HIGHLIGHTS FROM THE BARK REPORT

"LEARNING DIFFICULTIES"

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- **Introduction**

- **Compulsory incompetence in Maths and English:** *THE REPLACEMENT OF CORPORAL PUNISHMENT!*

- **What we can do about it**

THE BARK REPORT

Compulsory Incompetence

in

Maths and English

and

What We Can Do About It

What's in a Name

The Bullock Report (England) :   *Weighty and Voluminous*

The Bark Report (Australia):   *K-9 Alarm*

Hopefully, the present Education Minister, John Aquilina, will do more than just casting his eagle eye over the concrete material presented, because that's exactly what is needed to arrive at the goals already determined.

NSW'S EDUCATION GOALS:
AGENDA '97.
Getting the foundation right.
Excellence in teaching and learning.
Partnerships in public education.
Safe, challenging and creative schools.
A fair go for all.

"Our commitment to equity remains undiminished."
Education Minister
John Aquilina.

Author's Background
Born 20.12.1928

1. <u>H.S.C. (Holland)</u>   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, 2yrs
10. High School Teacher   Australia, 14yrs

<u>De La Salle, Ashfield</u>
    Latin, French & English.

<u>St. Dominics, Kingswood</u>
    Creative Writing, English, Subject Master Technical Drawing.

<u>Patrician Brothers, Granville</u>
    Creative Writing, Mathematics, Subject Master Music

<u>Oakhill College, Castle Hill</u>
    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, CATTAL N.S.W. 2756

GLOBAL INDOCTRINATION

My practical Linguistic and Mathematical expertise completely satisfies the NSW Education goals set in 1997 by Education Minister John Aquilina.

My Back to Basics collection will never be equalled.

Unfortunately, **Politicians seem to Prefer Poetic Propaganda.**

Aquilina didn't even acknowledge receipt of the 600-page Bark Report.

Worse! The Prime Minister, Education Minister Piccoli and Shadow Minister Kate Ellis ignored the Highlights of it as well as the above collection on USB produced at the cost of $250,000 from the sale of my property!

Excellence in teaching and learning has now been absent for the past 50 years! The Global Indoctrination under the luring names of New Maths and New English has successfully prevented both teachers and parents from knowing any better.

The front page of the Daily Telegraph – Thursday, May 19, 2016 – sums it all up: "Education Minister's grammar guide for Dummy Teachers."

Grammar is not an isolated subject!

By copying, memorising and analysing examples of well-written work, **good grammar** is **automatically** taken care of!

ABC

c/o Mark Scott

GPO Box 9994

Sydney, 2001

August 2016

A. Bark

25 Reedy Road

Cattai, 2756

042839120

A program worth watching

I want to discuss the enclosed material with the Commission. Ignoring "the Writing on the Wall" or "The Tolling of the Bells" is equivalent to ignoring the unfortunate fate of Australian children.

I expect to soon hear from the Commission because people of my 'versatile, academic and practical calibre are almost extinct.

PARENTS PROTEST!

But Beware! Only organised Revolt will Attract Attention.

Possible Actions

1. Only send your children to school 1 or 2 days per week.

2. Stop paying fees.

3. Stop raising money.

4. Ban the tuckshop.

5. Throw all homework sheets in the recycling bin.

6. Ignore request to do projects.

7. Don't buy books.

YEAR 5!!!

Why Pepole migreat Australia
Pepole came to Australia because
country is poor other pepole migrea
thier to Australa because they want
a better Ife allso they want things
like FAXBLAC OVER COMPULSORY HB PENCIL ✓ 6 points ?

• Better jobs and Pay
• Quality of life est low polution Space
• Education Australia has a high Education
• Pepole can bring more members of there
• Australia is a multy cultural country
• Safe and clean
• Climate Australias got hot parts or cold

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! *and AGAIN in 2016.!! not even acknowledged!!*

- 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.

4

NEW MATHS & NEW ENGLISH

An Educational Holocaust approved by the Board of Studies.

- Compulsory, Commercial do-it-yourself Courses Consisting of pages and pages with puzzles, Cartoons, trivia and topics that should be left to parents.
- Immature opinions, likes and dislikes or answering trite questions are obscured by atrocious writing in a playground vernacular without punctuation and fraught with spelling mistakes.
- Filling in the gap exercises are traps to make mistakes.
- Pre-School-level narratives with multicultural names and subliminal advertising are designed to maximise consumer indoctrination.
- Some children in year 6 still use their fingers to work out that Ten Take Two is eighT.
- Many year 12 students mix up perimeter & area!
- Since eyes are more reliable than IQ, images better than words and showing better than telling, copying definitions or instructions is a waste of time, especially when they are illegible.
  However, if, despite that indisputable wisdom, **there is a deliberate attempt** to cause most students to score less than 50% in their Maths tests as the result of modern, mind-boggling complexities, then many Australians will eventually be semi-illiterate, innumerate consumers, **because Commercial Education is a smiling bullet!**
- Since my pioneering work has been consistently ignored, I'm now convinced that Ministers are Merely Manipulated Marionettes in the Global Monetary circus; they only want More Money for their Masters although all subjects for Primary-and Secondary School can fit on one single USB!

The Hon Andrew Refshauge MP, **0428 396 120** Cattai, July 2004
Minister for Education   25   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.

/2

THE LAST STRAW

23.05.2016

- Both the Gonsky leaflet and the issue of a new grammar manual have prompted me to request an early appointment with ·· Minister *PICCOLI*
- Primary teachers are not confident teaching the 3Rs because they were never taught the direct, professional way during the 16 years they went to school.
  However, they can now become specialists themselves by using my **Back to Basics** resources. Preparing lessons will become an obsolete activity.
- I am determined to make a difference well before my expiry date!
- The enclosures have already been sent to the Prime Minister

IGNORED!

Aart Bark
25 Reedy Road
Cattai. 2756
0428396120

see letter to PℰC Federation.

MALCOLM TURNBULL
PRIME MINISTER OF AUSTRALIA

008-1189929-10-0015863

Mr A Bark
25 Reedy Road
CATTAI NSW 2756

INSTEAD

Dear Mr Bark

I know this has been a long campaign. So I will be brief.

Federal elections are always close. You live in one of 14 seats where just a few hundred votes could change the result of this election.

A vote for Labor, independents or the Greens is a roll of the dice, one that could well result in another minority Labor Government in a hung and chaotic Parliament.

Bill Shorten as Prime Minister in a hung parliament would have Greens and independents dictating policy to him day by day.

But with your support, we will deliver the economic security that enables Australians to fulfil their aspirations as individuals, as families, as seniors and as communities.

Get the next three years right, and we will all be able to look forward with confidence and optimism to an Australia where the very best is yet to come.

I am asking you to make a clear choice - to back a strong and stable Coalition majority that can press ahead with our economic plan.

Let's see things through – for that I need you to vote for your local Liberal, Louise Markus.

Yours sincerely

Malcolm Turnbull
Prime Minister

P & C Federation

Locked Bag 40

Granville, 2142

Born 20.12.1928

A. Bark

25 Reedy Road

Cattai, 2756

0428396120

August 2016

Re: Opposition targets shocking rural literacy.
e-Bulletin, 2.2.2011

Traditionally, the Opposition always has the answers.
Unfortunately, Piccoli-now Education Minister-is obviously not
shocked enough himself by these dismal findings because he has
ignored both the Highlights of the Bark Report and the complete
Back to Basics collection!
The Paradox: being in power has turned him powerless because he is
now part of the Global Monetary Circus!
Since Parents have the numbers, it's time to exert their real power
because compulsory Education has become Commercial
Indoctrination!
My Tutorial can improve Literacy- and Numeracy standards in less
than 1 year at no cost, whereas Gonski Funding will only benefit
Commercial Enterprise.
It's the Federation's task to launch me before it's too late! I am the
only one left who can make a real difference.

Regards,

A. Bark

a grandparent & a citizen

John Dixon,　*Making the decisions*　A.Bark

General Secretary,　*for the*　25 Reedy Road

NSW Teachers Federation,　Cattai 2756

23-33 Mary Street,　*via telephone call*　NSW

Surry Hills 2010　*receptionist!*　0428396120

Dear John,　*instead of Gonski!*

Re: Free Literacy and Numeracy Resources
(to help make a difference)

North-American Indians knew how to cure scurvy. It took the British Admiralty 200 years to supply Captain Cook with citrus. Thousands of sailors died in the meantime.

Metaphorically speaking, that is exactly what's happening in our schools as far as the teaching of Maths and English is concerned because, with the ideas of Taxonomy fanatics and a Pontius Pilate-type Department of Education, Commercial Enterprise is in charge. The compulsory students have become the victims of tyranny!

With the emphasis on understanding, topics are repeated in books that keep increasing in size; from about 200 pages to 600 or 700! Questions have to be answered in a prescribed, authoritarian way that is far too complex for most students, hence the learning difficulties.

Efficiency and mental arithmetic only yield half marks **despite** the following statement: **"The Board of Studies 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."**

My Multi-Level Text Book & Dictionary is a unique invention but was condemned by the Hierarchy!!

Basic mathematical skills can be learnt by doing the traditional topics. Adding a few others to sell new books is sabotage. By using exact subjects like Maths & Spelling to teach the principles of Professional Memory Training, performance will undoubtedly improve even as by-products as it were.

Memorising must be given back its importance. The capacity to be good at it is already diminishing.(National Geographic)

English is learnt by copying well-written- and well-spoken examples so that the use of good grammar is **automatically** taken care of.

Answering questions and doing trivial pursuit exercises only activate a limited playground vernacular.

The enclosed booklet consists of pages taken from the Bark Report. They clearly show the Educational Holocaust created by experts who lost the plot.

My Back to Basics Collection on only one USB will never be equalled.

Parents and their children have the right to benefit from its existence. Since schooling is compulsory, the **condemnation** of obviously superior lesson material is therefore unacceptable!

The NSW Teachers Federation will be given permission to copy an unlimited number, provided it is capable of getting this beautiful work introduced. Please refrain from getting it judged by a special committee. The reason should be quite clear: If Moses had been a committee, the Israelites would still be in Egypt!

For free tutorials, contact aart@designcopyprint.com.au

Copies of this letter and enclosures are also sent to ABC- and SBS channels.

Encl: 1. Learn your Times Tables in a week

     2. New Millennium Maths

     3. Blueprint

     4. Highlights

     5. USB   Aart Bark

Senator the Hon. Doug Cameron
Shadow Minister for Human Services

24 June 2016

Mr Art Bark
25 Reedy Rd
CATTAI NSW 2756

Dear Mr Bark,

$250,000

Thank you for taking the time to send Senator Cameron an interesting collection of educational resources.

The resources that you have shared will be brought to Senator Cameron's attention. *I'm still waiting!*

Yours faithfully,

a victim of the

Global Indoctrination

Rebecca Hinder
On behalf of
Senator the Hon. Doug Cameron
Shadow Minister for Human Services

Kate Ellis Shadow Minister for Education
PO Box 6022
House of Representatives
Parliament House
Canberra ACT 2600

Aart Bark
25 Reedy Road
Cattai, 2756, NSW

20 September 2015

Dear Minister,

RE: Teaching Times Tables in Two hours

In 2003, I produced the enclosed DVD in Cattai Public Primary School (NSW).
A spokesperson of the Department informed the Headmistress that she should refrain from encouraging unauthorised material! This unexpected warning didn't really surprise me because my revolutionary Maths dictionaries had been rejected years earlier.
The now refined method of teaching Times Tables consists of first memorising 11 special groups.
The uniquely creative way of teaching answers is ideal for young students. Too much emphasis on understanding is fraught with problems because, up to the age of ten, a child's brain is only a quarter of an adult one!
(Uma história da Linguagem; edições texta grafia.)

Like Numeracy, Maths and Spelling should be taught as routine procedures by using the principles of Professional Memory Training because it has already been noted that-due to modern technology- memorising has almost become a lost skill.
By eliminating their arbitrary practical importance, students will undoubtedly do better.
With Maths, it means abandoning the classical approach including the unprofessional so-called necessary working. The average mark of topic tests (45%), not the manipulated H.S.C. ones, shows clearly how inefficient it is.
Teaching linguistic spelling strategies should instantly replace the chore of copying a list of words four times a week with the test on Friday to see how many wrong rather than how many are right!
To break through the conventional bureaucratic barriers, it needs the approval, support and vision of an enthusiastic Minister.
Please visit www.easymathsandenglish.com
www.bark3rs.com

IGNORED!

Regards,

Encl: 1.Numbers in a Nutshell
2. The New Times Tables
3. Maths USB

Channel 9

24 Artarmon Road

Willoughby, NSW, 2068   June 2015

Aart Bark

25 Reedy Road

Cattai, NSW, 2756

Ignoring new discoveries

- In 2003, I produced "Numbers in a Nutshell" in Cattai Public School. The enclosed video shows clearly that Numeracy can and therefore should be taught as a new intelligent routine because of sensational discoveries and professional memory training techniques.
  The present method based on understanding fails because, up to the age of 10, a child's brain is only a quarter of an adult one!(Uma Historia Da Linguagem)

- The day after the production, the headmistress –now a lawyer- was told by a spokesman for the Department that she should refrain from advertising unauthorised material.

- On my new DVD, please find a short tutorial demonstrating clearly that it is possible to teach times tables in 2 hours. Four local Private Schools ignored my request to produce this new phenomenon.

- In order to give parents and their children the opportunity to become aware of new knowledge so blatantly ignored or even blocked by the static, authoritarian, omnipotent teaching hierarchy, a demonstration on your channel with 10-20 invited children from years 3-6 would undoubtedly be well received.
  I hope to hear from you

Regards

IGNORED!

REWARDS

Stickers
Stamps
Early marks

Merit Awards
House points
Star of the week
Night off
Written comments
Posters
Computer

"to be or not"

Personal Development in   Primary
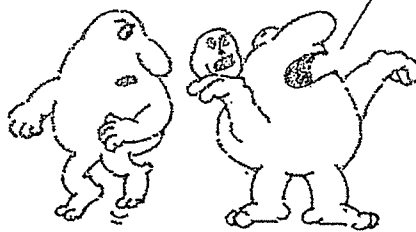
Complete/mark all work
Red/blue pen only
Rule all lines (red)
Pencil only for drawings
NO crossing out: use brackets
Rule columns

BOOK RULES

Class... ↗PEC

○ Class teachers Award

Have fun!

Going For Gold
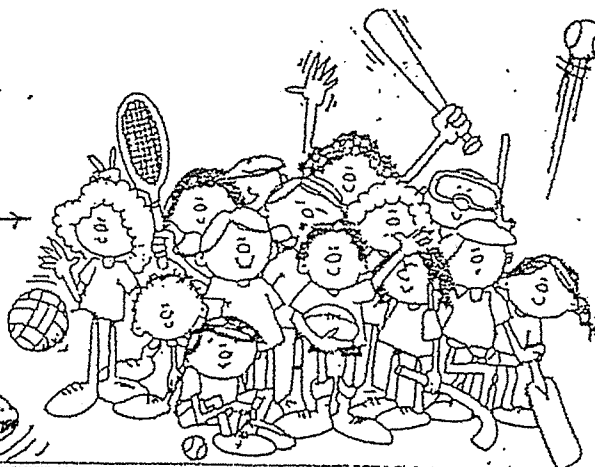
SCHOOLING:
Liberation Or Mind Control?

CLASS MERIT CERTIFICATE

maths teacher award

BISCUITS

ART AWARD

Keep kiddy
Sponsored by
Panadol
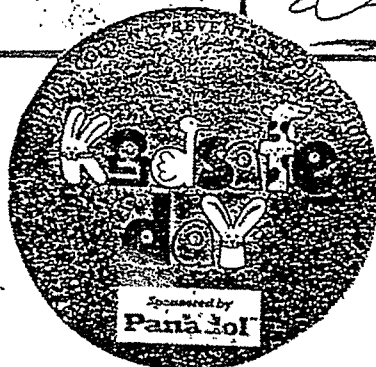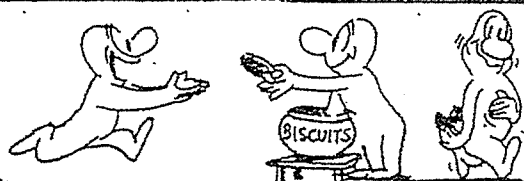
Head Teacher Award

The Manufacture of Needs

EVER-PRESENT GENIE

Television, the most important medium of this **manipulation**, is also very **seductively selling a way of life** that declares from a whisper to a shout that consumption is good, fulfilling, fun, moral, empowering, all the certainties that are so elusive in the rest of life. It is the medium that almost perfectly expresses the **high-tech society: simplistic** and **forceful, capable of no complexity of thought** whatever, designed for limited and graphic impacts (best if short and violent, like football and commercials), and sending pulses continually at that psychological nexus that Freud, doctor for the consumer society, called the "pleasure principle", where desires, always created, are always insatiable.

Within less than a generation vast populations across the globe have thus been brought into the range of the **industrial monoculture**, including such formerly resistant empires as those of Russia and China, and anthropologists believe that by the twenty-first century there will not be a single culture anywhere that will have escaped its impact.

If, as the economists say, people need to consume so that our high-tech societies can produce to their capacity, how do we get them to keep on buying and using and throwing away?

EDUCATION

Integrity is antithetical to the spirit of our age. The overarching philosophy of life that guides our culture revolves around a materialistic, consumer mentality. The craving need of the moment supersedes consideration of values that have eternal significance. (Maxwell)

JUDAS

Still as of old Men by themselves are priced. For thirty pieces Judas sold himself, not Christ.

(Cholmondelay)

HISTORY REPEATS ITSELF

In a disintegrating society, it is the negative forces that show the most intense dynamism. Roman culture was choked by its material advantages. As life became mechanically disciplined, it became spiritually incoherent.

Men cannot be trusted with easy alternatives. At the moment they fancy that they are at last living like gods, they often cease even to be able to live like men .

BREAD AND CIRCUSES

In the circus there arose a different kind of spectacle. Here criminals were punished; here military captives were made to fight with each other until one or both were killed; here other prisoners were thrown to the wild beasts, to be torn apart and devoured alive. Punishment was originally a public spectacle, presumably to serve as a warning for the spectator: now it served another purpose - it provided outright pleasure. Rome under the Antonines may have harboured a million people. At least one-third and possibly one-half of the population of the city, according to Carcopino, lived on public charity.

By 354 A.D., there were 175 days of games out of some 200 public holidays. (Mumford) **83.**

Endangered Minds

" Provocative, scholarly, and timely. Society may actually be changing our children's brains for the worse."

•

Louise Bates Ames,
Gesell Institute of
Human Development

WHY CHILDREN DON'T THINK AND WHAT WE CAN DO ABOUT IT
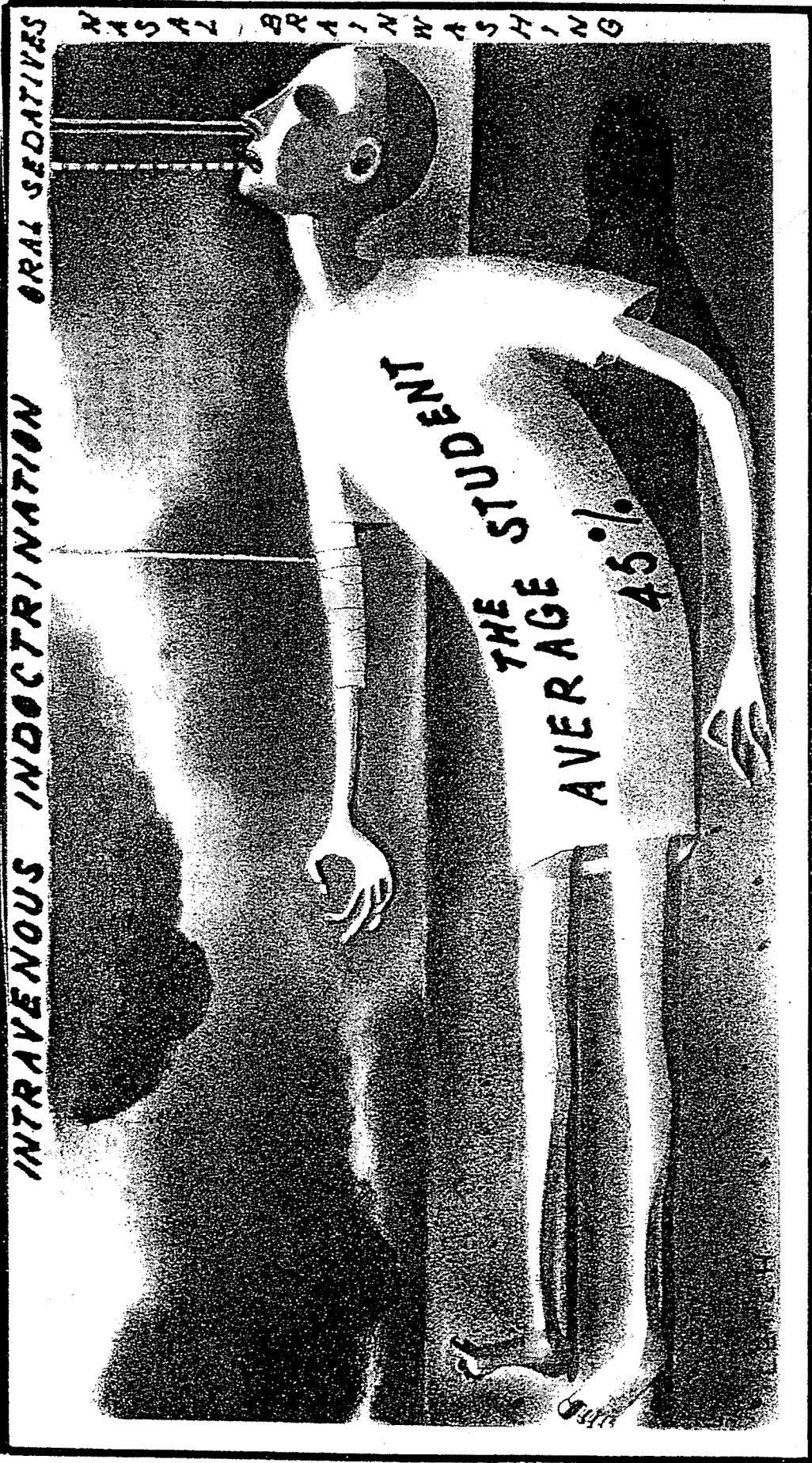
JANE M. HEALY, PH.D.

NEIL POSTMAN
AMUSING OURSELVES TO DEATH

A scintillating analysis of television's effect on culture' New Society

methuen

82.

ILLEGAL BRAINWASHING

ORAL SEDATIVES

INTRAVENOUS INDOCTRINATION

THE STUDENT AVERAGE 45%

R. I. P.

SCHOOLS IN TURMOIL

305.

MATHS INFORMATION

Requirements

Students will be required to have the following items to each lesson.

*A blue or black pen   *A ruler
*A red pen   *A lead pencil
*An eraser   *A Scientific calculator
*Maths textbook   *Maths workbook

Geometrical equipment will also be needed for selected topics

- a compass
- a protractor
- set squares

Book Rules ← *THE RESULT OF INCOMPETENCE*

*Workbooks must be covered.
*Use a blue or black pen for writing.
*Use a red pen for margins, underlining and marking.
*Lead pencil should be used for diagrams, graphs, etc.
*A ruler should be used for straight lines.
*All worksheets are to be pasted in the work section.
*Tests are to be signed by a parent and pasted in the back of the workbook.
*Mini-reports will be sent home pasted in the workbook each term. These are to be signed by a parent.

'Assertive Discipline'

Homework

*Students should expect about 15 minutes homework every weeknight and sometimes on weekends. If all set work is completed, students should do at least 10 minutes revision instead.
*If homework cannot be completed for a good reason, a note written by a parent should be returned the next day.
*Work missed due to absences is to be caught up as soon as possible.

To Parents

Please read the above information carefully. I hope it will help you to understand what is expected of your child in Maths this year. Please don't hesitate to contact me throughout the year if you have any questions or problems.

Thankyou

....

Parent/s signature...
Any comments?

N0, SIR, WE'RE DUMBFOUNDED!

62

Oh no, not maths!

Maths phobia is one of the most career-damaging fears which beset working women going into the next decade.

STANDARD KNOWLEDGE

$$\frac{3}{4} = \frac{75}{100} = 75\% \quad \text{Also} \quad \frac{3}{4} = \frac{3}{4_1} \times \frac{100^{25}}{1}\% = 75\%$$

$\times 25$

THIS IS WHY !

Example 10.7
Express the following fractions as percentages:

(a) $\dfrac{3}{20}$ (b) $\dfrac{11}{300}$

(c) $\dfrac{5}{7}$ (d) $\dfrac{7}{12}$

CRAP!

Solution

(a) $\dfrac{3}{20} = \dfrac{3}{20} \times \dfrac{100^5}{1}\%$ multiplying by $\dfrac{100}{1}$

$= \dfrac{15}{1}\%$ cancelling by 20

$= 15\%$ *MENTALLY !*

$\dfrac{5}{7} = \dfrac{5}{7} \times \dfrac{100}{1}\%$

$= \dfrac{500}{7}\%$ $5 \div 7 = .07!$

$= 71\frac{3}{7}\%$

(b) $\dfrac{11}{300} = \dfrac{11}{300} \times \dfrac{100^1}{1}\%$ multiplying by $\dfrac{100}{1}$

$= \dfrac{11}{3}\%$ cancelling by 100

$= 3\frac{2}{3}\%$ expressing the answer as a mixed number.

(d) $\dfrac{7}{12} = \dfrac{7}{12} \times \dfrac{100^{25}}{1}\%$

$= \dfrac{175}{3}\%$ $7 \div 12$

$= 58\frac{1}{3}\%$ *SPOON-FEEDING. NO LEARNING*

As I said before, the teaching of decimals and percentages is a matter of subconscious sabotage. The committee that introduced it consisted of stale headmasters and mistresses (not their) brought up on fractions and "paybacks".

The result: Storm in a glass of water. This "weird" system had to be explained to the poor kids. Explaining means digging deep, so deep that the planted seed has no chance to come up. If you stopped a teacher from explaining, you would deprive him of his status. Maths teachers belong to a secret society that has set itself up as a sole agency. You can only become a shareholder if you adhere to the contrived, bullshit jargon which is more difficult than the actual Maths itself.

The society doesn't want too many members; only the ones of the same ilk. If everyone spoke Maths the way they speak their native language, Maths wouldn't be a high esteem subject any longer.

The famous dozen and their relatives - ½, ⅓ ¼, ¾, ⅕ ⅖,.... are used when it is convenient to do mental arithmetic. Apart from that, it is extremely futile to convert percentages, fractions and decimals, because they obviously must have the same value.   *25% OF 16 : THINK ¼ OF 16*

Read the following crap; no wonder frustrated kids set fire to schools.

To change a fraction to a percentage, multiply by 100/1 and include the % sign.

Only idiots would write it; those that implement it should be charged with mental abuse.

Do you write or say $3/1 \times 2$ apples? Of course not. So why should you write or say $3/1 \times 2$ sevenths? 3×2 sevenths = 6 sevenths. Written as $6/7$. That's practical.

Spoonfeeding: The operation is translated into English as well so that the student does not have to think; that's precisely why he never learns: teachers deny him the opportunity.

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SIGN OF INCOMPETENCE:

MATHEMATICS *PROPAGANDA*

COURSE CODE   MA202 (General)

COURSE NAME   <u>DO YOU MEASURE UP?</u> *NO!*

KEY LEARNING AREA   MATHEMATICS

FACULTY   MATHEMATICS

PREREQUISITES   TEACHER RECOMMENDATION

ARBITRARY
BY DEFINITION:
IF HE CAN'T TEACH,
THE STUDENT DOESN'T
PERFORM TO HIS CAPACITY.!

COURSE OUTLINE

Students will use units of measurement to recognise and investigate plane and solid figures. They will calculate area and perimeter and recognise, draw and measure angles and triangles. Students must bring a calculator to all lessons. Geometric instruments will be essential.

SOCCER POOL: GUESSING THE SCORE BEFORE THE GAME!

OUTCOMES

NOT ALLOWED!

WISHFUL THINKING OR
FALSE ADVERTISING ?

At the completion of this course, students will have:
* Performed <u>routine calculations</u> with whole numbers using an appropriate choice of estimation and <u>mental</u>, written and calculator methods.
* Used basic units for measures of time, money, temperature and space.
* Recognised the arbitrary nature of measurement units and scales.
* Described the basic properties and relationships between two and three dimensional shapes.
* Deduced simple numerical facts about common geometric figures.
* Calculated perimeters, areas and surface areas of basic shapes.
* Used geometric instruments competently.
* Estimated and used measurements in practical settings.
* Approached everyday mathematical problems confidently.

WORKING OR ELSE
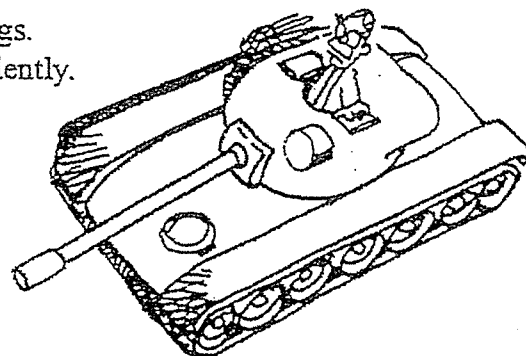
Appropriate Setting Out for Maths

Label with text section and page number

Use heading as it occurs in text at the top of a section and the top of each page and underline in red

Date all work

DICTATORIAL TUNNEL VISION

8:05B p170   5/2/2002

Clocks and times

The metric base unit of time is the second (s). Units of minutes (min), hours (h), days, weeks, and years are also commonly used.

$$60 \text{ seconds (s)} = 1 \text{ minute (min)}$$
$$60 \text{ min} = 1 \text{ hour (h)}$$
$$24 \text{ h} = 1 \text{ day}$$

Important things to remember should be outlined with a red box

Label all sets of exercises as in the text book

Exercises 8:05B

1. a) $2 \text{ h} = 2 \times 60 \text{ min}$
        $= 120 \text{ min}$

AT THE COST OF MENTAL EXPERTISE!!

   b) $3 \text{ min} = 3 \times 60 \text{ s}$
        $= 180 \text{ s}$

   c) $2 \text{ days} = 2 \times 24 \text{ h}$
        $= 48 \text{ h}$

6. a) $2 \text{ h } 20 \text{ min} + 1 \text{ h } 30 \text{ min}$
        $= 3 \text{ h } 50 \text{ min}$

tick them

Question numbers in the margin

Work DOWN the page

You may use a second column for work which is very thin when you have finished the left hand column. But make sure you insert two vertical red lines as a margin.

Mark all work

Do not confuse the question number or letter with your answer. Always use :) not a full stop

Write out question and show working DOWN the page finishing with the answer. Keep all equals signs one below the other.

Use a 2cm red margin on every page

ADMINISTRATION MORE Appendix 11 *IMPORTANT THAN EXPERTISE*

Bullying and Blackmail

Unfortunately, it only becomes apparent to someone who has abolished the existing authoritarian way Maths has traditionally been taught because it has stunted the performance of many students; protocol is obviously more important than education. For thirty years my private students asked me why their teachers didn't do it the direct, professional way. I would then answer that the classical way turned Maths into a high-esteem subject and that it had to do with ego-uppance. Teachers can only deliver what they have been taught themselves and that they were not intelligent or practical enough to allow for individual expertise. Neither lawyers nor politicians want to tackle the issue because the abuse is not physical but merely the result of being indoctrinated-without questioning-by the request that Maths questions must be answered in a standard and purely academic way. A quick look at the disastrous test results in this report shows clearly that this indirect approach is neither practical nor educational. The real reason for this unethical request to show the so-called necessary working (necessary to whom?) is that its very complexity is supposed to stop students from copying and, traditionally, to show where students went wrong! However, the responsibility to prevent copying lies with the teacher, not with the students; they are only guilty until caught in the act.

To discourage any mental expertise, right answer without working only yield half marks! It completely undermines the challenge Wyndham is talking about and turns the following statement issued by the Board of Studies into nothing but an blatant lie!

YOU'D THINK YOU WERE IN A CONCENTRATION CAMP!

School of Computing,
Engineering and Mathematics

WESTERN SYDNEY
UNIVERSITY

Summer Session 2015/2016   Assignment 1

Assignment 1 — Instructions

Weighting: 25%

Total marks: 40

Due date: Week 4, 4pm, Wednesday, January 6, 2016.

Submission Details: To be submitted electronically via vUWS.

This is an individual assignment, which means that the solutions you hand in MUST be your own work.

The solutions may be hand-written or word-processed using the equation editor in WORD, for example. You MUST submit your assignment (that is the completed cover sheet and your solutions) in either WORD 2010 or PDF format, using the Assignment tab in vUWS. No other format will be accepted. Please make sure you complete the cover sheet and submit it with your solutions. A copy of the Cover Sheet can be found on page 2 of this document. Your assignment will NOT be marked if there is no cover sheet attached to your solutions.

Please note the following when submitting your solutions to these questions: *AGAIN THIS NON-DESCRIPT WORD*

1. To gain full marks you must write a 'sentence' to answer the question where appropriate.

2. Correct spelling and grammar MUST be used where appropriate. *ISN'T THAT ALL THE TIME?*

3. Correct mathematical notation and standard setting out MUST be used.

4. Where content, such as quotes or images, is used that is *not* included in the course materials or text book, it must be appropriately referenced at the end of the assignment.

Late assignments will attract a 10% penalty per day (including Saturday and Sunday and any public holidays), beginning Thursday, January 7. Once the assignments have been returned, no further assignments will be accepted to be marked. Assignments will normally be returned within one week.

All working MUST be shown to obtain full marks for a question. *BEFEHL IST BEFEHL*

No working = NO marks!

Answers only (even the correct ones!) will also attract ZERO marks.

Marks will be deducted for poor and/or incorrect setting out.

BULLYING IS AN OFFENCE!
DEMANDING UNNECESSARY working IS BULLYING!
There exists no definitions.
Necessary to whom? Hopefully not to the teacher
It prohibits efficient[1] mental arithmetic and causes
80% of students to crank in the process

NEW MILLENNIUM MATHS

Numbers In A Nutshell

New Millennium Maths

Numbers In A Nutshell

With

Aart Bark

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

Playcam Video Productions Ph. 45 776557

IGNORANCE IS NOT BLISS

eachers don't know what they don't know. They obviously find it easier to indulge in their ignorant
...edness. It's easier than thinking and questioning.

[...]n you're in a rut, at least you know where you are.

[...]n one general truth can be formulated, it's extremely stupid to endlessly repeat identical details:

x 0=0, 2 x 0= 0, etc.

Heaps of nothing is still nothing.

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[...]cause they haven't seen "that one" before.

[...] you say 1xone apple= 1 apple? Of course not, so why should you have to write that 1 times a
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[...]t schoolchildren have to write times tables up to 12 even though the decimal system was
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[...] go as far as 15 is even sillier, apart from the fact that writing out times tables is like having to
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[...] a keen observer-that excludes teachers – it is obvious that children are <u>ADDING</u> instead of
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[...]tiplication by 10 involves only one general rule: add a nought.

[...]e exclude the above stupidities and know that **a times b** is the same as **b times a,** then there are
[...]LY 36 to learn. By using the Bark patterns, half 36 which is 18. Strangely enough, 3 sixes are
lso 18, and both numbers make 9, which seems to be quite logical.

1 x 0 = 0	2 x 0 = 0	3 x 0 = 0	4 x 0 =	5 x 0 = 0
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 =	5 x 1 = 5
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 =	5 x 2 = 10
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 =	5 x 3 = 15
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 =	5 x 4 = 20
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 =	5 x 5 = 25
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 =	5 x 6 = 30
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 =	5 x 7 = 35
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 =	5 x 8 = 40
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 =	5 x 9 = 45
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 =	5 x 10 = 50
1 x 11 = 11	2 x 11 = 22	3 x 11 = 33	4 x 11 =	5 x 11 = 55
1 x 12 = 12	2 x 12 = 24	3 x 12 = 36	4 x 12 =	5 x 12 = 60
1 x 13 = 13	2 x 13 = 26	3 x 13 = 39	4 x 13 =	5 x 13 = 65
1 x 14 = 14	2 x 14 = 28	3 x 14 = 42	4 x 14 =	5 x 14 = 70
1 x 15 = 15	2 x 15 = 30	3 x 15 = 45	4 x 15 =	5 x 15 = 75

LOOK AT THIS CRAP!

218.

IGNORANCE IS NOT BLISS

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1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 =	5 x 1 = 5
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 =	5 x 2 = 10
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 =	5 x 3 = 15
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 =	5 x 4 = 20
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 =	5 x 5 = 25
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 =	5 x 6 = 30
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 =	5 x 7 = 35
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 =	5 x 8 = 40
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 =	5 x 9 = 45
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 =	5 x 10 = 50
1 x 11 = 11	2 x 11 = 22	3 x 11 = 33	4 x 11 =	5 x 11 = 55
1 x 12 = 12	2 x 12 = 24	3 x 12 = 36	4 x 12 =	5 x 12 = 60
1 x 13 = 13	2 x 13 = 26	3 x 13 = 39	4 x 13 =	5 x 13 = 65
1 x 14 = 14	2 x 14 = 28	3 x 14 = 42	4 x 14 =	5 x 14 = 70
1 x 15 = 15	2 x 15 = 30	3 x 15 = 45	4 x 15 =	5 x 15 = 75

LOOK AT THIS CRAP!

2/8.

The student MUST SAY "6 TIMES 4 EQUALS 24," NOT 6 FOURS, 24. He has to put down the 4, and (instead of carry), WRITE DOWN THE 2; do you know why?

Because he has to say that 6 TIMES 1 EQUALS... UM ...

(it's of course a waste of time doing algorisms if you don't readily know the basic facts.)

BY THE TIME HE COMES UP WITH THE ANSWER, HE WOULD HAVE FORGOTTEN WHAT HE HAD TO CARRY.

If you were to throw the relay baton on the ground instead of giving it to the next runner, the team would never win a race.

If schools were to run a business, they would be bankrupt within a week.

People should do algorisms with eyes and brain only because they operate with the speed of light. A calculator functions silently without crutchfigures; why shouldn't people?

Schools are in the process of turning children into gullible and non-thinking consumers under your very noses: WINNERS MAKE IT HAPPEN: LOSERS LET IT HAPPEN. AND IT WILL GET WORSE. At the moment, the drive is to keep students in school till age 18. Since keeping them in till age twenty would obviously be ridiculous, the government has invented a new trick. Although there is plenty of evidence to show that neither policies nor methods work, they are going to introduce an extra two years of teaching the same crap.

To put the fate of year 12 students in the hands of pre-school teachers who have already done so much damage is ludicrous because these people have neither foresight nor hindsight. The business world is laughing because even more crap can be produced.

The Sun-Herald
EXCLUSIVE

By FRANK WALKER
State Political Editor

August 29, 1999

BULL SHIT

THE AIMS
● Builds self-esteem, numeracy and literacy.
● Helps prevent delinquency.

Government says early lessons save big dollars

Day carers to teach tots words, sums

24%

BABIES and toddlers going to child-care centres will face a government education curriculum next year.

The aim is to teach children numeracy and literacy at an age when they learn very quickly and to form the basis for stability in their juvenile years.

It will transform child-care centres from being simply child-minding places to being part of the education system. For the first time, they will have a set education guide for pre-schoolers.

Community Services Minister Faye Lo Po said the curriculum would also develop self-esteem and confidence.

It will be offered to the 3,500 child-care centres in NSW and involve about 150,000 pre-schoolers each day.

"We want to prepare children for the future and give them the best possible start," Mrs Lo Po said.

Those who can, do
Those who can't, bully

Who are the bullies?

The bully, on the other hand, is usually insecure, inflexible, immature and often incompetent. They are also often prejudiced

BY TIM FIELD PHD, BSC (HONS)

Almost everybody has felt the destructive power of bullying at some time in their life, and whilst any people associate the word 'bully' with the playground, bullying is not just childish behaviour which people grow out of. There's much anecdotal evidence to suggest that the child who learns to bully at school and gets away with it – goes on to be a bully in the workplace. Sometimes, the school bully decides to take up teaching.

Data from over 3000 cases from the UK National Workplace Bullying Advice Line which started operation in January 1996) shows that among the most common groups of callers are nurses and healthcare employees (around 12%), social workers)%), and voluntary/not-for-profit sector employees (around 8%). However, the largest group by far, at around 20%, is teachers. These teachers, who work in both the state and private sectors, are not being bullied by pupils or parents. They're being bullied by fellow teachers, heads of department or, most commonly, by the principal.

legations of 'complaints' by unidentified pupils or parents are made.

When teachers bully children

And that's just bullying by adults, against adults. Anecdotal evidence from over 600 Advice Line cases suggests that the bullying teacher or principal also targets pupils and makes their lives hell as well. The tactics are hauntingly familiar. Constant nit-picking criticism is an everyday occurrence, as are unfair markings, denial of opportunities, the instillation of a belief of unworthiness, unfair use of penal sanctions, unpredictability, and the threat of discipline or force or violence (as in various forms of 'punishment'), often on fabricated charges. Alternatively, the child may be ignored for weeks, even months, at a time. Usually, the bullying teacher will focus on one child in particular and treat that child differently to all the other children. This is always a big clue, although some aggressive

How the bullies operate

Each case is the same: the bully, who is an unpopular person, selects one teacher who is good at their job and popular with the pupils and parents. The targeted teacher is then subjected to a barrage of daily criticism, nit-picking, fault-finding, increased workloads, and interference. Their reputation is undermined, they are marginalised, excluded from what is going on, and separated from colleagues. Information is withheld; impossible objectives are set and deadlines changed, often with little or no notice. Leave is denied and training refused.

Often, the targeted teacher is allocated the most difficult pupils, an impossible schedule, has their responsibility increased but their authority reduced or removed, and is humiliated and embarrassed in front of pupils by the bully's unwarranted and unnecessary intrusion into classes for trivial or specious reasons. Eventually disciplinary procedures are abused, with the imposition of verbal and written warnings for trivial reasons, which are often exaggerated or even fabricated. Sometimes unsubstantiated

adults will bully every child. Sometimes there are suspicions of other forms of abuse, especially with male bullies.

One of the nastiest tactics of bullies is to isolate their target and then encourage others to join in with the bullying. The target is portrayed as 'weak' and a 'threat' to the group, thus 'legitimising' the bullying behaviour. In reality, the bully is projecting his or her own weakness onto someone else in order to divert attention away from their own shortcomings.

Who are the victims?

It's often thought that people who are bullied must be 'weak' and 'inadequate'. In fact, it is often the bully who is weak and inadequate, for normal people don't need to bully. The bully will select their target according to certain predictable criteria. The targeted individual is invariably good at their job or is skilled, talented, artistic or creative.

Teachers, like Linus, are too concerned about losing their SECURITY BLANKET. Many become severely frustrated, hostile and authoritarian. (Sprinthall) After 20 years, it dawned on me that my private students and I have been bullied as well; efficiency was always disallowed. An expensive private school invariably discouraged parents to seek the help of a tutor.

241.

Growing From Seed

1 When can you sow or plant these seeds? _All year round_
2 How deep should you plant the seeds? _Half inch_
3 How far apart should the rows be? _15 cm_
4 The spring onions can be picked or harvested _8 - 12_ weeks after they are planted.
5 These seeds are selected and tested for A _Australian_ and _New Zealand_ gardens. They are packed in _foil sachet_ to retain their freshness.
6 These seeds should be used before _Aug_ _2016_

TRIVIAL PURSUIT

(Unscramble) these words from the front of the seed packet.

N	O	O	I	E	H	T	W	I
o	n	i	o	n	w	h	i	t	e

G	P	S	R	N	I	E	E	S	S	D
S	p	r	i	n	g	s	e	a	d

Unscramble these words from the back of the seed packet.

D	L	S	A	A	S	S	L	I	O
S	a	l	a	d	s	o	i	l	s

Y	N	S	N	U	A	A	P	T	R
S	u	n	n	y	a	p	a	r	t

E	C	I	R	P	E	C	D	O	E
p	r	i	c	e	c	o	d	e

What's in a Seed Packet?

One should actually interpret this atrocious writing as a protest in disguise !

1 What type of plant can be grown from these seeds? _Spring onion_
2 How many seeds do you get out of the packet? _650_
3 What is the name of the seed company who packaged these seeds? _Mr Fothergills_
4 These onions are "The ideal s_alad_ on_ion_, Quick growing" with a m_ild_ flavour"_, s_oft_ but do _most_ ground.
5 Spring onions grow on m_ost_ s_oils_ and m_____ ground. best on well d_____ s_____ position.
6 They prefer an o_pen_ sunny position.

NO

DOING puzzles

NAME ___ *YEAR 7*

Why do people hate vampires?

Directions:
Solve each problem on another sheet of paper. Find your answer in the decoder, and each time your answer occurs, write the letter of the problem above it.

1. 756.9 + 0.79 = *757.69* (N)

2. 0.037 + 0.04 + 0.625 + 0.7 = *1.402* (P)

3. 29 + 486.89 + 298.5 = _____ (C)

4. 17.6 + 0.62 + 0.009 + 9.41 = _____ (S)

5. 3.854 + 14.15 + 8.9083 + 4.4 = _____ (I)

6. 2.34 + 0.765 + 3.877 = _____ (E)

7. 0.073 + 6.2 + 7.18 _____ (Y)

8. 19.41 + 7 = _____ (A)

9. 7.575 + 87 = _____ (U)

10. 0.1 + 0.8 + 7.8 = _____ (B)

11. 12.8 + 7.3 + 2 = _____ (T)

12. 0.4 + 13.9 + 4.03 = _____ (H)

13. 1.007 + 0.2 = _____ (R)

14. 13.5 + 9.8 = _____ (K)

✓ *Potato*
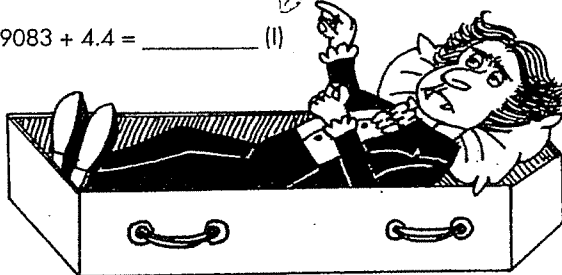
| 8.7 | 6.982 | 814.39 | 26.41 | 94.575 | 27.639 | 6.982 | 22.1 | 18.33 | 6.982 | 13.453 | 1.207 | 6.982 |

| 26.41 | 1.402 | 26.41 | 31.3123 | 757.69 | 31.3123 | 757.69 | 22.1 | 18.33 | 6.982 | 757.69 | 6.982 | 814.39 | 23.3 |

NOTHING TO DO WITH MATHS!
JUST AN EXTRA CHORE.

