



*Respect Responsibility Success*

## **Junior Assessment Policy - 2018**



*An assessment handbook for parents / guardians and students at Hunter*

*Sports High School in Year 9*



Dear Parents/Carers and Students of Year 9,

The Year 9 Assessment Handbook is provided to assist you and your child with the planning of assessment tasks which will take place throughout the year.

This Handbook includes the Hunter Sports High School Assessment Policy, an outline of assessment tasks and their due dates as well as the outcomes that students will be assessed on. For each assessment task, students will be notified 2 weeks prior to the task being due.

At Hunter Sports High School, we value student assessment and see students learning being rewarded for the sustained efforts in the classroom and with their studies. We place high expectations on student learning and they will be assessed in variety of ways. In 2018, our school is placing a strong emphasis on Formative Assessment approaches which is the ongoing process of gathering information about what a student knows, understands and is able to do. This is used by both the teachers and learners to determine where learners are in their learning and how to achieve learning goals.

Students are accountable to submit assessable tasks by the due date unless unforeseen circumstances occur. This is where students and their families need to follow the Hunter Sports High School Assessment procedures to ensure their learning is the priority and they have every chance to complete the task to the best of their academic ability.

## Student Agreement

I have read the **Hunter Sports High School Student Assessment Policy Handbook**, and understand that I am required to meet all assessment deadlines as stipulated in the assessment schedules for each of my subjects and follow the guidelines in the Handbook.

I understand that I may need to submit assessment tasks electronically and that I must keep a copy of my tasks.

I understand that my obligations to the school include regular attendance, wearing full school uniform, academic application, appropriate behaviour at all times and following school rules.

This handbook and assessment tasks are also available on the Hunter Sports High School website.

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Please return this tear off slip which acknowledges **that you and your parent/guardian have received the Assessment Policy Handbook and Assessment Schedules for your subjects for 2018.**

By signing this document, you are also agreeing to the conditions and guidelines set out in the **Hunter Sports High School Student Assessment Policy Handbook.**

**Student name:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please return slip to student services.

## **Introduction**

This Assessment Handbook provides Year 9 students with information about the procedures relating to Assessment. Students and parents are advised to read the booklet closely and keep it for reference. The following teachers are able to assist students and parents with issues about assessment relating to their Key Learning Area (KLA).

### **Deputy**

Mr Nicholas Davies

### **Year 9 Adviser**

Mr Matthew Tull

### **Faculty Head Teachers**

CAPAL	- Mrs Meryl Ward
English	- Ms Katarina Lindstrom
HSIE	- Mr Michael Harrison
Mathematics	- Mrs Wendy Beckett
PDHPE	- Miss Ashley Wilson
Science	- Mr Robert Jovanovski
Support	- Ms Melinda Workman
TAS	- Mr David Winter



## **BOARD OF STUDIES REQUIREMENTS FOR AWARD OF THE NSW RECORD OF SCHOOL ACHIEVEMENT**

The NSW Record of School Achievement (ROSA) is generally awarded to eligible students after four years of secondary school. In Years 7 to 10, students study a variety of courses to qualify for the award of the NSW Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.

### **Eligibility Requirements**

To be eligible for the award of the NSW ROSA, you are required to attend a government School or an accredited non-government school. This is usually for a period of four years between the ages of 11 and 16 years. You must follow and complete the pattern of courses required by the Board of Studies. To complete a course of study for the NSW Record of School Achievement, you must have a satisfactory record of application (effort).

While formal ROSA credentials are only for school leavers, all Year 10 students will be able to access their results electronically and print a transcript of their results.

Only students who leave school and who satisfy eligibility requirements for the ROSA will receive the formal credential.

Students who leave school and who are not eligible for a ROSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the ROSA for courses satisfactorily completed.

All students will also have access to a record of their grades through Students Online. Students who receive their HSC will be able to receive a ROSA at the same time as their HSC, detailing their achievement in their earlier years of study.

## Assessment Tasks

Assessment is a process of gathering information about student achievement at various stages in a course. At Hunter Sports High School, we use a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. All subject areas in Years 7-10 at Hunter Sports High School have no more than FOUR formal assessment tasks and student's may participate in a variety of informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, classwork) in a calendar year.

It is advisable to keep all assessment information including calendars prominently displayed in a home study area.

If students have any problems or issues completing assessment and/or homework, they should consult with the class teacher in the first instance and then the Head Teacher. Any foreseeable problems should be addressed as soon as possible.

## Nature and Notification of Tasks

Students will be receiving a minimum of 2 weeks' notice for each assessment task. Students will sign for their assessment tasks on the notification register.

Notification of assessment tasks will be communicated to the student in writing and include:

For each task, you will be informed of:

- the scope of each task e.g. Probability in Mathematics (General)
- the form the task will take e.g. 10 short answer questions
- the proposed timing and duration of the task e.g. Tuesday 24 May, periods 2 and 3, 60 minutes
- the weighting allocated to the task e.g. 15% and component weightings e.g. knowledge 5% and skills 10%
- the outcomes being assessed
- the marking guidelines – Notification Information sheet
- any additional details (students will require calculators)

***An overview of the Assessment program for each course is included in this booklet.***

You should consult with your teacher on a regular basis, to confirm the scheduling of tasks and if you have been absent when Assessment information is given out. You must consult with your classroom teacher upon your return to school or earlier if you have been notified verbally because of your absence.

## Submission of Tasks

Tasks should be handed in to the classroom teacher at the time and method notified by the teacher. This may include electronic submission by email, Google Apps for Education or any other technologically based platforms. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved, or, in cases where that is not possible, the Deputy Principal. All Tasks should be submitted with your name and the task heading clearly displayed.

