

Business and Client Service

Business and Client Service

**Course
Framework**

For courses accredited from 2012



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:

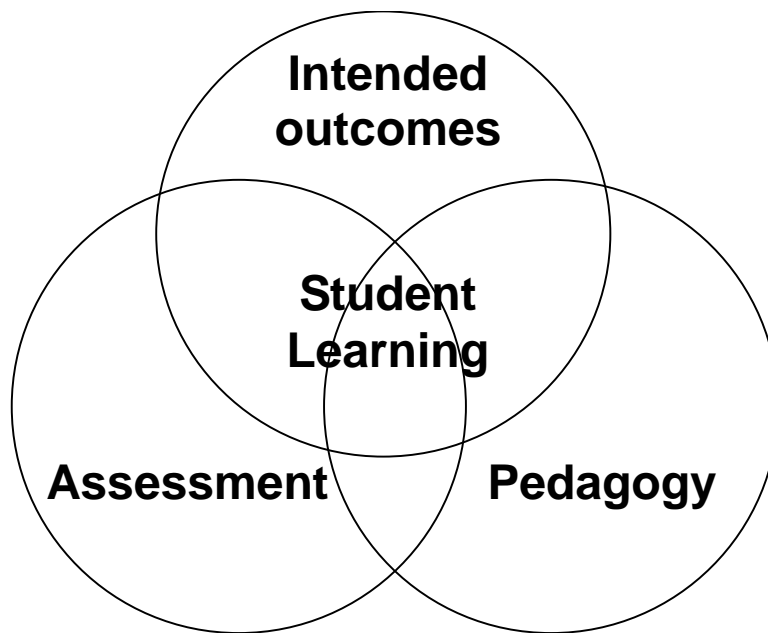
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

*Examples of these student capabilities are provided at **Appendix B**.*

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.
(Meta-cognition)
4. Learners' sense of self and motivation to learn affects 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 learner' 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)

Courses written under this framework include Business Administration, Retail and Information and Library Service.

Courses under the Business and Client services framework are focussed on client and service skills and their applications.

RATIONALE

Business and Client Services underpin the successful operation of all commercial or not-for-profit organisations in the public, private and community sectors. They can be internally or externally provided to a business. Business and Client Services are those activities that underpin the function and performance of an organisation. It is the study of industry specific skills that enable organisations to function and engage with customers and the community. Contemporary business, retail and information service activities form a complex global web through which goods and services are designed, produced, marketed, organised, stored and delivered.

Business and Client Services is a dynamic industry. There are constant changes in technology and shifts in industry trends. Students entering the field of Business and Client Services will require knowledge and a range of skills to adapt to an ever changing industry. Courses under this framework will provide opportunities for students to make connections between information, skills and ideas within the Business and Client Service industry.

Courses under this framework aim to provide students with authentic experiences in business, retail and information service settings. Students research, analyse and evaluate expertise, vocational and interpersonal competencies suitable for employment and further training.

Students develop skills and knowledge that underpin a range of Business and Client Service contexts. Students are challenged to think critically and develop problem solving skills to become independent learners and global citizens. Courses under this framework develop students' skills in business literacy, information literacy, ICT, teamwork, Occupational Health and Safety (OHS), organisation and effective communication. They develop an appreciation of how these skills and concepts can be transferred within sectors of this industry.

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:

- evaluate a range of technical, practical, personal and organisational skills valued both within and beyond the workplace
- apply knowledge and skills related to work, employment and further training within the Business and Client Service industry
- demonstrate an understanding of workplace principles, standards and practices
- apply the guidelines of occupational health and safety and risk management
- discuss and reflect on wider issues arising in the Business and Client Services industry
- make connections between information and ideas and synthesising these to perform new tasks
- use technologies to investigate, clarify, organise, refine and present ideas
- communicate effectively and demonstrate effective work relationships
- demonstrate an ability to plan, manage and evaluate and reflect on their own performance
- demonstrate an ability to identify, analyse, evaluate and implement solutions to both routine and complex situations

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. This content will differ according to the particular course classification (A 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

All courses developed under this Framework will be based on the essential concepts and skills of the subject area, as outlined below.

Concepts

- OHS, client relations
- Rights and responsibilities of employers and employees
- Environmental work practices
- Workplace diversity
- Information management - security and data integrity
- Effective work habits
- Training and career pathways

Skills

- Planning and organisational skills
- Problem solving skills
- Team work and adaptability skills
- Personal and interpersonal communication
- Information literacy – retrieval, analysis, organising, processing, evaluating
- Using current and emerging technologies
- Self monitoring and evaluating work performance

Recommended Content

The content in each of any courses developed under this framework is to incorporate the requirements of the relevant training package.

