



TOURISM AND HOSPITALITY

COURSE FRAMEWORK

INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with

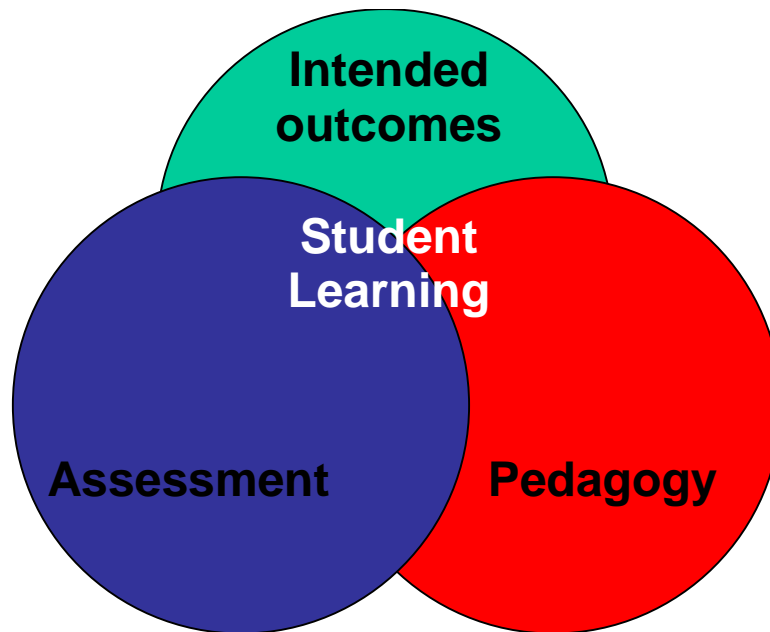
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society.

Examples of these student capabilities are provided at Appendix A.

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affect learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(*Explicit expectations and feedback*)

RATIONALE

The tourism and hospitality industry contributes significantly to the Australian economy and employs a large number of people. The industry has an ongoing commitment to training in both customer service and technical areas. The industry employs large numbers of young people in full-time and part-time jobs. There are many part-time employment opportunities in this industry, making it particularly attractive to people.

Courses developed under this Framework give students opportunities that not only promote an appreciation and understanding of the workplace culture and practices of the Tourism and Hospitality industries but also engage them in examining and evaluating the impact of social, cultural and environmental issues from a tourism and hospitality perspective.

Through the theoretical and practical components of this course students are provided with opportunities to develop skills, concepts, processes and attitudes crucial to making valid decisions regarding hospitality and tourism issues.

Associated with the nature and needs of the tourism and hospitality industries are attributes such as self-reliance; personal responsibility for the safety, health, and well being of others; contribution to teamwork and professional skills. These attributes help maximise the success of the industries both on domestic and international levels. Courses written under this framework support the development of these attributes in students and contribute to both life and employability skills.

The Tourism and Hospitality Course Framework has been developed in response to the needs of the industry and to the availability of relevant training and education opportunities. Courses are based on units of competency from the Tourism Training Package and Hospitality Training Package. Qualifications available to students who achieve the appropriate units of competency in Tourism and Hospitality courses are AQF Certificates I and II, in accordance with the scope of the delivering Registered Training Organisation (RTO).

The study of courses under the Tourism and Hospitality Course Framework can lead to a variety of career opportunities across a range of industries, or form a pathway to further education. Workplaces for which Tourism and Hospitality competencies are required include hotels, clubs, restaurants, community food service organisations, catering organisations, resorts, as well as travel, tourism organisations and government departments.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- understand the structure of the tourism and hospitality industry, its workplace culture and practices
- communicate effectively
- apply knowledge and skills in practical situations
- gain an awareness of the social, economic, legal, cultural and environmental impacts of tourism and hospitality
- research, analyse and present information
- gain knowledge and understanding of vocational pathways and training opportunities; and develop appropriate attitudes and values.