## Technology

In some instances, assessment tasks may be prepared on a computer and printed for submission. Unfortunately, technology and particularly printers can break down at the most inopportune times. Faulty equipment is not an acceptable excuse for late submission. This also applies to printing (ink and toner shortages) as facilities are available via the school library network for printing hardcopies of assessment tasks. Students should make regular

backup copies of files, print their working drafts and keep drafts in order to support their work in case of late final submission.

### **Late Submission**

A penalty will apply for any late submission of an assessment task not discussed with their teacher.

For each day late, a 20% deduction will apply. This will apply up to 3 days past the due date totaling a 60% deduction. If handed after this, it will still be marked, and given an achievement grade to indicate the progress towards areas of assessment for that subject, however it will earn zero marks. This mark will affect their reported rank in the class. **For example:** If a task is due on Monday and it is handed in on Tuesday, it will lose 20%. If the student was marked 18/20, they will receive 14.5/20 due to it being a day late. If handed in on Wednesday, it will lose 40%. If handed in on Thursday it will lose 60%.

Consequences for failure to submit assessment tasks on time are individualised based on the behaviour and the infringement. Students and parents will be informed via a Letter of Concern sent home in the event of failure to submit an Assessment Task/s.

### **Students Absent from Tasks**

Students absent from tasks/or absent from school the day a task is due (including school sanctioned events e.g. representation at sporting events, camps, in the event of illness or misadventure etc.) should submit a Misadventure Form and complete the task in the timeframe and format outlined by the Head Teacher or Deputy Principal. This will usually result in the student completing the task the first day back at school after their absence.

### **School Business Approved Leave**

Misadventure Forms can be obtained for students being granted school approved leave for School Business events. These forms should be submitted prior to when school approved leave begins. These events may be school, regional, state or national sporting representation, creative and performing arts and cultural events or other academic events. It should be completed and the appropriate sections returned to the student's roll call teacher and the school office.

Students are to arrange with their classroom teacher and faculty Head Teacher an appropriate re scheduling and submission of the assessment task that is due at least one week prior to the start of their school business leave.

Students may request a copy of the complete Misadventure Form and the final decision from a Deputy Principal.

### **Illness or Misadventure**

*A misadventure is an unavoidable personal circumstance that makes it impossible for you to attend an assessment. Such circumstances do not include family holidays or social engagements.*

You are expected to attend all class lessons the day an assessment task is to be conducted, or due for submission. If you fail to complete or submit an assessment task through absence or illness, then you must:

- Contact your Teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.
- Collect a Misadventure Form from the Deputy Principal on the first day that you return to school.
- Complete the task on the first day or first subject specific period back from absence.
- Submit a Misadventure Form, with either Doctor's Certificate or Statutory Declaration attached, to the relevant ***Deputy Principal within three school days*** of when you return to school. In cases of prolonged absence have someone else present the certificate and form for you.

- Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The Assessment Committee will review each case to determine what penalty, if any will be applied.

***This is a serious situation, which in the event of an illness or misadventure requires a Doctor's Certificate or Statutory Declaration by means of explanation.***

### **Malpractice / Plagiarism / Cheating**

Malpractice, or cheating, is “dishonest behaviour by a student that gives them an unfair advantage over others”. Any form of dishonesty in completing an assessment task, such as cheating, assisting someone to cheat or plagiarising (using other people’s work without acknowledgement) will be referred to the Head Teacher and may result in **no marks** being recorded.

Plagiarism is the presenting of the words and ideas of others as if they were your own. It includes copying sections from books, articles (and other print material), CD ROMs & websites (and other electronic material), without indicating a quotation and acknowledging the author. Paraphrasing (changing a passage into your own words) is also plagiarism when the author of the original works is not acknowledged. Copying from other students and presenting it as your own is also plagiarism. A guide on how to reference material is provided in this booklet.

### **Appeals**

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. The concern could be about an act, missing information, a situation or a decision. If a student feels something is unfair, discriminatory or unjustified, they should see the Teacher or Head Teacher within two days of receiving their task back.





*Respect Responsibility Success*

**Hunter Sports High School**

## **APPLICATION FOR MISADVENTURE**

Assessment tasks are a compulsory and necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures**.

**An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 3 school days.**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Task:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Due Date:** \_\_\_\_\_

**Year Group** (please circle): **Year 7-10**      **Year 11**      **Year 12**

### **CIRCUMSTANCES (Tick a box):**

- Illness/Misadventure                       School Business

### **SUPPORTING DOCUMENTATION**

**Reason for missing assessment task or application for extension:**

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**Doctors Certificate Attached:** **YES/NO** (Doctors Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application? **YES/NO**  
(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

**Classroom Teacher Signature:** \_\_\_\_\_ **Head Teacher Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Student Signature:** \_\_\_\_\_

**Student needs to complete the task on the first day or first subject specific period back from absence.**

- Has the task been completed? **YES/NO**      Date to be completed \_\_\_\_\_  
 Comment – *submission, format, alternative task, extension*

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*Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal.*

**OFFICE USE ONLY**

**Application for Misadventure Panel Decision**

- Head Teacher Determination
- Panel Determination

Has the student submitted supporting documentation to support absence   **YES/NO**