NAME _____

Where do mummies go on holiday?

Directions: *Home Schooling!*
Solve each problem below on another sheet of paper. Each time your answer occurs in the decoder, write the letter of the problem above it.

BYE, UNCLE TUT!
HAVE A NICE TRIP!

1. 10 − 6.35 = _____ (D)

2. 0.7 + 4.3 + 8 + 6.91 = _____ (H)

3. 0.789 + 3.496 + 10 + 0.008 = _____ (O)

4. 8.974 − 3.2 = _____ (S)

5. (16.923 − 4.37) + 2.8 = _____ (T)

6. (8.3 + 7) − (6 − 2.3) = _____ (Y)

7. 94.32 − 68.94 = _____ (G)

8. (9 − 3.02) + (6.35 − 1.49) = _____ (E)

9. 74 + 0.06 + 7.08 + 3.71 = _____ (A)

| 15.353 | 19.91 | 10.84 | 11.6 |

| 25.38 | 14.293 | 15.353 | 14.293 | 15.353 | 19.91 | 10.84 |

| 3.65 | 10.84 | 84.85 | 3.55 | 5.774 | 10.84 | 84.85 |

Work out the answer to each problem. Find the answer in the puzzle. Connect answer 1 to answer 2 to answer 3, etc. until you have completed all the problems. You will end up with a pattern:

FAILURE PRINCIPLE!

KIDS DON'T —, BECAUSE MOST ALGORISMS ARE ADDITIONS

•95.64   •64.62

81.15 •   •55.04

8.22•   73.19•   •13.02   •15.21

•7.26   •7.40   5.20•   16.32•

•9.05   •8.20 |7.52   13.26•

2.13•   9.25•   9.15   •15.62
                           18.30

7.95 •   •23.48

9   •18.66
        7.85

HOWEVER, THERE ARE ONLY POSITIVE (+)

NEGATIVE NUMBERS (−) WRITTEN INFRONT

'TAKE AWAY' IS FOR HAMBURGERS.

Try these subtraction, place zeros at the ends to fill 'shorter' decimal numbers if it makes it easier.

DC!

1)	2)	3)	4)	5)
3.64+ 1.56	2.62+ 4.78	5.82+ 2.38	1.87+ 5.65	3.39+ 5.76
5.20	7.40	8.20	7.52	9.15

6)	7)	8)	9)	10)
9.76+ 5.86	5.39+ 7.87	8.93+ 7.39	6.24+ 8.97	5.44+ 7.58
15.62	13.26	16.32		

11)	12)	13)	14)	15)
15.28+ 39.76	28.48+ 36.14	77.35+ 18.29	32.72+ 48.43	53.26+ 19.93

16)	17)	18)	19)	20)
3.52+ 4.7	5.46+ 1.8	6.25+ 2.8	1.4 + 0.73	7.6 + 1.65

21)	22)	23)	24)	25)
3.54+ 1.6 2.81	3.49+ 4.26 0.1	12.35+ 4.6 1.71	4.6 + 17.5 1.38	5.21+ 8.7 4.39

Right column (subtraction problems):

11) 24.1 −
9.56
_____

10) 82.48 −
57.9
_____

9) 62.9 −
48.05
_____

8) 31.42 −
26.7
_____

7) 59.06 −
33.4
_____

6) 35.63 −
18.87
_____

Left column (subtraction problems):

5) 9.7 −
3.5
_____

4) 4.3 −
0.9
_____

3) 7.4 −
2.1
_____

2) 5.7 −
3.9
_____

1) 8.6 −
5.2
_____

20 badges
4 classes share them.
How many for each class?

20 shared among 4
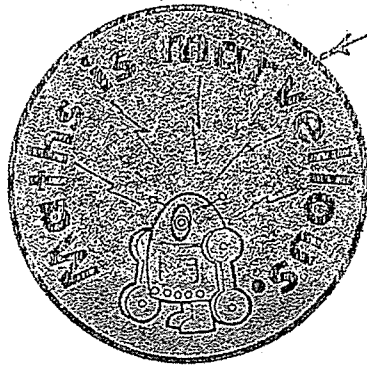
1. $3\overline{)9.6}$ 2. $4\overline{)9.28}$

3. $5\overline{)6.05}$ 4. $6\overline{)0.72}$

In real life never presented as such.

number for each	1	2	3	4	⑤

number sharing $4\overline{)}$

$$4\overline{)20}\quad 5$$

number needed	4	8	12	16	⑳

20 shared among 4 is 5 each.

$20 \div 4 = 5$
WHY CHANGE THE ORDER?

$963 \div 3 = 321$

TRADING

We ask the question 'If we share these blocks among 9 people, will each get some hundreds?'. The answer is no and the hundreds blocks are traded for tens, giving 76 tens and 5 ones:
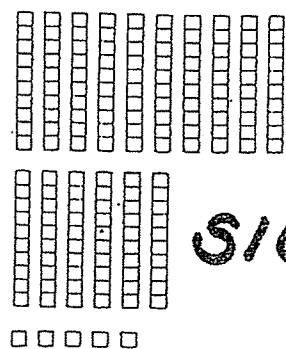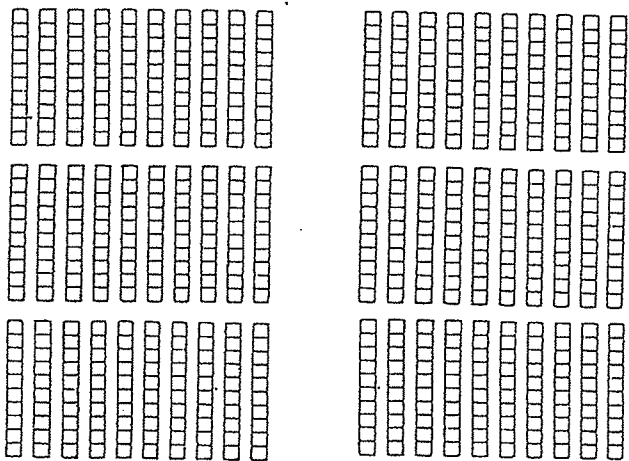
SICK!

MENTAL CHILD ABUSE.

Now, ask the question 'If we share these blocks among 9 people, will each get some tens?' The answer is yes. Each person will get 8 tens. This will use up 72 of the tens and leave 4 tens over.

TRADING

ARMAGEDDON

MAY DAY
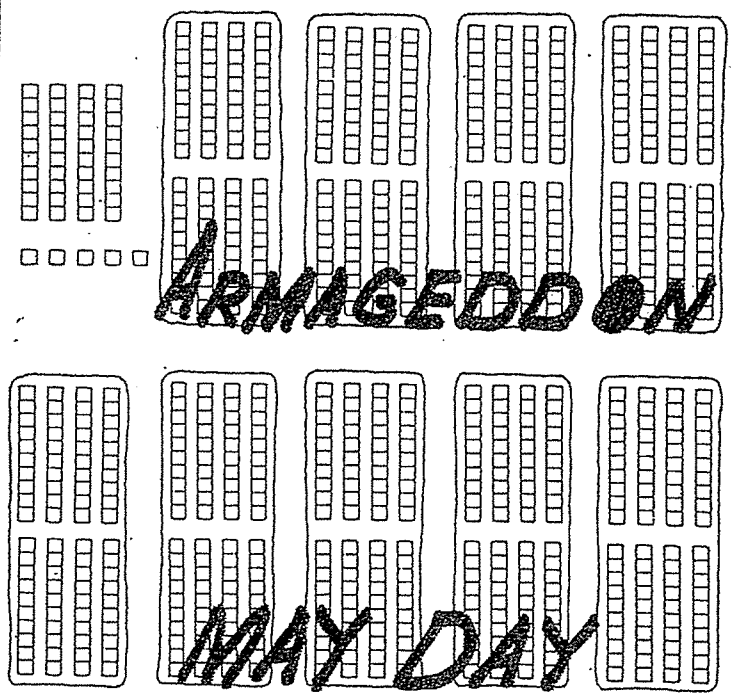
These 4 tens are traded to give 40 ones. Together with the 5 ones already in the pile, this gives a total of 45 ones.

Now, ask the question 'If we share these blocks among 9 people, will each get some ones?'. The answer is yes. Each person will get 5 ones.

SOS!

the value of the ones digit of the subtrahend is greater than the value of the ones digit of the minuend.
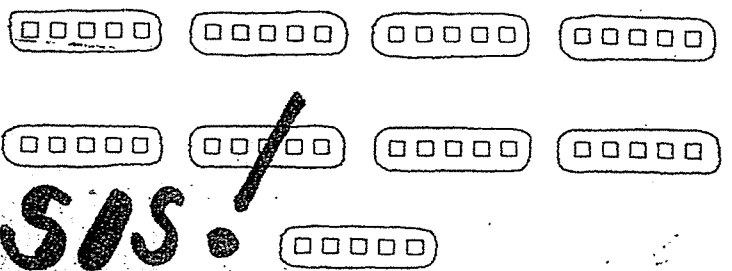
BLAA
BLAA

$$\begin{array}{r} 72 \\ -28 \\ \hline 44 \end{array}$$

The equal-additions method with the subtractive thought is recommended.

Ten ones are added to the ones of the minuend and one ten to the tens of the subtrahend.

CRAZY

In oral work, 'add ten, add ten' is to be preferred. 'Borrow' and 'pay back' are incorrect terms. */ BUT STILL USED !*

72 —	becomes	70 —	and	12 —	· 2 minus 8, I cannot; add 10;
28		30		8	12 minus 8, 4; write 4.
——		—		—	add 10; 7 tens minus 3 tens
44					4 tens; write 4.'

WHY ?

Note.—'4 tens' may be said as 'forty'. *WELL, WELL !*

ʳctising the vertical sub-ʳaction algorism using ιᶜᵉ-value statements.

Some practice stating place-values is desirable before practice stating face-values.

$$\begin{array}{r} 76 — \\ 24 \\ \hline 52 \end{array}$$

Stating face-values of the digits
'6 minus 4, 2; write 2.
7 minus 2, 5; write 5.'

= old-fashioned
LONG DIVISION

should be used to promote mental arithmetic !

$$\begin{array}{r} 72 — \\ 28 \\ \hline 44 \\ \hline \end{array}$$

Stating face-values of the digits
'2 minus 8, I cannot; add 10;
12 minus 8, 4; write 4. Add 10; 7 minus 3, 4; write 4.

MUST. necessary working

Note.—Crutch figures may be used

SHORT DIVISION
C6 ⅓
C8 ÷ 6
MENTALLY,
OF COURSE !

6)	998 —		
	600	100	600
	398 —		
	60	10	60
	338 —		
	120	20	120
	218 —		
	120	20	120
	98 —		
	60	10	60
	38 —		
	30	5	30
	8 —		
	6	1	6
	2	r	2
	Q166	998	

or

6)	998 —		
	600	100	600
	398 —		
	300	50	300
	98 —		
	60	10	60
	38 —		
	30	5	30
	8 —		
	6	1	6
	2	r	2
	Q166	998	

or

6)	998 —		
	600	100	600
	398 —		
	360	60	360
	38 —		
	36	6	36
	2	r	2
	Q166	998	

INSANE.

New Maths for an obsolete activity !

$$998 \div 6 = 166\frac{1}{2}$$

166⅓ !

No! Supporting incompetence.

Fifty times the divisor may be seen as half of one hundred times the divisor.
Multiples preferred by a child are subtracted.

THAT'S WHY HE WILL BE UNEMPLOYED

Changing Fractions to Decimals

Change these fractions to decimals, make sure there are no 'end zeros'

Examples

$\frac{1}{10} = 0.1$ | $\frac{1}{100} = 0.01$ | $\frac{1}{1\,000} = 0.001$

$\frac{10}{10} = 1$ | $\frac{10}{100} = 0.1$ | $\frac{10}{1\,000} = 0.01$

$\frac{41}{10} = 4.1$ | $\frac{352}{100} = 3.52$ | $\frac{100}{1\,000} = 0.1$

1. $\frac{7}{10} = 0.7$ 2. $\frac{8}{100} = 0.08$

3. $\frac{5}{1\,000} = 0.005$

4. $\frac{16}{10} = 1.6$ 5. $\frac{37}{100} = 0.37$

6. $\frac{87}{100} = 0.87$ 7. $\frac{63}{10} = 6.3$

8. $\frac{430}{1\,000} = 0.43$

9. $\frac{906}{1\,000} = 0.906$

10. $\frac{408}{100} = 4.08$ 11. $\frac{110}{100} = 1.10$

12. $\frac{4\,076}{1\,000} = 4.076$

13. $\frac{80}{10}$

14. $\frac{15}{10}$

15. $\frac{45}{10}$

17. $\frac{550}{100}$

Now chan to fr

19. $0.$

21. 2.1

Use division to change these fractions to decimals

Example

$\frac{3}{4} = 3 \div 4$ $4\overline{)3.00}$ = 0.75 (32)

23. $\frac{1}{2} = 1 \div 2$ $2\overline{)1.0}$ = 0.5

24. $\frac{1}{4} = 1 \div 4$ $4\overline{)1.00}$ = 0.25

25. $\frac{2}{5} = 2 \div 5$ $5\overline{)2.0}$ = 0.4

26. $\frac{3}{8} = 3 \div 8$ $8\overline{)3.000}$ = 0.375

27. $\frac{4}{5} =$

28. $\frac{7}{8} =$

29. $\frac{3}{}$

Convert these fractions, which will be recurring decimals

Example

$\frac{1}{6} = 1 \div 6$ $6\overline{)1.0000}$ = 0.1666 (444)
= $0.1\dot{6}$

32. $\frac{2}{3} =$
=

33. $\frac{1}{9} =$
=

34. $\frac{5}{6} =$
=

35. $\frac{7}{9} =$
=

IGNORANT LEARNED LESS: The Trap!

Compulsory Indoctrination.

8 by calculator : 8 ÷ 15 = .53

As an Algorism, it should be left IN THAT ORDER!

8.000 ÷ 15 = 0.53
−7 5
50
−45
5 ETC.

Primary Schools students would do 8)15 ; they've always SEEN the smaller number in front!!
'8 INTO 15' ≠ 8 ÷ 15

Decimals

UNIT 3: Changing decimals to fractions

QUESTION 1 Write the following as fractions in simplest form.

a $0.3 =$ ____ b $0.7 =$ ____ c $0.9 =$ ____ d $0.13 =$ ____

e $0.37 =$ ____ f $0.023 =$ ____ g $0.157 =$ ____ h $0.09 =$ ____

i $0.4 =$ ____ j $0.25 =$ ____ k $0.8 =$ ____ l $0.5 =$ ____

m $0.1 =$ ____ n $0.2 =$ ____ o $0.6 =$ ____ p $0.7 =$ ____

q $0.03 =$ ____ r $0.02 =$ ____ s $0.09 =$ ____ t $0.008 =$ ____

QUESTION 2 Change the following decimals to mixed numbers in simplest form.

a $1.1 =$ ____ b $2.7 =$ ____ c $4.3 =$ ____ d $7.9 =$ ____

e $3.2 =$ ____ f $4.8 =$ ____ g $5.12 =$ ____ h $6.48 =$ ____

i $3.02 =$ ____ j $5.01 =$ ____ k $8.005 =$ ____ l $9.6 =$ ____

m $12.36 =$ ____ n $18.54 =$ ____ o $50.65 =$ ____ p $83.2 =$ ____

QUESTION 3 Change each decimal to a fraction (mixed number) in simplest form.

a $2.17 =$ ____ b $8.75 =$ ____ c $0.28 =$ ____ d $7.5 =$ ____

e $0.75 =$ ____ f $0.64 =$ ____ g $8.9 =$ ____ h $0.125 =$ ____

i $6.55 =$ ____ j $0.321 =$ ____ k $0.83 =$ ____ l $0.912 =$ ____

m $0.025 =$ ____ n $0.035 =$ ____ o $0.045 =$ ____ p $0.055 =$ ____

QUESTION 4 Express as a fraction in simplest form.

a $0.29 =$ ____ b $0.265 =$ ____ c $0.007 =$ ____ d $0.0075 =$ ____

e $0.05 =$ ____ f $0.0005 =$ ____ g $0.075 =$ ____ h $0.809 =$ ____

i $1.2 =$ ____ j $3.6 =$ ____ k $4.8 =$ ____ l $6.12 =$ ____

m $5.01 =$ ____ n $3.02 =$ ____ o $6.001 =$ ____ p $8.25 =$ ____

Decimals

www.easymathsandenglish.com

UNIT 2: Changing fractions to decimals

QUESTION 1 Write the following as decimals.

a $\dfrac{9}{10} =$ ____ b $\dfrac{5}{10} =$ ____ c $\dfrac{3}{10} =$ ____ d $\dfrac{4}{10} =$ ____

e $\dfrac{5}{100} =$ ____ f $\dfrac{2}{100} =$ ____ g $\dfrac{19}{100} =$ ____ h $\dfrac{21}{100} =$ ____

i $\dfrac{531}{1000} =$ ____ j $\dfrac{625}{1000} =$ ____ k $\dfrac{891}{1000} =$ ____ l $\dfrac{526}{1000} =$ ____

QUESTION 2 Change to a decimal.

a $3 + \dfrac{7}{10} =$ ____ b $6 \dfrac{3}{100} =$ ____ c $15 + \dfrac{5}{100} =$ ____ d $8 \dfrac{2}{100} =$ ____

e $81 + \dfrac{3}{10} =$ ____ f $65 + \dfrac{5}{100} =$ ____ g $32 \dfrac{4}{10} =$ ____ h $65 \dfrac{1}{10} =$ ____

i $53 \dfrac{9}{10} =$ ____ j $4 \dfrac{7}{10} =$ ____ k $5 \dfrac{6}{100} =$ ____ l $7 \dfrac{8}{10} =$ ____

QUESTION 3 Change each fraction to a decimal.

a $\dfrac{1}{10} =$ ____ b $\dfrac{1}{4} =$ ____ c $\dfrac{1}{5} =$ ____ d $\dfrac{1}{2} =$ ____

e $\dfrac{3}{100} =$ ____ f $\dfrac{2}{5} =$ ____ g $\dfrac{4}{5} =$ ____ h $\dfrac{3}{5} =$ ____

i $\dfrac{3}{4} =$ ____ j $\dfrac{1}{8} =$ ____ k $\dfrac{3}{8} =$ ____ l $\dfrac{5}{8} =$ ____

QUESTION 4 Express as a decimal.

a $\dfrac{5}{5} =$ ____ b $\dfrac{7}{5} =$ ____ c $\dfrac{9}{5} =$ ____ d $\dfrac{130}{100} =$ ____

e $\dfrac{25}{20} =$ ____ f $\dfrac{32}{50} =$ ____ g $\dfrac{107}{100} =$ ____ h $\dfrac{18}{50} =$ ____

What do they do in class?

That would take more than 1 hour!

48

Homework

Homework sheets are like correspondence courses; only mature-age students will be able to read, understand and apply the instructions. These is no excellence, equity or a fair go for all if the system deliberately relies on understanding instead of on practical efficiency.

Children need an energetic medium who brings them in touch with their motivation (Steiner).

It is not the task of a working mother come cook, housekeeper and taxi driver!

Poetic Partnership Propaganda only Perpetuates the Proliferation of a semi-illiterate and innumerate Population!

Freefall Mathematics: Altitude Book 1

- Students are now treated like robots. These 'pre-paid' answer sheets are the reason why some children can't write a fraction by themselves any longer! Unfortunately, both Turnbull and Piccoli are like Nero; instead of Rome, the schools are on fire! These do-it-yourself atrocities are the precursor of H.S.C. exams - similar to citizenship application – being checked by a computer.
- Teachers have become like trawler operators judging the quality of the catch in order to write a lengthy paediatrician-type report.
- New Maths has now been upgraded to Newer Maths. Freefall Maths means pushing the parachuteless, compulsory students(now victims) out of an aeroplane to assess how much damage has been done in order to compare it with overseas figures.

Multiply these

1 $\dfrac{1}{2} \times 2 = \dfrac{2}{?}$

2

3

4

5

6

7

8

9

10

11

12

13

14

15 $\dfrac{2}{5} \times \dfrac{2}{3} \times 2 = \dfrac{8}{15}$

16 $5 \times \dfrac{3}{47} \times 2 = \dfrac{30}{47}$

Efficiency and mental arithmetic only yield half marks despite the following statement: "**The Board of Studies 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.**"

The Usual Propaganda

EXCELLENCE AND EQUITY
NEW SOUTH WALES CURRICULUM REFORM

Answer these, they will simplify.

17 $\dfrac{3}{8} \times \dfrac{2}{1} = \dfrac{6}{8} = \dfrac{3}{4}$

18 $\dfrac{4}{15} \times \dfrac{3}{1} = \dfrac{12}{15} = \dfrac{4}{5}$

19 $\dfrac{4}{1} \times \dfrac{3}{20} = \dfrac{12}{20} = \dfrac{3}{?}$

20 $\dfrac{2}{3} \times \dfrac{3}{5} = \dfrac{6}{15} = \dfrac{2}{5}$

21 $\dfrac{29}{42} = \dfrac{30}{21}$

$\dfrac{15}{80} = \dfrac{3}{16}$

$\dfrac{15}{36} = \dfrac{5}{12}$

$\dfrac{12}{48} = \dfrac{1}{4}$

$\dfrac{14}{8} = \dfrac{7}{30}$

$\dfrac{26}{42} = \dfrac{13}{21}$

$\dfrac{?}{14} \quad \dfrac{?}{3}$

27 $\dfrac{7}{10} \times \dfrac{5}{9} = \dfrac{35}{90} = \dfrac{7}{18}$

28 $\dfrac{2}{3} \times \dfrac{4}{5} \times \dfrac{3}{4} = \dfrac{24}{60} = \dfrac{2}{9}$

29 $\dfrac{4}{5} \times \dfrac{5}{6} \times \dfrac{1}{3} = \dfrac{20}{90} = \dfrac{2}{5}$

30 $\dfrac{4}{10} \times \dfrac{3}{4} \times \dfrac{1}{2} = \dfrac{12}{80} = \dfrac{3}{20}$

31 $\dfrac{4}{7} \times 2 \times \dfrac{5}{8} = \dfrac{40}{50}$

32 $\dfrac{3}{10} \times \dfrac{5}{6} \times 3 = $

$\dfrac{1}{20}$

$\dfrac{3}{40}$

$\dfrac{20}{54}$

$\dfrac{49}{55}$

These will result in mixed or whole numbers.

INSANE → Total ∨ Simplify

33 $\dfrac{4}{5} \times \dfrac{10}{3} = \dfrac{40}{15} = \dfrac{8}{3}$

CANCEL FIRST WITHOUT CRUTCH FIGURES! $\dfrac{2}{3}$ Mixed Numeral

34 $\dfrac{4}{6} \times \dfrac{5}{2} = \dfrac{20}{12} \quad \dfrac{9}{3}$

$= 1\dfrac{2}{3}$

35 $\dfrac{8}{5} \times \dfrac{15}{6} = \dfrac{120}{20} \quad \dfrac{24}{6}$

$\rightarrow = 4$

36 $\dfrac{10}{7} \times \dfrac{13}{5} = \dfrac{130}{35}$

$\rightarrow = 3\dfrac{5}{7}$

37 $\dfrac{20}{3} \times \dfrac{5}{4} = $

$\rightarrow = 8\dfrac{1}{3}$

38 $\dfrac{11}{5} \times \dfrac{10}{11} = $

$\rightarrow = 2$

39 $\dfrac{9}{4} \times \dfrac{6}{5} = $

$\rightarrow = 2\dfrac{7}{10}$

Graphic designer
Trudi Canavan

Position: Designer and Illustrator

Company: The Telltale Art

Qualifications/Experience: Advanced Certificate in Promotional Display, Lonely Planet, Oxford University Press; now self-employed as illustrator and designer trading as The Telltale Art; art editor, fantasy author, designer and website designer, Aurealis magazine.

Related occupations: book designer, cartographer, fabric designer, artist, web designer

I do a wide range of design and art related work, including illustration (generated by hand and on the computer), map drawing, graphic design, website design, and exhibition design.

If you had told me in my teens that I would be doing what I'm doing now, I would have been very surprised. I was always creative as a child, and when I reached an age at which I needed to make a career choice, my best marks were in science/maths and art.

I always wanted to be an illustrator, but my school's career adviser told me it would be too hard. My first job, at Lonely Planet, required some illustration work, which renewed my dream. Six years later I had the experience and savings to start as a freelancer.

I use maths to calculate how much paint it takes to cover an exhibition stand, scale plans to life size, and write quotes that take into account depreciation, GST, labour and profit margins. Having an understanding of maths has always helped.

In graphic design, setting up a page grid requires some maths. For large projects I set up spreadsheets to help me work out fees. I use geometry and algebra in exhibition design. The most maths-intensive work I do is cartography. This can involve converting to and working out the scale of a map. I use existing maps as a reference, resize them and make the other changes I want, and then work out my scale bar.
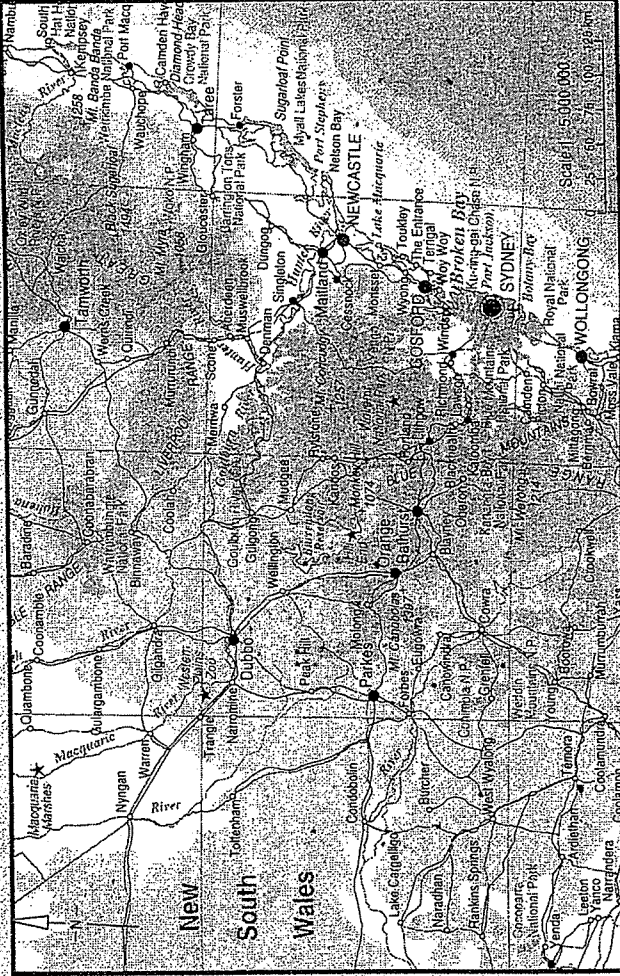
1. I pick two points on both maps. The points should be a reasonably large distance apart. For these two maps, I picked Wollongong and Tamworth.

2. I measure the distance between these two points on the original map. The distance between Wollongong and Tamworth is 74 mm.

3. I measure the distance between the same two points on my map. The distance on my map is 46 mm. I write this as a ratio of my map to the original map—46:74.

4. Next I work out the size of my scale bar. The size depends on the size of my map. It can't be too small or else it won't be very useful. It can't be too big or it will look silly. For the map here I decided on a 100 km scale bar.

5. I then find out how long 100 km is on the original map. 100 km is on the original map. As this map has a scale of 1:5 000 000, 100 km is represented by 100 000 000 mm ÷ 5 000 000 = 20 mm. If I let the length of the scale bar on my map be s, I can write another ratio that expresses distance on my map to distance on the original map: s:20

6. I now have two equivalent ratios that I can solve to find s, the length my scale bar should be:

$$s:20 = 46:74$$
$$\frac{s}{20} = \frac{46}{74}$$
$$s = \frac{46}{74} \times 20$$
$$s = 12.5 \text{ (rounded to the nearest 0.5 mm)}$$

This means my 100 km scale bar should be 12.5 mm long.

7. Then I draw my 12.5 mm scale bar, marking in the 100 km at the end.

The graphic designer's problem

1. Trudi needs to work out the scale bar for the map at right. It's based on the detailed map on page 200. She wants the bar to show 100 km of real distance, and she uses Parkes and Sydney as the two points on which she bases her calculations.
(a) How long is the scale bar going to be?
(b) Draw the scale bar for Trudi.

2. (a) Repeat this procedure for two other points on both maps.
(b) What do you notice? Try to explain what has happened.

0 km 100 km

Scale 1:5 000 000

Handwritten annotations:
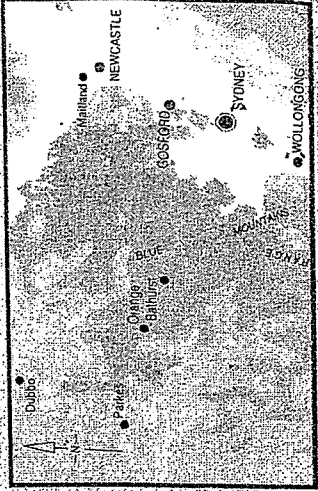
Home Schooling!

why give it to a compulsory year 7 student to solve?

PARENTS Wake UP while Turnbull & Piccoli are still asleep

This is to show how important Maths is using playground vernacular

!!!

	YEAR 7 (2016) FRACTIONS TEST Time Allowed : 1 period	Student's name: J. ROBOT
COLO		Teacher's name: PRISON WARDEN'S NAME

X

EXAMINATION INFORMATION *INSTRUCTIONS*

Students may not borrow any equipment from any person during this examination. ALWAYS THE THREAT!
Penalties exist for communication or attempted communication, for cheating or attempting to cheat during this examination.
If you wish to ask a question during this examination, please raise your hand and a teacher will come to you. Do not leave your seat.
Action will be taken against any student who disrupts or attempts to disrupt any part of any examination in any way.
These rules apply from the time the student enters the room until all papers are handed in and students have been dismissed.

Excellent	High Level	Substantial	Satisfactory	Elementary	Mark
52 - 60	43 - 51	34 - 42	25 - 33	0 – 24	/60

Part A: M/C 4/5   8/40   16   Part B: 4/15   Part C: 8/10

Part A: Fluency and Understanding (40 marks)

30 YEARS LATER
MATHS HAS NOW
BECOME SCIENCE FICTION

↑   ↑   ↓

QUESTIONS 1- 5: MULTIPLE CHOICE (*circle* the correct answer) 1 mark each.

1. To find multiples of a number you: No NECESSARY WORKING TODAY!
a) subtract counting numbers from the number
(b) divide the number by a whole number
c) multiply the number by itself   X WHERE IS THE
d) multiply the number by any counting number   MATHS QUESTION?
GOING FOR P-PLATE?

2. What is the largest factor of 36?
a) 72
b) 12
c) 6   WHY THIS BULLSHIT ✓ STORY?
d) (36)   ✓

3. Tara said that 49 has two factors because 49 = 7 × 7. Is she correct?
a) Yes, because 7 divides into 49 with no remainder
(b) No, there are three factors: 1, 7, 49
c) No, there's only one factor, 7   ✓
d) No, because there are four factors: 1, 7, 7, 49

4. Select the pair of numbers that have a common factor of 5.
a) 20 and 42
b) 97 and 103
(c) 85 and 230   ✓
d) 10 and 27

5. What is $7\frac{3}{4}$ called?   NOW WHAT?
(a) A mixed numeral
b) A proper fraction
c) An improper fraction   ✓
d) A whole number

8 PAGES INSTEAD OF 1!

(Part A continued)
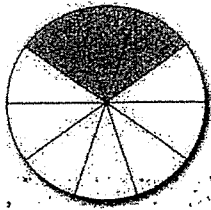
6. What fraction of the circle above is shaded? (1 mark)   Shaded = $\frac{3}{10}$ ✓

7. What fraction of the circle above is unshaded? (1 mark)   Unshaded = $\frac{7}{10}$ ✓

YEAR 7!

✓ WHO DECIDES?

8. Simplify the following fractions fully : (4 marks)

a) $\frac{5}{10} = \frac{5}{5}$ ✗   b) $\frac{12}{15} = \frac{6}{10}$ ✗   c) $\frac{16}{36} = \frac{8}{8}$ ✗   d) $\frac{27}{3} = \frac{9}{9}$ ✗

THAT'S THE RESULT OF THE DO-IT-YOURSELF New Maths

Never taught in Primary!

9. Complete the following equivalent fractions by filling in the <u>missing</u> number: (4 marks)

a) $\frac{3}{4} = \frac{10}{20}$ ✗   b) $\frac{2}{5} = \frac{16}{40}$ ✓   c) $\frac{24}{16} = \frac{?}{4}$ ✗   d) $\frac{88}{55} = \frac{8}{5}$ ✓

PARADOX

SO NOW WE DON'T HAVE
TO SIMPLIFY

ARBITRARY AUTHORITY

10. Write these mixed numbers as improper fractions: (1 mark each)

a) $2\frac{1}{5} = 11$ ✗   b) $4\frac{7}{11} = 51$ ✗

BECAUSE
NOBODY TAUGHT THE VICTIM!

11. Write these improper fractions as mixed numbers: (1 mark each)

a) $\frac{7}{5} = 1\frac{2}{5}$ ✓   b) $\frac{44}{7} = 9$ ✗

LIKE FILLING
IN FORMS
(ROBOT)

5

16. Find the following: (2 marks each)

a) $\frac{1}{3}$ of $18 = 6$ ✓

b) $\frac{3}{4}$ of $8 = 2$ ✗

c) $\frac{6}{7}$ of $56 = ?$ ✗

17. Calculate the following, giving your answers as a mixed number: (2 marks each)

a) $\frac{6}{11} \times \frac{55}{18} = ?$ wh

b) $2\frac{4}{9} \times 5 = ?$ wh

18. Evaluate the following: (2 marks each)

a) $\frac{3}{4} \div \frac{2}{3} = ?$ wh

b) $2 \div \frac{1}{6} = 3$ ✗

12. Add or subtract the following fractions: (1 mark each)

a) $\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$ ✓

b) $\frac{12}{17} - \frac{7}{17} = \frac{5}{17}$ ✓

13. Calculate the following, writing your answers in simplest form where necessary: (2 marks each)

a) $\frac{3}{8} + \frac{1}{4} =$? na (AUSSIE?)

b) $\frac{2}{3} + \frac{1}{7} =$? na

↑?

Aquilina
Because Turnbull & Piccoli
chose to ignore "Numbers in a Nutshell"
with the Bark recipes.
(totally different from RULES!)

1
(
a

RECIPES APPLIED MENTALLY!

$\frac{4}{7} + \frac{1}{3} = \frac{19}{21}$

$\frac{4}{7} - \frac{1}{3} = \frac{5}{21}$

$\frac{4}{7} \times \frac{1}{3} = \frac{4}{21}$

$\frac{4}{7} \div \frac{1}{3} = 1\frac{5}{7}$

15. Calculate the following mixed numbers and give your answer as a **mixed number:**
(2 marks)

? Pedantic and of course TOTALLY UNNESSARY!

a) $2\frac{1}{5} + 3\frac{1}{10} = 42$ ✗

WASTING PAPER!

= Despite the 2 hours (x4)
homework!

PARENTS Wake up!

THE QUSTION! = in case the victim forgets!
THE ANSWER: Failure Mechanism

$5\frac{3}{10}$

2

NEWER MATHS

? [handwritten]

BECAUSE NEW MATHS DIDN'T WORK.

PART C : Literacy section (10 marks)

Use the words from the word bank below to complete the sentences below (correct spelling is necessary)

NO TEACHER HAS EVER EXPLAINED THE ORIGIN AND THUS THE MEANING."

(WORD BANK)

improper fraction	mixed number	simplest form	reciprocal	parts
denominator	equivalent	proper fraction	numerator	simplify

1. In a fraction the _**Numerator**_ tells us how many parts we have, and the _**denominator**_ tells us how many equal parts one whole has been divided into.

2. A _**proper fraction**_ has a numerator that is less than the denominator.

3. An _**improper fraction**_ has a numerator that is greater or equal to the denominator.

4. A _**mixed number**_ is made up of a whole number part and a fraction part.

5. Dividing by a fraction is the same as multiplying by the _**~~parts~~ equivalent**_ of the fraction. [X]

6. To _**Simplify**_ a fraction, divide the numerator and denominator by a common factor.

7. _**reciprocal**_ fractions are located at the exact same place on the number line. [X]

8. The fraction $\frac{4}{8}$ is reduced to $\frac{1}{2}$. The fraction is now in _**simplest form**_.

9. Fractions are _**parts**_ of whole numbers.

FANTASTIC : 10 MARKS TO RAISE THE AVERAGE

MORE BULLSHIT

Part B: Reasoning and Communicating (15 marks)

1) 4 girls share 5 pizzas evenly between them. 5 boys share 4 of the same sized pizza evenly between them. (3 marks)   *subliminal advertising*

a) Write the fraction of pizza that each girl and boy receives.

Who wants to know

Girl = $4\frac{1}{4}$ ✗

Boy = $\frac{2}{3}$ ✗

b) Who gets more pizza, a girl or a boy?   *IS THIS MATHS?*

a girl ✓

FIRST TARA,
NOW LARA (DR. SHIVAGO ?)

ANOTHER
ONE

2) What fraction of a pizza was **eaten** if Jesse ate $\frac{5}{12}$ and Lara ate $\frac{1}{3}$ of it? Write your answer in simplest form. (4 marks)

$\frac{6}{15}$ ✗

b) What fraction is left? Write your answer in simplest form. (2 marks)

? na
?

3) Kelsey is making Custard Cream cookies. Below are the ingredients that make **24 cookies**.

Ingredients:

90 g butter $\frac{1}{2}$ cup icing sugar $1\frac{1}{4}$ cups of flour $\frac{1}{3}$ cup custard powder

Calculate and rewrite the ingredients to make 48 cookies. (8 marks)

WORKING:

Butter = 180g   Icing Sugar = 1 Cap

Flour= 2 Cups   Custard Powder = $\frac{2}{3}$ Cap

ANSWERS:

180 g butter   1 cup icing sugar   2 cups flour $\frac{2}{3}$ cup custard powder.

3

FRACTIONS: ADDITION & SUBTRACTION

f a man has knowledge of life, it is only out of life itself that he will be able to set himself his tasks. He will draw up <u>NO ARBITRARY PROGRAMMES</u>, for he will know that no other fundamental laws of life can prevail in the future than those that prevail already in the present. (Steiner).

f the child has before him a wooden clog, he has to fill in from his own imagination all that is needed to make t a sailing boat.

Maths is an abstract subject; information must be given in its most general form without adding superfluous, artificially contrived short stories, predominantly used to incorporate <u>SUBLIMINAL ADVERTISING</u>. That's what Maths in Society and General Maths is all about. How can you be so gullible as not to see that?

MATHS IN ↓ OUR ENVIRONMENT   **HYBRIDS!**

We grew a large watermelon. I gave $\frac{1}{3}$ of it to the neighbours and $\frac{1}{2}$ of it to the children. What fraction of the melon was left?	Jim poked a stick in the river. $\frac{1}{8}$ was in mud and $\frac{5}{8}$ was covered by water. What fraction of the stick was showing above water?	On the chalkboard Jim drew a line interval $\frac{7}{8}$ m long. He rubbed out $\frac{1}{3}$ m of the interval. How long is the interval now?

Teacher: Before the children commence the work on this page, have them revise Objective 39 in order to reinforce their understanding of mixed numerals. Before working the following examples, the child should copy them into a book.

Even the cartoons show FAILURE MECHANISM

Addition cross-number games.

$+$

$\frac{1}{10}$	$\frac{4}{10}$
$\frac{7}{10}$	$\frac{3}{10}$

(2) $+$

	$\frac{5}{8}$
$\frac{3}{8}$	$\frac{5}{8}$
$\frac{4}{8}$	

UGLY $\frac{11}{15}$ $\frac{1}{2}$ $2\frac{2}{5}$ UGLIER

$$\frac{3}{5} + \frac{1}{5} = \frac{3+1}{5} = \frac{4}{5}$$

↑ ↑ common denominator

UGLIEST

$1\frac{1}{5} + 4\frac{3}{10}$	$=$
$2\frac{3}{4} + 4\frac{1}{2}$	$=$
$3\frac{1}{2} + 3\frac{1}{5}$	$=$

SHOW WORKING COMPULSORY!

Teacher. It is recommended that revision of Objectives 8 (equivalent fractions) and 24 (adding and subtracting fractions), with special attention to the use of concrete material, precede the work in these pages. Also, highlight the method of finding a common denominator.

$+ \frac{5}{6} = 1\frac{1}{2}$ **MENTALLY, PROVIDED THE FOUNDATION IS SOLID**

↑ ifferent denominators, ∴ use equivalent fractions

$$+ \frac{5}{6} = \frac{4}{6} + \frac{5}{6} = \frac{4+5}{6} = \frac{9^3}{6_2} = \frac{3}{2} = 1\frac{1}{2}$$

↑ simplify where possible

$$2\frac{2}{3} + 1\frac{1}{4} - 3\frac{1}{2} = \frac{8}{3} + \frac{5}{4} - \frac{7}{2} = \frac{32}{12} + \frac{15}{12} - \frac{42}{12}$$

×4   ×3   ×6

WHO WOULD NOT GET LOST IN THIS MATHEMATICAL LABYRINTH ?

$$= \frac{(32+15) - 42}{12}$$

$$= \frac{47 - 42}{12}$$

$$= \frac{5}{12}$$

o calculate $\frac{4}{5} - \frac{1}{3}$ it is not possible to find a common denominator by multiplying the numerator nd denominator of one of the fractions by the same number.

n this case we must find multiples of each denominator and find the lowest common nultiple.

Multiples of 5 are 5, 10, ⑮, 20, 25, .. *BLAA, BLAA, BLAA*

Multiples of 3 are 3, 6, 9, 12, ⑮, ... *BLAA, BLAA, BLAA*

↑ lowest common multiple is 15

BARK RECIPE TIMES. TIMES. TIMES

$$\frac{4}{5} + \frac{1}{3} = 1\frac{2}{15}$$

low express each fraction as an equivalent fraction with the lowest common denominator and nen subtract the numerators.

SHORT STORY

LONG STORY

$$\frac{4}{5} - \frac{1}{3} = \frac{12}{15} - \frac{5}{15} = \frac{12-5}{15} = \frac{7}{15}$$

×3   ×5

110.

$$\frac{4}{5} \times \frac{1}{3} = \frac{7}{15}$$

12. My academic and professional background as well as my age allow me to speculate that I am one of the very few, semi-petrified relics of the past who really knows what "Back to Basics" means. My forthcoming, hocuspocus-free book for Primary Schools will prove it.

13. Most senior students are absolutely hopeless when it comes to basic arithmetic. A simple fraction, decimal or percentage is as difficult for them as more advanced Maths.

14. When little priorities demand too much of us, big problems arise. (Maxwell)

15. Too many priorities paralyse us. (Maxwell)

A lion trainer holds a stool by the back and thrusts the legs towards the face of the wild animal. In an attempt to focus on all four, it becomes tame, weak and disabled because its attention is fragmented.

Hair-raising examples of compulsory incompetence
(All necessary working should be shown)

You can't see the wood for the trees
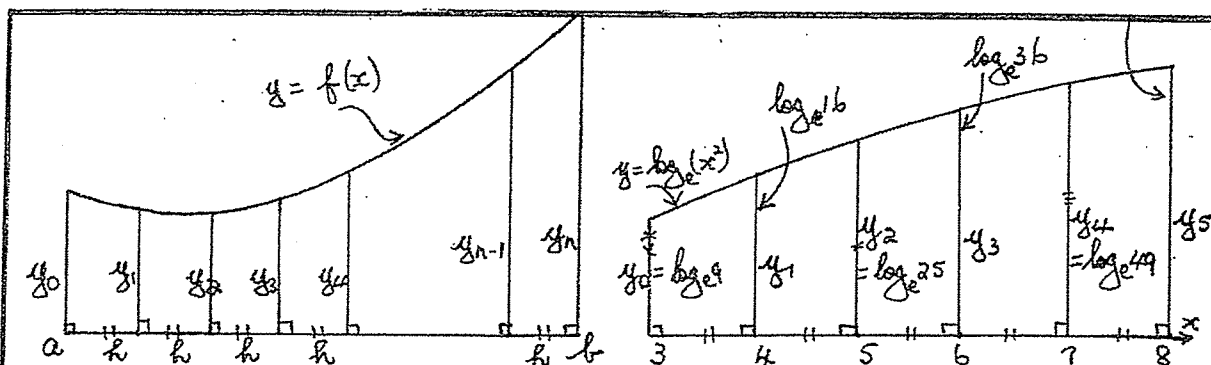
By the Trapezoidal Rule, with n equal sub-intervals, i.e. (n + 1) ordinates, for y = f(x) over the interval $a \le x \le b$, then

$$\int_a^b f(x)dx = \frac{h}{2}\{(y_0 + y_n) + 2(y_1 + y_2 + y_3 + \ldots + y_{n-1})\}, \text{ where } h = \frac{b-a}{n}$$

For 5 equal sub-intervals, this result becomes

$$\int_a^b f(x)dx = \frac{h}{2}\{(y_0 + y_5) + 2(y_1 + y_2 + y_3 + y_4)\}$$

For $f(x) = \log_e(x^2)$ with 5 equal sub-intervals over the domain $3 \le x \le 8$, then $h = (8 - 3)/5 = 1$.