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M, including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential concepts and skills

Essential and interrelated concepts in courses developed under the Tourism and Hospitality Framework include

the industry as typified by its:

- structure
- nature
- organisation
- management.

the impact of the industry on Australia's:

- economy
- society
- culture
- environment.

Essential skills in courses developed under the Tourism and Hospitality Framework include:

- collecting, organising, analysing, presenting and evaluating relevant information and product to acceptable industry standards
- using appropriate technology to industry standards
- professional and competent work practices as demonstrated in a variety of practical situations.

Recommended content

The current Tourism and Hospitality Training Packages will determine the content.

VOCATIONAL COURSES

Colleges with Registered Training Organization status (RTO) are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as A or T based on the Training Packages.

PEDAGOGY

Teaching strategies

Teaching strategies that enable students to have knowledge and understanding of the Tourism and Hospitality industry are those that include:

- the use of appropriate texts, videos, DVDs and CD ROMs
- the use of guest speakers and demonstrators
- establishing links with individuals or groups relevant to the industry
- work placements, workplace visits, fieldwork and observation of professional establishments
- simulations and investigations including role-plays and case studies
- instructing students in appropriate relevant and effective professional conduct and knowledge acquisition
- student reflection on the relevant concepts and skills
- practice and reinforcement of learning by way of revision, worksheets, tests and demonstrations
- the use of information communication technology
- the use of class discussions, oral presentations, debates, seminars and group work.

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum which indicates levels of student performance against each criterion.

Assessment Task Types

Task Type	Examples	Weighting A/V
Written	<ul style="list-style-type: none"> • Assignments • Essays • Research task/Reports • Case Studies • Diary/Journal • Written tests/Exams • Reflections/Evaluations • Presentations 	40-50%
Practical	<ul style="list-style-type: none"> • Work simulation activities • Demonstrations • Excursions • Portfolio • Workshop activities • Application tasks • Practical scenarios • Presentations • Oral tests • Interviews 	50-60%

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge
- skills application
- communication skills
- work practices.

Assessment rubrics

Assessment rubrics for specific tasks will be included in courses when they are developed. The generic rubric at appendix B is based on the achievement standards.

Additional Assessment Advice

The weighting of each assessment task must be a reflection of

- the relevance of the task in consideration of the training package
- the importance of the task in relation to the goals and criteria of this framework
- the time allocated to the task.

Each task should embrace a minimum of two goals and show evidence of all assessment criteria

The ACT Board of Senior Secondary Studies recommends 4-6 summative assessment tasks across a full semester unit and 2- 3 assessment tasks for a .0.5 unit. These should not be a compilation of a number of small discrete tasks (eg mini-tests) as these detract from assessing depth of knowledge and skill.

Practical Performance

Practical performance refers to the ability to demonstrate practical skills, to plan and provide products and services at a level of quality that reflects industry or enterprise standard, to make and justify decisions, and to reflect on planning, implementation and outcomes.

Practical tasks presented for moderation as evidence of a 50-60% practical mark for A/V courses must have a list of skills associated with those tasks. Tasks should be chosen with the above paragraph in mind.

Relating Assessment Task Types and Assessment Criteria to the Course Framework Goals

The congruence between goals, assessment task types (the evidence) and the assessment criteria (the basis for judging the evidence) is vital in teaching and learning. The following table shows these relationships.

Goals	Task Types	Assessment Criteria
<ul style="list-style-type: none">• To understand the structure of the tourism and hospitality industry, its workplace culture and practices	Written Practical	Knowledge Skills application Communication skills

<ul style="list-style-type: none"> To communicate effectively 	<p>Written Practical</p>	<p>Knowledge Skills application Communication skills Work practices</p>
<ul style="list-style-type: none"> To apply knowledge and skills in practical situations 	<p>Written Practical</p>	<p>Knowledge Skills application Communication skills Work practices</p>
<ul style="list-style-type: none"> To gain an awareness of the social, economic, legal, cultural and environmental impacts of tourism and hospitality 	<p>Written Practical</p>	<p>Knowledge Skills application Communication skills Work practices</p>
<ul style="list-style-type: none"> To research, analyse and present information 	<p>Written Practical</p>	<p>Knowledge Skills application Communication skills</p>
<ul style="list-style-type: none"> To have a knowledge and understanding of vocational pathways and training opportunities; and to develop and display appropriate attitudes and values 	<p>Written Practical</p>	<p>Knowledge Skills application Communication skills Work practices</p>

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** which describe generic standards of student achievement across all courses.