Has the task been completed?   **YES/NO**

**Outcome and Recommendation**

- Zero
- Estimate
- Alternative Task
- Other

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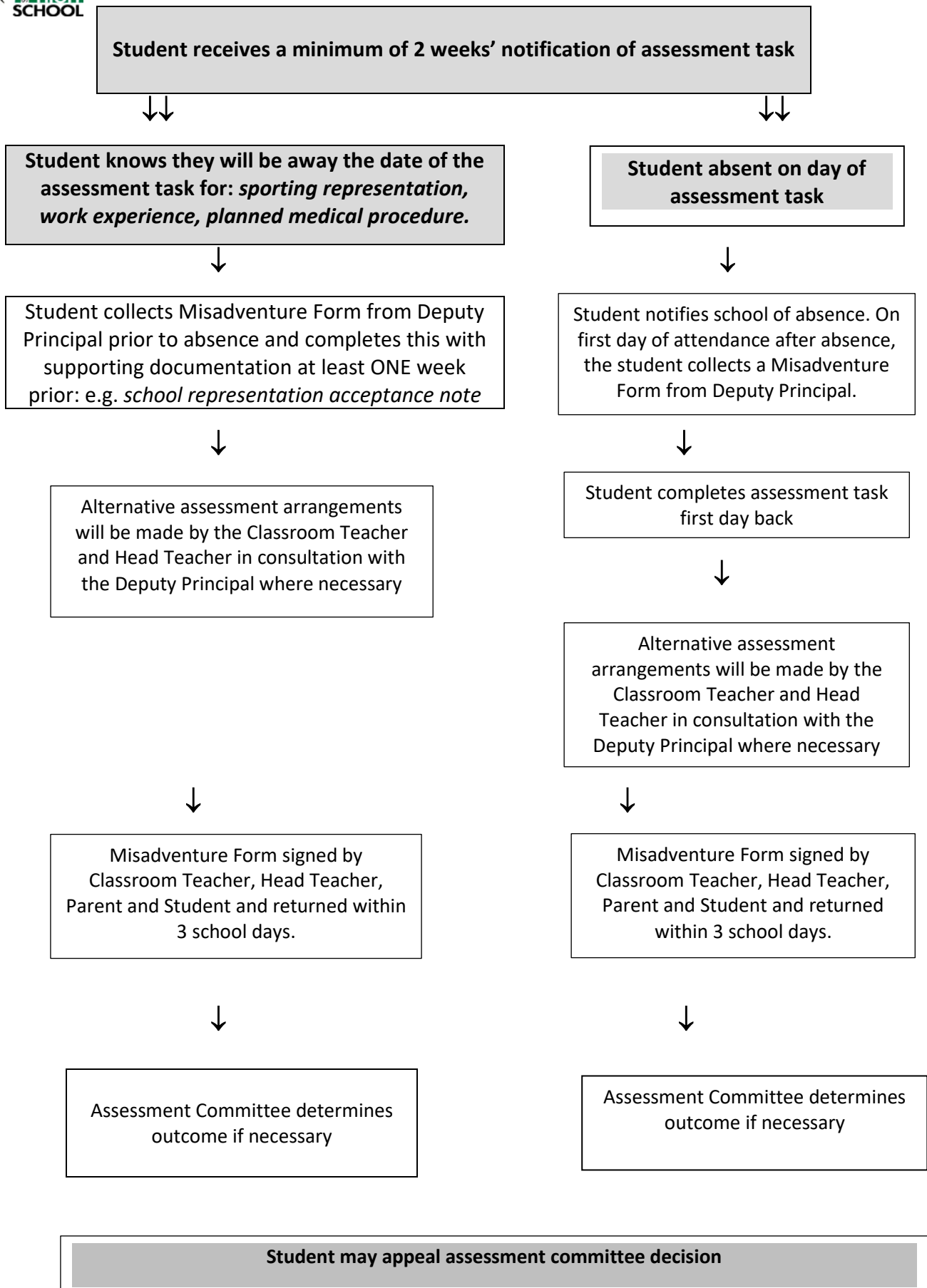
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**Deputy Principal Signature:** \_\_\_\_\_      **Date:** \_\_\_\_\_

## Student Assessment Task Submission Flow Chart



## **Responsibilities of the School**

The school, under the guidance of the Principal, is responsible for:

- Establishing policies and procedures across the school which ensure a consistent application of policies and procedures across the school
- Ensuring that staff are fully aware of school assessment policies and procedures;
- Ensuring the valid distribution of grades in different subjects;
- Ensuring that students and their parents are fully aware of the system;
- Setting up procedures for dealing with appeals.

## **Responsibilities of the Faculty Head Teacher**

- Ensuring that faculty members are fully aware of the assessment requirements of the school;
- Establishing consistent practices within subjects;
- Determining how comparability between different classes will be achieved;
- Ensuring that students are informed of their responsibilities and the details of the assessment program;
- Establishing the method of recording and reporting assessment data;
- Monitoring individual teacher's grading determinations.
- Monitor students' progress and implementing appropriate intervention

## **Responsibilities of the Teacher**

- Setting assessment tasks related to the course objectives;
- Informing students as to what is expected of them;
- Measuring student achievement;
- Recording observations using marks, grades or comments;
- Providing appropriate feedback to students on each task;
- Making a judgement of each student's level of achievement by choosing the most appropriate overall description in the Common Grade Descriptors.
- Discussing a student's progress with the Head Teacher to determine intervention strategies

## **Responsibilities of the Students**

The students are responsible for:

- Presenting ALL assessment tasks on time
- Presenting their own work, honestly making a genuine, serious attempt without cheating or plagiarism
- Doing each assessment task to the best of their ability
- Ensuring that any questions they have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back
- Demonstrating that through effort and achievement they have met all the requirements of the course
- Working without hindering the efforts of other students, both in class and in examination