Now $y_0 = f(3) = \log_e(3^2) = \log_e 9$; $y_1 = f(4) = \log_e(4^2) = \log_e 16$;

$y_2 = f(5) = \log_e 25$; $y_3 = f(6) = \log_e 36$; $y_4 = f(7) = \log_e 49$; $y_5 = f(8) = \log_e 64$

Thus $\int_3^5 \log_e(x^2)dx = \frac{1}{2}\{(\log_e 9 + \log_e 64) + 2(\log_e 16 + \log_e 25 + \log_e 36 + \log_e 49)\}$

$= \frac{1}{2}(\log_e 9 + \log_e 64) + (\log_e 16 + \log_e 25 + \log_e 36 + \log_e 49) -$

$= 16.6$ #, hand calculator, correct to 1 decimal place.

The trees	
The wood	$A = \ln(3 \times 16 \times 25 \times 36 \times 49 \times 8) = 16.6$

16th November 1998

To the Minister for Education
Mr. John Aquilina
Level 2/35 Bridge Street,
SYDNEY NSW 2000

A. Bark
30 Reedy Road,
Cattai NSW 2756
(02) 45 728 568

Dear Sir,

RE: COMPULSORY INCOMPETENCE
In Maths and English

Early next year, you will receive a copy of my book with the above title. However, in this letter, I want to make you aware of **TWO ISSUES** that need your immediate attention and condemnation. Apart from being the result of the utmost dictatorial stupidity, they not only directly counteract the endeavours of assisting the gifted and even the not-so-gifted, but they are also in total disagreement with the fact that the Board of Studies does not prescribe any particular method.

ISSUE ONE: The compulsory use of crutch figures

The enclosed example is but one of the many **INTOLERABLE** situations whereby my private students' mental ability is hampered as well as questioned by teachers in State – as well as in Private Schools.

In the pre-calculator days, an algorism was a quick and efficient **ROUTINE** to work out answers. An algorism can only be done fluently and successfully when the basic number facts are thoroughly known, which means not by clumsily counting fish, frogs or fingers; players don't practise kicking a ball during a Soccer Grand Final.

Algorisms were never meant to be explained and pulled apart. The present, permanent method for subtraction should have been used as an **INTRODUCTORY DEMONSTRATION ONLY**. Why should a student be requested to show over and over again HOW he did it when the same, simple procedure of "Think one, take on" can and should be done mentally. Why is he considered to be utterly stupid? With that very thought, he will be. Any discussion about self esteem becomes a joke.

If it is compulsory for children to attend school, they should have the right to be taught professionally so that they don't have to be recycled once they leave.

A calculator doesn't show the working; why should students?

To tell them that they should use crutch figures to check where they went wrong is because teachers operate according to a **FAILURE MECHANISM**. Consequently, all students are made to think in terms of what is wrong, so that the teacher can satisfy his subconscious urge to explain as well as his authority.

To tell them to use crutch figures in order to check their sums is either the result of the teacher's own incompetence or of not knowing what he doesn't know. Sums can be checked with the 9-remainder method.

458.

The compulsory use of crutch figures as proof that students didn't copy is blatantly immoral; they should not have to continuously prove their innocence for the benefit of the teacher. Besides, people who can walk don't need crutches.

One teacher went so far as to tell my private student that I tried to confuse him, so he had to do again the ten sums he had successfully completed without turning his page into a wrecking yard.

The above reasons are no doubt only superficial ones. The real reason is, of course, **RESISTANCE TO CHANGE**; it could be called **SABOTAGE**. Enclosed are the various examples of this human trait.

When America wanted to promote soccer, they sensibly invited one of the world's most famous players to give them advice. However, when the Decimal System was introduced and the silly "pay-back" method was abandoned, semi-petrified headmasters and headmistresses came together to turn the change into a complete thunderstorm in a glass of water instead of sending for a European.

IF YOU EXPLAIN TOO MUCH, YOU EXPLAIN NOTHING

The results have been dismal. The new School Certificate Test to be done without the use of a calculator must surely be the result of my observation. Unless the present six Primary books full of puzzles, guessing games, treasure hunts, gimmicks and pictures are thrown onto the garbage tip, matters will not improve. If they are not, it is a clear indication that **THE BIG THEY** don't want students to do well: more and bigger books means more money earned.

Mudslinging without providing a cure would only be distasteful and a waste of time. I therefore enclose a copy of my **FOUNDATION NUMERACY**, k-12 and one of my **2 Unit Maths Dictionary** with more details in both front and back.

It demonstrates that **BACK** to **BASICS** doesn't mean that arithmetic should be done as it was done a hundred years ago. The first book is based on Universal Principles rather than on a limited number of details. The new craze seems to be the use of patterns, despite the fact that Sequences and Series is a 2 Unit topic. To use them as guessing games or I.Q. tests in earlier years is fruitless and has no practical value.

The Bark-patterns on the other hand are extremely practical because they enable students to learn all multiplication facts in one week or less. Writing out an infinite number of tables is now an obsolete activity. Unfortunately, resistance to change will make its introduction doubtful, **unless you yourself make the decision**. These patterns are not the result of a personal invention; they represent a scientific discovery, not unlike the theorem of Pythagoras. The latter is used because Pythagoras died a long time ago; there is no rivalry.

Again, students have the right to take advantage of this new knowledge.

Thank you, for your attention to this matter.

459.

1 5 FEB 1999
RML 98/7388

Mr A Bark
30 Reedy Road
CATTAI NSW 2756

Dear Mr Bark

I refer to your letter concerning the mathematics education of students in New South Wales.

As you have acknowledged, the Board of Studies does not prescribe particular teaching methods for its curricula. Teachers use their professional judgement to select appropriate approaches for different situations involving individual students or groups of students.

THE REST IS BULLSHIT   *THEY ONLY KNOW THEIR UNPROFESSIONAL WAY!*

Debate amongst educational practitioners on teaching approaches and methods is common practice and desirable. It contributes to the development of new teaching approaches and curriculum support materials.

NOT IN A DICTATORIAL SYSTEM!

The Higher School Certificate is currently undergoing major reform following the release of the New South Wales Government's White Paper *Securing Their Future*. New courses are being added, while existing courses are being completely rewritten, modified, or removed.   *ANY APPROACH OR METHOD IS BASED ON THE IDEA THAT STUDENTS HAVE ALREADY PROBLEMS*

Other significant developments in the Mathematics learning area have included the implementation of three new courses for Years 9 and 10 at the beginning of 1997, and the release of *Mathematics K-6 Outcomes and Indicators* in 1998. Such developments have been undertaken by the Board of Studies following extensive consultation and review of the latest available research.   *BEFORE THEY START.*

A further recent development in the Mathematics learning area following the release of *Securing Their Future* has been the revised assessment procedures for the award of the School Certificate from 1998. The School Certificate Mathematics Test contains one section where the use of calculators is not permitted. This section is worth one-quarter of the total marks and is designed to test students' number sense as well as their estimation and mental computation skills. In all other parts of the Test students may use calculators

TRIAL & ERROR

AND NOW - 17 YEARS LATER, JULY 2016 -

IT WAS ANNOUNCED THAT THE PSEUDO INTELLECTUAL GARBAGE DOES NOT WORK!! AND THEY ARE 465. STILL NOT LISTENING TO ME; MILLIONS HAVE CROAKED IN THE PROCESS. GOING BACK TO BASICS? THEY WOULDN'T KNOW HOW!!

NO, IT'S
ALL THE TIME !

TO WHOM ?

(including many types of graphics calculator), some of which do allow them to review calculations entered and to inspect and follow solutions step-by-step on the viewing screen.

The Board of Studies <u>does direct</u> students undertaking Higher School Certificate Mathematics examinations to show all <u>necessary working</u> in those sections of the papers <u>where this is appropriate</u>. Students are expected to provide sufficient working to demonstrate how a solution was obtained. This is not required for students to receive all the marks allocated to the question as 'bald' correct answers generally receive full marks. It allows students to receive <u>part marks</u>, if applicable and warranted, in situations where they have obtained an <u>incorrect answer</u>. The incorrect answer may be due to a simple arithmetic error in the last stage of obtaining the solution. With all necessary working shown, the student may demonstrate a full understanding of the mathematical processes required and receive all but one of the marks allocated or even full marks. Bald, incorrect answers must, however, receive zero marks.

Thank you for enclosing a copy of each of your books, *Foundation Numeracy K-12* and *2 Unit Maths Dictionary*, which I will pass on to the relevant officers in the Mathematics learning area at the Board of Studies for their information.

NO, YOU DIDN'T !

Yours sincerely

Stewart Crawford
Chief of Staff   IMPRESSIVE
→ For (NO WAY!)

ALWAYS
EVASIVE /
ANSWERS ·

<u>John Aquilina, MP</u>
Minister

An employee making the decisions !
(most probably an ex-teacher)

As I said before, "New ideas are lured into a cul-the de-sac and then quietly strangled.

"I have noticed that, with few exceptions, men bungle their affairs. Everywhere I see incompetence rampant, incompetence triumphant". (Raymond Hull; The Peter Principle).
Letters addressed to the Minister don't reach him at all; the Godfather is protected by an army of bodyguards wearing bullet-proof vests with ricocheting properties.
Only John Laws can come a bit closer. The situation reminds me of "The Emperor's New Clothes". The Emperor knew his Ministers were smart men, and they had said they'd seen the cloth. The Emperor was too proud and vain to admit there was no cloth.
The foolish Emperor went on procession through the streets, and the crowd cheered. They too were afraid to disagree ....as they witnessed the Emperor in no Royal clothes at all.
I am like the little boy that said to his mother,

"Why is the Emperor walking down the street in his underclothes?"

Melbourne Cup sweep
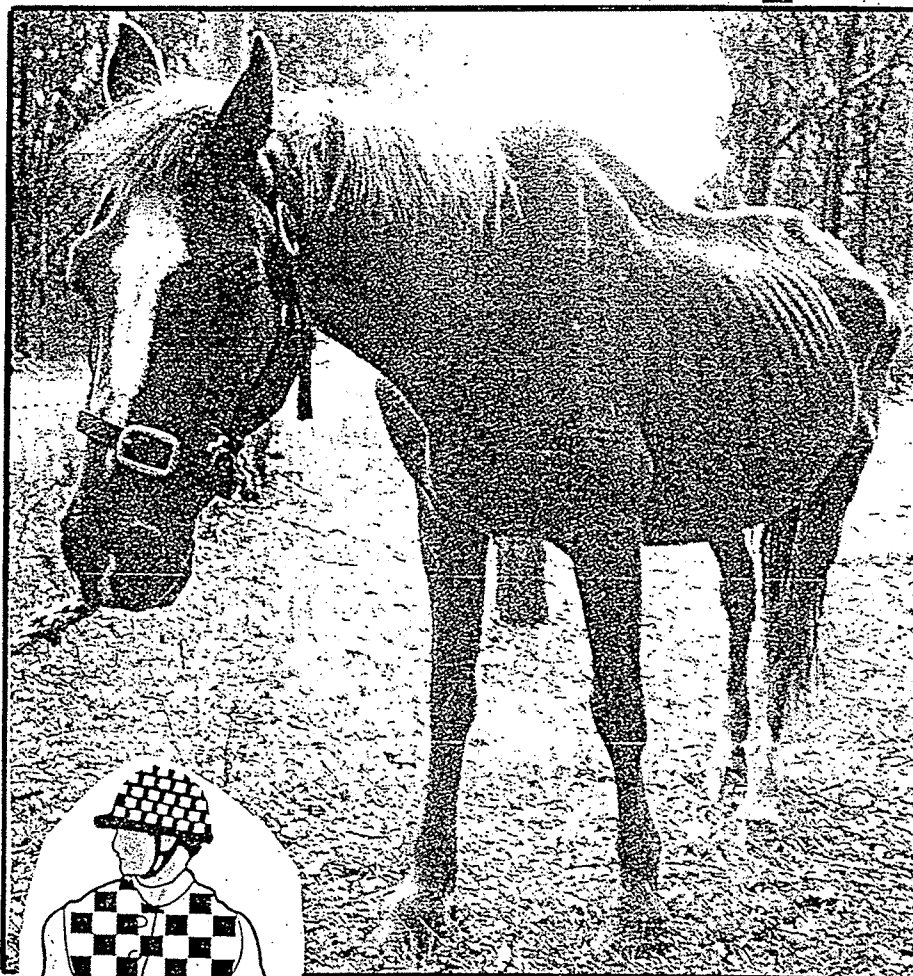
THE EDUCATION DEPARTMENT,
LIKE LADY GODIVA,

NEW MATHS

PUT EVERYTHING ON THE ONE HORSE

Option Topic

4l.

Mathematics of Chance & Gambling

Years 11 & 12

Many would have been better off in the mines or McDonald's than in schools.

There is absolutely no need to spend millions of dollars on setting monotonous exams, ARBITRARILY marking them in order to artificially find out who is capable of going to University, and, finally, by ending the concocted results to the victors and the down-trodden. Moreover, these mysterious marks neither indicate the students' potential nor the teacher's ability.

There is absolutely no need for the H.S.C. exams; schools themselves can do the culling without any expense.

If Universities introduce an entrance exam, the H.S.C. ones would become obsolete.

School away from school where drop-outs can drop in . .

The Shed: life in the underclass

State schools slump

IN THE third part of our investigation of the NSW school system, education columnist MARALYN PARKER examines what's wrong with the School Certificate and HSC exams

AS more children stay in school to Year 12, parents and teachers are increasingly concerned that the HSC and School Certificate have not adapted to their changing needs.

The two exams cater adequately only for the one-third of students who go on to university but neglect the rest, says Ray Cavanagh, vice-president of the NSW Teachers Federation.

"The HSC fails two-thirds of students who stay on at school," he says.

"It satisfies the needs of the universities because it identifies potential university candidates."

Last year, 60,993 students sat for the HSC. This year, the NSW Board of Studies expects more than 62,600 candidates. Only one-third of them will be offered places at university.

As recently as five years ago, less than half of all students stayed on to Year 12. Most of them went on to university.

Today, about 70 per cent of students stay on to Year 12. Nearly 95 per cent will apply for places through the Universities Admission Centre and receive a TER — Tertiary Entrance Rank.

Bev Baker, the publicity officer for the NSW Parents and Citizens Federation, believes the HSC fails most who do not go on to university because it does not tell employers what the students can do.

"The TER most affects the students who need it least," she said.

"The students who go on to university use it once — to get a place — but the rest have it hanging around their neck for the rest of their lives."

Concern rises on gradings

Today the *Herald* begins a five-part series which highlights what welfare agencies have feared: an "underclass" has arrived in Australia.

The number of children growing up in families where no-one works has now reached 18 per cent.

Unemployment is now reaching into the second and even third generation of families, with many resigned to drawing welfare cheques for the rest of their lives.

169.

Delight, dismay and don't care on post office steps

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. *!!!* *SQUANDERED !*

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. *Always to same Propaganda*

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.

17.

Let's Regroup NEWSPEAK +

OLDSPEAK→ Carry the one. ~~to the tens place.~~

Add.

37
+45

Add the ones.

tens	ones
1	
3	7
+4	5
	2

Don't forget to regroup!

POSITIVE MOTIVATION

SKILL: ADDING WITH REGROUPING
PRIMARY ROBOTS NEED TO BE PROGRAMMED, THEY CAN'T SEE
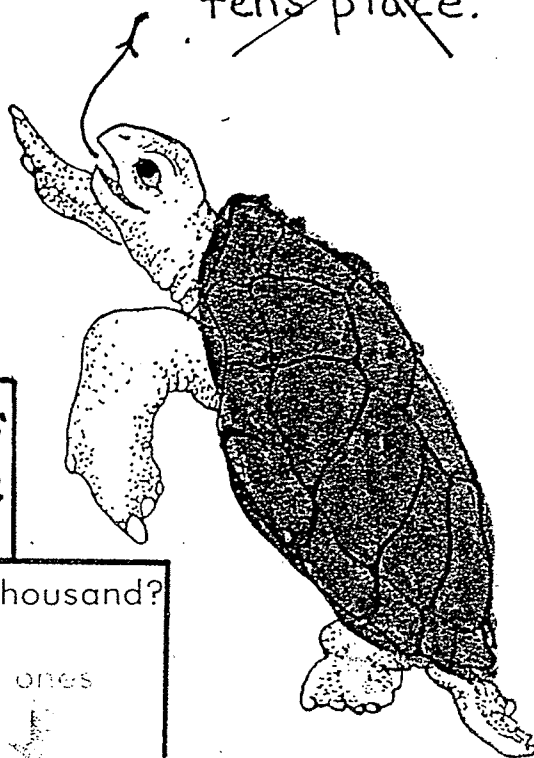
Add. Are there enough hundreds to make a thousand?

thousands   hundreds   tens   ones

+
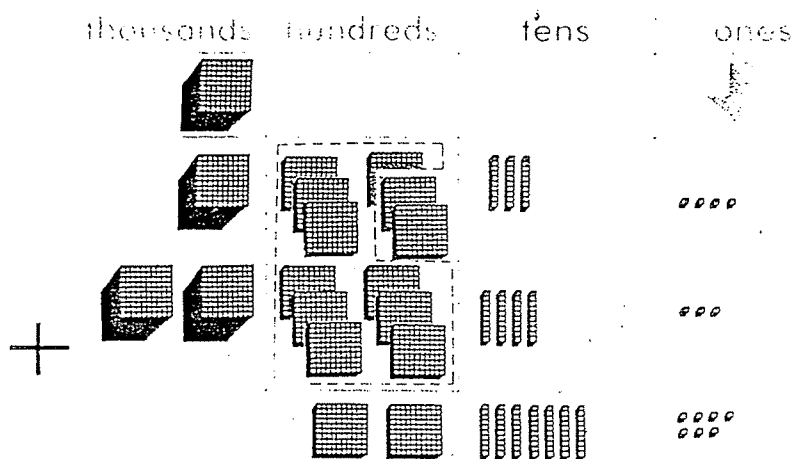
Example: In the numeral   46 298 375
4 ten millions ——————
46 millions ——————
462 hundred thousands ——
4 629 ten thousands ——————
46 298 thousands ——————
462 983 hundreds ——————
4 629 837 tens ——————

Study this numeral.

2,000

$\frac{2}{1000}$

200

$\frac{2}{100}$

20

$\frac{2}{10}$

2

2   2   2   2   2   2   2

Units

Tens

Tenths

Hundreds

Hundredths

Thousands

Thousandths

STUNNED MULLETS

16.
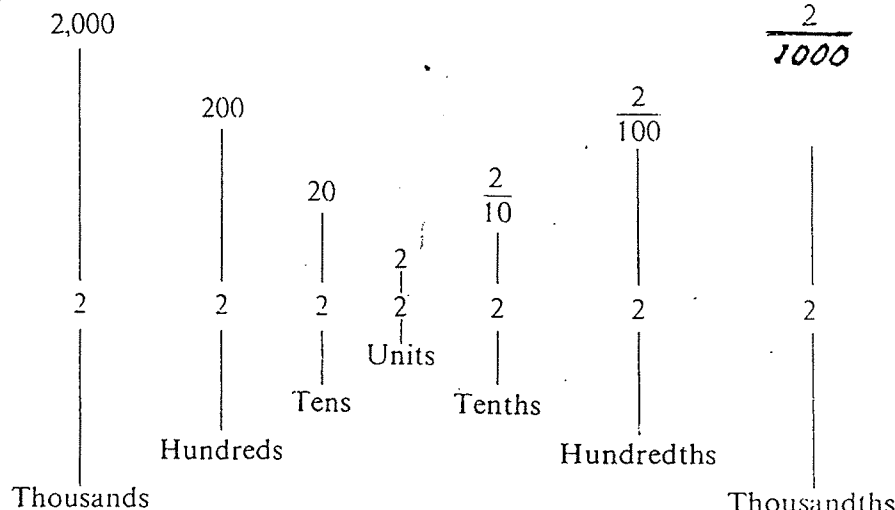
THE TYRANNY OF TESTING
Banesh Hoffman

FOREWORD

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

TELLING INSTEAD OF TEACHING   *USELESS*

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 method 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, than any method so far found.
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

29.

DO-IT-YOURSELF SCHOOLS

TRIVIA FOR HOME WORK

<u>Year 5/6 Research</u>

<u>Topic 1 Games and Sport</u>

- <u>Due Friday Week 4</u> 28/2/97

* <u>Define</u> the following sports terms:

calisthenics   coach   pivot   punt   referee   volley   spare   goal

* <u>Write</u> a report on 2 of the following sports :

archery bowling cricket decathlon football gymnastics rugby skate-boarding

soccer   surfing   table tennis   tennis swimming

* Pretend you are a sports writer for Inside Sport. Write a story about a sports event that takes place during the year

eg. Test match, football final, or a local event such as Little Athletics.

What else? 5/10

CAN YOU EXPECT

* <u>Write</u> a report on one <u>famous</u> person from this list:

ADORATION

THE

AGI!

Michael Jordan   Carl Lewis   Greg Norman Shane Warne

Dawn Fraser   Pete Sampras   Mal Meninga   David Campese

The basics strokes used in tennis are the forehand and the back-hand. A forehand drive is one in which the ball is met on the racket-hand side of the body, whereas the more difficult backhand stroke <u>entails extending</u> the racket hand across the body, which is turned partly away to be in ready position.

Your Book is
Outstanding
Very Good
Good

Satisfactory ✓
Needs Improving

THE TRAVESTY OF EDUCATION

Watch for
✓ Completing all work
→ Setting out
→ Gluing in & trimming sheets
→ Neatness
✓ Spelling
Presentation of work

General Comment WHO IS TEACHING WHOM? you must always try to complete each activity and stay on the topic. I wanted to know more about Greg Norman not the game of golf

MOSTLY

NONSENSE

Kindergarten - Year 12

28.
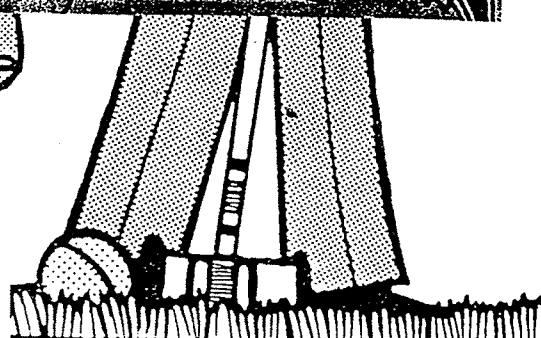
This course introduces junior secondary students to the need for "independent study sessions" in addition to their normal homework assignments. It explains the essential elements needed for a successful study programme.

It motivates students to improve the efficiency of their study methods and promotes positive attitudes towards study and tests/exams.

PART 1 - BECOMING A WELL-ORGANISED STUDENT

* Developing listening/note-taking skills in the classroom
* Defining "study"
* Acquiring a positive attitude to study
* Formulating your own study goals
* Dividing study time
* Constructing study timetables

HOPE AND GLORY

PART 2 - THE ELEMENTS OF A SUCCESSFUL STUDY SESSION

* The physical conditions for effective study
* Maintaining interest/coping with boredom
* The importance of regular study routines
* Reviewing the day's schoolwork
* Getting the most from your textbook reading
* Making effective notes from your textbooks

THE GOLDEN EGGS

PART 3 - IMPROVING MEMORY & EXAM TECHNIQUES

* Developing a better memory
* Learning from mistakes
* Final revision before exams
* Overcoming nervousness ⟶ *PANADOL*
* Correctly interpreting exam questions
* A <u>systematic approach</u> to multiple choice tests: *DO YOUR QUESTION*
* Planning essay answers *IGNORE ANSWERS*

THE TYRANNY OF TESTING

All students actively participate in this course. Their workbook then becomes a comprehensive reference document for future use. Class size-maximum 20.

AS ALWAYS: IT'S IN THE BOOK (INTERNET), NOT IN THE HEAD.

349.

YOU CAN COMMUNICATE MORE EFFECTIVELY Y AVOIDING....... **START** ...THESE RESPONSES

Being critical NECESSARY

Blaming

Judging

Criticising

Preaching

Ordering

Putting down

Moralising

Negating the other's feeling

Changing the topic

Denying the problem is even an issue

Sounding superior

Being sarcastic WHAT ELSE CAN YOU EXPECT?

Name calling

Contradicting

Patronising

Ridiculing TO GET YOU OFF YOUR HIGH HORSE

Finish

There is a multitude of different definitions which attempt to explain what communication is. One book: "The Functions of Human Communication— A Theoretical Approach", lists over one hundred and twenty-five!

Definitions can be complex: *BACK TO ADAM & EVE*

> "Communication is symbolic behaviour that occurs between two or more participating individuals. It has the characteristics of being a process, it is transactional in nature and it is affective. It is a purposive goal-directed behaviour that can have instrumental or consummatory ends."*

or they can appear to be quite simple:

> "Human communication has occurred when a human being responds to a symbol."*

LISTING 348. INSTEAD OF SHOWING. DON'T GO TO SCHOOL; USE INTERNET !

Abolish
Tests and Reports

- **Tests are discriminatory!**
  They should only be used-without marking them-to give teachers an indication of his own performance and be used to prepare follow-up lessons.
  In the New Millennium School, students decide what they want to be tested on; marks are replaced by a level of achievement.
  Example for Equations: 5/18 which means that the student was able to solve the first 5 of the graded total of 18.
  At any time, students should be given the opportunity to score better. Reports should be replaced by a record of achievement for the 12-year period.

- **Reports are discriminatory** because they indicate the performance of students without taking into account the teacher's competence which includes their personal relationship. Some private schools use a set of more than a hundred ways of classifying a student which is of course utterly ridiculous.

KINDERGARTEN.

Dear Mr & Mrs _____, <u>OVER THE TOP</u>
_____ is a very enthusiastic student who has continued to display a happy & confident manner in all areas of kindergarten life. She is always cooperative & courteous. She has been an absolute joy to guide during 1994.

In <u>Religion</u> _____ always responds naturally to prayer & school liturgies. She understands that God loves her; that she is special & can do many things & that God's world is beautiful. She has a very caring nature.

In <u>Mathematics</u> _____ is beginning to understand surface area & she can discuss symmetry; she can discuss, compare & understand pictorial graphs; she can use & understand the terms "daytime & night-time" & sequence events within one day. She confuses "today & tomorrow" & she needs revision in stating the days of the week. She can count confidently by 1's to 29. She needs to count more at home. She needs to revise counting backwards from 10 & by 10's to 100. She now knows all the numerals from 1-9 but she is very hesitant with 10 onwards. She can use the dice to write & solve her own number stories but she cannot always fully describe with understanding what she is doing. She is now exploring the meaning of subtraction through the use of concrete materials. She has made slow progress.

In <u>English</u> _____ can recognise & hear all the sounds. She is beginning to blend sounds to form simple words, eg: "cat; hut; web." Her diary stories have progressed & sometimes have true meaning. She can use a sentence maker to construct her own stories & she can read these. She is not as yet; demonstrating that she understands the meaning of print; she is still at a pre-reading level. I would like this to be monitored in 1995 as she may need extra assistance with reading. !!

35

During Semester 2 it has been noted that ⸱ ⸱ ⸱ . has displayed the ability to:-

* understand that the Church's mission began at Pentecost
* understand that Baptism, Eucharist and Confirmation are Sacraments of initiation
* understand that in Sacraments of initiation one commits themselves to Jesus
* understand that they can choose to serve others
* understand that there are different lifestyles to be found within the Christian Vocation
* interpret newspaper reports more perceptively
* report events creatively
* write headlines
* express opinions
* proofread a piece of writing
* draw cartoons and illustrations
* ask questions
* make comparisons
* write a recount
* write a news article from a narrative
* begin to organise problems solving in a more systematic manner
* to begin to take risks when solving problems
* improve in confidence when solving problems
* work independently
* contribute to class discussion
* locate main idea using notes
* strengthen information intake skills
* begin to work independently
* usually contribute to class discussions

SICK!

* explain the features of different landforms
* make a model of a particular landform
* initiate and preserve with activities to their completion ie.design and make task
* think and acts creatively
* become less cautious about her artwork
* show originality
* develop good design skills
* have good sense of colour, balance, texture, tone
* participate in oral class reading of Italian texts

Areas for further development include:

➙ *after all this*

you have made sound progress this year due to your hard work and determination. You have attempted all tasks and have asked for help when you needed. You have improved your writing skills, in the areas of spelling, grammar and organisation of thoughts in logical sequence. I would encourage you to continue to work consistently on your reading and writing in order to continue the progress you have achieved so far. In Mathematics you have understood most of the concepts presented ⸱ ⸱ and next year as these are revised and developed you will understand them even better if you continue to seek help and do your best.

36

Fifty years ago, in Holland, only marks from one to ten were given so that parents knew exactly how their children were coping.

At present, as a result of disastrous methods, non-teaching and dismal results, parents are mesmerised by an increasing amount of deceiving bullshit in order to stave off a highly needed revolt.

SECONDARY SCHOOL STUDIES

1. **High School Matriculation Certificate** 1947
Mathematics 7, Physics 7, Chemistry 7, Biology 7, Social Studies 6,
Geography 7, History 7, Dutch 5, French 6, English 6, German 6, Art 7,
Technical Drawing 6, Physical Education 9.

Tertiary Studies

2. **Certificate of Ability (Nautical College)** 1949
Seamanship 8, Navigation 8, Mathematics 9, Astronomy-Geography
Meteorology 8, Physics 8, Engineering 7, Dutch 8, English 7, Law 7,
Practical Subjects 8.

3. **Diploma Third Mate Sea Going Trade** 1951
Navigation 8, Mathematics 8, Dutch 7, Geography 6, English 6, Physics 7,
Engineering 6, Law 6, First Aid 6, Seamanship 7.

4. **Diploma Second Mate Sea Going Trade** 1954
Navigation 7, English 6, Physics 6, Engineering 7, Law 7, First Aid 6, Seamanship 8.

5. **Diploma Spanish Commercial Correspondence** 1954
Letters 8, Translation Dutch-Spanish 7, Spanish-Dutch 7, Dictation 10.

6. **Diploma French Commercial Correspondence** 1958
Letters 8, Translation Dutch-French 10, French-Dutch 9, Dictation 10.

7. **Diploma English Commercial Correspondence** 1961
Letters 7, Translation Dutch-English 8, English-Dutch 7, Dictation 7, Dictation 7.
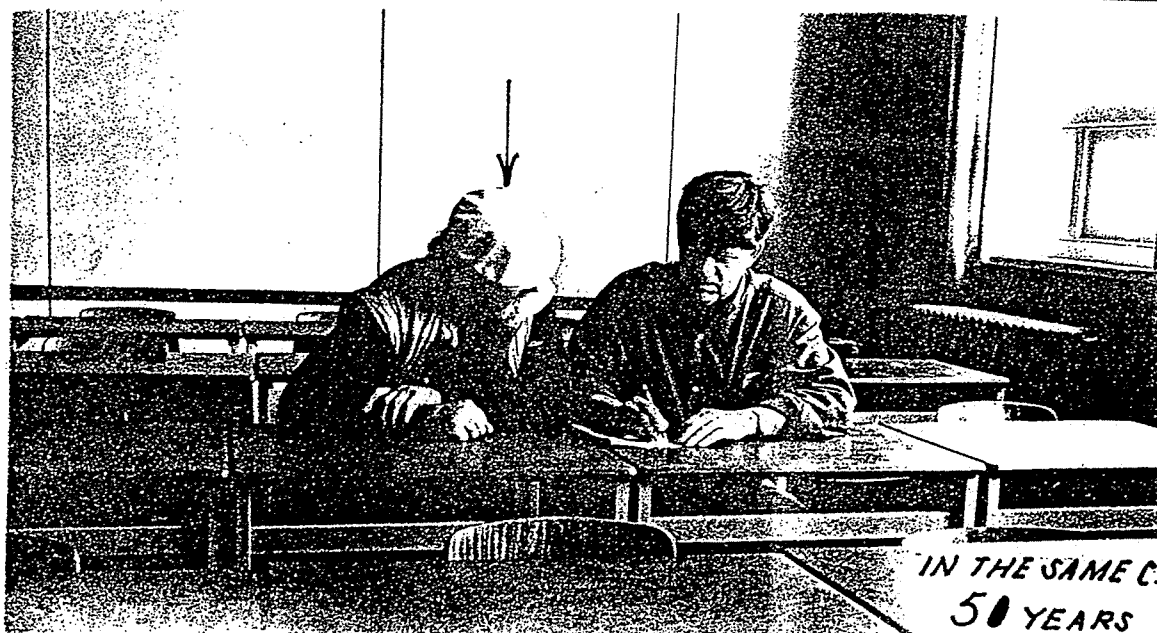
*IN THE SAME CLASSROOM
50 YEARS LATER.*

42

HOW TO CLASSIFY ROBOTS

Marks comments for reports report

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!

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!

Stop doing the homework, overzealous parents warned

Homework time ... the Della Marta girls are allowed to study without too much intervention from their mother, Merrion, who says, "I see all this pushing, pushing."
Photo: *Kate Geraghty*

Adele Horin and Anna Patty
September 23, 2006

AS EXAM season looms, parents risk damaging their children and robbing their self-esteem by rewriting their essays or trying to do their study for them, education experts have warned.

Some Sydney schools are sending notes home to warn parents off their children's homework, and at least one high school is requiring students to complete assignments in class time, to ensure they are doing their own work.

Parents who rewrite the history essay, polish the English assignment, and say "We got a good mark for science," are in danger of undermining their children's confidence and causing long-term psychological problems, child psychologists warn.

"Unless the children are geniuses, their work is hardly ever going to be as good as an educated parent's, and so they grow up feeling whatever they produce is never going to hit the mark," said Beverley Thirkell, an educational psychologist on the northern beaches.

In a highly competitive world, the rise of the overinvolved "parachute" parent who rescues their children from difficulties is receiving widespread attention in Australia, Britain and the US.

"The message parents send when they do the work for their kids is, 'You can't do it well enough, I'll do it for you,' " said Elbie Van Coller, a school counsellor on the North Shore. "It's producing some very anxious children."

Psychologists say they are seeing many troubled young people from middle-class homes who feel they can never be "good enough".

In *The Price of Privilege*, a new book just out in the US, the psychologist Madeline Levine claims children from affluent middle-class homes are three times more likely than other children to suffer depression and anxiety in later life.

Parents are increasingly worried about their children's future and exert, however subtly, pressure to excel, she says. The more scared the parents, the more controlling they become. Many end up giving more than a helping hand in homework to ensure their child's mark is high enough. "While demands for outstanding academic or extracurricular performance are very high, expectations about family responsibilities are amazingly low," Dr Levine said. "This kind of imbalance in expectations results in kids who regularly expect others to 'take up the slack', rather than learning how to prioritise tasks or how to manage time."

A spokesman for the NSW Department of Education said some schools reinforced their home study policy with formal advice to parents, discouraging them from doing their children's homework.

MENTAL GENOCIDE

- The following **commercial atrocities** (Spiral Curriculum) show clearly that teachers don't teach any longer, they only give instructions and tell students and parents what to do.

- **Lessons** are **like puzzles**; they invariably involve wasting time as well as making mistakes either because of ignorance or boredom. However, the stupid, static cartoons can never compete with the dazzling and therefore mesmerising circus on T.V.

- Basic skills tests are like IQ tests because statistics are more important than children apparently.

- When one watches the following pages, all one sees is **chaos**; it has nothing to do with Literacy or Numeracy! The damage done is beyond comprehension.

- **Any person not shocked by this alarming report are hypocrites, ignorant, cowards or idiots who invented the crap!**

1 acute	1 obtuse	1 acute	1 obtuse
2 obtuse	2 acute	2 obtuse	2 180° 360°
3 reflex	3 reflex	3 reflex	3 140°
4 obtuse	4 reflex	4 revolution	4 120°
5 reflex	5 obtuse	5 60°	5 43°
6	6	6 180°	6 60° alternate
7 40°	7	7 43°	7
8	8	8 260°	8 corresponding
9	9	9 107°	9 co-interior
10	10	10 60°	10 alternate
		10/10	7/10
1 scalene	1 Triangle QTV	1 isosceles 60°	1 even 634
2 equilateral	2 parallel	2 equilateral	2 odd
3 isosceles	3 scalene	3 right angle triangle	3 even
4 180°	4 isosceles	4 scalene	4 even
5 60°	5 prism	5 60°	5 even
6	6 180°	6 110°	6 16
7	7	7 62°	7 85
8	8 adjacent	8 70°	8 79
9 .007	9 PTQ	9 50°	9 36
1 true	1 15, 30, 45, 60	1 140	1 64
2 15	2 26, 39, 52	2 39	2
3 25	3 12, 45, 105	3 prime	3 prime
4 true	4 4	4 even	4
5 202	5 6	5 odd	5 25
6 12+56	6 60	6 false	6
7 12=5+7	7 48	7 false	7
8	8 900	8 false	8
9 1	9 30	9 false	9
10	10 15	10 true	10
1 1/3	1 2 1/7	1 3/5	1 1/5
2 3/5	2 2 7/10	2 1a	2 3/4
3 3/10	3 3 3/20	3 3/4	3 3/4
4 2/3	4 17/5	4 5/3	4 2
5	5 32/3	5	5 9
6	6 5/6	6	6 2/3
7	7 5/7	7 40/11	7 4
8 3/10	8 4/5	8 6/7	8 7/10
9	9 2	9	9 7/10
10 3/5	10 23	10 3/7	10 1 3/8

AND WHAT ABOUT THAT NECESSARY WORKING? 160 SUMS ON ONE PAGE BECAUSE THEY MUST USE THE SQUARES.

COMPULSORY DISCOVERY

15 worms on page 24 and 10 went to sleep. Write the number fact like this.	1 5 − 1 0 —— 5

Say the number. Write how many tens and ones.

Loop tens and ones to match.

thirty-six

_____ tens _____ ones
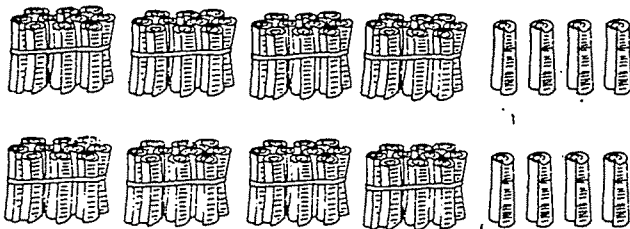
Always speak to the child some years ahead. Do not the men of genius speak to us centuries ahead in books? (Steiner)
The use of a bare-legged and bear-headed matron shows clearly what adults think of a child's intelligence.

Use the storybook to make up your own number stories.

Start with _____

take away _____

 —   ⟨ is the same number as ⟩

_____   _____ _____

2.

7 — 1   ⟨ is equal to ⟩   6

---

3. FINALLY

7 − 1 = 6

SEVEN − ONE'S SIX

If you have to say this the COMPULSORY WAY, it sounds like a schoolbus on four flat tyres going over pedestrian humps

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FLUENCY

Actually, there is no need to say anything; eyes and pen do the work.

This retarded method is like the whole-word method for teaching reading: each word is an individual: the outer expression of an inner desire

My students work with the MASTER KEY:

If you take 1 from a number, you get the number before: 15-1, 36-1, 1223-1

58.

1. Wind   Choose one of the following to research
      * Make a wind instrument to show the direction of the wind.
      * What are the "Roaring Forties" ? Where are they and why did
   explorers use them ?
      * Cyclones - What is a cyclone ?
                    How do we know a cyclone is coming ?
                    What precautions should we take ?

2. Rain

Draw a map of Australia showing areas of rainfall.
What causes thunder and lightning ?
How can lightning be dangerous ? How can you protect yourself ?
Design an experiment to show static electricity.

3. Clouds
   * Find out where clouds come from
(how they are formed)
   * Classify the types of clouds and write a brief description and a
picture of each. ? ←
   * Keep a cloud watch for a week. Relate your cloud cover to the
type of weather experienced each day, explain changes in the
weather and why it happens.
   * Find out why the sky is blue.

Due Date : Monday 8th September, 1997
                    ↓
   * All experiments must be bought to school explained and shown to the class.
   * Presentation will be marked out of 10.   ↑
   * Final marks will go towards your end of year result. *THE BIG THREAT!*

Mark __65__ %   Weather Research

	Excellent	Good	Satisfactory	Needs Improving
Diagrams	✓			
Research		✓		
Spelling	✓			
Presentation		✓		
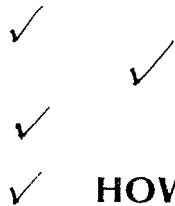
Personal

HOW DO WE COMMUNICATE?

Comment _____ , (some) good work, especially on
thunder and lightning, (but) you needed more
information on how to protect yourself Signed

Thus, for communication to take place, it is necessary to have:

● a sender;

Development

● a message;

● a receiver;

OR STUNTED GROWTH?

● a medium which both sender and receiver understand;
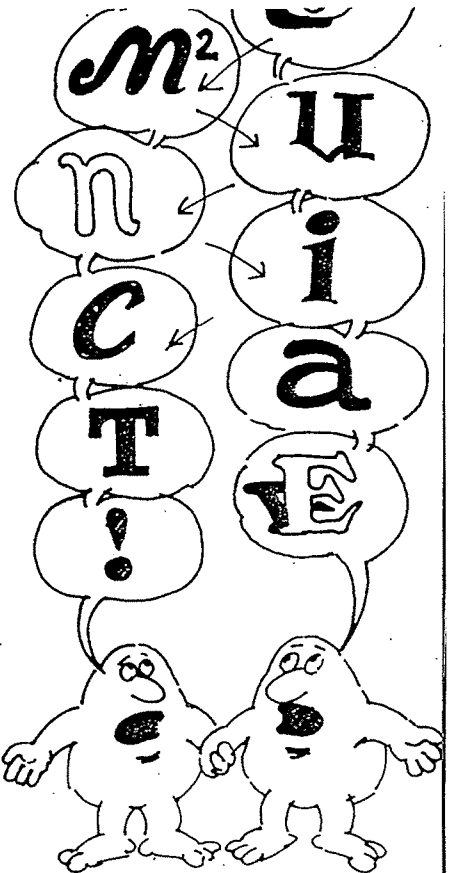
The figure on the right shows the correct way to hold the pencil and ruler. The fingers of the left hand are placed evenly on each side of the centre of the ruler. The pencil is held in the right hand with the point against the edge of the ruler and the top leaning a little towards the right. The pencil is moved from left to right to draw the line.
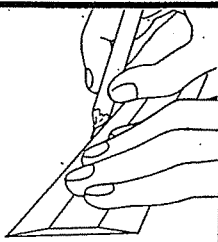
Reading and writing decimals

0·37 is read as either
'37 hundredths', or
'3 tenths and 7 hundredths'.

•37 POINT THREE SEVEN

SENIOR: Rational Numbers

Building frames from rigid strips joined by single pivots.

The child may discover that

a triangular frame is rigid, and
a four-sided frame with no diagonal is not rigid.

The introduction of a diagonal strip into a four-sided frame makes it rigid.

The terms *parallelogram* and *rhombus* may be introduced for the figures obtained when a rectangle and a square are distorted.

When two fractions have the same numerator, the fraction with the smaller denominator names the larger rational number.

A fraction equivalent to a given fraction can be obtained by

multiplying the numerator and denominator by the same counting number, or
dividing the numerator and denominator by a common factor.

A fraction may be used to indicate division of two counting numbers, the dividend becoming the numerator and the divisor the denominator.

---

either divisor or dividend is a whole number;

$$\frac{3}{4} \div 2 = \frac{3}{4} \div \frac{2}{1}$$
$$= \frac{3}{4} \div \frac{8}{4}$$
$$= 3 \div 8$$
$$= \frac{3}{8}$$
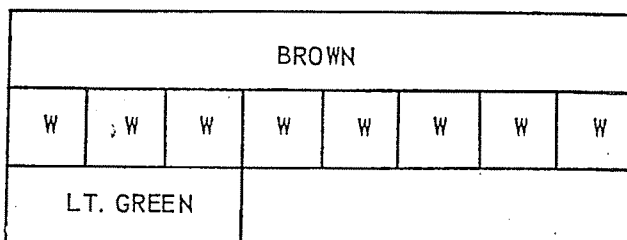
BROWN							
W	W	W	W	W	W	W	W
LT. GREEN							

$$2 \div \frac{3}{4} = \frac{2}{1} \div \frac{3}{4}$$
$$= \frac{8}{4} \div \frac{3}{4}$$
$$= 8 \div 3$$
$$= \frac{8}{3}$$

If the white rod is called $\frac{1}{4}$, the brown rod becomes $\frac{8}{4}$ and the light green rod $\frac{3}{4}$.

The two questions then become,

'What part of the brown rod equals the light-green rod?' and

'What part of the light-green rod equals the brown rod?'

These questions correspond respectively to 3 ÷ 8 and 8 ÷ 3.

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ability to communicate and to form lasting, satisfying relationships

DISCOVERY

UNDERSTANDING

THE CHILD

CRIMSON			
W	W	W	W
LT. GREEN			
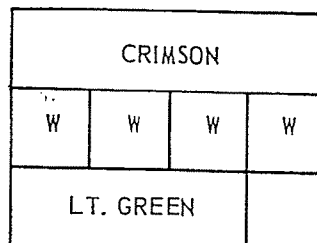
the divisor and dividend are not whole numbers.

$$\frac{1}{2} \div \frac{2}{3} = \frac{3}{6} \div \frac{4}{6}$$

Discovering fractions

What fraction of your fingers is on your left hand?	CREATIVE MATHS
How many articles of clothing are you wearing? What fraction of these is your shirt?	Write the name of your street. What fraction of the letters is vowels? What fraction of the letters is consonants? Is the fraction of vowels in the name of your street greater than the fraction of consonants?

Equivalent Fractions

Build this mat of rods.

RED	RED	RED
W	W	W	W	W	W
DARK GREEN
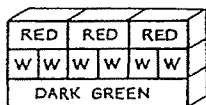
Study this diagram.
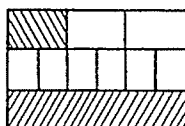
$$\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$$

When dark green represents a value of 1, white will represent $\frac{1}{6}$ and red, $\frac{1}{3}$.