Vocational Courses

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

Business Service Training Package

Museum and Library /Information Services Training Package

Retail Services Training Package

PEDAGOGY

Teaching Strategies

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences

Teaching strategies that are particularly relevant and effective in Business and Client Service Framework include:

- simulation opportunities for learning and transferring skills and also acquiring knowledge
- interactive work scenarios
- team work activities
- self directed learning options
- integrated project work
- observations
- authentic activities
- role plays
- structured workplace learning
- regular and meaningful feedback
- establishing industry links with individuals or groups

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 that indicates levels of student performance against each criterion.

Assessment Task Types

The assessor may devise a task that integrates the assessment of the designated units of competence in the Assessment Plan.

Work based activities

These tasks involve observation of the student conducting a range of work or practical activities in a workplace or a simulated environment. These tasks could involve completing a verbal, written or visual report on an aspect of work operations.

Practical Activity

These tasks involve the demonstration of an activity relevant to the workplace.

Task types	Theory	Practical activity	Work based activity
Suggestions	<ul style="list-style-type: none"> • summative tests • research exercise • work investigation • planning exercise • presentation • scenarios 	<ul style="list-style-type: none"> • poster/flyer/brochure • DVD • organising an event • visual display • multimedia presentation • simulations • portfolio 	<ul style="list-style-type: none"> • description/analysis of work-based activities (virtual enterprise, simulation, work placement) • observation report • logbook/diary
	20 - 50%	20 - 50%	20 - 50%

For each unit 1.0 unit you must include at least 2 different task types.
Over a course all task types must be included.

The Board recommends 3 – 5 assessment tasks per standard unit (1.0), and 2 - 3 per half standard unit (0.5).

Assessment Criteria

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

- Knowledge, skills and application
- Communication, interpersonal and organisational skills
- Use of appropriate technologies
- Problem solving skills
- Evaluating and monitoring performance

Assessment Rubrics have been developed for all of the Task Types. These are included at *Appendix A*.

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 organised 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** that describe generic standards of student achievement across all courses.

UNIT GRADE DESCRIPTORS FOR A COURSES

Criteria/ Goals	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge, skills and application	<ul style="list-style-type: none"> critically analyses relevant information and issues using appropriate terminology applies knowledge, concepts and skills in simulated or real workplace situations in a highly effective way applies OHS procedures highly effectively in a range of contexts 	<ul style="list-style-type: none"> identifies relevant information and issues using appropriate terminology applies knowledge, concepts and skills in simulated or real workplace situations in an effective way applies OHS procedures effectively in a range of contexts 	<ul style="list-style-type: none"> identifies some of the relevant information and issues using appropriate terminology applies knowledge, concepts and skills inconsistently in simulated or real workplace situations applies OHS procedures in most contexts 	<ul style="list-style-type: none"> demonstrates a limited understanding of information and issues with some reference to appropriate terminology applies knowledge, concepts and skills with limited understanding in simulated or real workplace situations applies OHS procedures inconsistently 	<ul style="list-style-type: none"> demonstrates minimal understanding of information and issues without reference to appropriate terminology applies knowledge, concepts and skills with minimal understanding in simulated or real workplace situations minimal application of OHS procedures
Communication, interpersonal and organisational skills	<ul style="list-style-type: none"> communicates coherently, articulately and appropriately in a variety of written, oral and non-spoken forms and in range of situations demonstrates highly effective collaborative, monitoring, decision making and delegation skills in workplace contexts displays highly effective planning and organisational skills skillfully and sensitively applies knowledge of customer service practices 	<ul style="list-style-type: none"> communicates clearly in a variety of written, oral and non-spoken forms and in range of situations demonstrates effective collaborative, monitoring, decision making and delegation skills in workplace contexts displays effective planning and organisational skills effectively applies knowledge of customer service practices 	<ul style="list-style-type: none"> communicates satisfactorily in a variety of written, oral and non-spoken forms and in range of situations demonstrates some collaborative, monitoring, decision making and delegation skills in workplace contexts displays inconsistent planning and organisational skills applies knowledge of customer service practices inconsistently 	<ul style="list-style-type: none"> communicates at a basic level in a variety of written, oral and non-spoken forms demonstrates limited collaborative, monitoring, decision making and delegation skills in workplace contexts displays some limited planning and organisational skills applies knowledge of customer service practices in limited way 	<ul style="list-style-type: none"> communicates in a limited way in written, oral and non-spoken forms demonstrates minimal collaborative, monitoring, decision making and delegation skills in workplace contexts displays minimal planning and organisational skills applies minimal knowledge of customer service practices