## GRADING

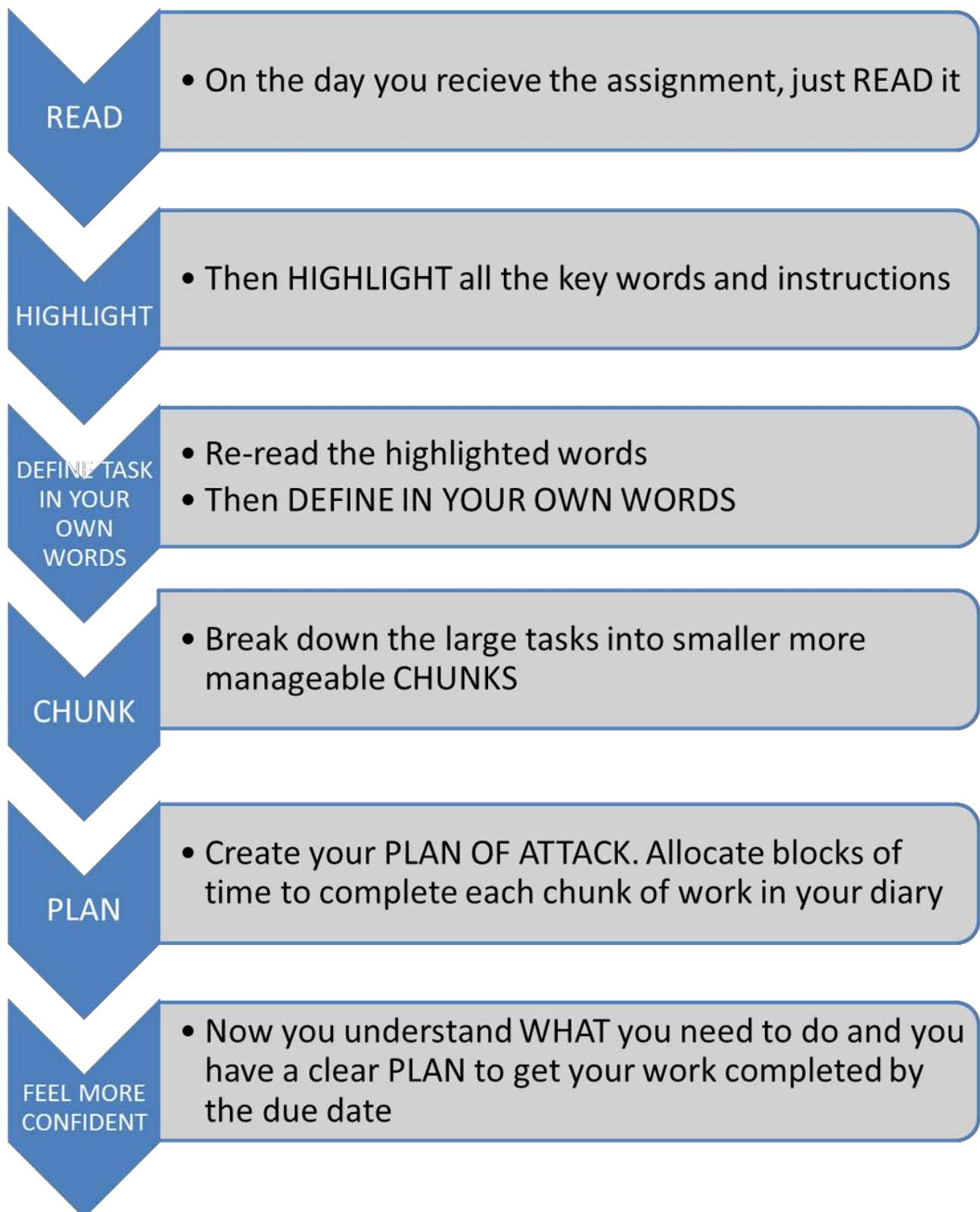
Grading student achievement is the process of assigning a letter to summarise the level of a student's achievement in a course.

The grading system is concerned with describing the student's achievement at the end of each course in each year, using A to E. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment.

Teachers will use their professional judgement in applying the Course Performance Descriptors to determine a student's final grades. They describe the main features of a typical student's performance at each level of achievement measured against the syllabus objectives and outcomes for that course.

GRADE	COMMON GRADE SCALE
<b>A</b>	The student demonstrates an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
<b>B</b>	The student demonstrates a thorough knowledge and understanding of the course content and competence in processes and skills of the course. In addition, the student is able to apply their knowledge and skills to most new situations.
<b>C</b>	The student demonstrates sound knowledge and understanding of the course and has achieved competence in the processes and skills of the subject.
<b>D</b>	The student demonstrates a basic level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
<b>E</b>	The student demonstrates an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

## Summary of the Key Steps to Getting Started with an Assessment Task



## WRITING A BIBLIOGRAPHY

**What is a Bibliography?** A list of everything you have read in researching your essay or assignment - not only the items you refer to in the essay or assignment itself (includes texts, journal articles, electronic sources etc.).

**What is a reference list?** A list of all sources actually referenced in your assignment. You must reference when you quote from a text, or paraphrase or summarise someone else's ideas.

**WHY REFERENCE?** Using someone else's words, ideas, maps, diagrams etc. is PLAGIARISM – even if you have paraphrased or summarised them! You must acknowledge all sources.

References/bibliographies should be arranged alphabetically by the author. If no author is given, then by title.

**Books:** Author (surname followed by given name). (Year of publication). Title (Italics or underlined). Edition (in parentheses if other than 1st). Place of publication: Publisher eg.

- Germov, John (2000). *Get great marks for your essays*. [2nd edition]. Sydney: Allen & Unwin.
- Johnson, David (2005). *The geology of Australia*. Cambridge: Cambridge University Press.

**Articles:** (magazines, newspapers or journals) Author (surname followed by given name). (Year of publication) Title of article. Name of journal, magazine or newspaper (underlined or in italics), Volume and/or issue, page numbers (inclusive). eg.