Fractions—Lowest Terms

That fraction of the set of equivalent fractions which has the smallest possible numerator and denominator is said to be a fraction expressed in its lowest terms.

SWALLOW WHOLE

Study this table:

$$\frac{10}{15} = \frac{2}{3} \qquad \frac{8}{12} = \frac{2}{3} \qquad \frac{6}{9} = \frac{2}{3} \qquad \frac{4}{6} = \frac{2}{3}$$

$$\frac{10 \div 5}{15 \div 5} = \frac{2}{3} \quad \frac{8 \div 4}{12 \div 4} = \frac{2}{3} \quad \frac{6 \div 3}{9 \div 3} = \frac{2}{3} \quad \frac{4 \div 2}{6 \div 2} = \frac{2}{3}$$

What rule does this table suggest to you? ....

COMPULSORY DISCOVERY

RULES AND REGULATIONS
WITHOUT FOUNDATIONS

BARK RECIPE

Express the following mixed numerals as improper fractions;

For example,

$$2\frac{1}{4} = \frac{2}{1} + \frac{1}{4}$$
$$= \frac{8}{4} + \frac{1}{4}$$
$$= \frac{9}{4}$$

$$2\frac{1}{4} = \frac{9}{4}$$

TIMES. PLUS

Mixed Numerals

Study this diagram.

Prepare this pattern of rods.

YR. 8   SHOW WORKING!

$$2\frac{2}{5} = 2 \quad \frac{2}{5} = \frac{2 \times 5 + 2}{5} = \frac{10 + 2}{5} = \frac{12}{5}$$
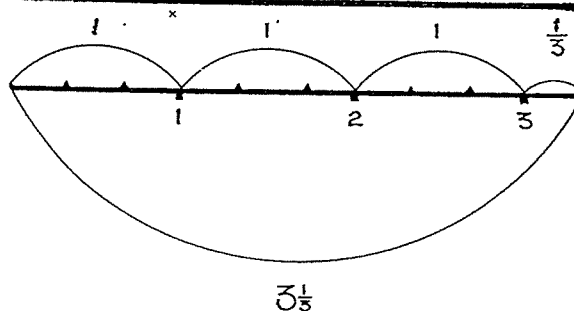
TELLING INSTEAD OF SHOWING

ORANGE
L. GREEN	L. GREEN	L. GREEN	W
W	W	W	W	W	W	W	W	W	W

$3\frac{1}{3}$

$$3 + \frac{1}{3} = 3\frac{1}{3}$$
$3\frac{1}{3}$ is called a mixed numeral

Your rule for equivalent fractions is:

Multiply both numerator and denominator by the same number:

$$\frac{2}{3} = \frac{2 \times 4}{3 \times 4} = \frac{8}{12}, \text{ or}$$

divide both numerator and denominator by a common factor:

$$\frac{9}{12} = \frac{9 \div 3}{12 \div 3} = \frac{3}{4}$$
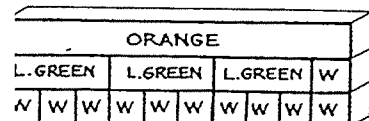
Call Light Green 1

White $= \frac{1}{3}$ Light Green

Orange $= 3\frac{1}{3}$ Light Green

$= 3$ Light Green $+ \frac{1}{3}$ Light Green

$= 3 \qquad\qquad + \frac{1}{3}$

$= 3\frac{1}{3}$

$3\frac{1}{3}$ is called a mixed numeral

FINALLY, THIS IS WHAT
THEY WANTED TO SAY.

60.

DECIMALS

LOST HORIZON

Rods
Let 10 mats of 10 orange rods represent

a. What does each mat represent?
....
What does 1 orange rod represent?
....
What does 1 white rod represent?
....
State the patterns of rods that represent the **rational** numbers expressed by the following:

b. $\frac{3}{1,000}$ ...... $\frac{43}{1,000}$ ...... $\frac{502}{1,000}$

c. 0·003 ...... 0·043 ...... 0·502

d. $1\frac{5}{1,000}$ ...... $3\frac{89}{1,000}$ ...... $3\frac{452}{1,000}$

e. 1·005 ...... 3·089 ...... 3·452

Diagrams
Let a strip of graph paper made up of 10 square inches represent 1.

19. a. What value is represented by each square inch? ....

$$0.4 \times 3 = \frac{4}{10} \times \frac{3}{1} = \frac{12}{10} = 1.2$$

$$0.06 \times 4 = \frac{6}{100} \times \frac{4}{1} = \frac{24}{100} = 0.24$$

$$1.2 \times 6 = \frac{12}{10} \times \frac{6}{1} = \frac{72}{10} = 7.2$$

CRAZY

0 · 0·2 · 0·4 · 0·6 · 0·8 · 1·0 · 1·2 · 1·4

RESISTANCE TO CHANGE

0·4   0·4   0·4

$$0.4 + 0.4 + 0.4 = 1.2$$
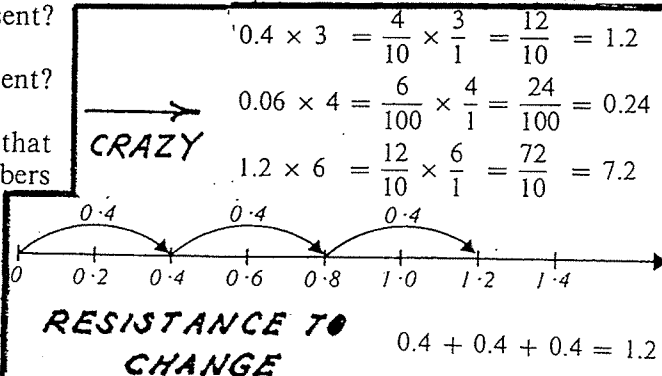
PREACHERS INSTEAD OF TEACHERS

Compose problem stories that express the following diagrams:

$5·25
Reading
Maths

$9·56
Language

7cents   48 steps.

Understanding Mathematics in the context of our normal experience is essential, as is confidence in using the language of Mathematics.

Decimal Fractions Thousandths

d. $1\frac{5}{1,000}$ $3\frac{89}{1,000}$ $3\frac{452}{1,000}$

e. 1·005   3·089   3·452

Multiplication of decimals (2)
two decimal places   / *INSANE!*

$0·27 \times$
$^2 3$
$\overline{0·81}$

Think:
3 *times* 7-hundredths *is* 21 *hundredths*...
2 *tenths and* 1 *hundredth.*
Write 1 *in hundredths column, carry* 2 *in tenths column.*
3 *times* 2-tenths *is* 6 *tenths, plus* 2 *tenths carried*...
8 *tenths. Write* 8 *in tenths column.*
Answer: zero point eight one.

MENTALLY
MULTIPLY 27×3 = 81; 2 PLACES BACK : ·81

Complete the model in extended form:
$0·2 + 0·07 \times$
$\underline{3}$

Challenge

Assignment

What does 37·425 really mean?
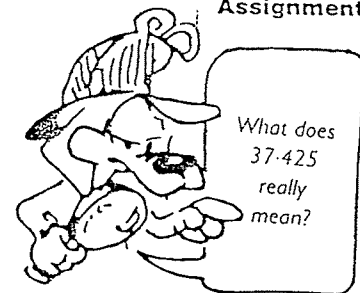
Research: Discover a way to change these two-place decimal fractions into equivalent common fractions in lowest terms. Make a rule.

(1) $0·80 = \frac{\triangle}{\square}$ (3) $0·60 = \frac{\triangle}{\square}$ (5) $0·04 = \frac{\triangle}{\square}$

(2) $0·75 = \frac{\triangle}{\square}$ (4) $0·15 = \frac{\triangle}{\square}$ (6) $0·35 = \frac{\triangle}{\square}$

Group exercise

Investigation

Division of decimals (2)
two decimal places

$7)\overline{3\,6\cdot{}^1 8^4 9}$
$5\cdot 2\,7$

Think:
7 *into* 36 *goes* 5 *times,* 1 *remainder; write* 5 *in units place, carry* 1 *as* 10 *tenths.*
7 *into* 18 *tenths,* 2 *tenths and* 4 *tenths remainder; write* 2 *in tenths place, carry* 4 *as* 40 *hundredths.*
7 *into* 49 *hundredths,* 7 *hundredths exactly; write* 7 *in hundredths place.*

3 tens
7 units
4 tenths
2 hundredths
5 thousandths

37·425

114.

10	1	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
3	7		4	2	5

MATHEMATICAL HIROSHIMA

JOKE

QUESTION 3   FRACTIONS/ DECIMALS/ PERCENTAGES

1. Complete this table:

Fraction	Decimal	Percentage
1/2	0.5 ✓	50%
1/4 ✓	0.25 ✓	25%
1/3 ✗	0.3	30%

$2\frac{1}{2}$

2. Write 30cm out of 1m as a percentage __33.3__ ✗

3. Find 45% of $62.50 __$13.8__ ✗

QUESTION 4   MEASUREMENT   IN SANE !

1. Complete these conversions:
   a) 4300 km = __430__ m ✗
   b) 7 days = __168__ hr ✓
   c) 0.75 hr = __90__ min ✗

2. Jason needs to catch a bus to Central. If he lives at Hopping Park, what is the earliest bus he can catch? __11:05__ ✓

James St	Hopping Pk	Grand Station	Johns Ave	Central	Mulberry Creek
9.30	—	—	—	9.50	9.55
—	10.05	10.10	—	—	10.25
—	—	10.30	—	—	10.45
11.00	11.05	11.10	11.15	11.20	11.25
11.15	11.20	11.25	11.30	11.35	11.40

What time will he get there? __11:20__ ✓

95.

$4\frac{1}{2}$

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 = 4

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 SMIT

FOR TRYING

immaculate conception perhaps?

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.

NEW
MATHEMATICS ?

Topic: Number

TOLD

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
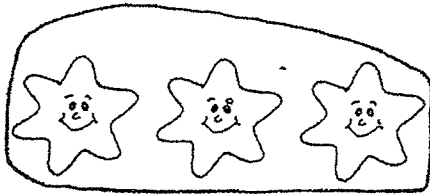
and   PLUS   makes   EQUALS   4

$3 + 1 = 4$
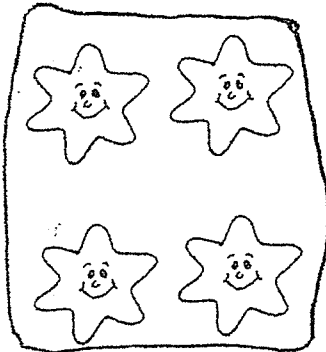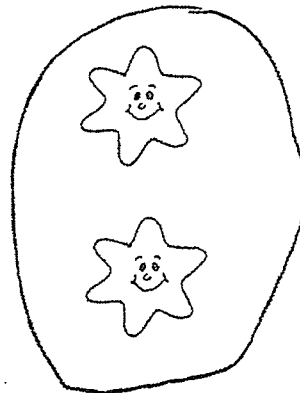
and   makes 26

FALSE
ENCOURAGE-
MENT

$4 + 2 = 6$

BIG EFFORT
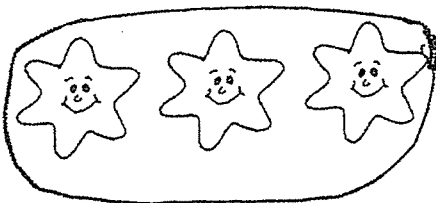
and   makes 26
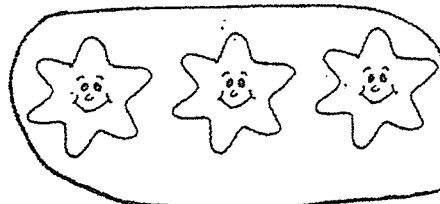
X RAY REPORT

Ben is showing an improving understanding of adding two groups together and has ? begun to represent these as a number sentence

$3 + 3 = 6$

$3 + 3 = 6.$

TO SHOW WHERE HE WENT WRONG

NEW MATHS

Division

Long before they begin school, children are involved with sharing. They solve problems such as 'I have 12 jelly babies to share among 4 children. How many jelly babies will each child get?' or 'I have 13 jelly babies to share among 4 children. How many jelly babies each?'

However, sharing is only one of the two aspects of division which your children meet. The other is called grouping.

Sharing *NEW SPEAK!*

Problem: I have 20 jelly babies to share among 4 people. How many will each person get?
Materials:

rouping

[P]oblem: 20 children are going to a picnic in cars which can [hold] 4 children each. How many cars will be needed?
[Ma]terials:

What about remainders in division? In real life, children often [meet] situations where remainders occur. Take the above [sit]uation, where 13 jelly babies were to be shared among 4 [ch]ildren. Each child will receive 3 jelly babies and there will be [one lef]t over. This is recorded in the following manner:

31.

? Topic: Number

> TASK: In this activity the children were asked to demonstrate their ability to independently complete and understand simple subtraction sums. The children were given a picture to make up a story and represent it as a number sentence. They could then make up some subtraction sentences of their own. They could use equipment if they wished.
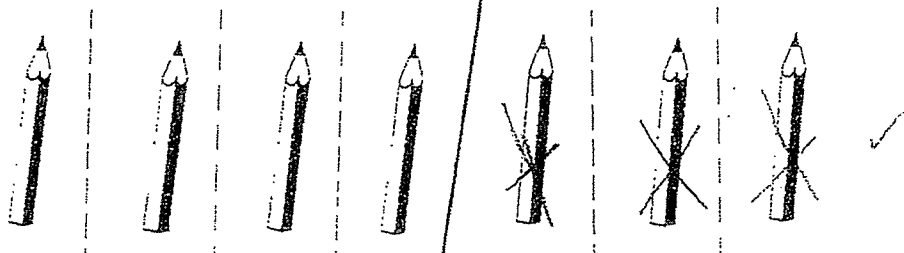
_____7_____ takeaway _____3_____ leaves _____4_____ ✓

HAMBURGER

My story:

5 = 3 5 4 ✓ ?

Ben was able to tell his number story. ✓

REALLY?

ONE A4 PAGE FOR ONE SUM.

THE INFERNO: PARADISE LOST.

Draw the boxes and the loose candles Fred would need for these birthdays.

THE MANUFACTURE OF NEED!

How many will you need for your next birthday cake?

12 years old

Can you shade one half of every square below to make eight different patterns? **4th class!**
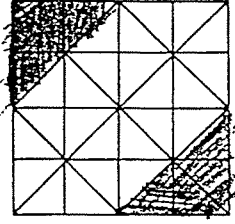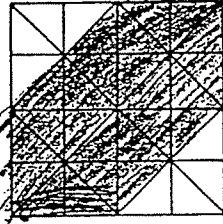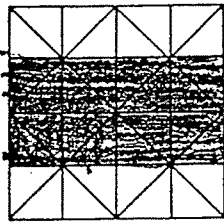
3.6.97

WONDERFUL SILLY STAMP OF APPROVAL YR. 4!

Investigating Number (DESTRUCTION)

Place the numbers in a **numeral expander**.

Take care with zero. CRAZY CONFUSION

839 ? 462 471 609 520 700

8	Hundreds	3	Tens	9	Units	839
4	Hundreds	6	Tens	2	Units	462
4	Hundreds	7	Tens	1	Units	471
6	Hundreds	0	Tens	9	Units	609
5	Hundreds	2	Tens	0	Units	520
7	Hundreds	0	Tens	0	Units	700

Number puzzle

1 2	2 5			3	4
5 1	0		6 8	2	
9			7 1	0	5
8	9	10 8			
	11 1	0	5		12
13	0		14 2	5	

Across
1. $\frac{1}{4} \times 1000$
3. 4^2
5. $1000 \div 100$
6. 3 more than 799
7. $80 + 25$
8. 13 less than 131
11. $25 + 25 + 25 + 25$
13. $1000 - 400$
14. $100 \div 4$

Down
1. $90 + 1 + 2000 + 100$
2. $\frac{1}{4}$ of 200
3. 10×100
4. $500 + 125$
6. 9^2
9. 11 more than 99
10. double 400
12. $\frac{3}{4}$ of 100

THE DESTRUCTION OF Algebra

1. $45 + \spadesuit = 60$ $\spadesuit =$
2. $\clubsuit - 20 = 80$ $\clubsuit =$
3. $\clubsuit \times 5 = 150$ $\clubsuit =$
4. $20 \times \spadesuit = 140$ $\spadesuit =$
5. $\blacklozenge^2 = 16$ $\blacklozenge =$
6. $\heartsuit + \heartsuit + \heartsuit = 3 \times \heartsuit$

SICK!

Match the List 1 rates to the List 2 units then fill the gaps.

List 1	Rates	List 2
pulse		cents per litre
rent		dollars per hour
wages		beats per minute
speed		dollars per month
price rate		kilometres per hour

Stacks of coins YR. 4   YR. 7

1. twelve 10c coins = _____
2. ten 10c coins + 50c = _____
3. twenty 10c coins = _____
4. eight $2 coins = _____
5. 25 $2 coins = $50
6. nine 50c coins = _____
7. twenty-two 5c coins = _____
8. twenty 50c coins = _____
9. eleven 50c coins = _____
10. nineteen 5c coins = _____
11. three 50c coins = _____

How many 10¢ pieces in $3.20?
How many 20¢ pieces in $7.40?
How many 50¢ pieces in $6.50?
How many 1¢ pieces in $1.11?
How many 2¢ pieces in $2.10?
How many 5¢ pieces in $4.30?

83

COMPULSORY CONFUSION

Number pattern problems   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.

Note: $8 + 7 = 15$
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

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: $\Diamond = 6 \times \Box - 2$

8) 37

8) 37

8) 37

synthetic division

$$35\overline{)763}$$

350	10
413	
350	10
63	
35	1
Remainder 28	21 Quotient

$$\frac{763}{35} = 21\frac{28}{35}$$
$$= 21\frac{4}{5}$$

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.

51.

THE TRAVESTY OF EDUCATION

THIRD APPLICATION OF PARKINSON'S LAW: THE OBSESSION WITH PLACE VALUE
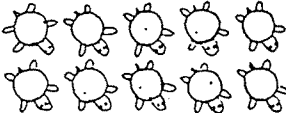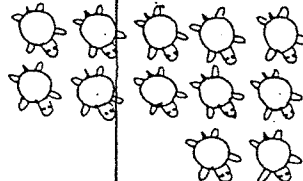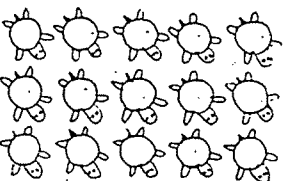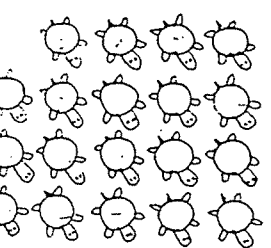
It has absolutely no practical application.

Doing algorisms is a mental **ROUTINE**, calculator work requires a manual **ROUTINE**.

31	6 tens 3 tens 1 one 8 tens 7 ones	2 tens 4 ones
	3 tens 2 ones	1 ten 8 Ones	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*
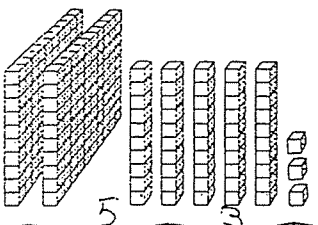
Estimate the number of turtles. Count them and then fill in the boxes.
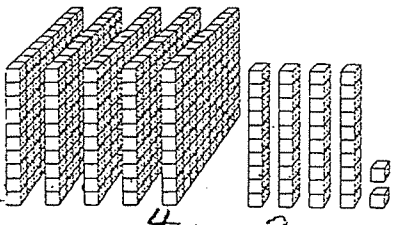
a   b   c   d
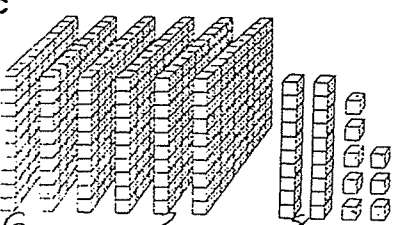
until University!
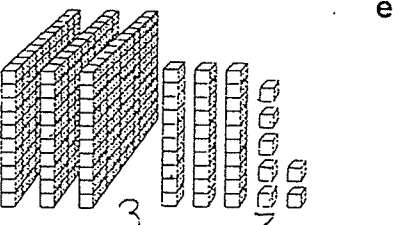
a: | 1 | Tens | 0 | Ones |
b: | 1 | Tens | 2 | Ones |
c: | 1 | Tens | 5 | Ones |
d: | 1 | Tens | 9 | Ones |
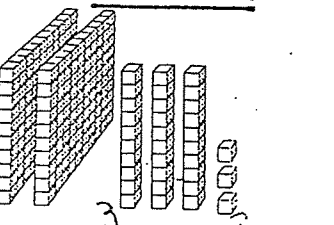
1 Complete each numeral expander and fill in the boxes.

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.

YEAR 4

c

| 6 | Hundreds | | Tens | 3 | Ones |

d

| 3 | Hundreds | 3 | Tens | 7 | Ones |

e
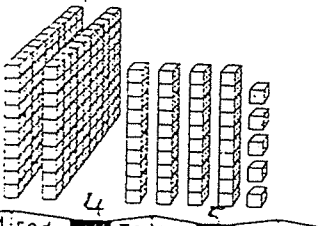
| 2 | Hundreds | 3 | Tens | | Ones |
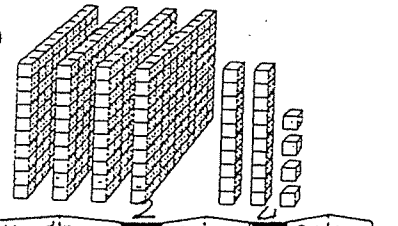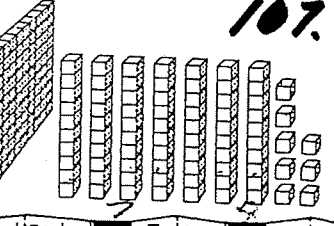
YEAR 8 Write a numeral containing 3 thousands, 5 units, 9 hundreds | 3905

2 Complete each numeral expander and write the numeral.

107.

a

| 2 | Hundreds | 4 | Tens | | Ones |

b

| 4 | Hundreds | 2 | Tens | | Ones |

c

| 1 | Hundreds | 7 | Tens | | Ones |

THE SPIRAL CURRICULUM

The worst exercises are those leading up to **EQUATIONS**; that's why students still can't do them in year eleven. (Maths in Society).

---

add more to make

COUNTING
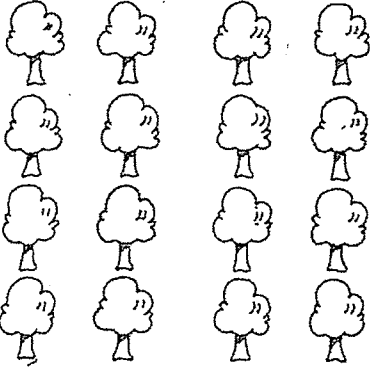
2.

YEAR 6.

Replace the frame, Δ, by an operation sign.

$$\frac{126}{9} \Delta \frac{91}{13} = 21$$
$$7 \times 7 \ \Delta \frac{78}{13} = 294$$
$$15 \times 3^2 \Delta 3^2 = 15$$

GUESSING

In each of the following number sentences replace the frame, $\bigcirc$, by $=$, $>$ or $<$.

$$9 \times 42 \bigcirc (9 \times 30) + (9 \times 12)$$
$$7 + (8 \times 7) + 8 \bigcirc (7 + 8) \times (7 + 8)$$
$$20 \times 2^2 \bigcirc 10 \times 2^3$$
$$(35 + 5) \times 6 \bigcirc 5^2 \times 10 - 10$$

ALGEBRA ?

Draw a line diagram to represent each of the following number sentences.

$$14 + \square = 22 \qquad 4 + 3 + 5 = \square$$
$$94 - \square = 25 \qquad 6 + 5 - 3 = \square$$
$$19 \times \square = 76 \qquad 3 \times 3 \times 3 = \square$$
$$65 \div \square = 5 \qquad (4 \times 5) \div 2 = \square$$

THE DAMAGE

"What do you have to add to 14 to get 22 is not mathematics; its counting fingers. With REAL EQUATIONS like 2×9=5 that can't be done any longer, so students are lost once again. Hence the following trivia. Unfortunately, two wrongs do not make a right.

We can find the solution to the equation $a + 5 = 8$ in a more systematic way than just guessing. *BLAA*

When trying to solve the equation, we are trying to find the value of a which makes the equation true. We need to have a on its own. *BLAA*

Instead of $\qquad a + 5 =$
we want just $\qquad a =$

Thus we have to undo '$+5$'. From our investigation of inverse operations we know that subtracting a number undoes addition of that same number, so '-5' is the inverse, or undoes '$+5$'. *BLAA* *BLAA*

Thus $\quad a + 5 - 5 \quad$ two inverse operations
simplifies to a on its own as we required.
The equation could be represented on balanced scales.
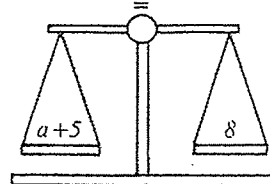
Then we undo '$+5$' but the scales are unbalanced.

WEIGHING

The left-hand side: $a + 5$
$\qquad$ became $a + 5 - 5$
when we included the inverse of '$+5$' by putting in -5.

If we include something extra on one side of the equation it must also be included on the other *BLAA*
side to keep the equation balanced:
Original equation:
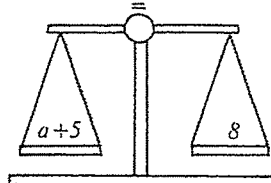
-5 included on both sides:
simplifies to $\quad a + 5 - 5 = 8 - 5$
$\qquad\qquad\quad a = 3$
which is the solution we have already found to be correct. **YEAR 7.**

Fig 8.6

Fig 8.7

Fig 8.8
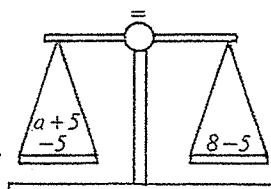
Fig 8.9

LES MISÉRABLES

MATHEMATICS WORKBOOK - SELF-EVALUATION CHECKLIST

Check your workbook weekly. Follow these ten guidelines. Next to each point place a G (Good) , S (Satisfactory) or U (Unsatisfactory). Both you and your parent must sign it.

but not like that!

1. Date each day's work.
2. Use blue/black pen only and rule a margin and underline all headings in red.
3. Include sample problems with steps and reasons.
4. Highlight the major points.
5. Include comments in your own words to make your notes more meaningful.
6. Label and number all exercises clearly and correct all work.
7. All worksheets must be pasted in when they are received and dated.
8. Include a summary statement at the end of each day's notes.
9. Include a written statement of all homework and when it is due.
10. All notebook evaluation sheets must be pasted in your book.

Student signature: _____

Parent signature: *MOSES*

↑ *SIGN or ELSE !*

---

1. (a) $1\frac{11}{20}$ (b) $1\frac{11}{60}$ (c) $\frac{7}{24}$ (d) ___ (k) $\frac{19x}{15}$ (l) $\frac{3x}{70}$

(m) $\frac{2x}{35}$ (n) $\frac{19x}{10}$ (o) $\frac{3b}{28}$ (p) $\frac{3h}{10}$ (b) $\frac{5x+7}{6}$ (c) $\frac{8x+29}{15}$

(d) $\frac{11x+9}{30}$ (e) $\frac{9x+11}{14}$ (f) $\frac{8y+21}{15}$ (g) $\frac{18m-1}{12}$ (h) $\frac{5p+28}{6}$ (i) $\frac{7x-7}{6}$ (j) $\frac{7b-11}{4}$ (k) $\frac{x+19}{12}$

(l) $\frac{6a+17}{12}$ (m) $\frac{7d-11}{15}$ (n) $\frac{14g+17}{12}$ 3. (a) $\frac{d-1}{6}$ (b) $\frac{-m+1}{12}$ (c) $\frac{2h+17}{15}$ (d) $\frac{3z-23}{10}$ (e) $\frac{l+8}{6}$

(f) $\frac{-5h+15}{14}$ (g) $\frac{-y-3}{20}$ (h) $\frac{-3s+5}{20}$ (i) $\frac{8t+1}{10}$ (j) $\frac{2p+53}{35}$ (k) $\frac{5x-13}{6}$ (l) $\frac{7y-26}{12}$ (m) $\frac{8-c}{6}$

(n) $\frac{9d-1}{20}$ (o) $\frac{x+5}{4}$ (p) $\frac{x+6}{6}$ (q) $\frac{3x}{16}$ (r) $\frac{5x+7}{10}$ 4. (a) $\frac{4+3x}{4x}$ (b) $\frac{28+5a}{7a}$ (c) $\frac{2m-20}{5m}$ (d) $\frac{5b-27}{9b}$

(e) $\frac{3a-5}{(a-1)(a-3)}$ (f) $\frac{7g+19}{(g-3)(g+7)}$ (g) $\frac{7x+22}{(x+4)(x+2)}$ (h) $\frac{10p-2}{(p+1)(p-1)}$ (i) $\frac{8b+36}{(b-3)(b+7)}$

(j) $\frac{10c+41}{(c+2)(c+5)}$ (k) $\frac{6x+14}{(x+2)(x+3)}$ (l) $\frac{12x+43}{(x+4)(x+3)}$ (m) $\frac{8x+11}{(x+1)(x+2)}$ (n) $\frac{9x+41}{(x+3)(x+5)}$

(o) $\frac{9x+31}{(x+7)(x-1)}$ (p) $\frac{13x-31}{(x-3)(x-2)}$ (q) $\frac{20}{\ldots}$ $\frac{29x-1}{-2)(4x+1)}$ (s) $\frac{13x+26}{(2x-3)(x+5)}$

(t) $\frac{51x-23}{(3x-1)(4x-2)}$ 5. (a) $\frac{5a+13}{(a-3)(a}$ $\frac{-8}{-2)}$ (d) $\frac{6x+32}{x(x+4)}$ (e) $\frac{6y-2}{y(y+2)}$

(f) $\frac{-p-9}{p(p+3)}$ (g) $\frac{-m-21}{m(m-7)}$ (h) ___ (k) $\frac{-x+8}{(x+7)(x+1)}$

(l) $\frac{2x+20}{(x+5)(x+7)}$ (m) $\frac{2x-}{(x+}$ $\frac{19}{-3)}$ (p) $\frac{18x-17}{(2x+3)(3x-1)}$

(q) $\frac{10x+26}{(4x-1)(3x+4)}$ (r) - $\frac{+6}{4x+1)}$

6. (a) $\frac{2x+6}{(x+1)(x+2)(x}$

(d) $\frac{3x+1}{(3x+1)(x+5)(}$ $\frac{8x-4}{3)(x+5)(x+1)}$

(g) $\frac{6x+14}{(x+3)(x+4)(x+}$

(j) $\frac{14x}{(2x-3)(3x-2)(2}$ $\frac{x-1}{-3)(x+2)(x+1)}$

(c) $\frac{2x+2}{(x-4)(x+1)}$ $\frac{3x+49}{(x-7)(x+7)}$

(f) $\frac{8}{(x+5)(x}$

(i) $\frac{5x+}{(x-1)(x+}$ $\frac{x-37}{4)(x+3)(x-7)}$

(m) $\frac{14x-}{2x-3)(x+3)}$

(p) $\frac{2x-3}{(2x-1)(x+1)(x-}$ (f) $\frac{10x-7}{x(2x-1)}$

121.

THE TRAVESTY OF EDUCATION

FIFTH APPLICATION OF PARKINSON'S LAW:
QUANTITY INSTEAD OF QUALITY TO KEEP STUDENTS BUSY.

<u>The Manufacture of Need</u>: books are now four times the size they were thirty years ago.
<u>Duplication</u>: Definitions given in the textbook are written on the blackboard to be copied into workbooks.

Students become no more than process workers. **Only the SHORT TERM MEMORY IS INVOLVED.**
New material has to be processed within 30 seconds,
otherwise it will never enter the **LONG TERM MEMORY BANK.**
Obviously, that is the whole idea; it's a perfect way to fill in time.

Scale drawing is a ratio that is in the form of 1:(a number). no. 00:1

A scale drawing of an object is the same but of different size.

$$Scale = \frac{length \ of \ drawing}{Actual \ size}$$

YEAR 8

A1 = 5 × 4 = 20 cm²
A2 = 5 × 4 = 20 cm²
A3 = 16 × 4 = 64 cm²

TOTAL = 104 cm²
→ or 1.04 m²   WRONG
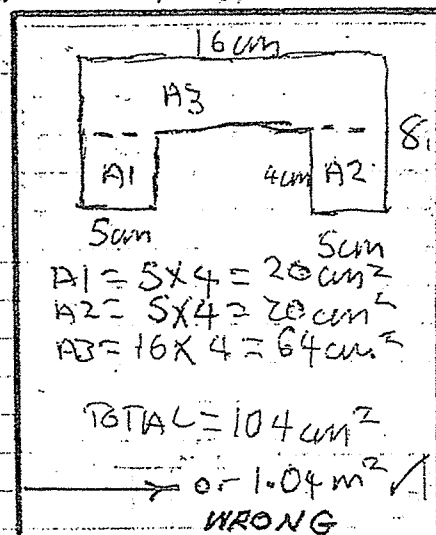
a. 66%	E. Team members = 4%	h. 75%
b. 75%	Female Spectators = 53.5%	i. 200%
c. 16⅔%	MALE Spectators = 42.5%	j. 30%
2a. 10%	F. 17.5% ✗	k. 550%
b. 25%	82.5% ✗	l. 875%
c. 1%	G. 14%	m. 96%
d. 25%	h. 3.5%	n. 2%
e. 20%	typing = 37.5%	o. 125%
f. 62%	filing = 18.75%	
g. 7.5%	sorting mail = 6.25%	4a. Seasoning = 6%
h. 17.5%	telephone = 3.125%	cornflour = 4%
i. 77.5%	meetings = 9.375%	b. 1.14g
j. 33⅓%	other activities = 25%	30.4g
k. 5.4%		1.9g
l. 66⅔%	) Administrative = 4.2%	c. 1% ✗
m. 300%	Clerical = 21.1%	d. 4.25%
n. 125%	Sales = 8.6%	2.5%
o. 110%	Farming = .7% ✗	.05%
3a. 70%	Fishing	
b. 5%	miners = 0.0%	
c. 75%	TRANSPORT, COMMUNICATION = 5.1%	
d. 112.5%	TRADERS ETC = 32.8%	
e. 7%	SERVICE, SPORT, RECREATION = 8%	
f. 81.25%	ARMED SERVICES = .7%	
g. 25%	INADEQUATELY DISCRIBED = 4.5%	

WHY DOES MATHS HAVE TO BE DONE IN THESE AWFUL MINI-SQUARES?
GET RID OF THIS CAKED AND CLOTTED CUSTOM; ASK AN OPTOMETRIST.
How can you possibly produce acceptable work?

USE WHITE BOARD

(9) Evaluate the following correct to 2 dec. places

$$\frac{12 \cdot 9 - 7 \cdot 63}{3 \cdot 14}$$

_____

(10) Evaluate correct to 3 sig. figures

$$\left(\frac{0 \cdot 562}{0 \cdot 041}\right)^2$$

_____

(11) Simplify

a) $$\frac{20\,ab}{5\,b}$$

_____

b) $$\frac{7p + 8p - 3p}{2p \times 3q}$$

_____

(12) A man obtains a $15 000 loan to purchase a car. The loan is to be repaid over 3 years at 8% p.a. What will his total repayments be for the car?

_____
_____
_____

(13) Solve the following equations

a) $7a - 7 = 5a + 3$

_____
_____
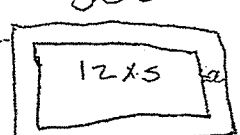
b) $$\frac{y}{4} + 3 = 9$$

_____
_____

c) $$\frac{p - 5}{4} = 3$$

_____
_____

WHAT OUR STUDENTS LEARN AT SCHOOL

QUESTION	WORKING	ANSWER
7. Change 80km/h to m/s.	80km=8000m 1h = 3600	~~80km~~ =? X 8000km/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?	80mL per h one day=24h ? after 3 days X ~~3~~ 24+24+24 = 72 72h· 10L ÷80mL 1000÷80	4·2 L 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 →	25p m² 50cm [12x5] 12x5= 60 x25	$450 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 850 B 12·20 B 250km 8,9,10,11,12,1,=13,4,5,6,7,8 $10,11 12 250 ÷ 13 h 10m	138¼km/h X ↑

Name _____

Ⓐ 79

Answer Sheet for Section A

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

	(A)	(B)	(C)	(D)			(A)	(B)	(C)	(D)
(1)	(A)	(B)	(C)	(D)		(16)	(A)	(B)	(C)	(D)
(2)	(A)	(B)	(C)	(D)		(17)	(A)	(B)	(C)	(D)
(3)	(A)	(B)	(C)	(D)		(18)	(A)	(B)	(C)	(D)
(4)	(A)	(B)	(C)	(D)		(19)	(A)	(B)	(C)	(D)
(5)	(A)	(B)	(C)	(D)		(20)	(A)	(B)	(C)	(D)
(6)	(A)	(B)	(C)	(D)		(21)	(A)	(B)	(C)	(D)
(7)	(A)	(B)	(C)	(D)		(22)	(A)	(B)	(C)	(D)
(8)	(A)	(B)	(C)	(D)		(23)	(A)	(B)	(C)	(D)
(9)	(A)	(B)	(C)	(D)		(24)	(A)	(B)	(C)	(D)
(10)	(A)	(B)	(C)	(D)		(25)	(A)	(B)	(C)	(D)
(11)	(A)	(B)	(C)	(D)		(26)	(A)	(B)	(C)	(D)
(12)	(A)	(B)	(C)	(D)		(27)	(A)	(B)	(C)	(D)
(13)	(A)	(B)	(C)	(D)		(28)	(A)	(B)	(C)	(D)
(14)	(A)	(B)	(C)	(D)		(29)	(A)	(B)	(C)	(D)
(15)	(A)	(B)	(C)	(D)		(30)	(A)	(B)	(C)	(D)

ASH WEDNESDAY

Ⓑ 10

Answer Sheet for Section B

49.25   Answers only are to be recorded in the space provided.

(1) $24 : 60 = 7:5$

(2) $180 \div 4a° = 4.5$ 15

(3) $6p - 12 = 18, 6p = 30$ ⓟ=5

(4) $x^2 = 7^2 + 5^2 = \sqrt{74} = x = 8.6$

(5) 4317×4320000

(6) 4.0 88 19.5

(7) $60 \div 226$ 97.6 = 98

(8) $a = 68°$ 210°

(9) $360 - 107 - 94 - 139$

(10) 436700

(11) Train arrives @ .14am

(12) 3955.40 395

(13) 36.00

(14) 1595.74   1596

(15) 43752

(16) 6205 ÷ 6204.8 m =

(17) $3m - 1 = 40, 3m = 41$ m =

(18) 395.20

(19) 1500x 105000

(20)

(21) $38168 $708.45

(22) $x = 38$ 388 - 76 - 21 = 83 - 83 -

(23) 8th NOV

(24) $44.8 cm^2$ 66.8

(25) $1 : 20000$ .60 4.5

EARTH QUAKE

Mathematics

Half Yearly Examination - 1998

Year 8

19/50

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) $4 \times 2 + 3 \times 5 =$ 23 ✓

(e) $26.85 - 18.95 =$ 7.9 ✓   (f) $15^2 =$ 225 ✓

(g) $\sqrt{576} =$ 1152 ✗   (h) $\dfrac{3}{4} + \dfrac{1}{5} =$ $\dfrac{4}{9}$ $\dfrac{2}{3}$ ✗

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

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

(j) $a + 3b =$ 76 ✗   (k) $2ab =$ 66 ✗

(l) $9a - 5b =$ 46 ✗

(2)   Find the value of: (a) $\sqrt{8^2 + 15^2}$ 14400 ✗

(b) $\sqrt{13^2 - 5^2}$ $\sqrt{144}$ 1 ✓

(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

6¹ₜ
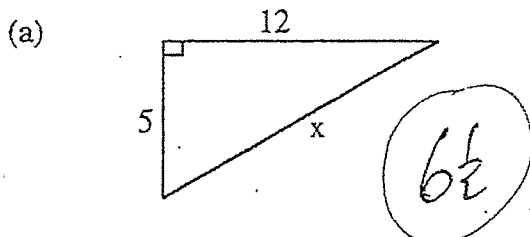
$x = 17$ ✗

3 WEEKS PYTHAGORAS -
12 X 40 MINUTES
5+12 •   INSTEAD OF 5!

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)
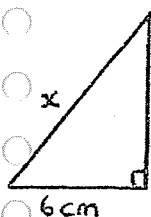
$64 + 36 = 100$

$x \sqrt{100} = 10 \text{cm}$

b)

$x =$
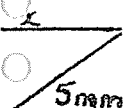
c) (leave your answer in surd form)

$64m + 25m = 89m$
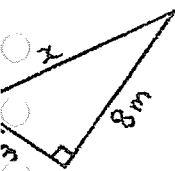
$x = \sqrt{89}$

d) (leave your answer in surd form)
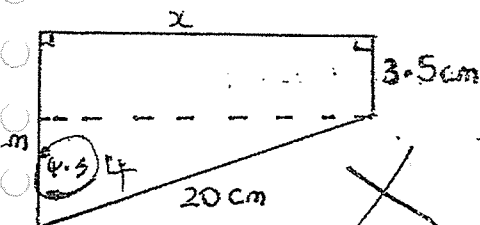
$(4.5) 4$

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?
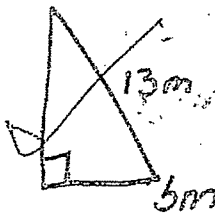
b) What is the length of the longest pencil that can fit into the rectangular prism shown below.

$\sqrt{185}$
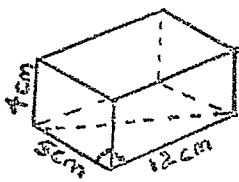
16
25
144
185

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?
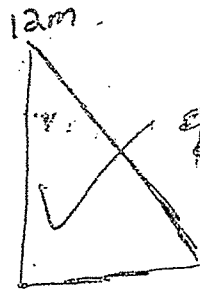
9

144
81
225

147. $= \sqrt{675}m$

3/5

15

STILL NOT RIGHT ! WAKE UP !

QUESTION 7   AREA AND PERIMETER

1. Find the perimeter of:

4 cm

8 cm

18 cm² ╳

2 cm UNNECESSARY

2. Find the area of:

a)

PLAIN
STUPID

2 km

4.3 km

20004·3 km ╳

b)

5 m

7 m

10 m
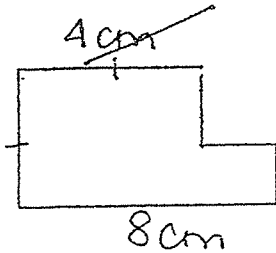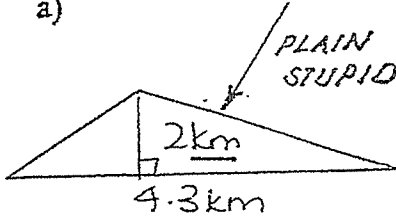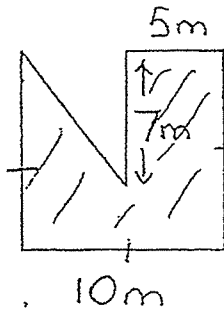
35 m ╳

(3 marks)
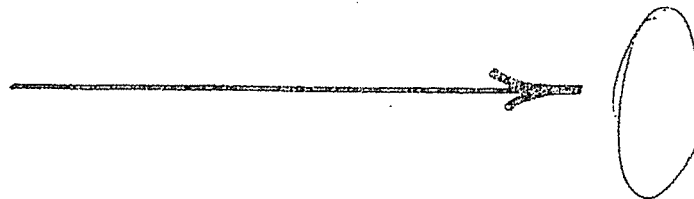
7 YEARS SPIRAL CURRICULUM
STILL DISCOVERING ?

YR. 8

Triangle: 12 cm, 13 cm, 5 cm (right angle)

6 mm
8 mm
12 mm
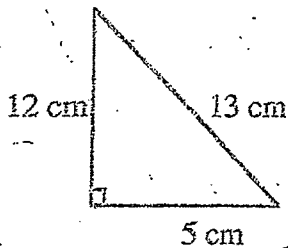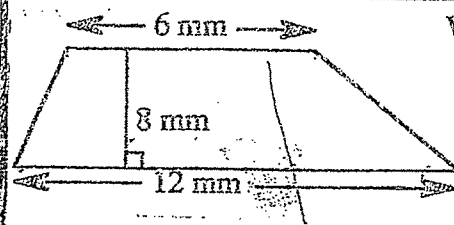
What is the area of this trapezium?

$A = \frac{1}{2}(b)h$

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

$= 48$

$P = \frac{1}{2} \times b \times h^2$ ✗

$P = \frac{1}{3} \times 12^2 \times \pi$

$P = 113.09 \, cm \text{ or } 113.09 \, m$

SPIRALLING UNDERSTANDING
6 YEARS OF RESEARCH

In the diagram, what is the value of x?

$2x°$

$72°$

$72 = 2x$

$\frac{2x}{2} = \frac{72}{2}$

$x = 36$ ✓

Solve the equation

$2(x + 3) = 12$

$2x + 6 - 6 = 12 - 6$

$2x = 6$

$\frac{2x}{2} = \frac{6}{2}$

$x = 3$ ✓
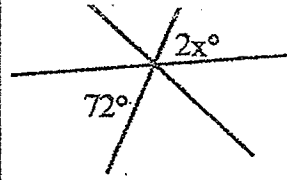
$\frac{1}{4} \div \frac{7}{8} = \frac{7}{32}$ ✗

AUTHORITARIAN INSTRUCTIONS.
WHAT ELSE COULD YOU DO?

A GOOD EXAMPLE OF
COMPULSORY INCOMPETENCE

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

WHAT OUR STUDENTS LEARN AT SCHOOL:
A STATEMENT BY THE GOVERNMENT OF NEW SOUTH WALES

"NUFFINK"

Our schools exist to provide the basic skills and competencies that <u>our children need to cope with the world now</u>, with the next level of education and <u>the world beyond</u>. 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:* <u>The passport to all knowledge and the glories of all the world's literature.</u>

2. *How to write:* <u>They will learn</u> how to express themselves in proper sentences and paragraphs <u>strictly in accord</u> with the <u>rules of grammar and syntax.</u> They will learn to handwrite fluently and gain the skills of the keyboard.