Unit Grade Descriptors for A/V Courses

Grade	Descriptor
A student who achieves the grade A typically	<ul style="list-style-type: none"> • Demonstrates a high level of understanding of all aspects of the unit and understands difficult concepts; independently researches, identifies and presents specific and relevant information. • Demonstrates initiative, identifies and solves problems and applies knowledge and specific technical skills to a wide range of situations. • Communicates ideas clearly and confidently in a variety of situations to a professional standard; displays high levels of organisational skill. • Demonstrates leadership skills within a team; works independently, cooperatively and productively, in an organised, time efficient and professional manner covering a challenging variety of practical skills.
A student who achieves the grade B typically	<ul style="list-style-type: none"> • Demonstrates a high level of understanding of most aspects of the unit and understands some difficult concepts; researches, identifies and presents specific and relevant information in most situations. • Demonstrates some initiative and problem-solving skills; applies knowledge and specific technical skills to most situations. • Communicates ideas clearly and confidently; displays good levels of organisational skill. • Works independently and in a team with minimum supervision; works cooperatively and productively in an organised manner, covering challenging practical skills.
A student who achieves the grade C typically	<ul style="list-style-type: none"> • Understands most of the knowledge and skills covered in the unit; researches and presents information • Demonstrates limited initiative and problem-solving skills; applies knowledge and specific technical skills in some situations. • Communicates most ideas in a competent manner; displays satisfactory organisational skills. • works cooperatively and productively in a team situation with some supervision.
A student who achieves the grade D typically	<ul style="list-style-type: none"> • Understands some of the knowledge and skills covered in the unit; researches from given sources with supervision; demonstrates limited ability to present information • Demonstrates limited initiative and problem-solving skills; applies knowledge and specific technical skills in routine situations. • Communicates most ideas in a basic manner; displays some organisational skill • Sometimes works cooperatively and productively in a team situation with some supervision.
A student who achieves the grade E typically	<ul style="list-style-type: none"> • Demonstrates a minimum level of understanding of the knowledge and skills covered in the unit; accesses information from limited sources with supervision; demonstrates limited ability to present information. • Demonstrates few problem-solving skills; applies some knowledge and skill in routine situations. • Requires assistance with communication of ideas. • Requires direct supervision to complete tasks; contributes to team involvement in a limited capacity.

UNIT GRADES FOR T/V COURSES

Grade descriptors for T classification will be written, should a T course in either Tourism and/or Hospitality be developed in the future. An additional Assessment Criteria, Critical Analysis, should be included in all T courses.

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment;
- form the basis for valid and reliable assessment in senior secondary schools;
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership; and
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1.

Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course

offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

BIBLIOGRAPHY

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BSSS Course Frameworks

<http://www.decs.act.gov.au/bsss/frameworks.htm>

Other state and territory sites and related information

<http://www.decs.act.gov.au/bsss/sites.htm>

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Tourism

Books

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Trade Documents

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- Fodors
- Jobs that Rock
- Let's go Guidebooks
- Lonely Planets Guidebooks
- SBS World Guide
- The Hospitality Toolbox ANTA
- The Rough Guide

Jacaranda Atlas set or similar

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www.canberratourism.com.au/

Tourism Council Tasmania

www.tctas.com.au

Australian Capital Tourism

www.tourism.act.gov.au

Department of Industry Tourism and Resources

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Videos and DVDs

A Capital Idea Bearcage Media services for National Film and Sound Archives
Brawing, M. & Lawrence, B *Melbourne – the Living City* – Rialto Joint Venture
Canberra – Australia’s National Capital – National Capital Planning Authority GPO
Box 373 Canberra ACT 2601

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Work with colleagues and customers

Work in a socially diverse environment

Follow health, safety and security procedures

Develop and update tourism industry knowledge

Source and provide destination information and advice

Access and interpret product information

Hospitality

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- Australia

The Australian Bureau of Statistics

<http://www.abs.gov.au> The ABS provides easy-to-use, comprehensive figures detailing many aspects of food production.