- Duffy, M. (2005, June 14). Squalls of dissent ruffle the wind harvester. *Sydney Morning Herald*. pp. News 7.
- Faulkner, C. (2005). Wallum froglet. *Nature Australia*, 28(5), pp. 22-23.
- Rhodes, R. (2005). Living with the bomb. *National Geographic*, 208(2), pp. 98-113.

**Videos, DVDS, CD-ROMS, Films:** Author. (Year of Publication). Title (edition).[Format]. Place: Publisher/Production company. eg

- Skull, J. (2000). Know what's what in travel & tourism. [CD-ROM].
- Marino, S. Aust.: Elbrook. Williams, Gerri (2002). Under my skin. [VHS]. Sydney: ABC.

**Internet:** Surname, Initials (or author or editor), Year. Title[online]. (Edition). Place of publication: Publisher (if ascertainable). URL. Accessed/Retrieved date. eg.

- Carmichael, E. (2001). Module 2: writing assignments at university. Early Childhood Education Self-study [on-line] <http://sites.uws.edu/learning/earlychildhood/mod2.htm>. Accessed: Sept 13, 2005.
- Holland, M. (2004). Guide to citing Internet sources [online]. Poole: Bournemouth University [http://www.bournemouth.ac.uk/library/using/guide\\_to\\_citing\\_internet\\_sourc.html](http://www.bournemouth.ac.uk/library/using/guide_to_citing_internet_sourc.html).

## 2018 TERM DATES

**Term 1 commences**..... Monday 29<sup>th</sup> January

**Term 1 concludes** ..... Friday 13<sup>th</sup> April (11 weeks)

**Term 2 commences**..... Wednesday 30<sup>th</sup> April

**Term 2 concludes** ..... Friday 6<sup>th</sup> July (10 weeks)

**Term 3 commences**..... Tuesday 23<sup>rd</sup> July

**Term 3 concludes** ..... Friday 28<sup>th</sup> September (10 weeks)

**Term 4 commences** ..... Monday 15<sup>th</sup> October

**Term 4 concludes**..... Friday 21<sup>st</sup> December (10 weeks)

## Semester 1 and Second Semester Examinations

The dates for the examination periods were accurate at time of printing.

<b>EXAM</b>	<b>START</b>	<b>COMPLETE</b>
Semester 1 Exam Period	11 <sup>th</sup> June	15 <sup>th</sup> June
Semester 2 Exam Period	12 <sup>th</sup> November	16 <sup>th</sup> November



## YEAR 9 SUBJECT ASSESSMENT SCHEDULE - 2018

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1		Visual Arts: Diary Marine and Aquaculture Visual Design – Task 1		
2		Science Task 2: Research Investigation Nuclear Energy	Work Education Task 2	Music (100 hour) - Task 2
3		PDHPE Theory Task 1: Music (100 hour) - Task 1		Visual Arts: Research Task Aboriginal Studies Visual Design – Task 3
4	Mathematics 5.3	Music Task 2: Listening and Aural Industrial Tech - Timber	Mathematics Practical Assessment Task (5.2, 5.3)	Music Task 4: Performance Composition Visual Arts: Body of Work Visual Design – Task 4
5	English Portfolio 1 Marine and Aquaculture	PASS Task 1: Aussie ID Research Food Technology Visual Arts: Body of Work Visual Design – Task 2	Mathematics Practical Assessment Task (5.2, 5.3)	YEARLY EXAMINATIONS
6	English Advanced	English Poetry Visual Representation	Marine and Aquaculture Task 3	Child Studies Task 4 Industrial Tech – Timber Marine and Aquaculture Work Education Task 3
7	Science Task 1: Practical Investigation Waves and Electricity  Mathematics 5.1	HALF YEARLY EXAMINATIONS	Science Task 3: Independent Research Project English: Extended Response Aboriginal Studies	PDHPE: Practical PASS task 3- being a coach prac and theory task ( 200 hour)
8	Geography Task 1 Food Technology Mathematics 5.2	PDHPE: Practical PASS: Practical Geography Task 2 English Advanced	Mathematics Practical Assessment Task (5.1) Industrial Tech – Timber Child Studies Task 3	English Advanced
9	Music Task 1: Child Studies Task 1 English Advanced	English Advanced Aboriginal Studies	Mathematics Practical Assessment Task (5.1) Music Task 3: Musicology English Advanced	
10	English Portfolio 2	Child Studies Task 2: Design	Geography Task 3 Food Technology Task 2 PASS task 3- being a coach prac and theory task ( 100 hour)	
11	Work Education Task 1			

## Aboriginal Studies

**KLA:** HSIE

**Head Teacher:** Mr. Harrison

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
<b>1</b>	Research Project	2	9	20	5.7, 5.11
<b>2</b>	Class Presentation	3	7	40	5.7 5.8
<b>3</b>	In Class Examination	4	3	40	5.1, 5.2, 5.3

### Areas for Assessment - Reporting Outcomes

	Description - A student:
<b>5.1</b>	describes the factors that contribute to an Aboriginal person's identity
<b>5.2</b>	explains ways in which Aboriginal Peoples maintain their identity
<b>5.3</b>	describes the dynamic nature of Aboriginal cultures
<b>5.4</b>	explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
<b>5.5</b>	explains the importance of families and communities to Aboriginal Peoples
<b>5.6</b>	explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
<b>5.7</b>	assesses the significance of contributions of Aboriginal Peoples to Australian society
<b>5.8</b>	analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
<b>5.9</b>	analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
<b>5.10</b>	independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
<b>5.11</b>	independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