3. *Mathematics:* The development of <u>mental skills in dealing with numbers and problems</u> 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.

QUESTION	ANSWER	QUESTION	ANSWER
30. Simplify the following a) $6m + 7m =$ b) $5a + 2b - 3a + 6b =$ c) $4a \times 3b$ d) $a^3 \times a^5 =$ e) $a^{18} \div a^{10} =$ f) $(a^6)^2 =$	a) $13m$ b) c) d) e) f)	**36. Calculate the perimeter of the following shapes.** a) 5cm, 3cm b) 10cm, 5cm, 2cm, 3cm	a) 9 10 90 b)
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 $4, 12, 36, ...$	$72, 6-$ $=68$		
33. What solid can be made from this net?	rectangle	**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 b) 7150 m	a) ___ cm b) ___ km	b) On the number plane plot the following points, P (-1, -2) and Q (2, -1).	

Mathematics

Yearly Examination 1997

Year 7 - Paper B

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)
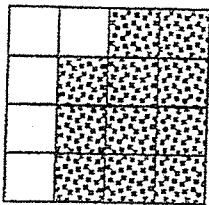
(b)
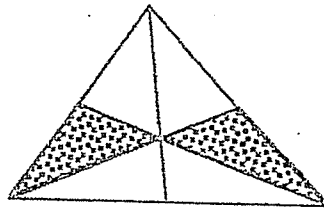
Fraction = __3 quarters__ $\frac{3}{4}$ X   Fraction = __Quarter__ $\frac{1}{4}$ X

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

$\frac{3}{8}$ of 24 = __half or 2__ X

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

Write in simplest form: (i) $\frac{35}{100} =$ __3__ X (ii) $\frac{24}{72} =$ __3__ X

Write as mixed numbers: (i) $\frac{5}{4} =$ __1__ X (ii) $\frac{28}{5} =$ __1__ X

Write the simplest answer for each of the following:

$\frac{3}{10} + \frac{5}{10} =$ __$\frac{8}{10}$__ ✓X (b) $\frac{7}{8} - \frac{1}{8} =$ __6__ ✓X

$4 - 1\frac{1}{4} =$ __1__ X (d) $1\frac{1}{2} + 1\frac{1}{3} =$ __$2\frac{10}{12}$__ ✓X

$4 \times \frac{3}{8} =$ __48__ X (e) $2\frac{1}{2} \times 1\frac{3}{5} =$ __$\frac{10}{10}\,\frac{6}{10}$__ __$\frac{16}{10} \times 2\frac{6}{10}$__

VICTIMS OF THE SPIRAL CURRICULUM

③

143.

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

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

      (a) $2x^{1/3}$ (b) $2x^{-3}$ (c) $\dfrac{1}{2}x^{1/3}$ (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) $8c^8$
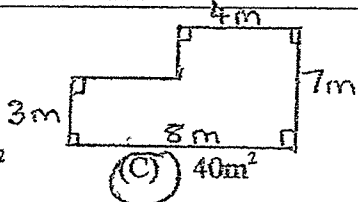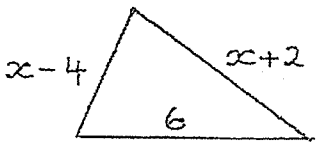
It is the role of the Principal, Teachers and Community to identify giftedness in students and provide enriched earning environments.

oops!

YEAR 9 INTERMEDIATE
TERM 2, 1996

NAME:	CLASS:
MARK: $\dfrac{15\frac{1}{2}}{40} = 39\%$	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) $52m^2$	$I\ 4\times7\quad II\ 3\times4$ $=28\quad\ =12$ $3\ \boxed{1}\ 7 = 40m^2$
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) $6d$	✗
5. The perimeter of this triangle is : $x-4$, $x+2$, 6 (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) $x+8$	$3-2=1$ $1\times x=x\quad 1\times4=4$ $x+4$
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	✗
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) $\dfrac{a^{10}}{b^2}$	✓

153.

THE TRAVESTY OF EDUCATION

THE BOTTOM LINE IS NOT TO TEACH MATHS AT ALL. THE PRIMARY AIM IS TO SELL COMPUTERS; TO SELL THE IDEA THAT HAVING ONE MEANS POSSESSING KNOWLEDGE AND PASSING EXAMS.
THE COMPUTER GODS CREATE MORONS FOR THE EXPERTS TO FEED ON: SURVIVAL OF THE FITTEST.

CANNIBALISM : CLEAN AND PRACTICAL WARFARE.

NUCLEARISM : TOTAL DESTRUCTION.

EDUCATION : A SMILING BULLET.

Why are Saturday and Sunday so strong?
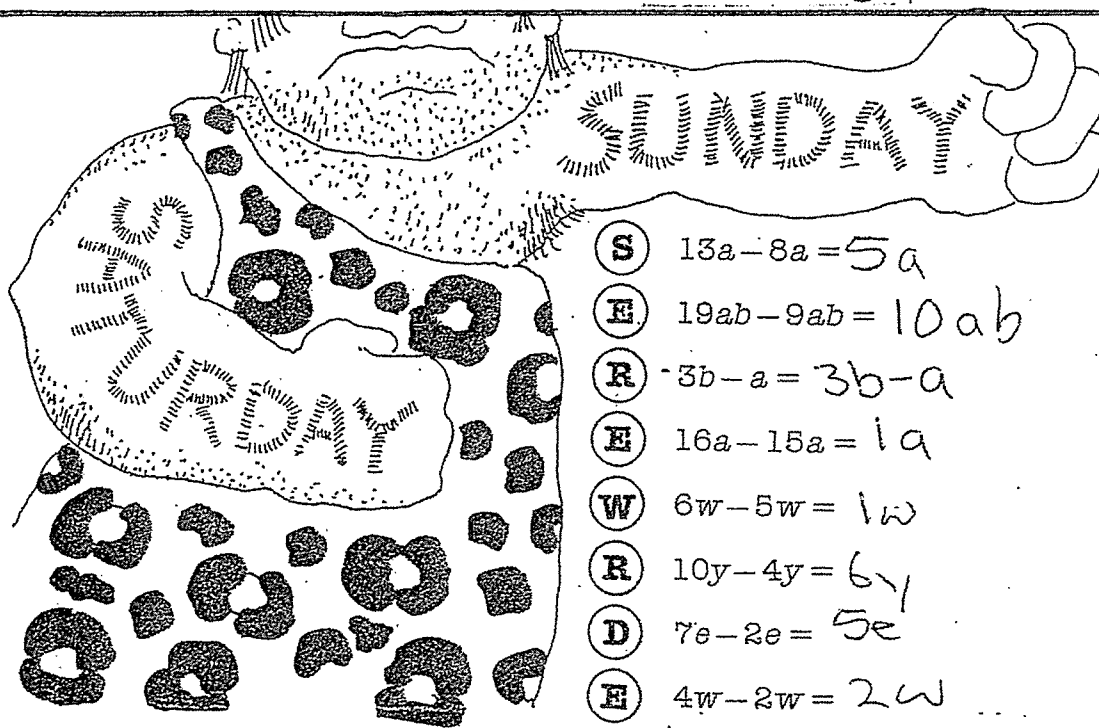
Answer the questions and find the code.

(T) $25a - 18a = 7a$

(U) $30h - 20h = 10h$

(T) $8y - 6y = 2y$

(A) $13r - 4r = 9r$

(E) $3mk - 2mk = 1mk$

(C) $16a - 12a = 4a$

(E) $26w - 12w = 14w$

(H) $9ab - 6ba = 3ab$

(S) $13a - 8a = 5a$

(E) $19ab - 9ab = 10ab$

(R) $3b - a = 3b - a$

(E) $16a - 15a = 1a$

(W) $6w - 5w = 1w$

(R) $10y - 4y = 6y$

(D) $7e - 2e = 5e$

(E) $4w - 2w = 2w$

(A) $13a - 4a = 9a$

(B) $9mk - 3mk = 6mk$

(E) $15h - 8h = 7h$

(K) $17y - 9y = 8y$

(E) $6r - 4r = 2r$

(S) $12e - 9e = 3e$

(Y) $5y - 4y = 1y$

(A) $7ab - 2ab = 5ab$

(S) $a - b = a - b$

'Do As YOU'RE TOLD!'

E	I	C	A	U	S	e	T	H	e	r	e	S	T
6mk	a	4a	5ab	10h	5a	2r	7a	3ab	2w	6y	10ab	3e	2y

a	R	E	W	e	e	K	d	a	e	S
9r	3b-a	14w	w	7h	mk	8y	5e	9a	y	a-b

IF WHAT WAS SAID WERE IMPLEMENTED, EVERYONE WOULD BE A GENIUS.

It is each school's obligation to respond to differentiated abilities with differentiated education programs.

MORE PUPIL-FREE DAYS.

BY THE TIME STUDENTS HAVE SOLVED THE RIDDLE, THEY HAVE FORGOTTEN WHAT THE TOPIC WAS.

Similarity

Two shapes are said to be similar if they have the same shape.

That is all corresponding angles are the same size and corresponding sides aren't necessarily equal but in the same ratio   SO WHAT?

We are now able to use Pythagoras Theorem to find the unknown side if it is the longest side, or one of the short sides. "Draw an arrow from the right angle to the hypotenuse" ?

? If it is a letters add $c^2 = a^2 + b^2$!!

OR If it is a number minus $a^2 = c^2 - b^2$??

As with any prism, to find the volume, simply find the area of the end and multiply this by the height of the prism

CAN WE NOW DO IT?

We already know that a ratio is of 2 quantities. A rate is a type of a second quantity is always 1

a comparison tio but the

© A Ratio is a comparison of 2 like quantities. In the example above we're comparing the volume of cordial needed to mix with the volume of water.

of 18 = ...9.. ✓
of 18 = ...6.. ✓
of 18 = ...6.. ✗
× ⅕ = 15 ✗
− ⅕ = ...3.. ✓
− 3 × ⅕ = ...#2 ✓
= 2/4
− ⅛ = 6/8 ✗
÷ ⅛ = ...
of ¾ = ...2..

1 IX = ...49.. ✗
2 XXIV = ..24.. ✓
3 LXXI = ..52.. ✗
4 XLII = ..42.. ✗
5 XCIV = ..104.. ✗
6 CCXL = ..240.. ✓
7 CDXC = ..49.. ✗
8 MDLV = 1,555
9 MCMXC = 1,990 ✓
10 MCDIV = 1,44 ✗

Write in figures: *AGAIN*
1 Four thousand and eighty: 4,018 ✓
2 Six, and thirty-five hundredths: 6.35 ✗
3 Forty-six thousand and nineteen: 46,019 ✓
4 Seven hundred and three thousandths: 703,000 ✗ ✓
5 Three hundred and fifty-six thousand and eleven: 356,011
6 Half a million: 500,000 ✓
7 Four million, twenty thousand and twelve: 4,020,012 ✓
8 Three hundred, and five thousandths: 35,000 ✗
9 2.75 million: 2,750,000 ✓
10 1.006 million: 1,006,000 ✓

many vertices has each solid?

6 (b) 8
(d) 5
(f)

many edges has each solid above?
_ (b) 8 (c) 0 (d) 5 (e) 1 (f) 7

many surfaces has each solid above?
_ (b) 6 (c) 3 (d) 5 (e) 2 (f) 7

a solid shape that has 2 flat surfaces
1 curved surface. *cylinder* ✓

STUPID EXERCISE

1 36 + 47 = 41 + 36
2 26 − 9 = 27 − 10 ✓
3 2 × 28 = 4 × 14 ✓
4 24 − 4 + 4 = 24 ✓
5 72 ÷ 6 = (60 + 12) ÷ 6
6 5 × 74 = 37 × 10
7 120 ÷ 5 = 240 ÷ 10
8 85 + 78 = 150 + 13
9 144 ÷ 16 = 72 ÷ 8 ✓
10 555 − 198 = 557 − 200

AGAIN
1 VII = ..7.. ✓
2 XIII = ..13.. ✓
3 IX = ..9.. ✓
4 IV = ..4.. ✓
5 XXIV = ..24.. ✓
6 L = ..50.. ✓
7 XL = ..60.. ✗
8 CXXX = ..130.. ✓
9 XCIV = ..94.. ✓
10 DCLX = ..660.. ✓

PUZZLE: I.Q.

1 8, 16, 24, 32, 40 ✓
2 65, 60, 55, 50, 45
3 59, 62, □, 68, 71
4 4, 8, 16, 32, 64 ✓
5 48, 24, 12, 6, 3 ✓
6 2½, 5, 7½, □, 12½
7 20, 19½, 19, 18½, 18
8 64, 81, 100, □, 144
9 2, 6, 18, 54, 162
10 0.002, 0.02, 0.2, □, 20

1 ½ of 24 = ..12.. ✓
2 ⅓ of 24 = ..8.. ✓
3 ¾ of 8 = ..6.. ✓
4 2 × ¼ = ..2.. ✓
5 1 − ⅔ = ..1/3.. ✓
6 ½ + ¼ = ..3/4.. ✓
7 1 − 3 × ¼ = ..1/4..
8 6 × ½ = ..3.. ✓
9 ⅔ of 24 = ..16.. ✓
10 1½ ÷ ¼ = ...

YEAR 7.
Problem solving *or MASS* PRODUCTION?

e in figures;
hundred and fifty-eight: 658 ✓
thousand and seventeen: 2,017 ✓
y-two thousand: 42,000 ✓
ee hundred and six thousand: 306,000 ✓
enty thousand and ninety-eight: 709.8 ✗
e million: 1,000,000 ✓
million and fifty-three: 2,000,053 ✓
f a million: 75,000 250,000 ✓
million: ....
million: 12,700,000 ✓
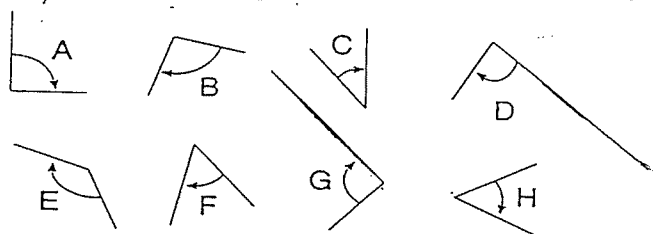
USELESS ROTE LEARNING

Of the angles above, which are:
(a) right angles? A ✓ (b) acute angles? C, D, H, F, G
(c) obtuse angles? B, E ✗

e diagram shows part of a scale of a
asuring device. The arrow indicates a
ding of

25.03   (B) 25.15   (C) 25.3
(D) 25.6   (E) 25.25
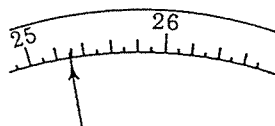
AFTER 4 YEARS OF DISCOVERY
AND INVESTIGATION.

It's this diversity in curriculum and learning environments that promotes students as skilled, flexible leaders able to adapt to change.

VISUAL PROPAGANDA

PURGATORY

7. The number halfway between ⅓ and ⅕ is
✗ (A) ¼   (B) 8/15   (C) 2/15   (D) 4/15   (E) ½

AFTER 4 YEARS OF CUTTING UP ORANGES.

252.

YEAR 7D

38%

Answer True or False

a) ∠ADE is obtuse _True_ ✗False

b) ∠EBA is acute _False_ ✗True

c) ∠CBA is reflex _True_ ✗False

d) ∠DAB is obtuse _false_ ✓True

e) ∠BCE is a Right-angle _True_ ✗False

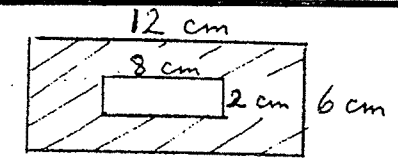If $x = 6$, $3x - 4 =$ _12_ ✗

$y + y =$ _2_ ✗

$x = 105$ ✗

x ∟ 40°
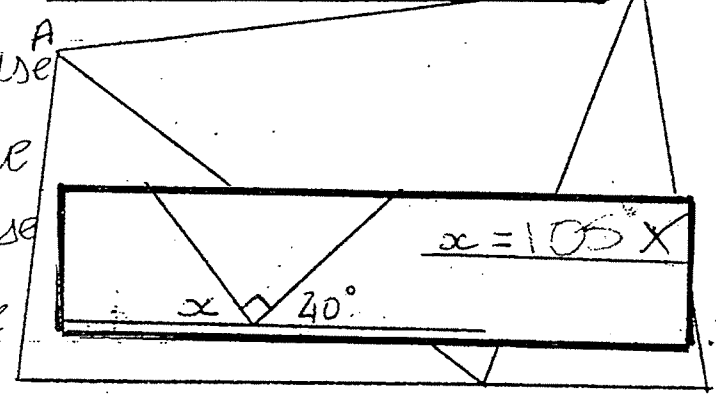
Complement of 40° = _80_ ✗
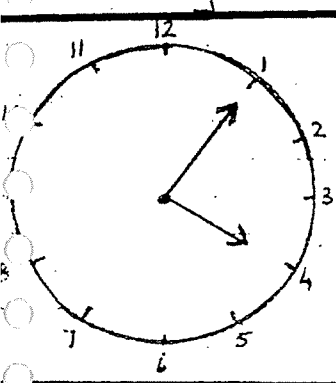
22. What size is the angle between the 2 hands _55°_ ✗

$\frac{5}{9}$ as a percentage to the nearest whole number = _6%_ ✗

Area = _88cm_ ✗

What is the name of the 2 angles marked

6. $\frac{1}{3}$ of 75 = _225_ ✗

b)
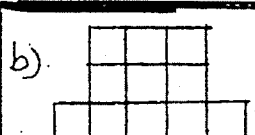
Area = _2.5_ ✗

$2a + 3a - a =$ _5_ ✗

TEACHER!
Supplementary ✗
Complementary

Divide $45 between Sam and Jason, so that Jason gets $7 more than Sam.

29 50
22 50 ✗

... of 5200 = _40_ ✗

... as a decimal = _.9_ ✗

What percentage is ...ded? = _3%_ ✗
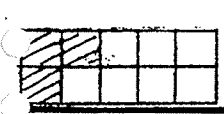
Number of Hexagons	1	3	8	25
Number of matches	6	18	48	15

Describe the pattern using algebra ___ ✗

Jane's mark in a test was 64 out of 80. What percentage is this?

✗ $\frac{54}{100}$

Find the value for each letter.

T W O
T W O
F O U R
✗

Each letter stands for a different digit from 0-9.

260.

DO YOU UNDERSTAND ?   YES , YES , YES .

CAN YOU NOW DO IT   ?   NO , NO , NO .

THERE IS NO CLICK, HENCE NO LEARNING

NECESSARY WORKING ? COMPULSORY INCOMPETENCE. NO!

(v) If a quantity is to be

increased by 16%, we multiply it by $(100 + 16)\% = 116\% = 1.16$;

decreased by 16%, we multiply it by $(100 - 16)\% = 84\% = 0.84$.

When \$839 is increased by 16%, we obtain \$(839 × 1.16); when in turn this quantity is decreased by 16%, the result is \$(839 × 1.16 × 0.84). Using a h.c., final answer = \$817.52 # (to nearest cent).

BLAA, BLAA...

{Alternatively, we could obtain \$839 × 1.16 = \$973.24 (h.c.)(i.s.) and then use the memory before multiplying by 0.84.}

Using the codeword SOHCAHTOA in the right-angled triangle ABC, in which B = 90°, then

$\cos A = \dfrac{AB}{AC} = \dfrac{6}{7}$ and $\therefore A = 31°$ # (h.c.) to nearest °. *YEAR 9*

By Pythagoras' Theorem, $BC^2 = AC^2 - AB^2 = 7^2 - 6^2$

$\therefore BC = \sqrt{49 - 36} = \sqrt{13} = 3.61m$ #, to 2 dec. places *YEAR 7*

{*Alternatively*, $\sin A = \dfrac{BC}{AC} = \dfrac{BC}{7}$, $\therefore BC = 7\sin A \doteqdot 3.61m$ †

or $\tan A = \dfrac{BC}{AB} = \dfrac{BC}{6}$, $\therefore BC = 6\tan A \doteqdot 3.61m$ †

† *Note, we use the calculator display for A, from (a), rather than the approximation A = 31°.*}
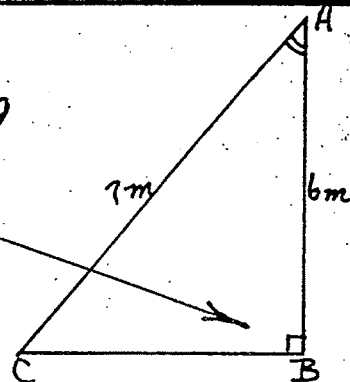
THIS BRILLIANT AUTHOR CAN'T SHUT UP !

(a) $(½)^2 + (2½)^3 = ¼ + \left(\dfrac{5}{2}\right)^3 = ¼ + \dfrac{125}{8} = \dfrac{2+125}{8} = \dfrac{127}{8} = 15\dfrac{7}{8}$ #

OR, by *calculator*

$(½)^2 + (2½)^3 = (0.5)^2 + (2.5)^3 = 0.25 + 15.625 = 15.875$ #

(b) Noting the Index Rule, $a^{-n} = 1/a^n$, then $2^{-3} = 1/2^3 = 1/8$

Thus $3^2 + 2^{-3} = 9 + \dfrac{1}{8} = 9\dfrac{1}{8}$ *or* $3^2 + 2^{-3} = 9 + \dfrac{1}{8} = 9 + 0.125$ (h.c.) $= 9.125$ #

*STUPID !
WHAT ELSE;
LAWN MOWER ?*

By *multiplying both sides by x or by cross-multiplying*,

$\dfrac{x-1}{x} = 5$, i.e. $\dfrac{x-1}{x} = \dfrac{5}{1}$ then $x-1 = 5x$ *YEAR 8*

e. $-1 = 5x-x$, i.e. $-1 = 4x$, i.e. $4x = -1$, i.e. $x = -1/4$ #

INCREDIBLE!

MENTALLY

RESISTANCE TO CHANGE!

rcentage occupied $= \dfrac{380}{3328} \times 100$
$\doteqdot 11\%$

EFFICIENCY: 380 ÷ 33.28

$12^2 = 5^2 + x^2$
$x^2 = 12^2 - 5^2$
$= 144 - 25$
$= 119$
$x = \sqrt{119}$ m
$= 10.9087\ldots$ (by calc.)
$\doteqdot 10.9$ m.

212.

PEDANTIC ↓

$\frac{47\frac{1}{2}}{57} = \boxed{83\frac{9}{6}}$

Name: ...

Complete this sentence:
hypotenuse is the opposite the right angle

Which is the hypotenuse each triangle?

(b)

A-C ✓   P-K ✓
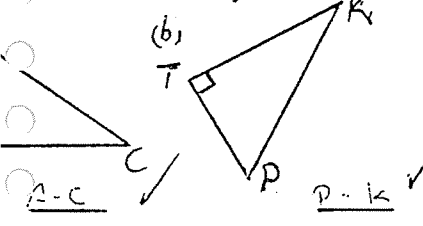
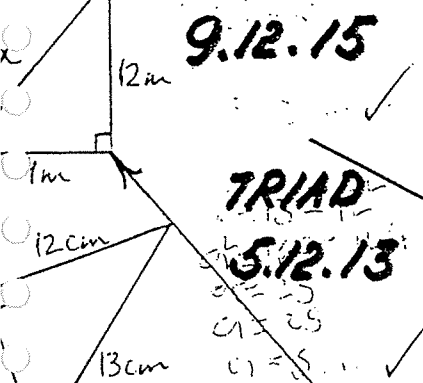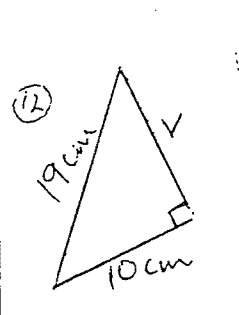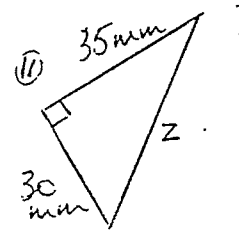Circle the correct statement:
PREVIOUS!

THIS IS
ALWAYS

A: $a^2 = b^2 + c^2$
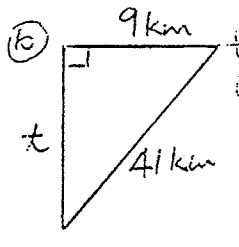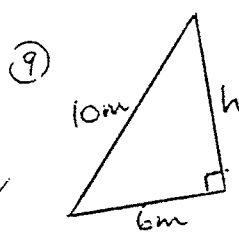B: $b^2 = a^2 + c^2$
C: $c^2 = a^2 + b^2$

HE MAKES THEM LEARN THIS!

each question find value of the pronumeral
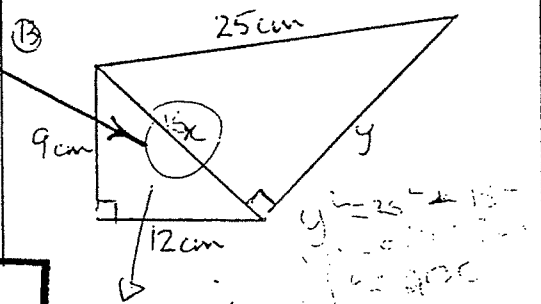dec. place if necessary.

FAMOUS
3.4.5

x

4m
SLOPPY, INDOCTRINATED HABIT

TRIAD
9.12.15

12m

7m

12cm

TRIAD
5.12.13

13cm

IN SCHOOLS, EXCELLENCE ≠ ACCEPTED

C

6cm

---

⑧

7cm

8cm

k

$k^2 = 8^2 + 7^2$
$k^2 = 64 + 49$
$k^2 = 113$
$k = \sqrt{113}$
$k = 10.63$ ✓

⑨

10m   h

6m

TRIAD
6.8.10

⑩

9km

t

41km

TRIAD
9.40.41

⑪

35mm

z

30mm

⑫

9cm

10cm

CW ✓
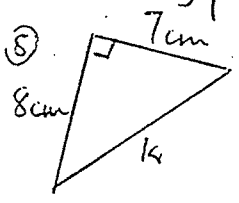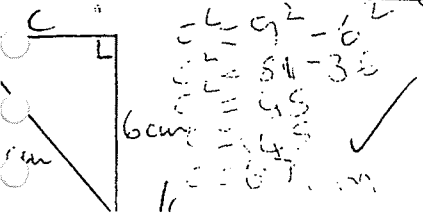
Find the values of x and y from this diagram.

⑬

25cm

9cm   x   y

12cm

how did you get this answer?

$y^2 = 25^2 - ...$

18 ✓

I TAUGHT HIM THE TRIAD BESIDES, HE JUST SHOWED YOU.

⑭ An army troop marches north for 12km, then east for 5km. How far is the troop from its starting point?

$a^2 = 12^2 + 5^2$

12

5   x   4

The army is 13km from over the ... ✓
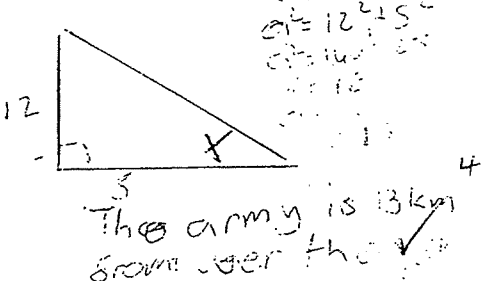
⑮ A rectangular gate measures 2·6m by 1·2m. What is the length of its diagonal brace? (2 dec. place

$a^2 = 2·6^2 + 1·2^2$
$a^2 = ...$
$a^2 = 8·2$
$a = \sqrt{8·2}$
$= 2·5$

2·6   5
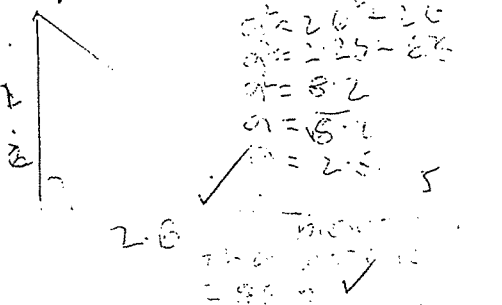
⑯ A 6 metre extension ladder is placed against a wall with the foot of the ladder 2m from the base of the wall. How far up the wall does the ladder reach? (Answer to 1 decimal place).

$L^2 = 6^2 - 2^2$

x

⑰

24cm
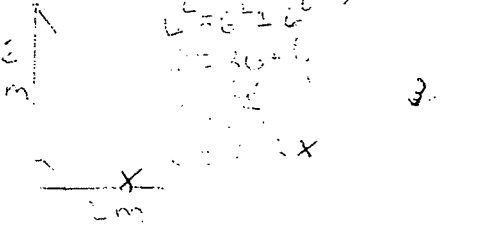
B   C   Jeremy goes from A to via B. How much shorter if he went directly from A to C?

7cm

A

x

OF COURSE   13   126
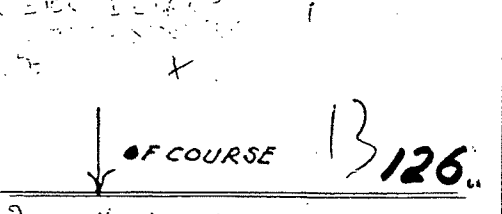
PYTHAGORAS

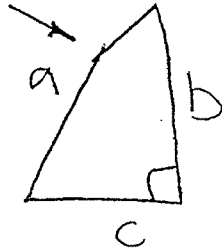TRY TO SAY IT WITHOUT A LISP!
PEDANTIC JARGON
NO FLEXIBILITY

A greek mathematician
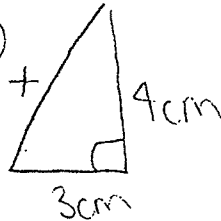His theorem is the most famous in Geometry

It says
$a^2 = b^2 + c^2$

HE WOULD TURN OVER IN HIS <u>NECROPOLIS</u>!
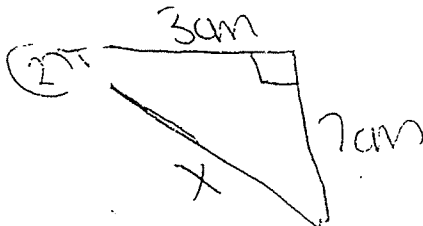
e.g ①

4cm
3cm

$x^2 = 3^2 + 4^2$
$x^2 = 9 + 16$
$x^2 = 25$
$x = \sqrt{25}$
$x = 5$

MENTALLY: 5

② 3cm
7cm
x

$x^2 = 3^2 + 7^2$
$x^2 = 9 + 49$
$x^2 = 58$
$x = \sqrt{58} = 7.6157$

EXCELLENCE
oR
PROCESS WORK
TO KEEP KIDS QUIET?

x
7
23

$x^2 = 17^2 + 23^2$
$x^2 = 289 + 529$
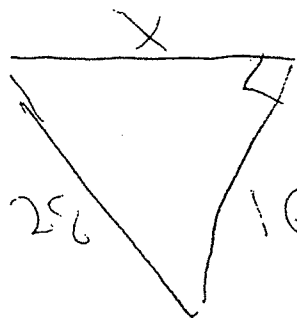$x^2 = 818$
$x = \sqrt{818}$
$x = 28.60699$
$x = 29$

INSANE

x
256
16

$x^2 = 16^2 + 28^2$
$x^2 = 256 + 784$
$x^2 = 1040$
$x = \sqrt{1040}$
$x = 32$

2
36
x

$x^2 = 484 + 22^2 + 36^2$
$x^2 = 484 + 1296$
$x^2 = 1780$
$x = \sqrt{1780}$
$x = 42$

SHOW WORKING
COMPULSORY TIME WASTING
IMMORAL: STUDENTS' <u>MUST</u>
PROVE THAT THEY DIDN'T COPY;
THEY <u>MUST</u> PROVE THEIR INNOCENCE
WHILE SIR ENJOYS HIS COFFEE.

(m) 267
   − 182

ONLY IN BOOKS DO THEY SET IT UP FOR YOU.

Whole Number Arithmetic

Maths 7

(n) 315
   − 223

(o) 405
   − 322

(p) 607
   − 488

(q) 4602
   − 3112

(r) 5076
   − 4372

(s) 7291
   − 3285

(t) 6473
   − 4465

2. Calculate the following:

(a) 727 − 348
(c) 318 − 149
(e) 404 − 366
(g) 580 − 496
(i) 2370 − 1285
(k) 3502 − 2435
(m) 6152 − 4344
(o) 8237 − 7529
(q) 15,074 − 7432
(s) 12,703 − 7653
(u) 16,240 − 7035
(w) 23,563 − 17,482
(y) 20,159 − 13,557

AFTER 6 YEARS OF NEW MATHS, BACK TO OLD MATHS

COMPULSORY NEW MATHS

(b) 654 − 267
(d) 523 − 275
(f) 601 − 572
(h) 821 − 754
(j) 3460 − 1382
(l) 7105 − 6027
(n) 5285 − 3677
(p) 6471 − 5562
(r) 11,175 − 8524
(t) 14,506 − 9426
(v) 17,530 − 9023
(x) 25,372 − 18,263
(z) 22,063 − 17,323

3. Find the difference in each of the following:

(a) 1052 − 856
(c) 2713 − 1748
(e) 3204 − 2756
(g) 4615 − 3657
(i) 10,523 − 7615
(k) 13,071 − 6253
(m) 15,304 − 14,873
(o) 23,015 − 21,342
(q) 40,802 − 36,571
(s) 12,000 − 6471
(u) 27,000 − 18,364
(w) 104,000 − 82,061
(y) 317,000 − 240,607
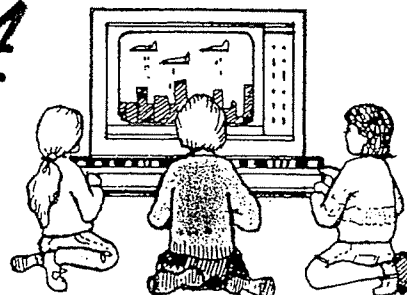
Emma 206
Scott 118
    088
Peter 200
Ian 139
    061

(b) 1104 − 625
(d) 2631 − 1653
(f) 5307 − 4279
(h) 8023 − 7645
(j) 10,307 − 8532
(l) 12,305 − 4288
(n) 17,029 − 15,
(p) 26,715 − 21,3
(r) 50,027 − 31,2

Find the difference between
Find the result when 714 is s
Find the difference between
Find the result when 186 is subtracted from 7005.
Find the difference between 350 and 2425, and then subtract 1067.
Subtract 77 from the difference between 5206 and 3471.
Find the difference between the sum of 56 and 875, and 1204.
Find the difference between the sum of 230 and 1607 and the sum of 2065 and 88.

A farmer has 247 sheep. If he sells
A boy has 68 marbles, but he loses
A man buys a car for $3750. Two y
A school has a total of 759 students
students remain at the school?

A motel has accomodation for 720 guests. On Friday night it was booked out, on Saturday 136 people checked out and then on Sunday a further 342 people checked out. How many people remained in the motel on
a) Saturday night

Article	Marked Price
T.V. Set	$640.00
Lawn Mower	$245.00
Bicycle	$130.00
Electronic Game	$ 42.00
Table Tennis Table	$118.00

YEAR 7, NOT YEAR 3!

... eight.
... n.
... is equal to seventeen.
... equals nine.
... s fifteen.
... is thirteen.
... d five is twelve.

(j) The total of seven, two and three is twelve.
(k) Eight subtract three equals five.
(l) Ten subtract nine equals one.
(m) Six subtracted from eleven is five.
(n) Eight subtracted from twenty is twelve.
(o) Thirteen take away six equals seven.
(p) Twenty-seven take away nine equals eighteen.
(q) Eighteen minus ten equals eight.
(r) Seventy-eight minus seventy-three equals five.
(s) The difference between seven and three is four.
(t) The difference between eighty-eight and eight is eighty.

Rewrite the following statements using mathematical symbols
(a) Three multiplied by nine equals twenty-seven.
(b) Eight multiplied by nine equals seventy-two.

BABY TALK: FISH & CHIPS

YR. 4.

Claire 967
Emily 236
        731
Jason 807
Kylie 760
        047

Subtract to compare these scores
To review subtraction with internal zeros

Amy bought a de luxe ice cream. She had enough money left to buy an ice cream with nuts. How much money did she start with?

SUBLIMINAL ADVERTISING

Consumer Arithmetic

A video game set costs $126. If you buy a set with 3 game cartridges costing $19, $27 and $36, how much would you have to pay?

Which bikes cost about $100 and which bikes cost about $200?

HOW TO CREATE MORE QUESTIONS?

Giving new names to old names and then ask the meaning of new names in term of old ones:
Product means x   Quotient means ÷   Sums means +   Difference means − .
Consequently, the publisher can add a few more pages to his book. You get it?
If asks the author to hide the real sums like Easter eggs, the resulting short stories will not only double size of the book, but they can also help to sell a way of life through cunning
SUBLIMINAL ADVERTISING.

THE USE OF A GREAT VARIETY OF MULTICULTURAL NAMES HELPS TO IDENTIFY IN ORDER TO REINFORCE THE INDOCTRINATION.

PERCENTAGES

Discount

When goods are bought or sold they are sometimes offered at a reduced price. The reduction in price is called a *discount* and is usually expressed as a *percentage* of the marked price.

Example

A television set is marked at $400. The electrical store is offering 10% discount at their sale. Find
a) the discount in dollars; (b) the amount paid for the television set.

Solution

a) Discount = 10% of marked price
   = 10% of $400
   = $\frac{10}{100} \times \frac{400^4}{1}$
   = $40

(b) Amount paid = Marked price − Discount
    = $400 − $40
    = $360

SHOW WORKING COMPULSORY *INCOMPETENCE: 1 MARK*

Discount = percentage of the marked price
Amount paid = marked price − discount (in dollars)

Commission = 12% of $800
= $\frac{12}{100} \times \frac{800^8}{1}$
= $96

The salesman earns $96.

Many percentages involve fractions.

Consider $3\frac{1}{2}\%$.

$3\frac{1}{2}\%$ means $3\frac{1}{2}$ out of 100 and written as a fraction, is $\frac{3\frac{1}{2}}{100}$.

Now $\frac{3\frac{1}{2}}{100}$ can also be written as $3\frac{1}{2} \div 100$.

$$\frac{3\frac{1}{2}}{100} = 3\frac{1}{2} \div 100$$

$$= \frac{7}{2} \div \frac{100}{1} \quad \text{writing as improper fractions}$$

$$= \frac{7}{2} \times \frac{1}{100} \quad \text{inverting second fraction and multiplying}$$

$$= \frac{7}{200}$$

Therefore $3\frac{1}{2}\% = \frac{7}{200}$. *A PURPOSELESS EXERCISE.*

Thus 9% is read nine percent and means *nine out of one hundred*. *RESISTANCE TO CHANGE*

Since 9% means 9 parts out of 100 parts, 9% can be written as $\frac{9}{100}$.

Similarly 10% means 10 out of 100 and can be written as the fraction $\frac{10}{100}$.

However the fraction $\frac{10}{100}$ can be simplified.

$$\frac{10^1}{100_{10}} = \frac{1}{10} \quad \text{cancelling by 10}$$

Therefore $10\% = \frac{10}{100} = \frac{1}{10}$

YEAR 8: HOW MANY TENS IN 100.

$60\% = \frac{60^6}{100_{10}}$ 60 out of 100 cancelling by 10

$= \frac{6^3}{10_5}$ cancelling by 2

$= \frac{3}{5}$

SPOON FED DISCOVERY

A percentage is indicated by the symbol % and means a fraction out of one hundred.

E.g. 11% = 11/100

The fraction should be written in simplest form.

E.g. 5% = 5/100 = 1/20

In a class of 32 students 6.25% wear glasses, and $12\frac{1}{2}\%$ are blonde. Find how many students wear glasses and how many are blonde?

Solution

Number of students who wear glasses = 6.25% of 32

$$= \frac{6.25}{100} \times 32$$
$$= 0.0625 \times 32$$
$$= 2$$

Therefore 2 students in the class wear glasses.

Number of students who are blonde = $12\frac{1}{2}\%$ of 32

$$= \frac{12\frac{1}{2}}{100} \times 32$$
$$= (12\frac{1}{2} \div 100) \times 32$$
$$= \frac{25}{2} \times \frac{1}{100} \times \frac{32}{1}$$
$$= 4$$

Therefore 4 students in the class are blonde.

THIS IS WHY BOOKS GET THICKER :

YEAR 7

$$\frac{1}{8} \text{ OF } 32 = 4$$

$$6.25 \times .32$$
(CALCULATOR)

$$\begin{array}{r} 0.0625 \\ \times \quad 32 \\ \hline 1250 \\ 18750 \\ \hline 2.0000 \end{array}$$

SILLY. BESIDES, NOT MANY CAN DO IT.

COMPULSORY

CRUTCH FIGURES

To find a given percentage of an amount:
(a) write the percentage as a fraction;
(b) multiply by that fraction.
E.g. 25% of 80 = 25/100 x 80 = 20

MENTALLY: THINK $\frac{1}{4}$, SAY 20
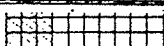
30% shaded

To find the percentage unshaded we must find 100% − 30%

$$100\% - 30\% = \frac{100}{100} - \frac{30}{100}$$
$$= \frac{100 - 30}{100}$$
$$= \frac{70}{100}$$
$$= 70\%$$

YEAR 7

Now shaded part + unshaded part = whole
i.e. 30% + 70% = 100%

Thus to calculate the unshaded part we could have subtracted the percentage shaded from the whole.

I.e. percentage unshaded = 100% − percentage shaded
= 100% − 30%
= 70%

YOU HAVE TO SEE IT TO BELIEVE ! THIS IS WORSE THAN THE WORST IRISH- OR ETHIOPIAN JOKE !

IS THIS EXCELLENCE IN TEACHING AND LEARNING ?

SAFE , CHALLENGING AND CREATIVE SCHOOLS .

$$\frac{11}{300} = \frac{11}{300} \times \frac{100}{1}\% \quad \text{multiplying by } \frac{100}{1}$$
$$= \frac{11}{3}\% \quad \text{cancelling by 100}$$
$$= 3\frac{2}{3}\% \quad \text{expressing the answer as a mixed number.}$$

MENTALLY: $\frac{11}{3} = 3\frac{2}{3}\%$, BUT WHY ?

A percentage may be expressed as a decimal.

Consider 12.5% = .125 *ROUTINE*

12.5% means 12.5 out of 100 and written as a fraction is $\frac{12.5}{100}$.

However fractions must have whole numbers in both the numerator and denominator. Therefore we must find an equivalent fraction with whole numbers:

$$\frac{12.5}{100} = \frac{12.5 \times 10}{100 \times 10} = \frac{125}{1000}$$

Simplifying, $\frac{125}{1000} = \frac{25}{200}$
$$= \frac{5}{40}$$
$$= \frac{1}{8}$$

Therefore 12.5% = $\frac{1}{8}$

AFTER ALL THIS

$$\frac{3}{20} = \frac{3}{20} \times \frac{100}{1}\% \quad \text{multiplying by } \frac{100}{1}$$
$$= \frac{15}{1}\% \quad \text{cancelling by 20}$$
$$= 15\%$$

MENTALLY: $\frac{3}{20}$ OF 60 = 9 *BUT WHY ?*

$$\frac{7}{12} = \frac{7}{12} \times \frac{100}{1}\%$$
$$= \frac{175}{3}\%$$
$$= 58\frac{1}{3}\%$$

WHY CONVERT $\frac{7}{12}$ OF 48 = 28

117.

St Monica's plots future

HOW ON EARTH CAN YOU PLOT THE FUTURE IF YOU DON'T EVEN SEE HOW BAD THE PRESENT IS ?

RICHMOND'S ST Monica's Primary School community came together for a celebration Mass last week to mark the launch of the school's mission document of aims and goals.

Celebrated by parish priest Father Michael O'Callaghan, the occasion was a milestone for the school, setting out its philosophies and plans.

Special guests included Macquarie MP Kerry Bartlett, Londonderry MP Paul Gibson, Chisolm Catholic School Principal Ian Jordan, representatives from the Catholic Education Office and parent groups.

The Mission Document is based on five main ideas: the celebration of faith; dignity of each person; support for learning; building partnerships; and providing excellence in teaching and learning. School principal John Laffin said teachers, parents and students had taken 12 months to prepare the document.

He said the mission statement was a response to a Catholic Education Office document, "Touching the Future". A three-year structural plan would now be put in place to help the mission statement become reality.

EXCELLENCE & EQUITY!   NAME

$$N = \frac{1}{2} \text{ OF } \frac{2}{3} \text{ OF } \frac{3}{4} \text{ OF } \frac{4}{5} \text{ OF } 100$$
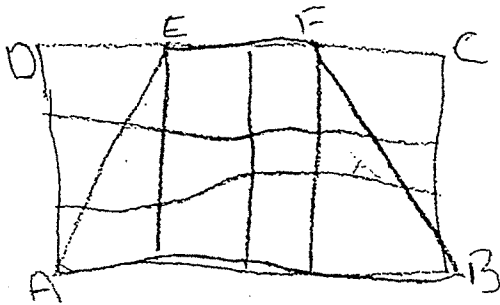
WISHFUL THINKING!

THE REAL
MESSAGE

INTRODUCTION:

$$1821 \quad 24 + 24 = 48 + 12 = 108$$

1 min   30 seconds   60 min

DESPERATE ATTEMPT!