Salinity

<http://www.ndsp.gov.au/> .The National Dryland Salinity program, includes information about current programs and salinity facts and figures.

<http://www.salinity.org.au/> .A W A state government run site with good general information about salinity in Australia.

Recycling

<http://www.ecorecycle.vic.gov.au/> .Victorian-based site about sustainable waste management and minimisation.

The Department of Agriculture, Fisheries and Forestry

<http://www.affa.gov.au> . Search for many environmental issues or follow links to many Australian and international agricultural sites.

Australian Marine Conservation Society

www.amcs.org.au

Australian Fisheries Management Authority

www.afma.gov.au

Marine Stewardship Council

www.msc.org

River Cottage

www.rivercottage.net

Fairtrade Coffee

www.oxfam.org

5. Overview of current and emerging technology, quality assurance, quality activities and continuous improvement in the hospitality industry and the role of individual staff members within the total quality process

<http://www.foodscience.afisc.csiro.au/> This web site looks at functional foods, innovative foods centre,

www.hospitalitytechnology.com.au This website looks at the updated hospitality technology information

www.haccp.com.au/ This website looks at HACCP (Hazard Analysis Critical Control Points) and its role in Australia

6. Industry Information sources

Canberra Tourism and Events Corporation

www.canberratourism.com.au/

Department of Industry Tourism and Resources

www.tctas.com.au

<http://www.ausfoodnews.com.au/>

www.chefsnetworkact.tripod.com/

www.aha.org.au

www.hospitalitymagazine.com.au

<http://www.anzfa.gov.au/links/foodlaw.cfm>

<http://www.anzfa.gov.au/>

<http://www.wineaustralia.com.au/>

<http://www.hmaa.com.au/hmaa/website/>

<http://www.aha-nsw.asn.au/>

<http://www.restaurantcater.asn.au/>

<http://www.ntis.gov.au/> National Training Information Service

<http://www.simplotfoodservice.com.au/> click on either culinary terms or news library to learn some things you may not know

<http://www.armsco.com/chefpro.htm> Important insights into day to day operations, that the restaurant management schools do not teach. learn the insider tricks to operating a successful restaurant.

<http://www.cheftalk.com/> An American site – a food lovers link to professional chefs

<http://www.eufic.org/gb/home/home.htm> (European food information council)

7. The role of trade unions and employer groups in the industry

<http://www.atua.org.au/atua.htm> Australian Trade Union Archives

<http://labor.net.au/> - Labour Net

<http://www.airc.gov.au/> - Australian Industrial Relations Commission

http://www.dfat.gov.au/facts/workplace_relations.html Department of Foreign Affairs and Trade

<http://www.dewrsb.gov.au/default.asp>

www.rightsatwork.com.au Will Australians be harmed by the new workplace laws?

8. Environmental responsibilities of the industry including waste minimisation and recycling in all industry areas.

<http://www.epa.nsw.gov.au/waste/grantsindex.htm> This website provides information on the New South Wales Government's Waste Reduction Grant Program.

<http://www.ecorecycle.vic.gov.au/> This website provides information & advice to business, government & community on waste reduction & recycling.

<http://www.nowaste.act.gov.au/rescollect/collectionoutside.html> This website provides information on the garbage and recycling services provided by the ACT Government.

http://www.epa.qld.gov.au/environmental_management/waste/waste_minimisation/ This website provides all waste information in Queensland.

<http://www.wastenet.net.au/> This website provides information on environmental problems and how to minimise these issues.