## Child Studies

**KLA:**

PDHPE

**Head Teacher:** Miss Wilson

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Planning for Parenthood: Research/Response	1	9	25	1.1, 2.2, 4.2
2	Support and Wellbeing for New Parents: Design	2	10	25	1.2, 2.3, 3.2, 4.1
3	Scrap book/ toy design	3	8	25	2.1, 2.2
4	Let's Party: Group Work/Plan	4	6	25	1.3, 3.1, 4.3

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	1.1 identifies the characteristics of a child at each stage of growth and development
2	1.2 describes the factors that affect the health and wellbeing of the child
3	1.3 analyses the evolution of childhood experiences and parenting roles over time
4	2.1 plans and implements engaging activities when educating and caring for young children within a safe environment
5	2.2 evaluates strategies that promote the growth and development of children
6	2.3 describes a range of appropriate parenting practices for optimal growth and development
7	3.1 discusses the importance of positive relationships on the growth and development of children
8	3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
9	3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
10	4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
11	4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development
12	4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

## English Advanced

**KLA:** English

**Head Teacher:**

**Teacher:** K. Lindstrom

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Extended Response	1	9	25	1, 3
2	Creative Writing	2	7	25	1 3, 4, 5
3	Comparative Response	3	9	25	6, 7, 8
4	Multimedia Presentation	4	5	25	2, 4, 7, 9
5	Informal: Representation of Genre	4			2, 3, 6

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
2	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
3	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
4	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
5	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
6	investigates the relationships between and among texts
7	understands and evaluates the diverse ways texts can represent personal and public worlds
8	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
9	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## English

**KLA:** English

**Head Teacher:** K. Lindstrom

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Imaginative Writing	1	5 and 10	25	1, 3, 5, 9
2	Visual Representation, Analysis and Reflection	2	6	25	2, 3, 4, 9
3	Extended Response	3	7 (plan) 8 (draft) 10 (final)	25	1, 3, 6, 8
4	Yearly Examination	4	5	25	1, 4, 5, 7

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
2	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
3	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
4	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
5	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
6	investigates the relationships between and among texts
7	understands and evaluates the diverse ways texts can represent personal and public worlds
8	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
9	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## Stage 5 - Food Technology

**KLA:** TAS

**Head Teacher** Mr Winter

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Assessment Task 1	1	8	15%	5.3.1, 5.3.2, 5.4.2, 5.6.1, 5.6.2
2	Food Personal Interest Project (Teacher Identified)	3	10	15%	5.4.1, 5.4.2, 5.6.1, 5.6.2
3	Student Blog	2 & 4	5	10% each term	5.4.1, 5.4.2
4	Practical Work	2 & 4	5	25% each term	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.5.1, 5.5.2

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
2	5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
3	5.2.1 describes the physical and chemical properties of a variety of foods
4	5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
5	5.2.3 applies appropriate methods of food processing, preparation and storage
6	5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
7	5.3.2 justifies food choices by analysing the factors that influence eating habits
8	5.4.1 collects, evaluates and applies information from a variety of sources
9	5.4.2 communicates ideas and information using a range of media and appropriate terminology
10	5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
11	5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
12	5.6.1 examines the relationship between food, technology and society
13	5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

## Stage 5 Geography

**KLA:** HSIE

**Head Teacher:** Mr. Harrison

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Sustainable Biomes Research Task	1	8	25	5.1, 5.2, 5.5, 5.7, 5.8
2	Group presentation	2	8	25	5.3, 5.4, 5.5, 5.7, 5.8
3	Environmental Change and Management Presentation	3	10	25	5.2, 5.3, 5.4, 5.5, 5.7
4	Yearly Examination	4	5	25	A range of outcomes may be assessed

### Areas for Assessment - Reporting Outcomes

	Description - A student:
GE 5.1	explains the diverse features and characteristics of a range of places and environments
GE 5.2	explains processes and influences that form and transform places and environments
GE 5.3	analyses the effect of interactions and connections between people, places and environments
GE 5.4	accounts for perspectives of people and organisations on a range of geographical issues
GE 5.5	assesses management strategies for places and environments for their sustainability
GE 5.6	analyses differences in human wellbeing and ways to improve human wellbeing
GE 5.7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE 5.8	communicates geographical information to a range of audiences using a variety of strategies

## Stage 5 - Industrial Technology Timber

**KLA:** TAS

**Head Teacher:** Mr Winter

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Trinket Box and Portfolio	2	4	30	5.1.1, 5.1.2, 5.3.1
2	Timber Stool and Portfolio	3	8	50	5.2.1, 5.2.2, 5.3.2, 5.4.1
3	Toolbox and Portfolio	4	6	20	5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
2	5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes
3	5.2.1 applies design principles in the modification, development and production of projects
4	5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5	5.3.1 justifies the use of a range of relevant and associated materials
6	5.3.2 selects and uses appropriate materials for specific applications
7	5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
8	5.4.2 works cooperatively with others in the achievement of common goals
9	5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
10	5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
11	5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications
12	5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally



## Stage 5 - Marine & Aquaculture Technology

**KLA:** TAS

**Head Teacher:** Mr Winter

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Assignment 1	1	5	15	5.5.1,5.5.2
2	Semester 1 Exam	2	1	30	5.1.1,5.4.1, 5.2.1
3	Assignment 2	3	6	30	5.1.2,5.6.1
4	Semester 2 Exam	4	6	20	5.1.1,5.1.2,5.2.2

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	5.1.1 identifies and describes a range of marine ecosystems and investigates their complex interrelationships
2	5.1.2 identifies, describes and evaluates the social and economic importance of marine ecosystems
3	5.2.1 identifies, describes and evaluates the effects humans have had on the marine environment
4	5.2.2 explains why aquaculture provides an economically sustainable source of food
5	5.4.1 identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
6	5.4.2 identifies, describes and evaluates policies for monitoring and conserving the marine environment
7	5.5.1 selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
8	5.5.2 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
9	5.6.1 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
10	5.6.2 identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
11	5.7.1 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
12	5.7.2 recalls aspects of the marine environment using relevant conventions, terminology and symbols