With some of those major interruptions to the classroom routine behind us, it is time to settle down to our routine. Let's all make a big effort to do our best work and really concentrate on our learning. We have a lot to do this term and everyone needs to work hard. It is extra important that everyone is cooperative - I _know_ you can do it! With this week's homework you will receive your homework assignment. It should not take you long, but please present it in a way that we can display it in the classroom as a part of our HSIE Aboriginal Studies. Don't forget reading record cards and homework for marking on Friday. I'm looking forward to a _VERY PRODUCTIVE_ week from _EVERYONE!!!_
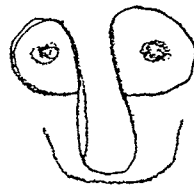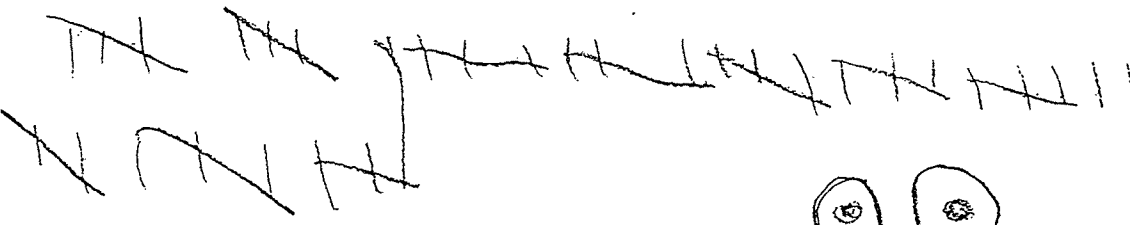
TRY THIS: Choose add or subtract to solve the problems to complete the crossnumber puzzle on page 49.

ACCELERATED LEARNING :

WRITE PROBLEMS IN THE MOST BASIC FORM !

ACROSS

I. 43 tigers and 26 lions. How many big cats?

1. 264 children came in the morning and 579 came in the afternoon. How many came together?

1. The apes were given 57 bananas. If the gorilla ate 41, how many were left?

DOWN

1. The elephants ate 29 bales of hay 1 week and 32 the next. How many bales of hay were eaten over 2 weeks?

2. The monkeys eat 6164 peanuts on Sundays and 3512 on each other day. How many peanuts do they eat at weekends?

THE DEPRIVATION — OF IMAGINATION

FOUNDATION NUMERACY K-12 (150 PAGES)

MAKE YOUR OWN PURPOSELESS ROTE LEARNING

Angles which are smaller than a right angle are called **acute.**

Angles which are larger than a right angle are called **obtuse.**

WHERE IS ARNHEM LAND ?
HOW MANY HALVES IN ONE ?

'DON'T KNOW' - YEAR 7
'STUFFED IF I KNOW' - YEAR 10

Put some sand or soil in an ice-cream container.
Put some stones in another and leaves in another.
Seal them with sticky tape.
PRE-SCHOOL FOR YEAR 4
Then have a friend put them in order from heavy to light and guess what is in each.

The 3 children share 20 spaceships with their baby brother. If they all have the same number of spaceships, how many do they have each?

To develop the ones facts

Sharing the road with bicycle riders

Use toothpicks to measure the distance around:
   this page
   your desk
   your hand
   your foot

LABELLING OBSESSION: HANDS ON ACTIVITIES

. Fiona had 15 cherries and Karl had 37. How many more had Karl?

287 rubbish bins were collected on Monday and 306 on Friday. How many more were collected on Friday?

HE CAN'T READ!
YEAR 2

Draw some pentagons.

Look up Pentagon in the encyclopaedia.

That a pentagon has five straight sides and is a closed shape will be grasped more clearly if children examine and discuss the shapes. After doing the page, ask them to make a picture or pattern using only pentagons.

88.

IF YOU PERCEIVE A PENTAGON AS A SET OF TEXTA SCRIBBLES IN SECOND GRADE, HOW CAN YOU HAVE THE RIGHT MENTAL PICTURE, IN YEAR 7?

RIGHT
RIGHT

POINT!

COMMA
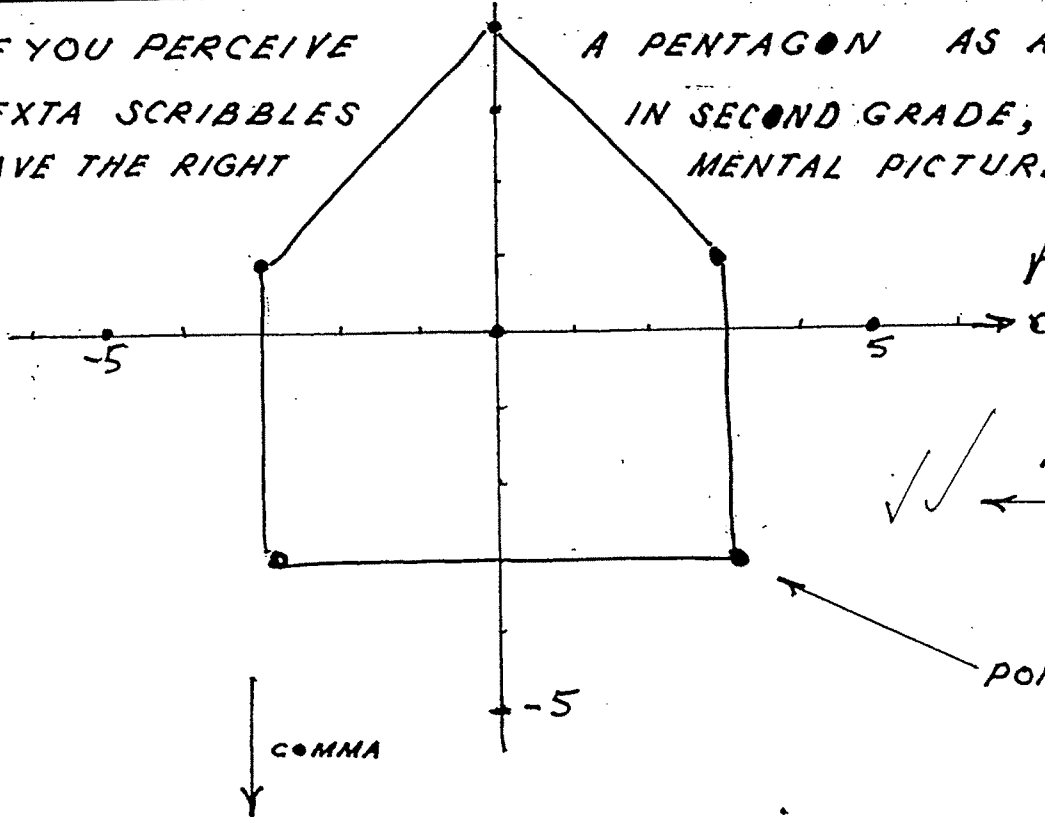
On the grid label the points given and join them in the order given:

CREATIVE WRITING

E (3, 1)

A (0, 4)

A (0,4) , B (−3,1) , C (−3,−3) , D (3,−3), A(0,4)

CARELESS

Name of the shape you have drawn is a

___ ___ trapezium . ✗ WRONG

---

a)

2m 8m 2m
10m
4m
5m

8×8 = 64 + 1²×10=100
164 − 16 + 25 =

60

P = 173m² ✗

b)

8cm
9
9cm

9+9+9+9 = 36 +
8+8 = 16
43cm ✗
P = 52cm²
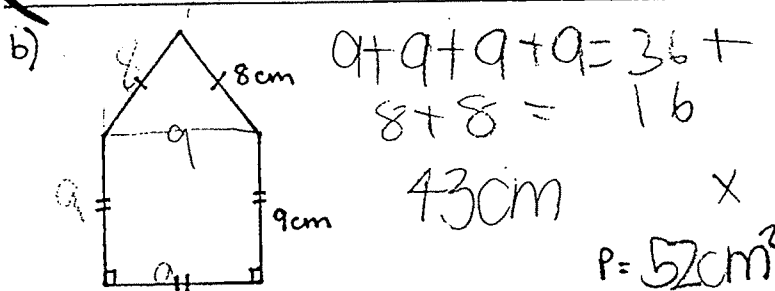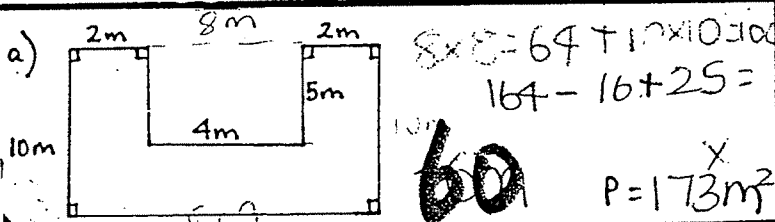
STILL NOT RIGHT IN YEAR 10
−EXPENSIVE PRIVATE SCHOOL

EXPLORERS BURIED UNDER
THEIR OWN DISCOVERIES

1993 YEARLY EXAMINATION
YEAR 7 – MATHEMATICS

CLASSES: 7.1, 7.2, 7.3, (7.4) 7.5, 7.6
NAME:

good (60)⁴ HAPPY
CHRISTMAS

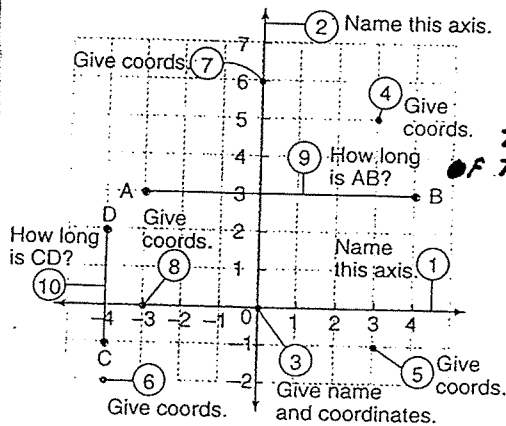HIGHEST 61%

LOWEST 20% 89.

A DISASTROUS DISCOVERY!

COMPULSORY CONFUSION

MOST STUDENTS

ARE "DUMB"

BECAUSE

THAT'S HOW

THEY ARE

TREATED.

Ordered Pairs and the Number Plane

A number pair (x, y) is used to refer to each point on the number plane. The first number x is the reading on the x-axis; the second number y is the reading on the y-axis.
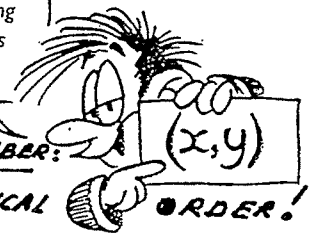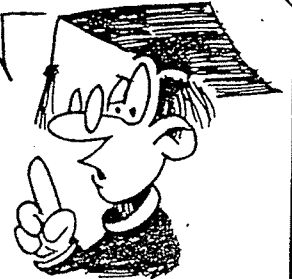
MASTERY TEST

(2) Name this axis.
Give coords (7)
(4) Give coords.
(9) How long is AB?
A • ———— • B
How long is CD?
(8) Give coords.
Name this axis (1)
(10)
(3) Give name and coordinates.
(5) Give coords.
C (6) Give coords.

Keep doing this test until you get all questions right.

TELLING INSTEAD OF TEACHING!

The x-reading always goes first.

HOW TO REMEMBER: (x, y)

ALPHABETICAL ORDER!

Fun Spot 1:07 Battleships: a number plane game

- This game is between two players who know how to mark points on a number plane. Each player has a navy of five ships as shown in the diagram. Each of these five ships is drawn onto a number plane, that extends from −5 to +5 on each axis, without the opposing player seeing their positions.
- Players then take in it turns to call out a pair of coordinates, for example (−3, 2). This would be a 'miss' on the number plane shown, and so the opponent would call out 'miss'.

battleship
submarine
aircraft carrier
destroyer
cruiser

Mary Poppins in the classroom. Entertainment replaces classroom learning.
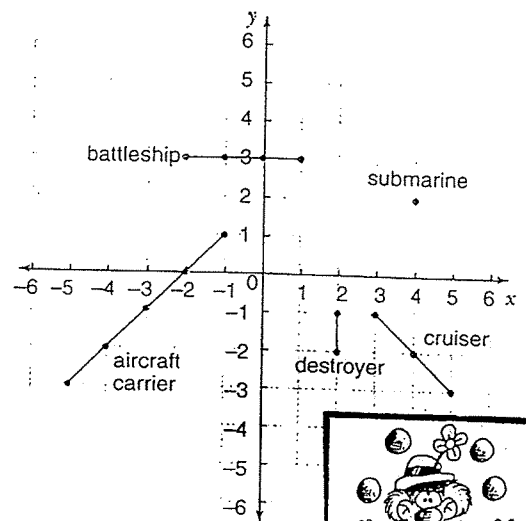
seaduty undays dynamo ifyard

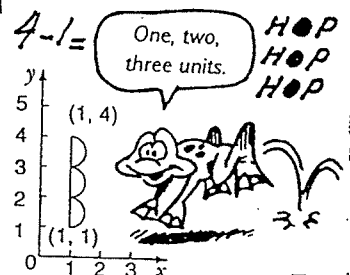sendwayde saydurth dayusrat

DAYS OF THE WEEK!

Fun Spot 1:07

THE ULTIMATE INSULT!

FUN SPOTS FOR YEAR NINE

By the time they finish the game, they forgot what the actual topic was.

SHORTAGE OF TEACHERS: Bring in the frogs.
I wonder who's doing the croaking.

$4 - 1 =$ One, two, three units.

H●P
H●P
H●P

(1, 4)
(1, 1)

COMPULSORY CONFUSION

Telling and testing is not teaching.
Testing of the basic number facts should be regular and frequent.
Make a record of your corrections and study each **carefully**.

$2 \times 0 = 0$	$3 \times 0 = 0$	$4 \times 0 = 0$
$2 \times 1 = 2**$	$3 \times 1 = 3***$	$4 \times 1 = 4****$
$2 \times 2 = 4**$	$3 \times 2 = 6***$	$4 \times 2 = 8****$
$2 \times 3 = 6**$	$3 \times 3 = 9***$	$4 \times 3 = 12****$
$2 \times 4 = 8**$	$3 \times 4 = 12***$	$4 \times 4 = 16****$
$2 \times 5 = 10**$	$3 \times 5 = 15***$	$4 \times 5 = 20****$
$2 \times 6 = 12**$	$3 \times 6 = 18***$	$4 \times 6 = 24****$
$2 \times 7 = 14**$	$3 \times 7 = 21***$	$4 \times 7 = 28****$
$2 \times 8 = 16**$	$3 \times 8 = 24***$	$4 \times 8 = 32****$
$2 \times 9 = 18**$	$3 \times 9 = 27***$	$4 \times 9 = 36****$

Modern algorism.

657
49
63
45
54
28
20
24

3 2 1 9 3

Compulsory
line
done
BEFOREHAND

Old-fashioned
Algorism

657
x 49
5913
26280
32,193

508	28 △
29 □	479
3 △ 7	▽ 58
1179	1522

Study carefully the diagrams accompanying the tables, because they will help you to
ain a clearer understanding of multiplication.

Laws of multiplication that are illustrated by the diagrams are set out for you.
Multiplication is repeated addition.
For example,

$2 \times 3 = 6$ $3 + 3 = 6$

$3 \times 3 = 9$ $3 + 3 + 3 = 9$

?AZY The product of two numbers is not altered by interchanging the multiplier and
the multiplicand.

For example,

$4 \times 3 = 12$

$3 \times 4 = 12$

DON'T SAY WHAT IT IS; SHOW WHAT IT DOES!

Senior Primary Mathematics

Multiplication and division are inverse operations.
For example,

$4 \times 5 = 20$ $5 \times 4 = 20$

$20 \div 4 = 5$ $20 \div 5 = 4$

Division is basically a process of sharing or grouping.
For example,

$6 \div 3 = 2$ 2 groups of 3

$9 \div 4 = 2 \, r1$ 2 groups of 4 and 1 remaining

Division is repeated subtraction.   *4 NAMES!*
For example,

	Subtract 1 four	Subtract 2 fours
$11 \div 4$	****	****
	****	****
	***	*** 3 remaining

4 may be subtracted from 11 twice with 3 remaining. $2\frac{3}{4}!$

**Choose multiplication
or division.**
1. 9 people share a <u>lotto win</u>
of $108. How much will
each person get?

MANY WILL DO $9 \div 108$!
Think: "Share" is a clue.
This means division.

1. BEWARE OF SUBLIMINAL ADVERTISING!
2. The most devastating "strategy" is giving
students a <u>CHOICE</u>; they will almost certainly
produce the <u>WRONG ANSWER</u>. Scientists have
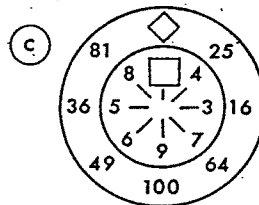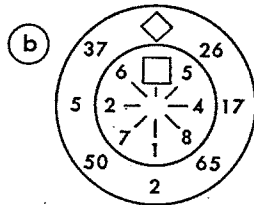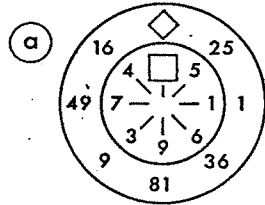demonstrated that the observer influences the
observed.
M.I.S. students still have a "blank" with this most
basic sum. Likewise, never ask the price of 2
apples if 1 costs 5 cents; they add.

52.

THE TRAVESTY OF EDUCATION

COMPULSORY CONFUSION

Using the frames □ and ◇ to represent the pair of numbers, state the key for each of the following:
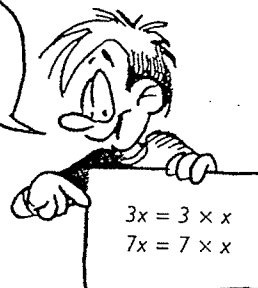
(a)
```
      ◇
   16    25
   4  □  5
49 7 ─ ┼ ─ 1  1
   3  │  6
   9  9  36
      81
```

(b)
```
      ◇
   37    26
   6  □  5
 5 2 ─ ┼ ─ 4  17
   7  │  8
   50  1  65
       2
```

(c)
```
      ◇
   81    25
   8  □  4
36 5 ─ ┼ ─ 3  16
   6  │  7
   49  9  64
      100
```

(d) $y = 3x + 2$

x	y	difference
1	5	□
2	8	□
3	11	□
4	14	□

(e) $y = 7x - 12$

x	y	difference
2	2	□
3	9	□
4	16	□
5	23	□

Problem Solving and Patterns

This looks shorter!

$3x = 3 \times x$
$7x = 7 \times x$

↑ YEAR 9

Challenge

(f) $y = 2x - 5$

x	3	4	5	6
y	1	3	5	7

difference □ □ □

(g) $y = 5x + 9$

x	1	2	3	4
y	14	19	24	29

difference □ □ □
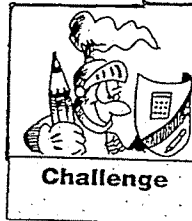
Use the rule given to find the y values and the differences.

(a) $y = 2x + 1$

x	y	difference
1	□	□
2	□	□
3	□	□
4	□	□

(b) $y = 5x - 5$

x	y	difference
1	□	□
2	□	□
3	□	□
4	□	□

(c) $y = 3x - 2$

x	y	difference
1	□	□
2	□	□
3	□	□
4	□	□

Find the differences between successive y values and use the differences to discover the rule. *(FUNCTION IN YEAR 11)*

x	0	1	2	3
y	4	6	8	10

difference □ □ □

rule: $y = □x + △$

Once you have found the □ you can find the △ since y = 4 when x = 0.

K-9!
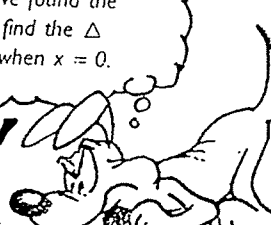
MATHS or MENTAL MURDER?

54.

PAVLOVA'S DOG

A FUNCTION IS A RELATIONSHIP BETWEEN X and Y

Making a student concentrate on the differences between the Y-values and demanding that the X-values increase one at a time is crazy.

Make sure the values of x increase one at a time. Find the values of y.

IN A TEST, of course, THEY DON'T COME THAT WAY, SO STUDENTS ARE LOST, BECAUSE THEY WERE NOT TAUGHT THE MASTER KEY.

	1	4				
	14	29				

$y = mx + b$

$29 = 4m + b$ $m = 5$
$14 = m + b$ $b = 9$

$y = 5x + 9$

THE TRAVESTY OF EDUCATION

BUREAUCRATIC MANIPULATION

· Keeping students locked up for another six years can hardly be called
"The Greatest Challenge in the next half Century".

> ## ALL THEY DID WAS EXPAND THE WORK ACCORDING TO THE TIME
> ## AVAILABLE FOR ITS COMPLETION.

THE PRIMARY SCHOOL   became a holding paddock where most children learnt to read,
but not much else.

THE SECONDARY SCHOOL,   as a result, had to start teaching Maths from scratch.
**Authors of textbooks assumed
LITTLE or NO PRE-KNOWLEDGE.**

Exercise 1A   *(Maths 7)*

1. Write each of the following numbers in figures:
   (a)   Seventeen   (b)   Eleven
   (c)   Thirty   ,   (d)   Seventy

LOST HORIZON

TWO MAJOR PROBLEMS HAVE ARISEN

1.   **We can never repair what we have neglected as educators in the first fourteen years.**
What Steiner knew one hundred years ago, has been confirmed today. (Endangered Minds)

2.   **The stigma attached to so-called non-academics that now inundate the schools.**

Maths teachers, because of their lack of FLUENCY, FLEXIBILITY and ORIGINALITY
(the creative triad), **did exactly what they shouldn't have done:
digging the existing holes deeper and bigger, to make them altogether better holes.** (de Bono)

DRIVEN BY their FAILURE-MECHANISM (Psychocybernetics, Maltz),
they started their scenario of **repetitive explanations,
BECAUSE STUDENTS MUST UNDERSTAND!**

Why is it that teachers never take any notice of REAL,
self-employed professionals?

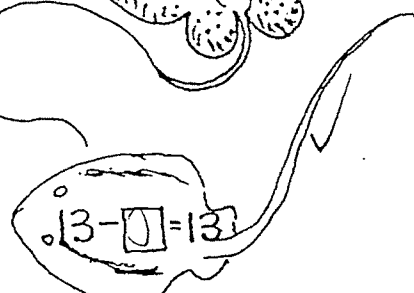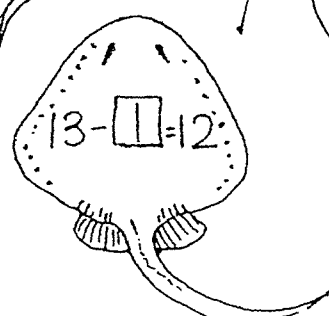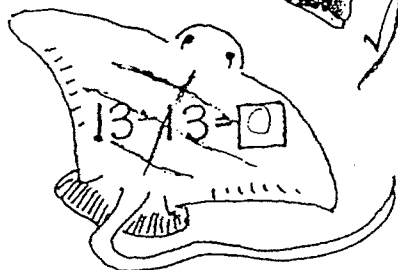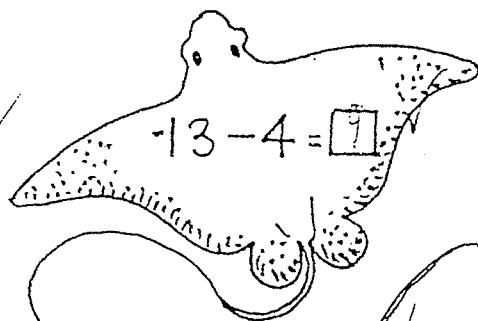## THE INNER GAME OF TENNIS   (Gallwey)

55.

Every game is composed of two parts: an outer game and an inner game (self 2 & self 1). The inner game
takes place in the mind of the player, and it is played against such obstacles as lapses in concentration,
nervousness, self-doubt and self-condemnation.   Therefore, images are better than words, showing better
than telling, too much instruction worse than none, and that conscious trying often produces negative result

Name :- _____

13 - ☐ = 3 ✓

13 - 2 = ☐

13 - 9 = ☐ ✓

13 - ☐ = 11 ✓

13 - 11 = ☐ ✓

13 - ☐ = 6

13 - 10 = ☐ ✓

13 - ☐ = 9

13 - 1 = ☐

13 - ☐ = 4 ✓

13 - 6 = ☐ ✓

13 - ☐ = 1 ✓

13 - 12 = ☐ ✓

13 - 10 = ☐ ✓

13 - 8 = ☐ ✓

13 - 7 = ☐ ✓

- 13 - 4 = ☐

13 - 13 = ☐

13 - ☐ = 12

13 - ☐ = 13
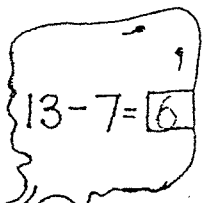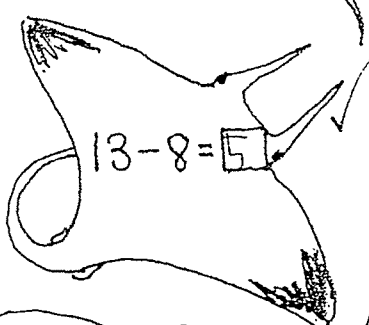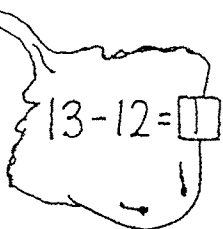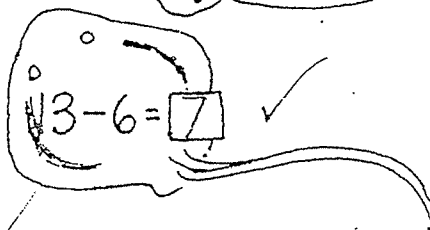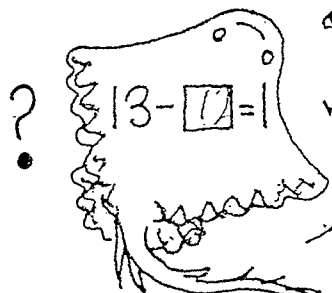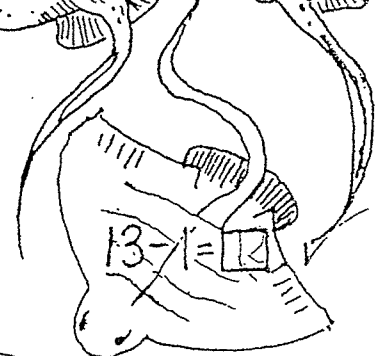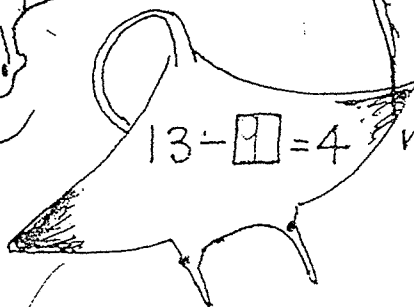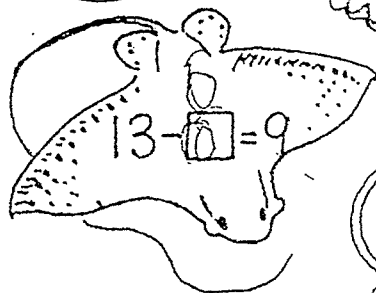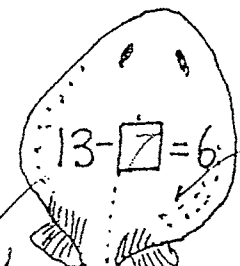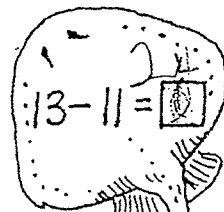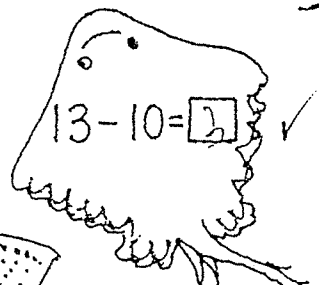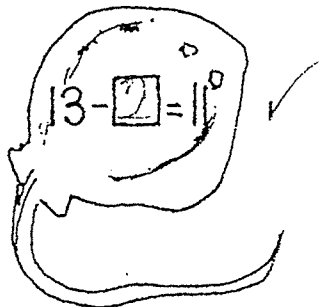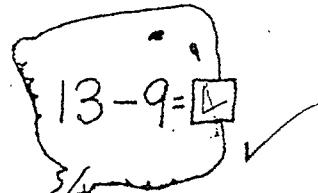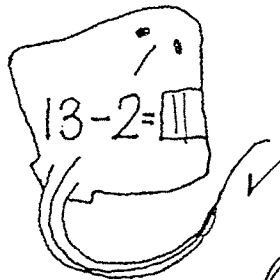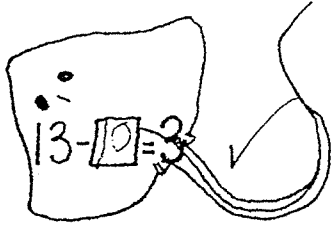
Australian Stingrays.

143

Term: 3 Week: 4 Year 2/3 Homework. Due: Friday 9th August

Year 2

rite your words here and 3 times in your homework book.

1.	2.	3.	4.

✓

EMBER: LOOK! SAY! COVER! WRITE! CHECK!   ← TEACHING?

ENCES: Use your words to write sentences in your homework book.

Tuesday. Write out your spelling list and 3 times tables.
Put your list into alphabetical order.

Write out your spelling list each
day.   Write out your list and your 2x's tables.

Write out your 2x's tables.

Write out your spelling list
and your 5 + 10 times tables.

Write out your list and your
4x's tables.

rite out your list words   Write out your list words and 2 + 10x's tables
rite out and say to your parents your 5x's tables   ←

Monday. - Write out your spelling list and
10x's tables

Thursday - Write out your 10 times
$5 \times 10 = 50$ $15 \times 10 = 150$
tables.   *ULTIMATE STUPIDITY!*   136.

Four balls. ○○
One rolls away ○⊗ ///
...
$4 - 1 = 3$

Topic 24: Investigating Tens and Ones

Draw a picture to match.
Write the number word.

		tens	ones
(IIIIIIII) (IIIIIIII) ///	twenty-three	2	3

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

Project Mathematics, Grade 3.

3cm
4cm

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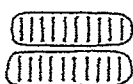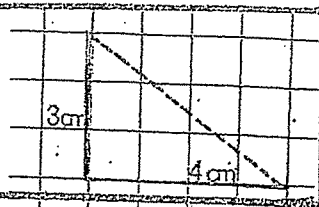$2 + 3 + 4 = 9$ ○○○
Grade VI ○○○○

Pupils *LEST WE FORGET!* *PROPAGANDA*

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

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

Study the numeral 478,296. Now complete the following table: *↑selling!*

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

EDUCATION TOWARDS 2000

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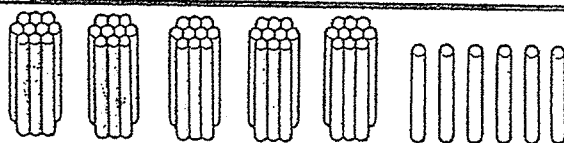
Share the tens first:
    1 ten each, 1 ten left.

NEW MATHS
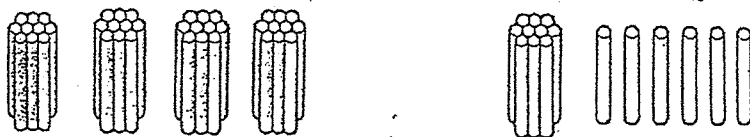
Can you share 1 ten among 4? No.
Trade 1 ten for 10 ones:
    16 ones altogether.
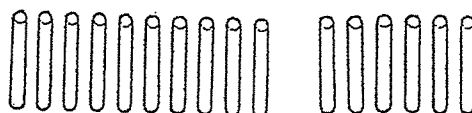
STUNNED STUDENTS

UNDERSTANDING THROUGH CLARITY AND SIMPLICITY IN LANGUAGE

Share the ones: 4 each.

Solution
$$\frac{5}{6} + \frac{11}{15}$$
$$= \frac{5}{6} \times \frac{5}{5} + \frac{11}{15} \times \frac{2}{2}$$
$$= \frac{25}{30} + \frac{22}{30}$$
$$= \frac{47}{30}$$
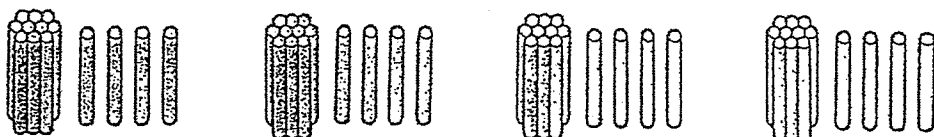
56 divided by 4 is 14. *OLD MATHS! SAME ANSWER*

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*
$\therefore \left(\frac{10}{2}\right)^2 = \frac{10^2}{2^2}$

Division

Long before they begin school, children are involved with sharing. They solve problems such as 'I have 12 jelly babies to share among 4 children. How many jelly babies will each child get?' or 'I have 13 jelly babies to share among 4 children. How many jelly babies each?'

However, sharing is only one of the two aspects of division which your children meet. The other is called grouping.

Sharing

Problem: I have 20 jelly babies to share among 4 people. How many will each person get?
Materials:
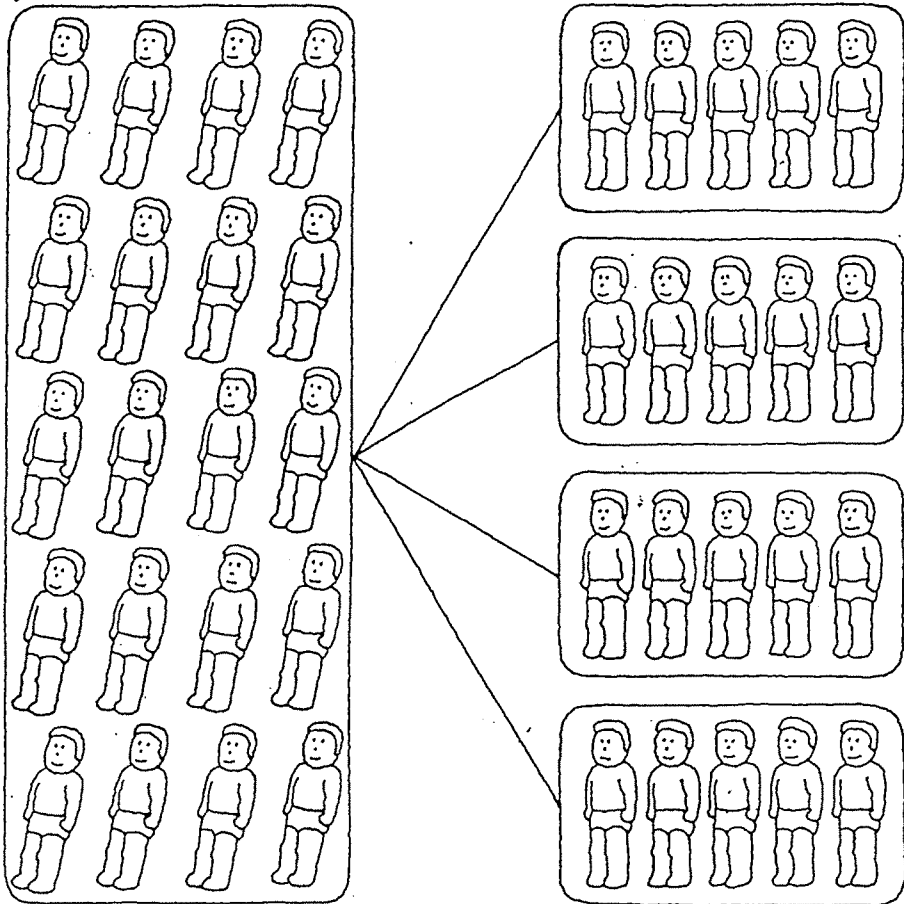
Grouping

Problem: 20 children are going to a picnic in cars which can take 4 children each. How many cars will be needed?
Materials:
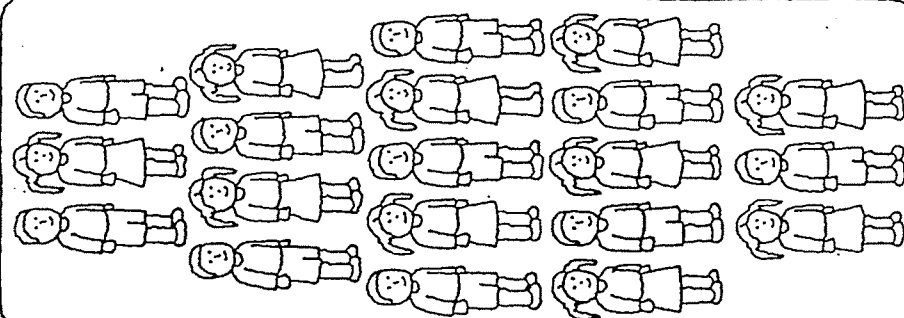
What about remainders in division? In real life, children often meet situations where remainders occur. Take the above situation, where 13 jelly babies were to be shared among 4 children. Each child will receive 3 jelly babies and there will be 1 left over. This is recorded in the following manner:

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, ensure that you follow the instructions and answer what is required.

3. <u>Write your answers neatly and clearly</u> - untidiness could incur loss of marks

   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 stand up or leave your seat.</u>

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 be permitted.</u>

Open book examination?   ~~YES~~/NO

TEACHERS OR DESPERADOS?

$x + 11 = 27$	$p - 5 = 2$	$\frac{n}{4} = 8$	$\frac{a}{3} = -2$
$x = 16$ ✓	$p = 7$ ✓	$n = 32$ ✓	$a = -6$ ✓

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: OLD SPEAK

Subtract.

NEWSPEAK

Regroup.

```
   45
 - 17
   28
```

tens	ones
3	15
~~4~~	~~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!*

COMPULSORY CONFUSION

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	—

$$\triangle + 7 = \square \ \text{or}$$
$$\square - 7 = \triangle$$

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.

Note: $8 + 7 = 15$
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

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: $\diamondsuit = 6 \times \square - 2$

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

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

Subtract. Think of the top number. Take away.	AMATEUR NEW	PROFESSIONAL OLD

GOOD ADVICE! FISH & CHIPS

MEANS ?

h	t	ones
2	5	8
−1	2	4
1	3	4
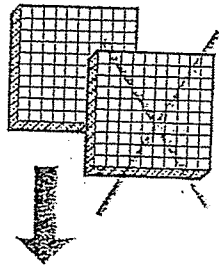
1 hundred   3 tens   4 ones
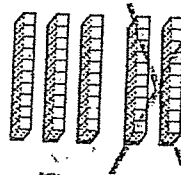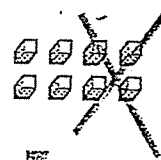
$$258 - 124 = 134$$

$$36 \times 80 = 0$$
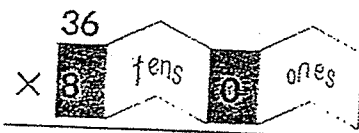
36 × 8 : tens, 0 ones
no ones
8 tens by 6 is 48 tens.

4
$$36 \times 80 = 80$$

3 tens	24 hundreds
×8 tens	+ 4 hundreds
24 hundreds	28 hundreds

$$36 \times 80 = 2880$$

Subtract.

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

th	h	6	12
5	3	7	2
−2	6	9	5
			7

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

th	h	t	ones
	2	16	12
5	3	7	2
−2	6	9	5
		7	7

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

th	h	t	ones
4	12	16	12
5	3	7	2
−2	6	9	5
2	6	7	7

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

THIS IS ONLY ONE SUM!

$$5372 - 2695 = 2677$$

LITERACY
OR
CORRUPTION?

If the following is the embodiment of the English syllabus, then the Board should be sued for incompetence, for misleading parents and students as well as for obviously supporting a ruthless educational industry because the commercial message contained in the following samples crammed with linguistic atrocities has nothing to do with Literacy.

The artificially created crap based on 50-year old arbitrary assumptions and theories cannot possibly help students to use language proficiently. It does the exact opposite.

The Manufacturers of Needs have discovered that the subsequent learning difficulties will generate a multi-million dollar business.

'at' as in cat

Put a line under the 'at' sound. *why?*
Draw a picture of a bat. → *who can?*

cat   fat

bat   hat

mat   pat

rat   sat
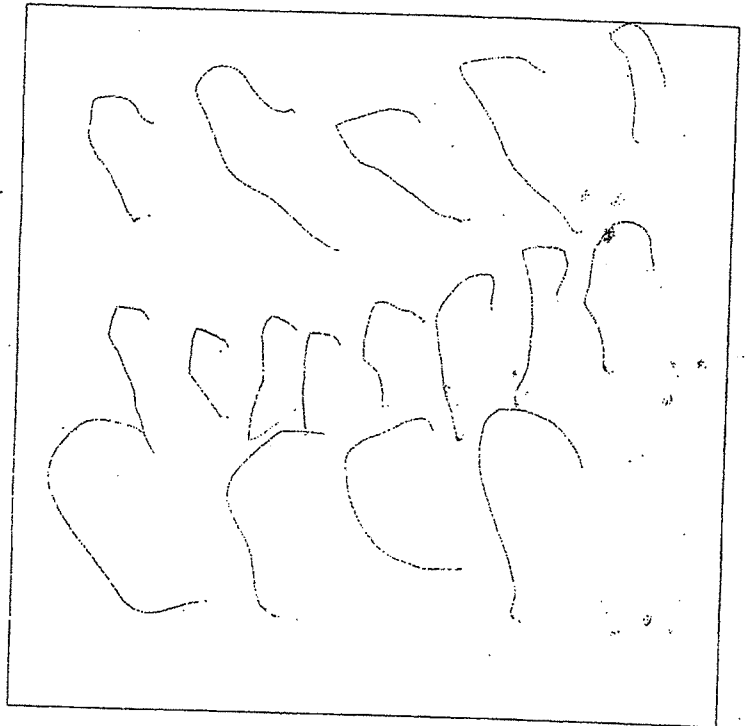
Yes/No

1. A cat can run. _____

2. A rat can run. _____

3. A hat can run. _____

4. A bat can run. _____

5. A mat can run. _____
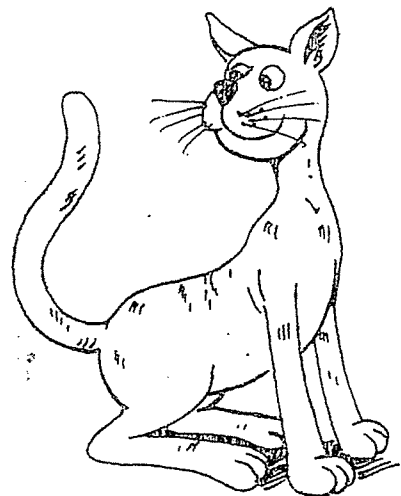
2

CRAP ↓   ↓ CRAP!

Spelling

goat

boat

loth

room

each

paint

harn

plus

2.	3.	4.

...te your words ...times in your ...ework Book. ...: LOOK, SAY, ...ER, WRITE, CHECK.

Sentences:
... your spelling ...rds in sentences. ...derline the ...lling words in ...n sentence.

Reading

Fill in the missing words

This week is _____ Week. Classrooms will be _____ for family and _____ to see the wonderful _____ everyone has been doing. The _____ school will participate in a magnificent _____, with m_____, d_____ and d_____

PROPAGANDA

friends music
performance whole
Education
drama work open dance

Writing –
(Do on Wednesday)

Write a report about our Education week Open Day and performance. What did you see? What was your favourite item? Why?

NO WONDER

THE CHILD

CAN'T

WRITE

PROPERLY!

My mum put my homework in the garbage because she found it on the ground and thought it was rubbish.

ALL MOTHERS SHOULD
DO THE SAME!

192.

C) Join these sentences: ↓ **YEAR 7**

1. I set the table. My friend peeled he potatoes. Mum cooked dessert.

My friend peeled the potatoes, I set the table and mum cooked dessert ✓

2. The river was flooded. We could not cross the bridge. We had to get to town.

We could not cross the bridge because the river was flooded floded and we had to get to town ✗

3. Jim will go to the shops tomorrow. Jim cannot buy the book today.

Jim cannot buy the book today, Jim will go the shops tomorrow, ↓! ✗

4. The thief was caught in the bank. He has been placed in jail.

The thief was placed in jail because he was caught in the bank ✓

5. The storm blew wildly. The boat sank quickly. It was smashed on the reef.

The storm blew wildly rich capsised the boat and it was smashed up against the rocks on the reef with made it sunk quickly (7)

D) Circle the correct word. /

1. After I done/ **did** my **hair**/ hare   I went out to play.

2. I slipped where/ **were** the bank was muddy and fell of / **off** the edge.

3. We have **written**/ wrote to lend / **borrow** your tennis court / caught.

4. I catched / **caught** to / too / **two** fish last night. (8)

5. We **saw**/ seen   to / **too** two many children on the court.

E) Write antonyms to these:

1. gloomy _clear_ ✓   2. popular _unpopular_ ✓

3. ascend _decend_ ✓ 4. visible _invisible_ 5. cruel _kind_ ✓ (10)

FROM THIS TO......

F) Write synonyms for these :

1. scared _frightened_ 2. complete _finished_ 3. ask _proposed_

4. buy _caught_ ✓ 5. desire _want_ ✓ (9)

HOMEWORK TERM 2 WK 3

*Focus- Talking & Listening, Reading, Writing

Should you be required to do chores around the house?

NOTHING TO DO WITH

Do you agree or disagree with this topic, or can you see both sides of the issue?

SCHOOL !!!

Write to persuade a reader to agree with your opinions.

Your opinion- **INDOCTRINATION**

Write three (arguments) to support your (opinion)

1.

2.

3.

Concluding Comment- YEARS 3&4!!

English? Assignment

Write a story. choose any genre
For example, Horror, Science fiction
Detective, Love story.
Use no more than two characters run
and two settings. **EMPTY TANK**
Use descriptive language and
direct speech.
Have an interesting story easily
Length: 800 words   Due monday

Horror Genre
Brad Jones

COULD YOU VOMIT?

Make it more scary
It looks really gorier
with the blood coming out of its
face. stops speaking because
its in the cemetry and its
at night. **CAR DOESN'T START**

Punctuate

"I've got to get to the airport.
Make it fast!"
The taxi driver looked at Laura
briefly before accelerating away from the
kerb. "I'm going to miss this plane
for sure, She thought anxiously
"I can't believe I left my passport at
(New line)
my mum's place. "Could you try to
go a little faster?"
"Lady I don't want to break the
speed limit. If I get a fine you'll
be paying for it')
"Typical customer, the cab driver thought.
"They always think. The taxi
miracles. The taxi
terminal about
"Well I think
" That'll be
a nice trip."

