfully!



Checklist: Steps in Planning. Make sure you do the following:

- Spend two or three minutes planning for a 'twenty minute' answer.
- Brainstorm! Quickly write a list of all the main points you think should be mentioned. Use single words and short phrases only. Abbreviate.
- Reorganise your points. Delete irrelevant points and 'group' others. Then number points in the order in which you will discuss them to ensure a logical sequence of paragraphs.
- Choose your diagram and/or map. Where you will place it? Plan for this.
- Plan your introduction and conclusion. Also, design your all-important first sentence. (A good sentence helps establish your credibility!)
- Plan to use geographic methodology as a framework for answering questions that are broad rather than specific; e.g., "Discuss Perth's urban sprawl." To answer, you ask: What is sprawl? What is it like? Where does it occur?...and so on.



Examination Techniques and Key Words

Some of the more common directional words (key words) of a question include those outlined below.

While these examples may have a geographical focus, consider the key words in relation to other courses of study as well.

DEFINE	Give the meaning of a word, phrase or term. Providing an example is often useful.
DESCRIBE	To tell about or give the characteristics of a feature, factor or process in your own words. Depending on the marks allocation, you may be required to provide detailed descriptions to gain high marks for a question.
LIST	Depending on the specific question, this could require a simple list of names of places, features, etc. or it could require a point-form answer. It would not require a lengthy description or reasons to be given.
DEMONSTRATE	To find/show and explain what is being asked about.
STATE/NAME	This usually requires just a name of something (e.g. a climate or an agricultural activity or a country town).
ILLUSTRATE	Use an example or case study to clarify an idea; this may involve the use of a sketch or diagram.
RELATE	To show how things are connected to each other.
IDENTIFY	To state the causes of or the processes affecting a pattern or a feature. An explanation is not required.
SUGGEST	To give possible (but geographical) reasons for a feature, pattern, relationship, or solutions to a problem, etc.
DISTINGUISH/ DIFFERENTIATE	To find and explain the differences between features, patterns, processes, etc.
ANALYSE	To break a topic into its parts and analyse or investigate each one.
ASSESS	To consider all the arguments, to make comparisons, then draw conclusions.
ACCOUNT FOR	Give the reasons for a feature, geographic pattern, process, trend, etc. Similar to explain.
EXPLAIN	Give background detail to show why and how some pattern or process occurred. Similar to account for.
EXAMINE	Similar to analyse - to break a topic into its parts and analyse, describe or investigate each one.
EVALUATE	To examine different viewpoints i.e. the advantages and disadvantages - from this, form your own opinion based on the evidence available.
DISCUSS	To examine a topic thoroughly and give the arguments for and against.
COMPARE	To show the similarities and differences between features, with some emphasis on similarities.
CONTRAST	To show the differences between features - often used in conjunction with 'compare' as in 'compare and contrast'.

Glossary of Key Words in the Formulation of Questions

Account	Account for: state reasons for, report on. Give an account of; narrate a series of events or transactions
Advise	Recommend or inform
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Argue	Make a case, based on appropriate evidence, for and/or against some given point of view
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Choose (multiple-choice)	Decide or select the most suitable answer from a number of different options
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Comment on	Make reference to and expand upon
Compare	Show how things are similar
Complete	Finish an outlined task
Consider	Reflect on and make a judgement/evaluation
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Correlate	Demonstrate a mutual or complementary relationship
Create	Make, invent something
Critically (analyse/evaluate etc.)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analyse/evaluate or other key words
Debate	Develop a logical (sometimes persuasive) argument, giving differing views in a response to a topic
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Determine	Decide, find out

Discuss	Identify issues and provide for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; note differences between
Draw (diagrams etc.)	An instruction, as in <i>draw</i> a circle
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Explore	Investigate, search for or evaluate
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Illustrate	Similar to 'explain' (see above), but requires the quoting of specific examples or statistics or possibly the drawing of maps, graphs, sketches, etc.
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion; give reasons for your statements or comments
Label (and annotate)	Identify by placing a name or word used to describe the object or thing
List	Provide a series of related words, names, numbers or items that are arranged in order, one after the other
Name	Provide a word or term used to identify an object, person, thing, place etc. (something that is known and distinguished from other people or things)
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Prepare	Take necessary action to put something into a state where it is fit to use or action, or for a particular event or purpose
Present (an argument)	Offer or convey something such as an argument or statement to somebody formally; a discussion that offers different points of view on an issue or topic; debate
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour

Recount	Retell a series of events
Respond to...	Provide an answer; reply
Select	Choose somebody or something from among several possibilities
Show	Give information; illustrate
Sketch	A picture or diagram that is done quickly, roughly; a brief outline
State	Express the main points of an idea or topic, perhaps in the manner of 'describe' (see above) or 'enumerate'
Summarise	Express, concisely, the relevant details
Synthesise	Put together various elements to make a whole; gather all ideas and combine them into a complex whole; combine all parts

Acknowledgements:

- **Mrs Cassam**
- **Geographical Association of WA**



Year 12 Coordinator's Newsletter



Dear Parents/Carers

It's great to see all year 12 students maintaining a good work ethic as term 1 draws to a close. All students should have established an effective study routine that will see them succeed in achieving their goals this year. ATAR students should be using an effective study timetable to cope with the rigours of their final year of study and VET students should be working hard to gain a WACE that will impress prospective employers.

This is a busy time of the year for social and sporting activities. Congratulations to all students who were involved in the recent upper school swimming carnival. Standout year 12 swimmers were **Dane Holdman, Olivia Morris** and **Libby Carter**.

Good luck to all students for the up-and-coming athletics carnival. I hope to see you all dressed up in your faction colours and exhibiting great school spirit, as year 12 students have done in the past.

Likewise, good luck to all students who are currently participating in the trials for selection in Country Week teams. I know that competition for places is intense, with a large number of students hoping to be selected for teams.

Finally, the school ball is an important event on the social calendar of most year 12 students. There are many enthusiastic conversations about dress colours, hairstyles and transport on the big night to be heard when walking about the school at lunchtime. I hope everyone has an enjoyable evening. Parents and friends can line up outside the Civic Centre between 7:15pm and 8pm to view the students arriving at the Ball. This is a long-standing tradition and well worth observing! I know it will be a night to remember for you all.

On Wednesday 1st April, all ATAR students will have a meeting during half unit in room 2. The purpose of the meeting is to listen to a presentation by a representative from TEE Consultants. TEE Consultants offer a program at The University of Western Australia to assist ATAR students prepare for their WACE exams. Emphasis will be on the course content, with special attention given to examination technique, methods of eliminating careless errors and how work should be presented to gain maximum marks. It is expected that all ATAR students will attend the meeting.

If you have any concerns regarding your child's progress, please feel free to contact me at the school on 90719555 or by emailing peter.turner@education.wa.edu.au

Peter Turner
Year 12 Coordinator