<http://www.rta.nsw.gov.au/environment/wasteminimisation/index.html> This website provides information on waste minimization techniques.

www.deh.gov.au This website provides information about The Australian Government Department of the Environment and Heritage (DEH). Their role is to protect and conserve Australia's natural environment and cultural heritage.

9. Legislation, regulations and guidelines (both State and Federal) that apply to the industry in the following areas (main objectives, requirements and impact on individual staff)

- Liquor (including responsible service of alcohol)

<http://www.dgr.nsw.gov.au/>

<http://www.rupissed.com/>

- Health and safety

<http://www.whs.qld.gov.au/>

<http://www.workcover.act.gov.au/>

<http://www.nohsc.gov.au/>

- Hygiene

- Gaming

<http://www.dgr.nsw.gov.au/>

- Workplace relations

www.industrialrelations.nsw.gov.au/workplace/safety

- Workers compensation

- Consumer protection and trade practices

<http://www.accc.gov.au/content/index.phtml/itemId/142>

- Duty of care

- Building regulations

<http://www.buildingcommission.com.au/www/default.asp?casid=2776>

<http://www.actpla.act.gov.au/>

- Equal employment opportunity (EEO)

<http://www.eeo.nsw.gov.au/>

<http://www.hreoc.gov.au/>

http://www.eowa.gov.au/About_EOWA/Overview_of_the_Act.asp

- Anti discrimination

<http://www.hreoc.gov.au/>

Videos, DVD's, and interactive CD ROM's

MARCOM www.marcom.com.au

Food Lovers Guide to Australia, series of 4, SBS TV

Food for thought, series of 10, ABC TV

Food Safety and Sanitation, series of 3

Skills in the Food Service, series of 4, Meridian Education Corporation 2000

World Kitchen, series of 26, NRS International Australia 1998

VEA www.vea.com.au/

Avoid that Hazard, Equipment safety in the kitchen

Beating Bacteria, a Users Guide

Bringing it to the Boil, basic moist cooking methods and food storage

Dealing with Cultural Differences in Tourism and Hospitality

Dealing with Difficult Customers

Foods for Special Needs

Food Service Excellence, Customer service skills

Great Food Presentation 1 Video/CD ROM package, More than food on a plate.

Great Food Presentation 2 Video/CD ROM package, A practical guide

Hospitality Stories, series of 5

Hygienic Handling of Food

Improving our Act, the food standards code for Australia and New Zealand

If only I'd...Health, Safety and Security Procedures in the Hospitality

In Focus, Environmental Issues in Food Production

It's a chef's life

Knowing When to Say No, Responsible service of alcohol

Never a Dull Day, Careers in Hospitality

Planning for Food safety: HACCP, a Better Way

Preparing and Serving Non Alcoholic Beverages, 2001

Selecting and Storing Fruit and Vegetables

The Function Coordinator

Turning up the Heat, basic dry cooking methods

Working in a Socially Diverse Environment

Classroom Video, NSW Australia - "*Conflict Resolution*"

The Hospitality Toolbox interactive CD ROM

Food WorkX interactive CD ROM

COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
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Nicole King	Hawker College
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The group gratefully acknowledges the work of previous groups who developed and revised the Tourism and Hospitality Course Framework.