MR. WISE GUY

DO listen
work
Show respect
follow instructions

Watch your spelling when copying words
down.
26/4/96.

Rules

Don't throw things
Swear
Spitball
Talk constantly

BLACKBOARD JUNGLE

Q1 What is a script
a) Script of a style of writing produced your dramatization

R/P combines the skills you use in reading a novel for pleasure and reading a work of non-fiction for...

Plays we often written to be performed. The playscript is not the play but...

development for its performance

In reading as playwright I use read both for the staging and an entertaining viewpoints about...

the plays performance

<u>Listening Activity</u>

Sources of information

① TSV barista
maybe
② G15 in Billy can
③ MX pit Hg — — —
④
⑤ Pink & Purple Polkadots

---

a) amoebae

b) aim = object   commenced = started

c) didn't

d) i) love
ii) Prize
iii) DIARY

e) i) un made / improbable
ii) undone / un satisfactory
iii) in perfect / unusual
iiii) impolite / un common
iiiii) impossible
iiiiii) improbable

He policeman — The police man got off his motorcycle and leaned the machine sideways on its prop stand then took off his gloves and placed them carefully on the seat.

The title is not the right title it should be the funnier smooth

Can you see the connection between thinking a ride and 'hiking' !

others possessions

HOW CAN YOU MARK RUBBISH? 10

The Elements of a Play

[Place time]

What we see — Scenery / Setting / Costumes & makeup — from Costumes (of face or body)
- Expressions
- Gestures
- Postures & Grouping
- movement

What we hear — voices — Dialogue / prose speech / song poetry / blank verse etc
- monologue / soliloquy
- context
- tone — variety: happy, excited, angry, sarcastic, concerned etc ranging from a humph & grunt to poetic heights).
- Pace / (can range from a headlong rush of speech - slow delivery pauses - silence).
- tempo
- pitch (can range from calm to hysterical).

Character — traits
- Motivation
- Point of view
- Relationships
- Actions / reactions
- Role or Dramatic Function (Hero / heroine / Villain etc)

Conflict — of ideas, characters, events etc
- tension / suspense
- Climax / Anti-climax
- Denouement (the conclusion of the play which resolves the story)

Narrative — Plot, theme, issues, scenes

YEAR 10

The Elements of (Drama)

- the beginning contexts situations roles relationships
- driven by
- dramatic tension
- detected by

COMPULSORY MARGINS

Focus
made explicit in
Place — though — time
to create
mood which together symbols
create the whole
experience
Drama meaning

Assignment No. 15
Due: Wed 11/8/99
OR ELSE

D) EDITING - Aviation

Write the following passage into your homework book. Correct any punctuation that is needed. There are also 10 words that are spelt incorrectly. Write the words with correct spelling and underline them with a red pen or coloured pencil.

aviations histry in our country is full of fasinating people ross and keith smith j m bennett and w h shiers maid the first flite from england to australia in 1919 in 1927 kingsford smith and c t ulm establised a round australia recorde of 10 days 5 hours 15 minites how long does it take today in 1928 thay made the first across the pacfic ocean from usa to australia in a plane called sothern cross

A REMEMBER!

A) BOOK-IT READING

Don't forget to read every day to work toward your target for this week. Make sure your parent signs the Book It Record Sheet to verify your target. Remember, the **Pizza Hut** is waiting for you. *THE BRIBE*

NO SUCH THING

B) MENTALS Unit 13

Write your answers neatly on the stencil and paste the stencil into your Homework Book or write your answers directly into your book. If there is a question you don't understand, come and ask me!! Try having a go at Set 3.

ENGLISH?

C) VOCABULARY - Homophones

Write each sentence into your homework book putting in the correct homophone. *OR TRIVIAL PURSUIT*

When are your library books (due, dew)?
Singing (practise, practice) should be done twice a day.
To the swimmer, the (sure, shore) seemed a long way.
The (buoy, boy) went around the (buoy, boy) in his sailing boat.

Complete this book report *READING FOR PLEASURE!*
Share your report with other class members.

Name: _ This book was about
The main problem in this story was
Title: _____
Author: ____
Illustrator: _
Characters:

This problem was solved when

This story made me feel

PROGRAMMING MINDS!

E) SCIENCE - How many drops will fit on the coin?

Follow the procedure on the stencil to complete the experiment as shown. If you don't have exactly the right materials, think about what alternatives you can use. In your homework book, complete a report of your experiment. Use the following headings:
a) Materials Used
b) What I Did
c) What I Observed
d) Why I Think It Happened
Add the drawing from the stencil or draw your own diagram.

F) RESEARCH - George Bass and Matthew Flinders *COPY!*

In your homework book, write a paragraph about Bass and Flinders. Answer questions such as:
a) When were Bass and Flinders born?
b) Where were they born?
c) What did they do that is associated with Australia?
d) Add a drawing or some cut out pictures to complete your research.

PURPOSE & hardship ignored!
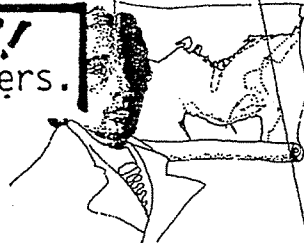
George Bass   Matthew Flinders

G) THE WORLD AROUND US

Where would I find the following?:
a) Eiffel Tower
b) Tower Bridge
c) Statue of Liberty
d) The Great Pyramids
e) Taj Mahal

TRIVIAL PURSUIT (USUALLY FOR PARENTS)

Draw one of the structures above.

A HERCULUS TASK!

TEACHERS DON'T TEACH; THEY GIVE ORDERS.

THEMES/SPECIAL WORDS   ?

Babies

Week 2 Beginning:

<u>Draw a line to match each animal with their young.</u> (Draw some pictures.) WHY
/ ITS

cow   chicken
dog   joey
tiger   lamb
kangaroo   puppy
hen   cub
sheep   calf

THIS KNOWLEDGE IS INDIRECTLY ABSORBED IN CONTEXT!

PICASSO
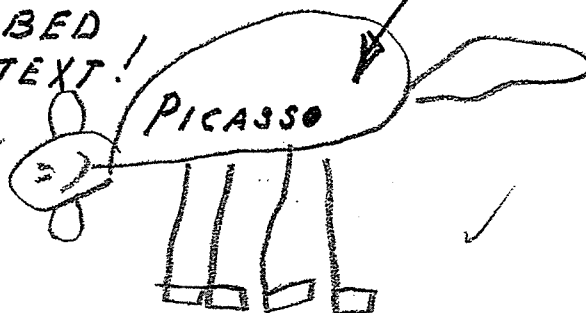
STRUCTURE/PATTERNS

Write the words that sound the same. An example is mat and cat.

pill hill hit   pill hill
ring food sing   ring sing
lick sick sack   lick sick
park mill dark   park dark

lock sack frock   lockfrock
dust must fast   dust must
ball yell fell   yell fell
rest mast pest   rest pest

THIS RUBBISH IS ACCEPTED BY A TEACHER; SHE SHOULD BE SACKED.!!

WORD BUILDING   ?

Circle the words that match the pictures.

duck   pack   (nest)   (cart)
(sock)   sack   list   farm
back   (lock)   lost   dark

THINKING ABOUT WORDS

LETTER SENTENCE ?

Join the word pieces and (draw pictures) to match the words you have made.

c + ake = c ake   sh + eep = sheep
tr + uck = truck   sh + op = shop

WHAT ELSE CAN YOU EXPECT ?
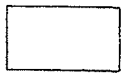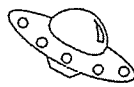
1 Name the shapes used in the picture.

Triangle

regtangle *rectangle*

2 Draw a girl inside the house. } !
   Draw a cat near the house. }
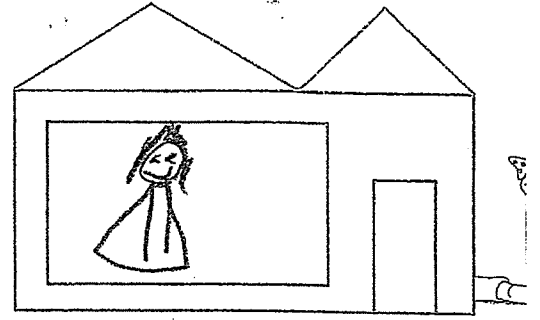
3 Finish these pictures. *WHY ?*
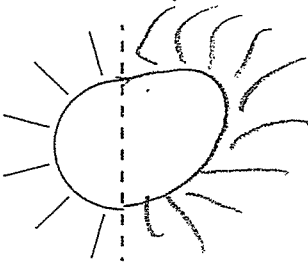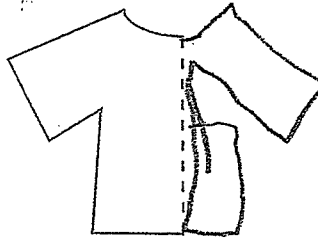
a   b   c
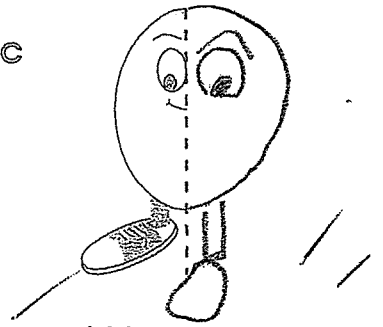
4 Sunday,   Monday,   Tuesday   ,   Wednesday

   Thursday,   Friday   ,   Saturday.   ↓ ?

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

Counting on *NEW SPEAK*

$5 + 2 = \boxed{7}$ We say: 5 6 .. 7,   so 5 and 2 make 7.

1 $8 + 2 = $ __1a__   2 $11 + 2 = $ __13__   3 $15 + 2 = $ __17__

4 $12 + 3 = $ __15__   5 $17 + 3 = $ __20__   6 $16 + 3 = $ __19__

7 $23 + 1 = $ __24__   8 $27 + 2 = $ __29__   9 $25 + 3 = $ __28__

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆   How many stars? $\boxed{74}$

47 POOR CHILD!   75

When a word of more than one syllable (occur) ends in one vowel (u) and one consonant (r) AND the accent is on the final syllable (cur), the final consonant is doubled (rr) before adding a suffix which begins with a vowel (ing = occurring).
If the final syllable does not have the accent (happen), or if the suffix begins with a consonant (ment), the final consonant is not doubled (happening, deferment).
This rule looks difficult, but try the word **excel** and the suffix **ent.**

When adding a suffix you keep the y where the y follows a vowel (a, e, i, o, u).
A suffix is a letter or group of letters added to the end of a word to change its meaning. Some suffixes are:

1. Plurals — day + s = days
2. s — obey + s = obeys
3. ing — play + ing = playing
4. ed — annoy + ed = annoyed
5. er — buy + er = buyer
6. ment — employ + ment = employment
7. al — portray + al = portrayal
8. ance — annoy + ance = annoyance

'DON'T WAKE UP A SLEEPING DOG'

In many words letters are silent when you say the word. **Silent letters are written but not pronounced.**

Examples
What good is the h in ghost — or the p in cupboard? You don't sound these letters when you say the word. They are the ghostly silents!

When a one syllable word (run) ends in one vowel (u) and one consonant (n), the final consonant is DOUBLED (nn) before adding a suffix which begins with a vowel (er or ing).
This rule does not apply to words ending in w, x or y.

Set 1	
Silent A	Silent B
bread	bomb
barn	comb
heard	debt
yarn	limb
tread	thumb

Which word is right?

buogh 12   bowgh 1   bough 9   bouhg 20   **THESE**

ennemy 5   enemy 11   enemie 19   emeny 14

ivent 13   evvent 14   event 8   evernt 21

adventure 10   adventur 2   advencher 18   adventer 20

Countries of the world   AUTHORS

Cadaac   I have some large lakes.

ypget   I am a sandy country.

Here are six sets of *ghastly ghosts*. The words in each set (and words like them) will be used in the exercises that follow. Look carefully at each word in the first set and then say it to yourself with your eyes shut. Then write all the words in that set in your exercise book. When you have finished the first set, do the same for the other five, taking each in turn.

Set 4	
Silent L	Silent N
calm	condemn
chalk	damn
folk	hymn
half	solemn
lm	

KNOWLEDGE OF LANGUAGE! COMMERCIAL CRAP.

Let's take a commercial break

Work out the list words in this commercial.

HAVE NO

THE *CHIC* GUYS N' GALS
brings YOU the latest
in _a_ _ _ _ _ _ wear!

For that DRESS-UP occasion: _u_ _ _s and _ _ _ns.

For WORK-A-DAY wear: _e_ _ _s, _ _ _n_s, and _ _i_ _s, and all other _ _ _ _ _es of _ _l_ _ and _ _ _ _l_ _ _l_ _ _ _ _ _.

In our FOOTWEAR section we can offer you _ _ _ _ _ _ _s and _ _o_ _.

TAILORING SERVICE
We _ _ _ _ _u_ _ and _ _ _l_ to suit *your* individual taste.

Code

b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
n	o	p	q	r	s	t	u	v	w	x	y	z	a	b	c	d	e	f	g	h	i	j	k	l	m

Each letter in the top row can be coded by using the letter underneath it: e.g. i = w, n = c

(a) e v t u g
(b) z n g u r z n g v p f
(c) o b n e q
(d) p u n y x
(e) f p v r a p r
(f) r f g v z n g r
(g) e h o o r e
(h) b s s v p r
(i) y r f f b a
(j) f h o w r p g   **188.**

SUNDAY TELEGRAPH, JULY 26, 1987

Why spelling's not an education write-off

THE question of how spelling should be taught — and indeed whether it is taught at all — has become the latest burning educational issue.

It has even touched off a political debate with Opposition leader Nick Greiner declaring that a State Liberal Government would act to ensure that spelling was taught properly.

Much of the furore arose from a recent report that the obligatory study of spelling lists was to be abandoned.

The heat was turned up when senior Education Department official Frank Meaney said last week it was not a school's responsibility to prepare children for the workforce.

Industry, Technology and Commerce Minister Senator John Button warned in Melbourne the public education system could never meet the specific skill needs of industry.

And the NSW Teachers Federation acting president, Mr Ray Cavenagh, said most Australians could not spell and businessmen and professionals had avoided the issue for years because they were always able to hire women to do spelling for them.

But the Education Department says this does not mean that spelling itself is being ignored.

Much of the confusion arises from community ignorance of the new K-6 writing syllabus now being used in primary schools.

The approach adopted is to treat expression, handwriting and spelling not as separate subjects, but as skills which must be unified in the writing process.

Children are encouraged to work in groups on particular projects such as writing reports, letters or stories.

They begin by researching the subject, exchanging ideas and then drawing up a rough draft.

At this stage it does not matter whether the handwriting is poor or words are misspelt. The children then must edit

the work and make any corrections necessary.

This usually involves making a fresh draft and checking on the spelling of any words which may be incorrect.

They then produce a final version for "publication", which is expected to be neatly written, well and logically constructed and correctly spelt.

In this process the children learn how to spell residentally.

It often happens that they learn to use far more difficult and demanding words than they would have encountered in the regular spelling lists because these words are relevant to their projects.
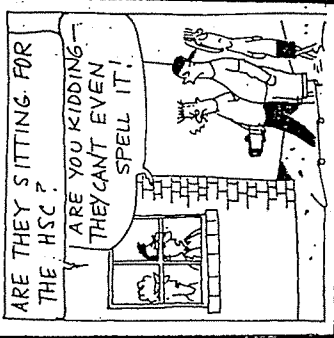
— playground vernacular

THE 3 R'onnie S

Bosses 'have to pay' for spelling

BY LOUISE NICHOLSON

A SENIOR Education Department official yesterday described spelling as a difficult art and said employers had to pay high wages if they wanted to attract competent

So DON'T LEAVE IT TO KIDS
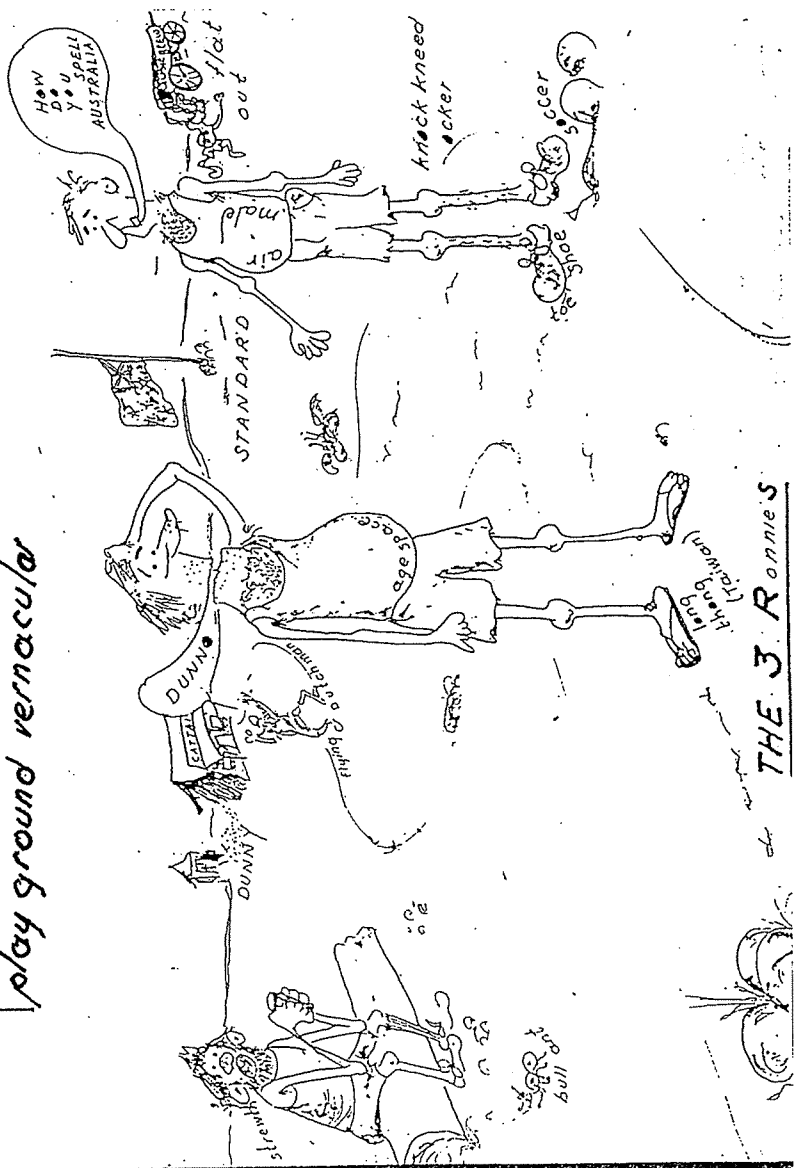
188A.

YES.

Prepositions show the relationship between words in a sentence. They are often used to start a phrase. For example: under, across, over, to.

Exercise:
Fill in gaps with the appropriate prepositions:

a) My family and I live __in__ Eric Street.

b) After the bell we all go __into__ class.

c) The list of those who made the cricket team was __on__ the sports notice board.

d) I've had a headache __all__ week.

e) Last year we drove __across__ the Nullabor. **NULL ARBOR NO TREE**

There's a big mess near your bed

Scud her mother

Dad won Saturday __despite__ the car

The cat jumped __on__ the kitchen

I am going __into__ town __with__ Rachel

I left my bike __in__ the shed, sorry

going to get wet because she let it

Could you like to drive around Australia?

SCHOOL FEES?

YOU'RE JOKING!

176.

Choice of words

Choice of phrases and sentence

structures

Choice of images

Choice of main characters

eg dialect

The sound of the dialogue

Structure of lines & speeches

Narrative

Linguistics

middle: what happens
1 conflict Resolution
timing
Orientation + evaluate
(central theme?)
BAD Depth - moving
phandull fears

Audience - young tragics
or adult (18-14) remel

Setting: inner city
Subway revolution

"THE 'HOW TO DO IT YOURSELF' SCHOOLS"
LISTING IS NOT TEACHING.

ENGLISH

English is . . .

- talking, listening, reading, writing, studying media and a wide range of literature

- learning to communicate and interact in a variety of situations

- developing the ability to respond critically and thoughtfully to all kinds of written and spoken forms

Skills in English are best developed when:

- students feel confident that they are free to express an opinion

- students feel that their opinions are valued **SEE PAGE 74**

- there is consistent encouragement of effort and help is provided when needed

(handwritten) yesterday me and Shane break the fene ... we said smth cow

---

PRACTISE WHAT YOU TEACH!

Kindergarten to Year 12

Talk

- talk with your child; help them develop and express opinions and reasons for those opinions; talk about what you see and hear together

Interest

- take a sympathetic interest in your child's writing: encourage them to talk to you about what they have to say before they write

Listen

- listen to your child

Read

- encourage and promote the habit of reading by reading yourself; provide books, magazines, newspapers and brochures to stimulate your child's interest in the written word; read to and with your child and talk about your reading together.

The underlined words in the following sentences are spelt incorrectly. Write the proper spelling in your exercise book.

1. The gymnast gave a beautyful performance.
2. It is only by appling themselves to dayly exercise that Olympic athletes succeed.
3. Many storyes of courage and self-denyial come out of the Olympic Games.
4. A good emploier will give an athlete time off to attend the Games.
5. Every morning the cleaners tidyed the running track.
6. The exhausted runner was carryed from the track.
7. The Australian sailing team displaid great skill.
8. The wrestler closely studyed his opponent's form.

How YOU can help your child in English:

Early Childhood

THE CURE FOR THE INCOMPETENCE

Praise

- praise and concentrate on the positive aspects of your child's work: correction of spelling and grammar, unless requested, could inhibit the development of confidence

Talk

- talk to the teacher about any concerns your child may have

Interact

- provide situations or activities in which your child will have the opportunity to talk to and interact with others

Read

- read to your child as often as possible; join a library; talk about the books you read; make up stories together; encourage your child to retell stories or incidents to other members of the family

Create

- encourage imaginative play by providing ... es and materials which lend themselves

HOMEWORK
Week 9

Year 3

List 1	List 2	List 3
egg	basket	church
find	dye	decorate
gift	bonnet	recipe
hen	foil	luminous
chick	prepare	chocolate
nest	melting	people
shell	holiday	month
card	boiled	celebrate
party	pretty	person
paw	enjoy	yesterday

* April * Easter *

Bright and shining

Do you know what luminous means?

Monday Write list words and x 10 tables. CRAZY! ◄

When a word usually ends in a silent e, drop the e
before adding ing. ie: move, moving
When a word has a short vowel with only one consonant at
the end, double the last consonant before adding ing. ie: hop, hopping

Re-write these words, adding ing

care _caring_   hit _hitting_   wrap _wrapping_
drip _dripping_   like _liking_   hop _hopping_
taste _tasting_   hope _hoping_   shine _shining_

Tuesday Write list words and x 5 tables
Write the following words in alphabetical order:
pretty, paw, party, person, prepare, people

party, _paw_, _people_, _person_, _prepare_, _pretty_

Wednesday Write list words and x 10 tables AGAIN? **129.**
Complete the following:

$(5 \times 3) - (5 \times 2) =$ _5_ ✓
$(3 \times 9) - (5 \times 4) =$ _7_

36	82	24	143	469
−24	−70	+35	+243	−251
12	12	59	386	218

Homework 3/4 Z

THE EXCUSE.
It's a Commercial Year 4

NARRATIVE

Bike Safety

Read the narrative about bike safety aloud.

Tess was so excited. It was her birthday and she was going with her dad to **buy** a new bicycle. Eagerly, she looked around the **bicycle** shop and at last decided on a blue and silver **mountain** bike.

"We have to buy a helmet, too," she reminded Dad.

"Make sure you choose a brightly coloured one," advised the salesman. "You will be seen more easily by drivers."

Tess chose a bright yellow helmet. "That's a good choice," commented the salesman. "Try to do most of your riding in the park or on proper cycle tracks. Only ride on the road when you really need to. If you do ride on the road, keep a watch for traffic and as well be careful of the broken edges of the road. Look out for parked cars, too. Do you think you can remember all that?"

"I'm sure I can," smiled Tess, as she wheeled her bike from the shop.

SPELLING   *Where, what for   THE CHORE*

Look – Say – Cover – Write – Check

Your spelling words each day on your spelling sheet.
NO TEACHING !

ENGLISH   *Answer the following questions about the story "Bike safety", using the data bank.*

1. Why choose a brightly coloured helmet? _____

2. Where should young people ride? _____

3. What dangers are there in riding on the road? _____

Data Bank	traffic more easily seen by drivers parked cars
	broken road edges in parks or cycle tracks

MIXED MENTALS

$24 + 6 =$

1. $72 \div 8 =$ _9_

2. $(4 \times 6) + (2 \times 3) =$ _30_

3. $37 \div 4 =$ _____ r _____

4. How many 5¢ coins in $3.25? _____

5. $5.00 - $1.65 =$ _____

6. Seconds in 2 minutes? _120_

7. Days in a fortnight? _14_

8. Days in a regular year? _365_

9. Days in a leap year? _366_

10. Lunar months in a year? _____

MULTIPLICATION

Help the bike rider win the race by using tables to provide the answers at each stage of the race.

7×3 **21**	6×4 **24**	5×11 **55**	9×4 **36**	
2. **15**			6×6	
5×3	FINISH		8. **40** 5×8	7. **36**
1. **42**	15. **35**		9×5	
6×7	6×5		9. **45** 6×12	10. **77**
14. **25**				5×7
4. 5×5	13. **54**	6×9 **63**	12. **7×9 35**	11.

NUMBER

1.
$$
\begin{array}{r}
342 \\
+\ 488 \\
\hline
930
\end{array}
$$

2.
$$
\begin{array}{r}
27 \\
49 \\
23 \\
+\ 68 \\
\hline
6
\end{array}
$$

3.
$$
\begin{array}{r}
143 \\
\times\ 2 \\
\hline
\end{array}
$$

4.
$$
\begin{array}{r}
142 \\
\times\ 3 \\
\hline
\end{array}
$$

HANDWRITING

Trace and copy the letter "j" and capital "J", then trace and copy the sentence on the writing lines.

J J J   J J J

Is your bicycle in good working condition?
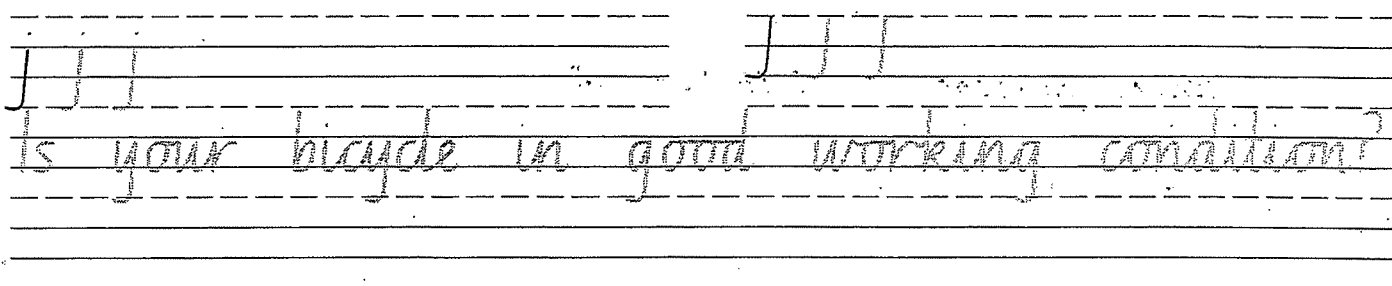
RESEARCH - Science and Technology

Label the bicycle using the word bank.

1. Seat

2. reflector

3. tyre

4. chain

5. hand brakes
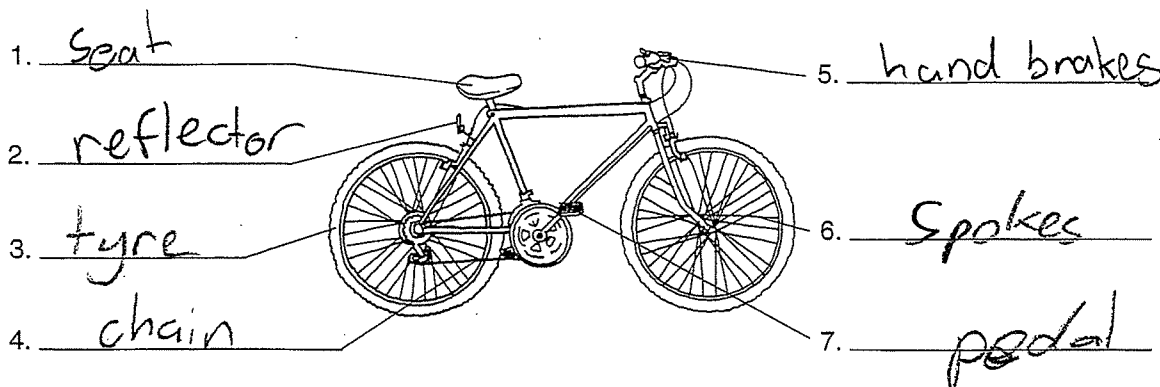
6. Spokes

7. pedal

Word Bank

- reflector
- chain
- tyre
- hand brakes
- spokes
- seat
- pedal

TRIVIA FOR HOMEWORK

Another Treasure Hunt

Trivia Treasure Hunt: Five-pointers

1 Write the lyrics to a TV ad that is sung. ⌐

2 Write the name of an Australian swimmer. *Kieren Perkins*

3 Bring along a photo of you playing sport.

4 Bring along a coin from a foreign country.

5 Bring along a trophy won by a member of your family. **CRAP**

6 Paste a *Hagar the Horrible* comic strip into your workbook. **CRAP**

7 Copy your grade 3 school report into your workbook. **CRAP**

8 Name the winner of the 1930 Melbourne Cup.

9 Bring along a photo of the Australian Prime Minister from a newspaper or magazine. **CRAP!**

10 Draw your favourite rock star. **CRAP!**

Here's another treasure hunt for you. Collect as many of the items and answers to the questions as you can. Bring them all along on the date decided by your class. An appropriate prize may be awarded to the winner.

Maths Moments: Two-pointers

Solve these maths questions for two points each.

1 Double 1.95. *3.90*

2 Multiply 234 by 41. *9744*

3 Divide 45 000 by 15. *=3000*

4 What number is 200 000 less than 1 090 678? ~~890~~

5 What number is 60 000 more than 1 556 900?

6 What time is it if 67 minutes ago it was 1:05?

7 What is 40% of $96.00?

8 How many millilitres are in 2¼ litres?

9 Write the number 200 090 in words.

10 What woud you pay for a $2400 piano if you were offered a 10% discount?

Spell-check: One-pointers

Each of the words on this list is misspelt. Collect one point for each word you spell correctly.

1 monkies *monkeys*

2 mosquitoe *mosquito*

3 Hawai *Hawaii*

4 avacardo *avocado*

5 rythm *rhythm*

6 pharoah *pharaoh*

7 center *centre*

8 disqappear *disappear*

9 ardvaark

10 cemetary *cemetery*

NEVER!!

134.

Stormy Weather

Help write a story about storms. Use the code.

a = □   e = ●

i = △   O = ▨   u = ▲

St_rms c_me _n m_ny
  ▨   ▨   △ □

f_rms. Th_y c_n b_ m_ld,
 ▨   ●   □ ● △

s_ch _s _ sh_wer _n _pril.
 ▲   □ □   ▨   △ □

B_t m_ny st_rms c_n b_ fr_ght_n_ng, s_ch _s
 ▲   □   ▨   □ ● △   ● △   ▲   □

th_nd_rst_rms.   Cycl_n_s _r_ n_t _nly
 ▲ ●   ▨   ▨ ● □ ● ▨ ▨

fr_ght_n_ng, b_t c_n b_ d_str_ct_ve — kn_ck_ng
 △   ● △   ▲   □ ● ● ▲ △   ●   △

d_wn b__ld_ngs, d_str_y_ng cr_ps _nd k_ll_ng
 ▨   ▲ △ △   ●   ▨ △   ▨   □   △ △

_n_m_ls _nd p__pl_. Bl_zz_rds _r_ st_rms _f
□ △ □   □   ● ▨ ● ●   □ ▨

sn_w _nd str_ng w_nds.
 ▨   □   ▨   △

Read your library book, class reader or something else of your choice for 10 to 20 minutes.

? GIVING ORDERS IS NOT TEACHING

What kinds of storms have you lived through?

Thunder_____ Showers _____

133.

Spaghetti Pig-out

plete this cloze passage:

using the remote _control_. Guts Garvey was able to press the button and
rn Matthew into a _statue_. A crowd of people gathered around him,
looking at the sight. After three minutes, Matthew _tumbled_ onto
e ground. He then got up and _ran_ off. Matthew knew that the

had toget the _remote_ control back from Guts Garvey. The only
how was, how was he to do it?

riting

ou are a reporter for your school newspaper. Write an eyewitness account of the
paghetti Competition. Remember to think of a catchy title!

Early Edition _____ *Uncanny News* _____ No. 2000

(handwritten article, largely illegible)

On Monday the fourth
of July 1997 there
was a Spaghetti
eating contest. The person who
wins is the person that people have pulled
its the most parts
of Spaghetti in two
minutes. But the Rules
are that if you spew
you are out of the
game. Well

Check Supplies (glue, ruler, pencils, eraser) + kindly
sk Mum/Dad to put on the shopping list those that
... need replacing

3. Divide the sum of 16 and 8 by 4 ____

4. Angles more than 90° are called ____

5. 4 books @ $8.80 each = ____

6. Draw the axes of symmetry on these two shapes:
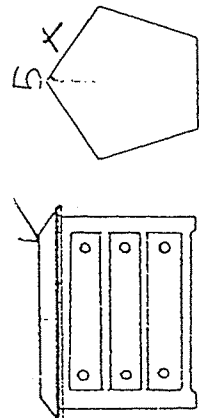
7. $117 + 380 + 15 + 6 =$ ____

8. Radius of a circle is 5.5cm. What is its diameter? ____

9. The area of a square is 81m². What is the length of each side? ____

10. Value of the 6 in 12.6 ____

	H	T	U			H	T	U
2.		8	3				8	3
		-2						6	8	3

3.	H	T	U
	8		6
	-4	6	
		2	6

4. Newlake to Pentagon = ____ Km
5. Pentagon to Bethungra = ____ Km
6. Bethungra to Oura = ____ Km

E37	
Newlake	56km
Pentagon	137km
Stumpy Head	205km
Bethungra	337km
Oura	596km

RESEARCH - Games

Using the Data Bank, complete the description for these games, then draw a suitable picture and name each one.

1. _Spinning tops_
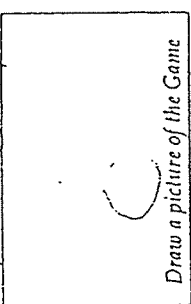
Thread is twisted around a block shaped like a pear. Players whip the thread off and the block spins. Played by _Maori_ children.

Draw a picture of the Game

2. _Marble arches_
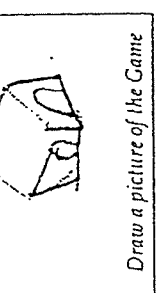
Small round balls flicked through spaces in a box. Spaces are numbered and the highest _score_ wins.
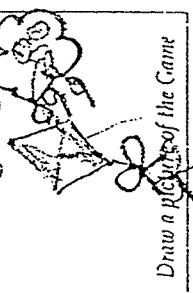
Draw a picture of the Game

3. _Kite flying_

Paper shapes tied to a string and flown in the breeze is a favourite game for _Japanese_ children.

Draw a picture of the Game
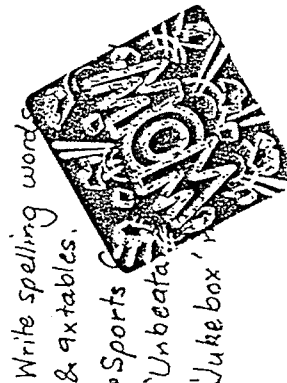
- Write spelling words & ×tables.
- Sports
  - *Unbeaten*
  - "Juke box"

Year 4   **Homework**   **Week 4 Term 4**

Maths

Draw a line to match a shoe with a sock.
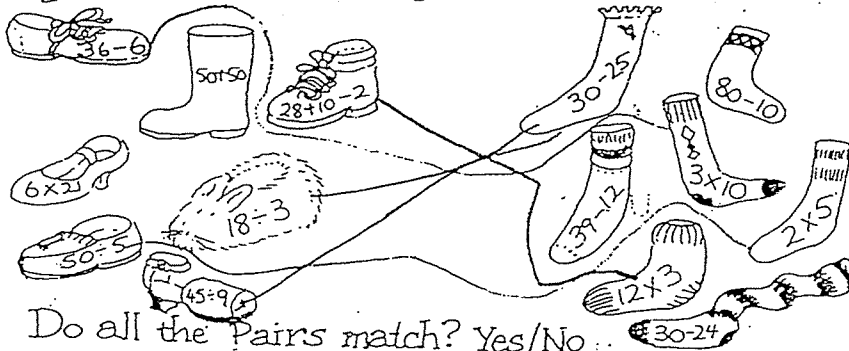
Do all the Pairs match? Yes/No

1. _____ + 30 = 63
2. 20 + _____ = 77
3. 23 + _____ = 53
4. 40 + _____ = 69
5. _____ + 36 = 76
6. _____ − 10 = 63
7. 85 − _____ = 65

8. _____ − 20 = 35
9. _____ − 40 = 14
10. 59 − _____ = 19

1. 15 − 8 + 9 = _____
2. 19 + 4 − 9 = _____
3. 5 × 5 + 7 = _____
4. 9 × 10 − 25 = _____
5. 15 + _____ = 26 − 4
6. _____ − 6 = 14 + 4
7. 14 − 2 = _____ − 4

8. 6 × _____ = 21 − 3
9. 27 − 3 = 29 − _____
10. 28 − 6 = _____ + 11

Spelling : WHY GO TO SCHOOL ?

Use the look, cover, write and check method to learn your spelling words. Ask someone in your family to test your words.

Theme:
Look at the pictures below. to tell about the climate in each one. Write some words
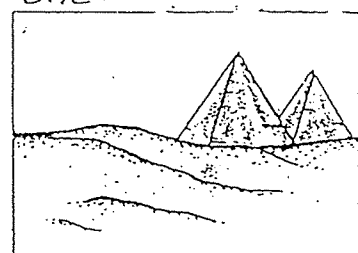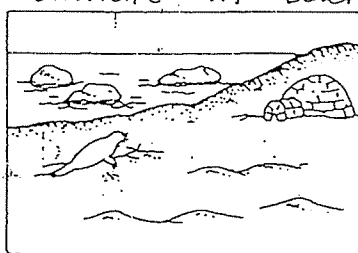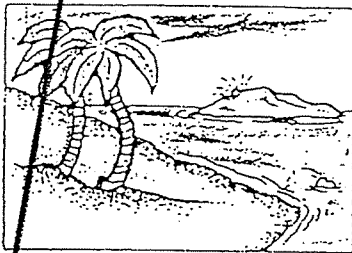
What If / Design Work

MANY PEOPLE CAN'T SPELL BECAUSE THEY WERE **NOT TAUGHT** WHERE TO LOOK AND WHAT TO LOOK FOR.

You have just invented a device that can be used to brush a crocodile's teeth safely. Describe your remarkable invention.

131.

Name: _UFO_
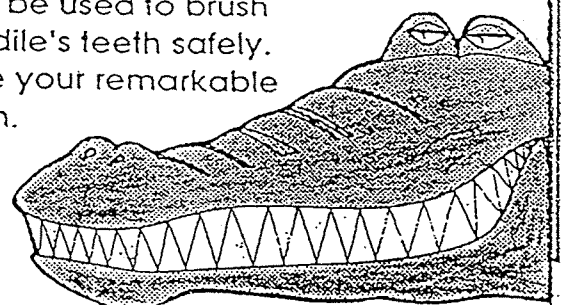
HOMEWORK

Term: 3   Week: 10

① SPELLING. Write your personal spelling list in this table. Copy this list into your Homework Book 4 times.

purchase	girascole	belay
twelfth	phenium	immense
sufficient	toxophilite	Literature
recommended	selectivity	medicine
separation	capacity	vehicles

② ORAL READING. 10 - 15 minutes each night. ◄——————— OR ELSE ?

Day	Monday	Tuesday	Wednesday	Thursday
Parent's Initials				

YEAR SIX

③ TIMES TABLES. Write out your 2x tables four times, and LEARN. OR ELSE ?

④ B.T.N. Tuesday 11.30 a.m. to 11.55 a.m., Wednesday 11.05 a.m. to 11.30 a.m. Choose one item from this week's program and write at least four sentences about it in your Homework Book.

⑤ WORLD KNOWLEDGE: Mixed Terms
the following with their definitions:
: marmot, moa, meningitis, mastodon,
l, minnow, okapi, osprey, pomeranian,

urrowing animal   (b) giraffe-like animal
xtinct bird   (d) disease
rge, fish-eating bird (f) extinct elephant
old wind   (h) British seabird
ritish fish   (j) German, small dog

⑥ Match each word in Column A with its antonym in Column

Column A	Column B
young	difficult
easy	wide
smooth	old
increase	shallow
narrow	rough
deep	miniature
gigantic	decrease
permanent	fresh
stale	temporary

⑦ VOCABULARY: Music
h the musical terms with their meanings.
s: baton, balalaika, blues, chord, encore,
bass, chorus, contralto, crescendo.
stick used for conducting
hree or more notes played at the same time
music gradually getting louder
stringed instrument played by plucking
repeat of act already performed
highest adult male voice
deepest male voice
sad, slow Negro song

⑧ PUNCTUATION: Cars   131.
you're building a car which drives itself youd
have to be joking these words once would have
been true but we are rapidly moving towards the
car which tells us everything beepers tell us that
lights have been left on the key is in the ignition
and that we are going too fast for a certain gear in
europe america and japan even more remarkable
ideas are being tested devices tell the drivers how
to drive more economically that tyres are wrongly
inflated that the drivers are becoming too drowsy

CREATIVITY: I LIKE ...

Drama
Colour
Diagrams
Maths Formulae
Magazines
Words
Body Language
Gestures
Songs
Radio
Mime
Cartoons
Computers
Conversation
Movement
Books
Music
Tears
Spatial Relationships
Art
Eye Contact
Film
Posture
Facial Expressions
Dress
Extra S? Perce
Photog
Charts
Visual Representation
Speeches
T.V.

We Communicate in Many Different Ways
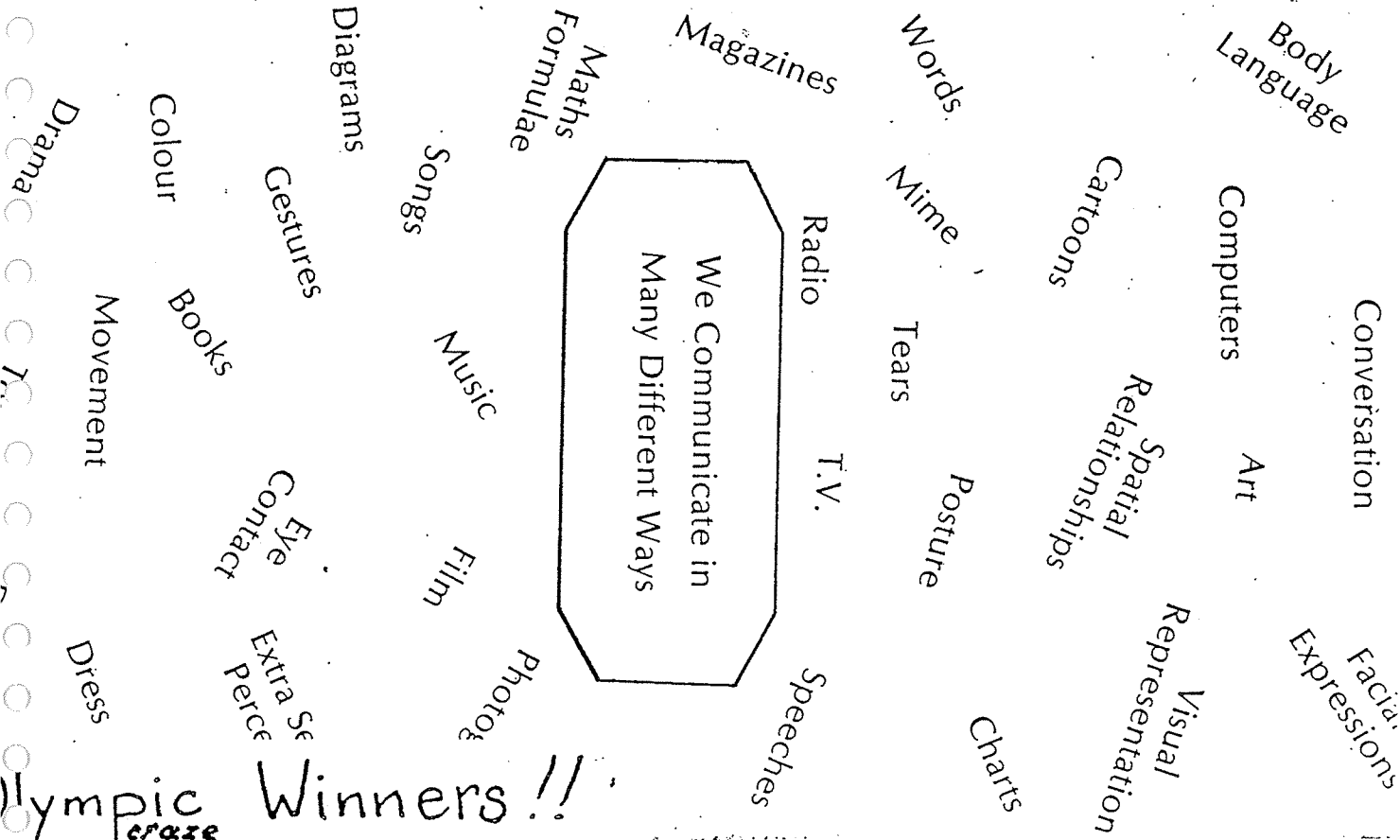
lympic Winners !!
craze

avourite lessons are Handwriting and Fitness. This year we are
centrating on developing our sportsmanship skills and working
bily as a member of a team.