## MATHEMATICS 9.5.1

**KLA:** Mathematics

**Head Teacher:** W. Beckett

**Year Group:** Year 9 5.1

Task	Task Name	Term	Week	Weighting %
1	Examination with Summary sheet	1	7	20%
2	Semester 1 Examination with summary sheets	2	7	25%
3	Practical Assessment Task	3	8-9	20%
4	Semester 2 Examination with Summary sheets	4	5	25%
5	Bookwork	Ongoing	Ongoing	10%

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	Solves financial problems involving earning, spending and investing money
2	Applies Pythagoras' theorem to calculate side lengths in right-angled triangles and solves related problems
3	Generalises number properties to operate with algebraic expressions
4	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
5	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
6	Calculate the areas of composite shapes, and the surface areas of rectangular and triangular prisms
7	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
8	Uses appropriate terminology, diagrams and symbols in mathematical contexts
9	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

## MATHEMATICS 9.5.2

**KLA:** Mathematics

**Head Teacher:** W. Beckett

**Year Group:** Year 9 5.2

Task	Task Name	Term	Week	Weighting %
1	Examination with Summary Sheet	1	5	20%
2	Semester 1 Examination with Summary Sheets	2	7	25%
3	Practical Assessment Task	3	4-5	20%
4	Semester 2 Examination with Summary Sheets	4	5	25%
5	Bookwork	Ongoing	Ongoing	10%

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	Solves financial problems involving earning, spending and investing money
2	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
3	Applies Pythagoras' theorem to calculate side lengths in right-angled triangles and solves related problems
4	simplifies algebraic fractions
5	Applies trigonometry to solve problems, including problems involving bearings
6	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
7	Solves linear and simple quadratic equations
8	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
9	Calculates the surface areas of right prisms, cylinders and related composite solids
10	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

## MATHEMATICS 9.5.3

**KLA:** Mathematics

**Head Teacher:** W. Beckett

**Year Group:** Year 9 5.3

Task	Task Name	Term	Week	Weighting %
1	Examination with Summary Sheet	1	4	20%
2	Semester 1 Examination with Summary sheets	2	7	25%
3	Practical Assessment Task	3	4-6	20%
4	Semester 2 Examination with Summary sheets	4	5	25%
5	Bookwork	Ongoing	Ongoing	10%

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	solves financial problems involving earning, spending and investing money
2	uses deductive reasoning in presenting arguments and formal proofs
3	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
4	uses formulas to find midpoint, gradient and distance on the number plane, and applies standard forms of the equation of a straight line
5	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
6	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
7	performs operations with surds and indices
8	selects and applies appropriate algebraic techniques to operate with algebraic expressions
9	applies trigonometry to solve problems, including problems involving bearings

## Music (200 Hour Course)

**KLA:** Music

**Head Teacher:** Mrs Ward

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Composition and Performance	1	9	20	5.1,5.2,5.4,5.5,5.10
2	Listening/Aural	2	4	25	5.7,5.8,5.9
3	Musicology Performance	3	9	30	5.1,5.2,5.7,5.8
4	Performance Composition	4	4	25	5.1,5.2,5.4,5.5

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
2	5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
3	5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
4	5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
5	5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
6	5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
7	5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
8	5.10 demonstrates an understanding of the influence and impact of technology on music

## Music (100 hour course)

**KLA:** Music

**Head Teacher:** Mrs Ward

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Composition and Performance	2	3	50	5.1,5.2,5.4,5.5,5.10
2	Listening and Performance	4	2	50	5.1, 5.2, 5.7,5.8,5.9

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
2	5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
3	5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
4	5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
5	5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
6	5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
7	5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
8	5.10 demonstrates an understanding of the influence and impact of technology on music

## Personal Development, Health and Physical Education

**KLA:**

**PDHPE**

**Head Teacher:** Miss Wilson

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Decisions and Drug use - Case Study and research	2	3	20	5.6, 5.7, 5.12,5.16
2	Practical Assessment – Striking Sports, Fitness for life and Athletics	2	Ongoing	30	5.4, 5.5, 5.9, 5.14
3	Yearly Exam	4	5	20	5.1,5.2,5.6,5.7,5.8, 5.9, 5.12,5.16
4	Practical Assessment – Adaptation, application and problem solving in modified & team games	4	Ongoing	30	5.4, 5.5, 5.9, 5.10, 5.14

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	5.1-Analyses how they can support their own and others' sense of self
2	5.2-Evaluates their capacity to reflect on and respond positively to challenges
3	5.4 - A student adapts, transfers and improvises movement skills and concepts to improve performance.
4	5.5 - A student composes, performs and appraises movement in a variety of challenging contexts.
5	5.6- Analyses attitudes, behaviours and consequences related to health issues affecting young people
6	5.7- Analyses influences on health decision making and develops strategies to promote health and safe behaviours
7	5.8- A student critically analyses health information, products and services to promote health.
8	5.9 - A student formulates goals and applies strategies to enhance participation in lifelong physical activity
9	5.10 adopts roles to enhance their own and others' enjoyment of physical activity
10	5.12 - adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
11	5.14 - Confidently uses movement to satisfy personal needs and interests
12	5.16 - Predicts potential problems and develops, justifies and evaluates solutions