APPENDIX A

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in bold relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
<ul style="list-style-type: none"> creative and critical thinkers 	exploring, imagining, observing, predicting, thinking laterally, generating ideas, inquiring and researching , interrogating, conceptualising, collecting and analysing data and information, classifying , interpreting, formulating hypotheses, generalising, synthesising, reflecting , justifying conclusions, understanding different perspectives, understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques (eg estimating, reading and interpreting data, interpolation and extrapolation)
<ul style="list-style-type: none"> enterprising problem-solvers 	showing initiative, resourcefulness , resilience, persistence, assessing and taking risks, recognising and seizing opportunities, problem-posing, problem-identification, problem clarification , being practical, being innovative , using mathematical techniques, using appropriate technologies, working independently and/or collaboratively to achieve a solution, testing assumptions and solutions, modifying approaches
<ul style="list-style-type: none"> skilled and empathetic communicators 	oral and written skills in Standard Australian English, matching communication to audience and purpose , using terminology and style appropriate to particular disciplines, using mathematical language , creating and communicating meaning using multi-modal forms, imagining the feelings and views of others , respecting and valuing diversity
<ul style="list-style-type: none"> informed and ethical decision-makers 	finding information and using evidence as the basis for judgements and decisions, developing awareness of differing perspectives , having integrity, taking action, exploring and critically reflecting on own values, attitudes and beliefs
<ul style="list-style-type: none"> environmentally and culturally aware citizens 	understanding <i>the interconnectedness of the natural and constructed world</i> ; <i>the multicultural nature of Australian society</i> ; <i>Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, acting in the public sphere , understanding consequences of choices and decisions
<ul style="list-style-type: none"> confident and capable users of technologies 	having a range of IT skills , accessing and evaluating <i>information</i> , designing and making, communicating using technologies, choosing most appropriate technologies for the task , refining processes, willingness to learn new skills

<ul style="list-style-type: none"> independent and self-managing learners 	eg understanding self (<i>including gender</i>), having personal goals, evaluating and monitoring own performance, taking responsibility , flexibility in adapting course of action, openness to new ideas, managing time and resources, planning and organising
<ul style="list-style-type: none"> collaborative team members 	eg contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (<i>including contributions of boys and girls</i>), skills in negotiation and compromise, sustaining commitment to achieve group goals

and provide students with

<ul style="list-style-type: none"> a comprehensive body of specific knowledge, principles and concepts 	through subjects, cross-disciplinary courses and/or projects, work experience
<ul style="list-style-type: none"> a basis for self-directed and lifelong learning 	through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for an social and economic environment of greater individual responsibility
<ul style="list-style-type: none"> personal attributes enabling effective participation in society 	developing social skills and capabilities for citizenship, work experience and recognition of outside learning; through understanding of a globalised knowledge society

APPENDIX B: A/V Rubric based on grade descriptors

ASSESSMENT CRITERIA	A	B	C	D	E
Knowledge	demonstrates a high level of understanding of all aspects of the course and understands difficult concepts. Can independently research identify and present specific and relevant information	demonstrates a high level of understanding of most aspects of the course and understands some difficult concepts. Can research identify and present specific and relevant information in most situations,	Understands most of the knowledge and skills covered in the unit. Can research and present information	Understands some of the knowledge and skills covered in the unit. Can research from given sources with supervision. Limited ability to present information	demonstrates a minimum level of understanding of the knowledge and skills covered in the unit; can access information from limited sources with supervision; limited ability to present information
Skills application	demonstrates initiative, can identify and solve problems can apply knowledge and specific technical skills to a wide range of situations	demonstrates some initiative and problem-solving skills. Can apply knowledge and specific technical skills to most situations	demonstrates limited initiative and problem-solving skills; can apply knowledge and specific technical skills in some situations	demonstrates limited initiative and problem-solving skills; can apply knowledge and specific technical skills in routine situations	demonstrates limited initiative and problem-solving skills; can apply knowledge and specific technical skills in routine situations
Communication skills	communicates ideas clearly and confidently in a wide variety of situations. Can display high levels of organisational skill	communicates ideas clearly and confidently. Can display good levels of organisational skill.	communicate most ideas in a competent manner; can display satisfactory organisational skills	communicate most ideas in a basic manner; can display some organisational skills	requires assistance with communication of ideas.
Work practices	demonstrates leadership skills within a team. Can work independently, cooperatively and productively, in an organised and time efficient and professional manner covering a wide variety of practical skills	works independently and in a team with minimum supervision. Can work cooperatively and productively in an organised manner, covering a variety of practical skills	works cooperatively and productively in a team situation with some supervision.	sometimes works cooperatively and productively in a team situation with some supervision.	requires direct supervision to complete tasks; contributes to team involvement in a limited capacity