I like to be in the School magazine by craig 2B

I like building cubbies. by Nathan. 2.3p

GIFTED AND TALENTED STUDENTS

becca

Jake I like my dog.

The emu tricked the dingo by Micha-

WENT TO THE OLYMPICS I WOULD BE....

I like Santa because he going to give me a computer.. Sean J.

OLYMPIC POETRY IN MOTION

INDOCTRINATION.

Early 5C business cards

Karen has long hair and she told us where parts of our body are. by Damien.

MODERN BULLSHIT !

School

upport

SPORTSCENE
- SPORTS GEAR
- SHOES
- BALLS
- ETC.
- Phone (045) 774926

3. They're only used to one-liners. 4. They have to think. 5. There is no picture.
6. They even baulk at the "foreign" name of Tralee. They're excused for not knowing where it is. However, don't ask where Ireland is, because they spent six weeks in doing a project on Japan.

good morning what can I do for you asked the man
my name is white and I am looking for a family named robertson I replied
there is no family of that name in this street said the man
I answered I was told they lived here
the man in bed awoke and asked who are you
I am sister blake the nurse replied
where am I and why am I here he asked
you had an accident replied the nurse and you are in hospital

Stupidity No. 10: Copying "spelling words" . . times; nothing short of a chore. If there is a mistake, it will be repeated four times.

Stupidity No. 11: "Put your spelling word in sentence." Apart from being used to the commercial crap, the child will only use its so-called playground vocabulary consisting of about 300 words. No wonder they can't understand the above prose.

Put these words into a sentence.

When we go camping ...
... the river and ...
we then cook them in the
smoke of the fire ...
... and dream ...

river ; smoke ; frame

steep ; sunshine ; dream

YET!

Find the meaning
of these words
1. declare show
2. ...
3. plotted (root word plot)
planned ...

EXCELLENT

ROLLING STRIKES: MORE MONEY & STATUS.

Add -es to
these words.
brushes bush
washes wishes
flash rushes
mash bash

Finish language
What is Green?
Hand in.

Finish your spelling stencil
from last week. Hand your work in

Find these words

p - - - e s

Knew

Gazed

Write as many words
that you can think of to
describe the River.
(At least six).

THE ROTTEN APPLE IN THREE ITS NEIGHBOURS ! 183

1. I enjoy a lot of things such as swimming high diving and gymnastics. My hobbies are collectings stamps, dolls, oriental things, smurfs, and wooden mice. My favourite sport is gymnastics

2. I enjoy roller skating very much. I go skating down the street. I also go to a roller skating rink and hire some roller skates

3. I engoy fishing, climbing, and making modles. I like modles because its lots of fun and its difficult. Fishing I like that for food and the fun. Climbings fun because

5. I enyoy doing lots of things like stamp collecting, skateboarding, rollerskating,

6. I ma'l like to go swimming but it is not my favrit bode. I like all difrent bodes I can name some but there is to meny

y will act normally. So I say teenagers have much freedom, they have too little. The people write that that sort of thing should took what they did as teenagers. They had too e freedom so everyone does.

196.

Yours gratefully
, an angry teenager

FEDERAL STANDARD *CRAP!*

I think birds should not
be keep in cages because the
ds might be wild or have
family in the forerst
d are scared of people.

STATE STANDARD *CRAP!*

Bird shdn't not be kep in Kages becaues bird

canf see very much and they wood cruch

PREMATURE CREATIVITY; THE
and kill them self. *DAMAGE DONE IS*
ENORMOUS.

To cep Bird saf ds a pet you ned

o give them spote. but when you want

Kep Birds you have to make a

ig Kages

HOW
CAN THEY
WHEN
TEACHERS
DON'T
TEACH IT?

Schools forced to prove literacy

By KATRINA BEIKOFF
Education Reporter

ALL Australian schools will be forced to publish details of their students' literacy under a new drive by the Federal Government, which will cut education funding to states that refuse to tow the line.

From next year, schools producing illiterate children could lose funding unless they can show they have programs in place to improve each child's literacy skills, under measures announced by Federal Schools Minister David Kemp yesterday.

This follows a report — dismissed by the states — showing about one in three primary children effectively are illiterate.

Dr Kemp's changes effectively could override a deal struck between the Teachers Federation and the NSW Government, under which annual school reports were not to contain literacy information that would allow a comparison of schools.

Dr Kemp said every school would have to publish the results of Year 3 and Year 5 students' literacy skills from next year. The results will be graded against national standards.

And, while the states control education, they will suffer federal funding losses cuts for schools that fail, or make an inadequate effort, to meet the standards.

Dr Kemp said the publication of the results, tied with the threat to withdraw funding currently worth $600 million a year, was the only way to improve national literacy standards.

"The schools and states will be require put forward a deta plan to inform the C monwealth what will be doing to en students are brough to the maximum s dard," he said. "We can't go on pou money into that bu [literacy funding] not finding out whe or not it is working."

A national study year of 7454 childre Year 3 and Ye showed about a thi students could not or write properly.

Australian Counc Education Researcl sociate director Dr C Masters said yeste the standard used i study was a benchr for being literate, students who did reach it would be sidered illiterate.

Dr Kemp said prir curriculums shoul cleared to allow teac more time to cor trate on literacy.

"Every child who ters school next ought to be literate in four years," he sa

"And if they're we're failing them we will know becaus results will be publi against the nat standard."

But the NSW Go ment called Mr Ke plan a "smokescreen cutting education f ing to the states. cation Minister Aquilina said the st finding of mass illite was exaggerated an Federal Govern was "contributing ing but threats".

Teachers attacke Federal Governn "an outrage" tha a spectacle out o children's abiliti threatened to cu to the most need.

Miranda Devine

Minister lets a bird out of its 'kage'

FEDERAL Schools Minister David Kemp yesterday revealed what he claimed was evidence to prove the states were accepting low literacy standards.

He released an example of writing to show the standard expected of Year 3 students based on draft national benchmarks (top sample), which he wants NSW to enforce.

And he released an example of Year 3 writing (bottom sample) he said

was currently of an acceptable standard to the NSW Government. This piece of writing was only of a level 2 standard based on a national survey of Year 3 students which rated skills from 1 to 5, with 5 being the highest rating.

Dr Kemp said it was clear from this sample that the NSW Government was prepared to tolerate a lower than satisfactory standard of literacy in spelling and sentence construction.

197

STUPIDITY No. 1.

IV got a speshl cav *special*

awn t*he rod

and i c~~all~~ it a rain fors *call*

OBJECTIVE:
WORKING
FOR   STARS
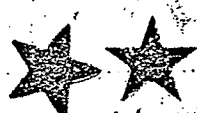
FALSE
ENCOURAGEMENT

This is like a Yr 2 journal, Amy!
Well done! ⭐⭐
23.8

EXAGGERATED   PRAISE: THE RESULT OF INCOMPETENCE.

hana b~~ru~~rt in thr~~ee~~ *brought*

~~di~~oph~~din~~osaurus

egs tha~~ss~~ hatch~~es~~ in *water*

wurtry and isp it on *it* misis Bulls

desc.

167.

Xna nd mi fRens
a x lun 19l a bat
d inosaur.

CHILD

e and my friends are
rning about dinosaurs.

TEACHER!
She's right, mate!"

is
she?
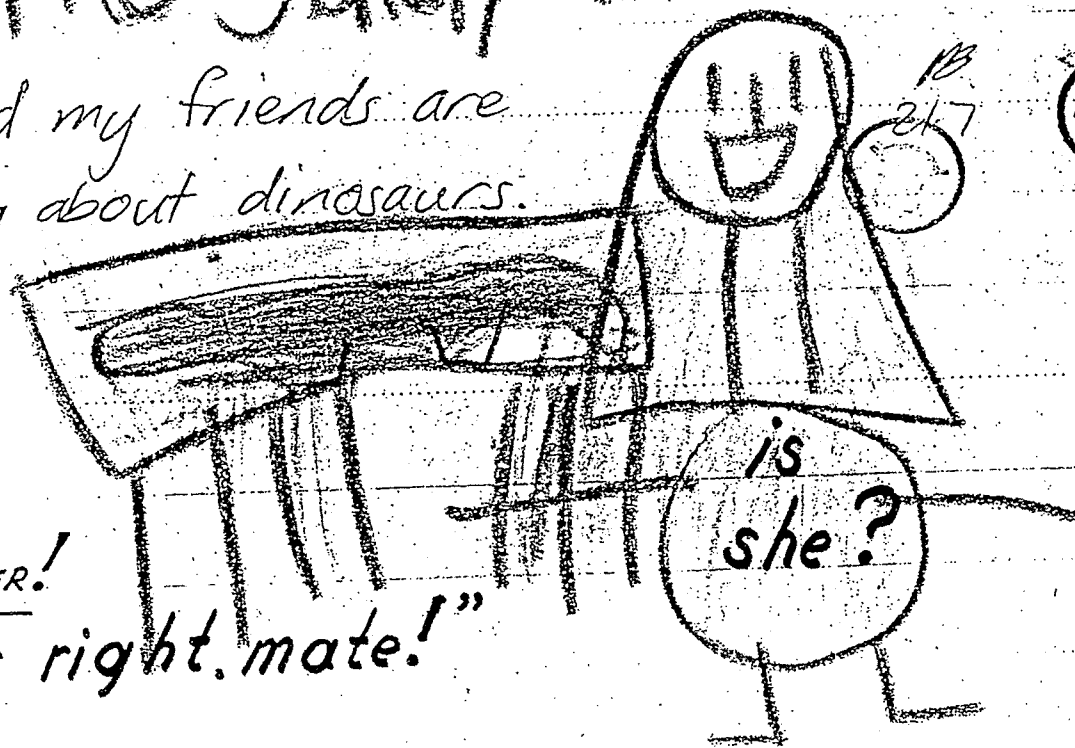
THE CANCEROUS TRAP

A RUDE AWAKENING WHEN STUDENTS START WORK!
EMPLOYERS DON'T GIVE STAMPS FOR TRYING

competent teachers remind me of trapdoor spiders.

CCORDING TO THE BOARD OF STUDIES, PARENTS MUST PRAISE AND CONCENTRATE ON
IE POSITIVE ASPECTS OF THEIR CHILDREN'S WORK BECAUSE CORRECTION OF SPELLING
ND GRAMMAR, UNLESS REQUESTED, COULD INHIBIT THE DEVELOPMENT OF CONFIDENCE.

is, of course, is the philosophy you adopt when you're incompetent.

us, parents are conned into perpetuating the production of trash: the writing, the spelling, the content. It
uld be cruel to criticise a triumphant child.

168.

THIS IS HOW THEY "TEACH"

Use fullstops

Use capital letters

Give story a good title

Make a good beginning to a story

Make a good middle to a story

Make a good ending to a story

Have a go at spelling

SICK!

Correct own spelling

Remove and /then from story

Use commas correctly

Use question marks ?

Publish my own story.

Edit my own story

Take responsibility for the writing process

CHILD TEACHER

NO DIFFERENCE

"CREATIVE" WRITING

I wen to the zoo
I got to play wif the platypus I wen on Sunday
I wen to my house
I got a poste

YEAR 2.

170.

THIS IS THE RESULT

YEAR ELEVEN!

to shoot a .410 shotgun a 12 gague shot gun a musket, and a .303 army rifle. most of these have been quite recent as the amount of Kick is so much that when I first shot the 12 gague I thought I broke my shoulder. when I was 16 I applied for my minors lisence which is like your p's and was suceessful, I applied for a membership at the Seebees pistol club and was also arced as a junior member. In june this year I will also apply for my shooters lisence. In the not to far off future I would like to study and become more efficient in other aspect of shooting such as clay pidgeon shooting, trap shooting and long range target shooting.

---

2. Join the letters from the top line to the matching ones in the lower line. Say the word and write it under its picture. The first one is done for you.

pl	kn	cl	rai	car	run	skip	coo
king	ning	ate	ock	ning	ife	pet	ping

The jumbled words below are all to do with the way stars an shine. Write the unjumbled words on the lines.

vog	mreglmi	kewlnli	aglme	hnsie

H) Read this passage:

Jill's large class visited the circus yesterday. Susan and Tim really enjoyed the beautiful, white horses who pranced gracefully around the ring. Sam was amused by the antics of the naughty monkeys as they skillfully climbed the bars of the cage. Mrs. Green gave everyone chocolate ice-creams, on the way home and everyone talked about the fun they had at the circus.

OF COURSE

YEAR 6

INDOCTRINATION

From the passage write down:

1. 3 proper nouns ___*Mrs Green* circus Susan Tim___
2. 3 common nouns ___monkeys icecreams antics___
3. 3 adjectives ___they around really___
4. 3 verbs ___visited climbed enjoyed___
5. 3 adverbs ___while gracefully naughty___

AFTER 8 WEEKS!

THE LAME WHO IS LEADING THE BLIND IS DEAF AS WELL AS BLIND

Parents graduate in literacy teaching

SIXTEEN proud parents attended their own graduation recently, after eight weeks of a literacy teaching course.

The parents stepped forth to accept their Talk To A Literacy Learner (TTALL) certificates at Windsor South primary school where the course was held.

Co-ordinator Annette Judge said TTALL emphasised the partnership needed between the home and school in assisting the development of student skills.

"The course was really designed to reinforce the idea that education is moving into local communities," Ms Judge said.

"It involves not just teachers and students, it also involves parents." Throughout the intensive course parents were informed about how children learn to read and write.

They were also taught the importance of their role before their child's school enrolment.

Ms Judge said the group not only worked well together but forged strong friendships and enjoyed the course.

To graduate the parents had to complete a final project, to be displayed at the school.

Ms Judge pointed to a night course, jointly run by Windsor South public and Bligh Park public school, would be held.

TO PERPETUATE THE RUBBISH

IN TEACHING THE SAME CRAP

Part the dark dark ... there was a dark dark forest and in the dark dark forest there was a dark dark path and down the dark dark path there was a dark dark house and in the dark dark house there was a dark dark Hall and in the dark dark Hall there was a dark dark cupboard and in the dark dark cupboard there was a ghost

BOO

18c.

HIS YEAR 9 BOY WILL EVENTUALLY HELP HIS KIDS

Teaching and Learning Together

Stupidity No. 9: The Assignments, The Projects, The Homework, The Written Comprehension exercises; copied chores done with the help of tutors, parents, brothers, sisters and friends. Although they are presented as a modern way of doing things, they are, in fact, the result of the teachers' inability to teach and the inability of T. V. addicted, lolly-sucking, dry noodles-munching children to study. Great civilisations have disappeared; we are well on the way of being mentally annihilated.

Since children will be in trouble if they don't do the prescribed work, parents are, once again, conned into helping, not only their children, but also to perpetuate the rort according to the new slogan, "Teaching and learning together."

Written comprehension exercises are, of course, useless because answers have to invariably be discovered by going over the text again; it is actually a sneaky way to make the child read it. Questions like, "what is the colour of John's car and what is the name of his girlfriend", have nothing to do with comprehension.

The ultimate stupidity, ignorance, or sabotage is to deny the student to train his memory. Children are so used to having to answer questions in writing that they simply wean themselves from taking in what they read.

The Water Nymphs

The people of Tralee were all dancing merrily on the green to celebrate the coming of spring, when there suddenly stepped into the firelight three beautiful young maidens clad in flowing white gowns, with water lilies and roses entwined in their hair. (From: Celtic tales of the Strange; Joanne Asala; Sterling.)

Apart from the reason mentioned before, why can't children remember?

2. The prose is like Double Dutch to them; they are so used to crap like this:

Complete wordfinder

e	d	i	f	f	e	r	e	n	t
e	x	c	e	l	l	e	n	t	w
h	a	p	p	i	e	s	t	s	o
e	a	d	l	h	a	s	n	'	t
l	s	i	o	o	d	o	n	'	k
p	k	e	f	b	s	c	a	n	'	t
w	i	w	s	t	r	i	n	g	s
h	o	e	e	r	o	i	o	m	h
i	e	r	c	a	e	o	n	n	o
e	v	e	r	y	q	i	s	t	e
b	a	l	a	n	c	e	n	o	d
t	e	r	r	i	f	i	c	g	n

The *last day of the holidays was wet.*

weaving
every
die
different work
string while
bring hasn't
showed can't
worry terrific
ask happiest
don't of piece
excellent
balance explosion
off help

Can you remember how many eggs the goose was sitting on ? ____
What happened to them ? All hatched except one.

A noun names a person, place or thing. *NOW WHAT ?* 181.

OPPOSITES (1)
Write out the sentences, changing the words in italics to words that have the opposite meaning. Choose your words from this list:

Fingers firmly gripping the thin shaft of a quill pen, many a student in an early American school labored over his copy book, tracing the elaborate dips and swirls of the ABCs and struggling with the accompanying writing exercises.

Each page of the large, clothbound text contained examples of the exacting script of the teacher. On blank lines below the teacher's writing, the students meticulously sought to achieve the same effect, repeatedly tracing garnished letters of the alphabet and copying sentences of a relentlessly uplifting tone. Hour after hour they toiled, and some of the more gifted among them ultimately went on to achieve calligraphy so ornate as to be virtually unreadable.

The reward for this drudgery was the book itself, page upon page of the most elegant penmanship, often cherished for years by such scholars as Timothy Orne.

Timothy Orne's Book 1735
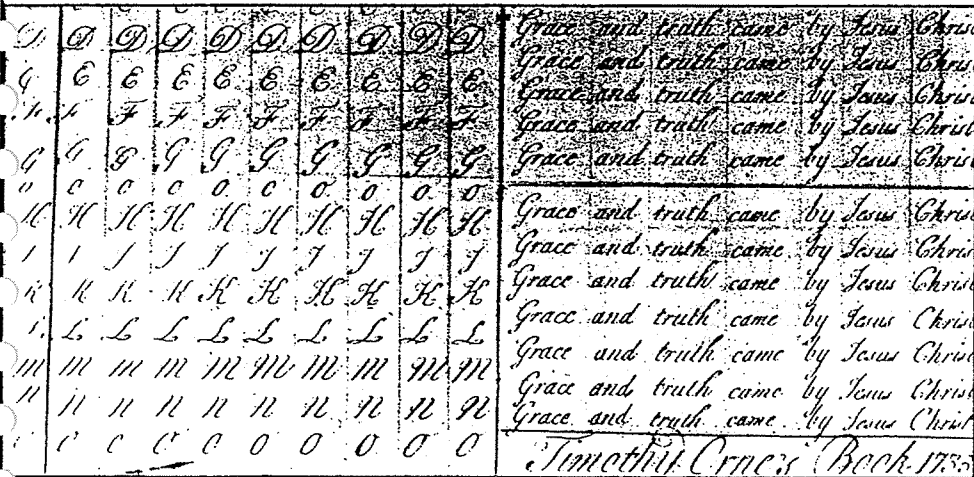
DON'T SCOFF AT THIS METICULOUS PRECISION.

ITS DOUBLE MEANING IS **CHARACTER** BUILDING

WHAT ABOUT THE MODERN VERSION? GARBAGE!

ITS DOUBLE MEANING IS SELLING COMPUTERS TO MAKE UP FOR **INCOMPETENCE AND** A " SHE'S RIGHT MATE " ATTITUDE

YEAR 12

THIS IS HOW YOU CAN NOT EXPOSE SPELLING INCOMPETENCE.

Examples of Scripts of 10-Year-Old Students

Write About Yourself (Test 10W/A Task 4)

Example 1.	Score 10	3% of students attained this score
Example 2.	Score 8	21% of students attained this score or higher
Example 3.	Score 6	60% of students attained this score or higher
Example 4.	Score 6	60% of students attained this score or higher
Example 5.	Score 4	90% of students attained this score or higher
Example 6.	Score 2	All students attained this score or higher.

TESTING INSTEAD OF TEACHING

195.

EDUCATIONAL POISON
KEEP OUT OF REACH OF CHILDREN!

Here are the names of some Australian
animals. Can you read them?

koala   wombat   kangaroo   emu

platypus   echidna   dingo   kookaburra

Now match these.   Write them

ko	pus	1. Koala DOW
wom	burra	2. Wombat ✓
kanga	ala Roala ✓
e	bat Wan t ✓
platy	roo bi bro ✓
echid	go dingo ✓
din	mu emu ✓
kooka	na echidna ✓

Which one would you like for a pet?
Write your answer on the back and then
draw a picture of it.
Don't forget to write why you'd like it
for a pet.

199.

HAVE PARENTS BECOME OBSOLETE OR ONLY NEEDED TO RAISE MONEY TO BUY THIS CRAP?

what is a need?

We all have needs. Our needs are food, clothing and shelter.

We must have these things to keep us alive and healthy.

Food is a need.

Food keeps you healthy and helps you to grow. Not all food is good for you.

Draw the food we need and the food we don't need in the box.
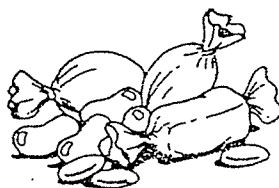
Brainstorm

Some foods we need.	Some foods we don't need.
milk	chocolate
Vegetables onion peas milk fruit apple fruit water vegetables meat	cake chips ice cream

202.

IS FUN.

CURVED LINE INDICATES THAT READING

date	19-9	20-9	21-9	22-9
what's	✓	✓	✓	✓
and	✓	✓	✓	✓
that	✓	✓	✓	✓
under	✓	✓	✓	✓
It's	✓	✓	✓	✓
up	✓	✓	✓	✓
going	✓	✓	✓	✓
around	✓	✓	✓	✓
over	✓	✓	✓	✓
making	✓	✓	✓	✓
sound	.	✓	✓	✓
kind	✓	✓	✓	✓
oh	✓	✓	✓	✓
of	✓	✓	✓	✓
now				
buzzing	✓	✓	✓	✓
we'll	.	✓	✓	✓
never	✓	✓	✓	✓
know	✓	✓	✓	✓

	14/9	22/9	8/11	10/11	18/11	22/11
at	.	✓	✓	✓	✓	✓
be	.	.	.	.	✓	.
to	.	.	.	✓	✓	✓
in	✓	.	.	.	.	✓
he	.	.	.	✓	.	.
it	.	.	✓	✓	✓	✓
of	.	.	.	.	.	.
me	.	.	✓	✓	✓	✓
the	.	.	.	.	.	✓
so	.	.	.	✓	✓	✓
on	✓	✓	✓	✓	✓	✓
and	.	.	.	.	✓	✓
an	.	.	.	.	.	✓
as	.	.	.	✓	✓	✓
is	.	.	✓	.	✓	✓
I	✓	✓	✓	✓	✓	✓
but	.	.	✓	.	.	.
his	.	.	.	.	✓	✓
we	.	✓	.	✓	✓	✓
you	.	.	.	.	.	.

3   4   7   10   13. 16

NO WONDER MANY DON'T OR CAN'T READ. 20.

Writing a draft information report of the H.S.I.E. video
"Tapa Tradition".

	Achieved	Developing
Outcomes:		
* Select key ideas	✓	
* Writes text using paragraphs		✓
* Uses selective vocabulary	✓	
* Punctuates writing using full stop, commas, capital letters, abbreviations and apostrophes	✓	
* Joins sentences with conjunctions such as, 'as', 'although', 'until', 'unless'		✓
* Edits with awareness of mis-spelt words, missing punctuation and sense		✓
* Publishes with edited corrections		

ENGLISH
Writing

Year 4   Name: ......

Publishes with edited corrections — Not done. ran out of time.

Well written and edited!

Third after getting the bark start scrubbing
it then bet the bark with a
club. Fourth leave to dry then bet
it again and stick together with boiled
arrowroot. Fifth collect bark and boiled
it to get ink. Use
different barks to get different coloursuse
soot to make black block. Sixth cut out
stencils then place them on the Tapa
dip a sponge into the ink then push it on
to the stencils to make pictures then
leave it to dry then when
it is dry it is ready to be used
as blankits, mats, wall ornuments and
trdishun all on umits.   43.

well done

In ✓   16.

hat ✓   17.

   yes   18.

mad mud   19.

run ✓   20

fom from   21.

the ✓   22.

and ✓   23.

to ✓   24.

I ✓   25.

hav have   26.

Wos was   27.

wan when   28.

   they   29.

va there ✓   30.

Great effort ✓
↑ Ben ★ ★ ★   17/16.   81.

This is new to me:
They're now counting
how many letters in
a word are right; order is
not important.

HOW LONG CAN THIS
     BULLSHIT last?
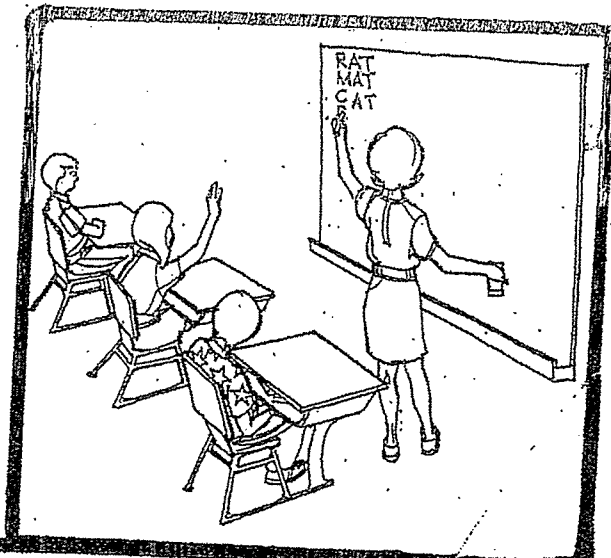
1. READING EXTRACT, SPELLINGS IN CONTEXT

"A DAY AT THE SEASIDE"

The words in heavy print are from current lists, while those underlined are from previous lists.

Every child likes to spend a day at the seaside. Sometimes it is a picnic on a single day, and sometimes it spreads over many days of a long holiday. There is always so much that children can do while playing on the seashore.

I shall tell you how we spent last Saturday having a picnic on the beach. We travelled to the coast by car and arrived just about nine o'clock. Dad found a shady spot near the sand. Mother told us to shower and then put on our swim suits so that we could play on the shore and wander along the sandy beach until the tide was high enough for us to go swimming.

I had brought my bucket and spade with me, so my sister and I decided to build sand castles. I collected some shells and small stones for the fence while Jane dug up the loose sand into heaps. In no time we had built a beautiful castle.

As it was almost time for our swim, Mother told us not to get sun burnt and to watch out for jellyfish as several children had been stung last weekend. We did as we were told and were careful not to go beyond our depth in the water as my sister was not a strong swimmer. I had to assist her when large waves knocked her off her feet. While we were in the water Dad got his camera to take our photos.

We then got ready for lunch. We were both very hungry by this time and looking forward to a hearty meal. We took off our costumes and sat down.

In the afternoon as our parents wanted to read the books they had brought with them. We got our skim boards as we were eager to see if we could use them. We played in the shallow water near the edge of the sand.

When it was time to depart for home we washed the sand from our legs and helped Dad to pack the picnic things into the basket. We then began our journey home after a happy day at the seaside.

A TYPICAL ADULT WRITING FOR THE CHILD

NO WONDER MOST PEOPLE USE THIS STUPID PRIMARY SCHOOL ENGLISH.

Improve your spelling

pelling is not easy in English because words are
ot always spelled as they are pronounced. With
nly 26 letters in the alphabet and approximately
5 basic sounds, one is bound to have trouble in
presenting the spoken word in a written form
ecause of the deficiency of the alphabet, a
ngle letter is often called upon to represent a
riety of sounds, as for instance the letter *a* is
ing in *hat, day, call*. A more famous example
*bough, cough, sought, thorough, though, tough,
rough*, where the letters *ou* represent seven
tally different sounds.

To complicate the matter, the opposite is also
quently true: one sound is spelled in a number
different ways. You might think, for example,
the middle sound in *piece, queen* and *team*.
e same sound is also spelled *i* in *machine* and
n *intervene*.

Then again, some letters serve no real purpose
all. *Q*, for example, could be discarded quite
dily because it only serves the same function
kw (quick=kwick); and *x* could be replaced
ks (box=boks).

There are other examples of discrepancies
ween pronunciation and spelling. For
mple, in the five simple words *parade, sicken,
ity, melon* and *focus*, the same pronunciation
is represented by five different vowels: *a, e, i,
.* And in the following eight words, the sound
is spelled in eight entirely different ways:
e, rain, gauge, day, matinee, break, vein, they.

e most frequently misspelled words

is section concentrates on everyday words
t cause more than 80 per cent of all spelling
ors. Perhaps the four words which cause
st difficulty are *all right, coming, receive* and
arate.

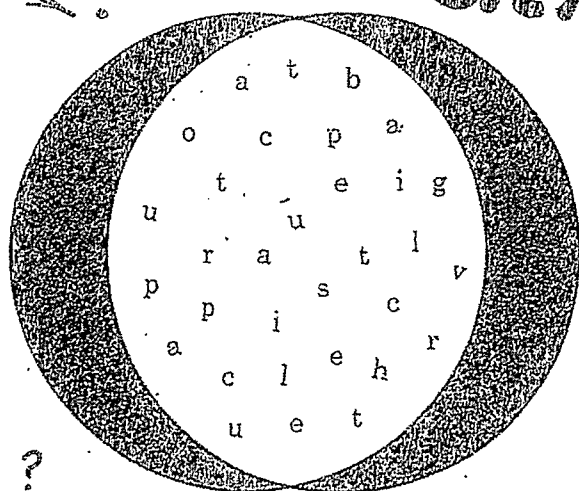For school children, the most frequently mis-
lled word might be any of these four or
ycle, description, really, similar or *writing*.

For office workers, secretaries and business-
n, the culprit may be *advertisement, correspond-
e, definite, effect, an envelope* or *recommend*.
Housewives may find trouble with *handker-
f, pigeon, receipt* or *sieve*.

eview these words and the following lists.
rn the words which cause *you* difficulty.

Six words from the list are hidden in the footballs.
However, the letters that begin and end the words
are shown around the edges of the footballs. Find
the six list words.

SICK!

```
        a   t   b
    o       c   p   a
  t           e   i   g
u               u
      r       a   t   l   v
    p         s           c
      p   i           h   r
    c   l   e
        u   e   t
```

Find the hidden words ending in y in the square. List them in
your exercise book and then make them plural. There are
eleven words.

F	A	M	I	L	Y	B	E	M
A	X	A	B	C	D	S	K	Y
C	H	E	R	R	Y	Q	G	S
T	Z	W	X	A	T	L	M	T
O	Y	V	B	I	J	V	W	E
R	V	B	Q	L	O	O	O	R
Y	M	N	U	W	C	I	T	Y
C	S	T	L	A	K	S	K	W
I	D	U	T	Y	E	P	O	V
K	I	D	N	E	Y	Y	W	X

In this puzzle there are fifteen hidden words, each with a
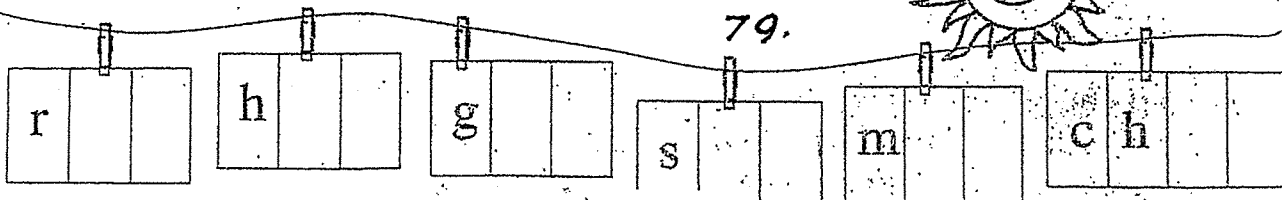silent letter. Can you find them? Write them in your exercise
book.

POOR KIDS!

H	O	N	E	S	T	S	T	U	G
X	K	S	P	L	L	S	T	U	U
Q	N	X	Y	I	A	G	H	Q	A
Z	E	Z	M	G	M	N	O	J	R
N	E	I	G	H	B	O	U	R	D
E	I	G	H	T	Z	M	G	A	B
H	J	R	O	Q	Z	E	H	C	D
A	B	R	S	Q	W	R	I	T	E
L	I	S	T	E	N	F	G	H	I
F	O	L	K	N	O	C	K	J	K

Hang up these ILN paintings to dry in the sun.

NOTHING TO SMILE ABOUT

79.

```
r _ _     h _ _     g _ _     _ s _     _ m _     c h _
```

HOME SCHOOLING

Dear Stage One Parents,

Students in Stage One will participate in a Talking & Listening program this year that includes "News". Students will be given a set 'News' day. The aim of Talking & Listening is to improve children's ability to speak in front of their peers, speak in complete sentences ensuring who, what when, where and why is covered. A list of topics, some related to the COGs unit being taught this term and hints are provided below, this is to help make news more purposeful.

It would be greatly appreciated if you could assist your child to prepare their news, where necessary. Students will present their 'News' on a given day.

Your child's _____ 'News' day is:

Monday   Tuesday   Wednesday   Thursday   Friday

Thank you for your support and help.

February 2011

Week	Topic	Questions to answer
5	Free Choice	○ Talk about or show what you would like.
6	Special Toy	○ Bring in a special toy and tell why it is special to you.
7	Free Choice	○ Talk about or show what you would like.
8	Drawing/Painting	○ Bring in a painting or drawing you have made. ○ Tell why you made it and what you like about it.
9	Free Choice	○ Talk about or show what you would like.
10	Favourite Movie	○ Talk about your favourite movie and why it is your favourite.
11	Easter	○ Talk about what your family does for Easter. *PLAY GROUND VOCABULARY*

PLEASE PUT ME ON THE FRIDGE!

? 75.

Read the story, then answer the questions.

Houses have many different rooms in them. Each room has a different function. You sleep in a bedroom, eat in the dining room. Food is stored and prepared in the kitchen and we clean ourselves in the bathroom.

CREATIVE WRITING

1. In which room do you sleep?

in bebrom

2. What happens in the kitchen?

We Eat

3. In what room do we eat our meals?

In the kit-hen

4. Name another room in your house and say what it is used for.

TV room

Whanhg TV

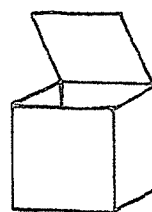**SPELLING**   Add "es" to these words. *(WITHOUT SAYING WHY!)*

1. bus_____

2. fox_____

3. box_____

4. mix_____

5. branch_____

6. match_____

7. wish_____

8. fix_____

9. dish_____

ENGLISH   Write the name of the house or place where these animals live.

TRIVIAL PURSUIT

1. dog _____

2. bear _____

3. horse _____

4. fox _____

5. children _____

6. pig _____

7. bird _____

8. spider _____

Aborigines tell wonderful myths and legends from the Dreamtime.
Select one Dreamtime story and read with Mum or Dad.

1. How the Kangaroo Got its Tail   HoMESCHooLiNG

2. The Rainbow Serpent

3. How the Lakes were Formed

| SPELLING | Contractions - two words can be joined by an apostrophe. The first has been done for you.

1. it is   it's   5. do not   _____

2. we are   _____   6. that is   _____

3. you will   _____   7. I am   _____

4. there is   _____   8. can not   _____

| ENGLISH | Using the word bank, find the opposites of these words.

TRIVIAL PURSUIT

1. The opposite of long is _____

2. The opposite of thick is _____

3. The opposite of over is _____

4. The opposite of above is _____

5. The opposite of wet is _____

6. The opposite of rough is _____

7. The opposite of front is _____

8. The opposite of sweet is _____
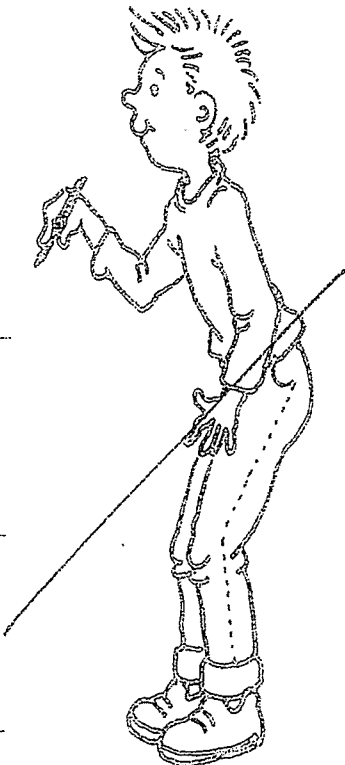
Word Bank
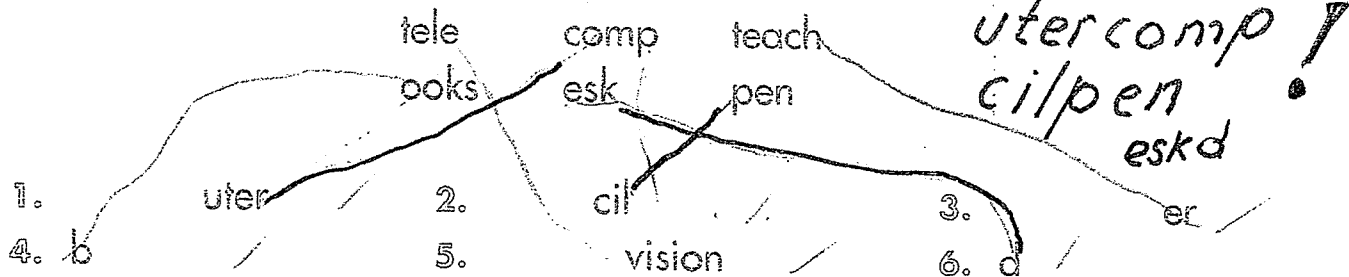
back

sour

dry

thin

under

below

short

smooth

THEMES/SPECIAL WORDS

In School

Week 1 Beginning:

Join the word parts to make words to do with school.

SO NOW Y[...]
SEE utercomp !
cilpen
eskd

tele   comp   teach
ooks   esk   pen

1. uter   2. cil   3. er
4. b   5. vision   6. d

STRUCTURE/PATTERNS

LOOK AT THE TOTAL MESS !

→ Add the <u>middle letter</u> to make a word that matches the picture. *PATHETIC*

1. c u p   2. h a t   3. m o p
4. f i sh   5. p o nd   6. sw i ng

WORD BUILDING

Write the words in the box under their letter patterns.

small   sing   hand   fall
stand   sand   ball   thing
ring   call   sting   land

all   ing   and

HOPELESS !
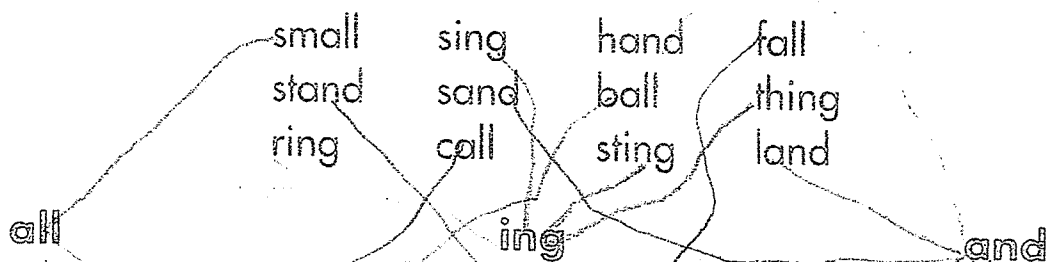
THINKING ABOUT WORDS

NO WONDER KIDS ARE CALLED DYSLECTIC.

How many three letter words can you make by using the letters in the box?

b a f o r
t e n d x

fot, ahd, teh, fat
fmx

THE USUAL JARGON: BASED ON THIN AIR.

OBJECTIVES/ GOALS	IMPLEMENTATION STRATEGY	TIME FRAME				ANTICIPATED WISHFUL OUTCOMES THINKIN
		T1	T2	T3	T4	

To develop a school plan for GIFTED AND TALENTED 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.

To Increase staff and Community awareness of GATE.

Implementation Strategy (row 1):
* Committee formed to coordinate programs for GATE, including parents and students.
* Identification and grouping of Year 8 students in 1993
* Identification of Year 7 students 1993 - application of the PURDUE subject Forms and SAT test.
* Identification of Gifted and Talented Underachievers.
* Subcommittee to prepare GATE Policy.
* Staff and Parents to adopt School Policy

Implementation Strategy (row 2):
* Priority given to GATE at staff Development Day
* Committee to make brief reports at Staff Meetings.
* Staff + Parents encouraged to attend GATE courses offered by: a) Training and Development Program b) Universities.

LEARN A BIT ABOUT GRAPHOLOGY: YOU WILL BE SURPRISED!

Anticipated Outcomes (row 1):
* Extended teacher-parent involvement in the development of new school programs.
* Improvement in the education outcome of gifted and Talented students.
* Accurate identification of Gifted students on subject related Talent (areas of endeavour)
* Improve the performance of underachieving gifted and Talented students.
* Database of Gifted-Tal Students developed.
* Concerted whole school approach to GATE, with increased parental awareness and support

Anticipated Outcomes (row 2):
* All staff are aware of and committed to the education of Gifted and Talented students / GATE.

DESIGNED BY THOSE WHO FAILED TO TEACH THE NOT SO GIFTED.

(HIGH PRIESTS)
COMMITTEE MEMBERS OBVIOUSLY MISSED OUT THEMSELVES; THEY ARE OF THE 'SUPPORT GROUP' TYPE (DANGEROUS
SUGGESTED READING: DON QUIXOTE (CERVANTES, T.S.Q.

GIFTED AND TALENTED EDUCATION ???
GIFTED AND TALENTED STUDENTS: PERHAPS ?

OBJECTIVES/ GOALS	IMPLEMENTATION STRATEGY	TIME FRAME				PROCRASTINATION ANTICIPATED *MEANS* OUTCOMES MAÑANA
		T1	T2	T3	T4	

MISCARRIAGE

OBVIOUSLY NOT IN TOUCH WITH REALITY

When the work of any section has been completed by the advanced child, it is expected that he will be allowed to progress to the work of the next section. At the end of the Infant and Senior Sections, suggested enrichment extensions from the syllabus content of the junior and secondary grades, respectively, are indicated.

x

* Provisions for acceleration of Gifted - Talented students. Vertical classes / semesterisation

* Establishment of in-school clubs which promote meaningful activities and also provide (more) support for Gifted - Talented students.
  - Chess
  - Backgammon   } Survey staff
  - Drama   } re-interest
  - Public speaking } and expertise.
  - Computer
  - Subject clubs

* Participation in Gifted - Talented competitions and community activities.
  - Maths Olympiad
  - C'th Bank Maths Competition
  - Science Competition
  - Eisteddfod.
  - Hawkesbury Festival - Art Show
  - Debating and Mock Trials
  - History Master Mind
  - (Tournament) of Minds
  - Freedom of Speech camp.

x

* Promotion of and participation in KIDS COLLEGE COURSES
  - direct students
  - develop school based courses for kids college

LEFT BRAIN STUFF

LISTING:

* Accelerated progression of Gifted students.

* Improved student learning.

* Improved peer support for Gifted - Talented student

THE PSYCHOLOGY OF INSANITY
PROJECTION

* Gifted - Talented student are satisfied with the curriculum offered at

GRAPHOLOGY

DAVID V. BARRETT

HODDER & STOUGHTON

* ..... recognised as a centre of learning for Gifted - Talented student

361.

ACTIVITY/PROGRAM (& Co-ordinator)	TARGET GROUP(S)	INTENDED OUTCOMES OR GOALS	STRATEGIES/TASKS	RESOURCES HUMAN/MATERIAL	VENUE	DATE(S) & TIME(S)	COST $
GIFTED AND TALENTED EDUCATION	1. Committee	_WISHFUL THINKING_ • Raise awareness • Implement teaching strategies to meet CATE needs • Policy development • Curriculum differentiation	_COMPUTERISED THINKING_ See CATE - ACTION PLAN.	_LEFT BRAIN STUFF_			
			1. In-servicing whole staff of staff development Day.	- 2 Release days for policy development 2 × $160 = $320	School	Term 1	$320
			2. Inservicing teachers of 8T in core subjects, one day and two after school sessions 4 - 6 pm	6 relief days = $960	School	Term 2	$960
				Meal = 8 × $15 × 2 = $240			$240
			3. In-Service Course. (a) Educating the Gifted and Talented	a) UWS - Nepean Kingswood Campus	School	March 20, 27 9:30 - 4:30	$128
			(b) Developing Thinking skills	b) UWS - Nepean Kingswood Campus		March 9, 25 7:00 - 9:00pm	$130
			(c) Development of G-T Program 7-12	c) Seven Hills Ec		April 4,14/93 8:30 - 3:30pm	$27
			(d) Teaching & extending G-T secondary students in Mixed ability classrooms	2 Relief days × $160 = $320 Fees $35 × 2 = 70	d) Seven Hills Ec	May 7/5/93 8:30 - 3:30	$390
			(e) Accelerating students K-12 "The how & why"	1 Relief day × $160 Fees $35	Seven Hills Ec	May 28/5/93 8:30-3:30pm	$195

PLAY SCHOOL

MORE ADMINISTRATION
MORE INCOMPETENCE
MORE WASTING OF MONEY

STRATEGIES/TASKS	RESOURCES HUMAN/MATERIAL	COST $
Physical Resources - Teaching Gifted Children, Developing Programs for Schools.	Text, S. Landvogt,	$24.
Pathways for Accelerated learners.	2) Dr. E. Braggett,	$12.95
Up from Underachievement	3) D. Heacox,	$16.95
School note, An Approach to Gifted and Talented.	4) T. Comeford	$50
These resources will be vital for the proposed library as per Action Plan.		$103.90

362.

SCIENCE FICTION
THE INEVITABLE

TOTAL REQUEST $2493.90

!

Back to basics

EDUCATIONAL RESEARCH

Expensive commissioned reports are, by definition, **IGNORED**. (lured into a cul-de-sac and then quietly strangled).

THE PETER PYRAMID

1890

TEACHER   STUDENT   EDUCATION

$1+1=2$

1980

SUPERINTENDENT   INSTRUCTIONAL TECHNOLOGIST   DIETARY SUPERVISOR   CURRICULUM DIRECTOR

COUNSELOR   TEACHER   STUDENT   EDUCATION

$1+1+1+1+1=2$