## Physical Activity and Sports Studies

**KLA:**

PDHPE

**Head Teacher:** Miss Wilson

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Australia's Sporting Identity- Research	2	5	25%	2.1, 2.2
2	Semester 1 Practical (Aussie ID / Enhance Performance / World Games)	1 & 2	Ongoing	25%	4.1, 4.2, 4.3, 4.4
3	Semester 2 Theory / Practical (Being a Coach - Mystery Box)	3 ( 100 hour) 3 & 4 ( 200 hour)	Ongoing	50%	3.1, 4.1, 4.2, 4.3, 4.4

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	1.1 Discusses factors that limit and enhance the capacity to move and perform
2	1.2 Analyses the benefits of participation and performance in physical activity and sport
3	2.1 Discusses the nature and impact of historical and contemporary issues in physical activity and sport
4	2.2 Analyses physical activity and sport from personal, social and cultural perspectives
5	3.1 Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
6	3.2 Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
7	4.1 Works collaboratively with others to enhance participation, enjoyment and performance
8	4.2 Displays management and planning skills to achieve personal and group goals
9	4.3 Performs movement skills with increasing proficiency
10	4.4 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.



## Science

**KLA:** Science

**Head Teacher:** Mr Jovanovski

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	<b>Practical Investigation Waves and Electricity</b>	1	7	25%	SC5-10PW, SC5-11PW, SC5-WS7, SC5-WS8, SC5-WS9
2	<b>Research Investigation Nuclear energy- Literacy</b>	2	2	25%	SC5-4WS, SC5-6WS, SC5-9WS, SC5-11PW, SC5-16CW, SC5-17CW
3	<b>Student Independent Research project</b>	3	7	20%	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS
4	<b>Yearly Examination</b>	4	5	30%	SC5-4WS, SC5-7WS, SC5-8WS, SC5-12ES, SC5-14LW

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	<p>SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p>
2	<p>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language , conventions and representations</p> <p>SC5-17CW Discusses the importance of chemical reactions in the production of a range of substances , and the influence of society on the development of new materials</p>
3	<p>SC5-4WS Develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS Produces a plan to investigate identified questions , hypotheses or problems , individually and collaboratively</p> <p>SC5-7Ws Processes , analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language , conventions and representations</p>
4	<p>SC5-8WS Applies scientific understanding and critical thinking to suggest possible solutions to identify problems</p> <p>SC5-12ES Describes changing the idea about the structure of the Earth and the universe to illustrate how models , theories and laws are refined over time by the scientific community</p> <p>SC5-14LW Analyses interactions between components and processes within biological systems</p>

## Visual Arts (200 Hour Course)

**KLA:** Creative and Performing Arts

**Head Teacher:** Mrs Ward

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Visual Art Process Diary Marking	2	1	10	5.7 5.8 5.9 5.10
2	Process and Body of Work	2	5	30	5.1 5.2 5.3 5.4 5.5 5.6
3	Research Assignment	4	3	20	5.7 5.8 5.9 5.10
4	Process and Body of Work 2	4	4	40	5.1 5.2 5.3 5.4 5.5 5.6

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
2	makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
3	makes artworks informed by an developing understanding of how the frames affect meaning
4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5	makes informed choices to develop and extend concepts and different meanings in their artworks
6	demonstrates developing technical accomplishment and refinement in making artworks.
7	applies their understanding of aspects of practice to critical and historical interpretations of art
8	uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art

## Visual Design (100 Hour Course)

**KLA:** Visual Design H

**Head Teacher:** Mrs Ward

**Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Digital portfolio	2	1	10	5.7 5.8 5.9 5.10
2	Process and Body of Work	2	5	30	5.1 5.2 5.3 5.4 5.5 5.6
3	Research Assignment	4	3	20	5.7 5.8 5.9 5.10
4	Process and Body of Work 2	4	4	40	5.1 5.2 5.3 5.4 5.5 5.6

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	develops range and autonomy in selecting and applying visual arts/photographic conventions and procedures to make artworks
2	makes artworks/photographic and digital works informed by their understanding of the function of and relationships between the artist – artwork – world – audience
3	makes artworks/photographic and digital works informed by an developing understanding of how the frames affect meaning
4	investigates the world as a source of ideas, concepts and subject matter in the visual arts and digital media
5	makes informed choices to develop and extend concepts and different meanings in their art works and digital media
6	demonstrates developing technical accomplishment and refinement in making artworks and digital media
7	applies their understanding of aspects of practice to critical and historical interpretations of art and digital media
8	uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art and digital media

## STAGE 5 WORK EDUCATION

**KLA:** HSIE

**Head Teacher:** Mr Harrison **Year Group:** Year 9

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
<b>1</b>	Research task	1	11	30	5.6 5.7 5.8 5.10 5.11
<b>2</b>	Workplace Pathway Task	3	2	40	5.2 5.3 5.4 5.5
<b>3</b>	Literacy task	4	6	30	5.1 5.2 5.10 5.11

### Areas for Assessment - Reporting Outcomes

	Description - A student:
<b>5.1</b>	identifies and interprets employment trends and changes in the nature of work
<b>5.2</b>	identifies and analyses current workplace issues
<b>5.3</b>	defines and assesses the roles and responsibilities of diverse organisations within the community
<b>5.4</b>	examines and evaluates the relationships between diverse organisations in the community
<b>5.5</b>	evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts
<b>5.6</b>	identifies and articulates the purpose and roles of education, employment and training organisations
<b>5.7</b>	constructs and communicates personal goals and values using knowledge of the education, training and employment systems
<b>5.8</b>	develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society
<b>5.9</b>	develops and evaluates options for a range of effective transition plans
<b>5.10</b>	locates, selects and organises relevant information from a variety of sources
<b>5.11</b>	selects, uses and evaluates appropriate oral, written and other forms of communication effectively with a range of audiences