UNIT GRADE DESCRIPTORS FOR A COURSES

Criteria/ Goals	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<i>Use of appropriate technologies</i>	<ul style="list-style-type: none"> demonstrates highly effective use and application of a variety of technologies works in an organised and safe manner to complete complex practical tasks efficiently 	<ul style="list-style-type: none"> demonstrates effective use and application of a variety of technologies works in an organised and safe manner to complete most practical tasks efficiently 	<ul style="list-style-type: none"> demonstrates an inconsistent use and application of technologies works in an organised and safe manner to complete most practical tasks 	<ul style="list-style-type: none"> demonstrates a limited use and application of technologies works to complete most practical tasks with supervision 	<ul style="list-style-type: none"> demonstrates minimal use and application of technologies works on simple practical tasks in a group with direct supervision
<i>Problem-solving skills</i>	<ul style="list-style-type: none"> analyses and evaluates facts, theories and opinions and draws appropriate and insightful conclusions recommends and justifies creative and practical solutions, using a wide range of strategies 	<ul style="list-style-type: none"> analyses and evaluates facts, theories and opinions and draws appropriate conclusions recommends creative and practical solutions, using a wide range of strategies 	<ul style="list-style-type: none"> identifies facts and opinions and draws some conclusions recommends practical solutions, using a range of strategies 	<ul style="list-style-type: none"> demonstrates limited distinction between facts and opinions recommends practical solutions with assistance 	<ul style="list-style-type: none"> demonstrates a very limited distinction between facts and opinions is limited in recommending solutions
<i>Evaluating and monitoring performance</i>	<ul style="list-style-type: none"> plans and follows a considered course of action, monitors progress and makes appropriate modifications makes informed judgements and decisions based on reliable evidence and careful consideration of relevant options 	<ul style="list-style-type: none"> plans and follows a course of action, monitors progress and makes modifications makes judgements and decisions based on reliable evidence and consideration of relevant options 	<ul style="list-style-type: none"> plans a course of action, monitors progress and makes some modifications makes some judgements and decisions based on evidence and consideration of relevant options 	<ul style="list-style-type: none"> plans a course of action and modifies with some assistance makes few judgements and decisions based on reliable evidence and consideration of relevant options 	<ul style="list-style-type: none"> has difficulty following a course of action makes decisions haphazardly based on limited consideration of relevant options

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
- 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.

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 judgements.

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 as well as any M units 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 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

References for Curriculum Development

Websites from Australian State curriculum bodies:

New South Wales: <http://www.boardofstudies.nsw.edu.au/>

Victoria: <http://www.vcaa.vic.edu.au/vce/studies/index.html>

Queensland: <http://www.qsa.qld.edu.au/>

South Australia: <http://www.ssabsa.sa.edu.au/teacher/teachersubject.php>

Tasmania: <http://www.tqa.tas.gov.au/>

Western Australia: <http://www.det.wa.edu.au/education/>

Other references:

Every Chance to Learn: <http://activated.act.edu.au/ectl/>

Curriculum Corporation: <http://www.curriculum.edu.au/ccsite/>

National Library: <http://www.nla.gov.au/education/>

COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
Erica Brown	Dickson College
Diane Davidson	Hawker College
Rosemary Hackman	Lake Tuggeranong College
Colleen Kain	St Mary MacKillop College
Vicki Larkman	Canberra College
Janice Wilson	Lake Tuggeranong College

The group gratefully acknowledges the work of previous groups who developed and revised the Business and Client Services Course Framework.

RUBRIC RESEARCH ASSIGNMENT

Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task.

Criteria	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge, skills and application	<ul style="list-style-type: none"> • critically analyses relevant information and issues using appropriate terminology • researches, selects and interprets relevant information effectively for target audience 	<ul style="list-style-type: none"> • identifies relevant information and issues using appropriate terminology • researches, selects and interprets relevant information for target audience 	<ul style="list-style-type: none"> • identifies some of the relevant information and issues using appropriate terminology • researches, selects and interprets information for target audience 	<ul style="list-style-type: none"> • demonstrates a limited understanding of information and issues with some reference to appropriate terminology • researches and selects some information for target audience 	<ul style="list-style-type: none"> • demonstrates minimal understanding of information and issues without reference to appropriate terminology • selects limited information
Communication and organisational skills	<ul style="list-style-type: none"> • communicates with effective control of language for a range of purposes and audiences • displays highly effective planning and organisational skills • clearly acknowledges sources and provides a bibliography in the correct style 	<ul style="list-style-type: none"> • communicates with control of language for a range of purposes and audiences • displays effective planning and organisational skills • acknowledges sources and provides a bibliography 	<ul style="list-style-type: none"> • communicates with developing control of language for a range of purposes and audiences • displays inconsistent planning and organisational skills • provides a bibliography with some inconsistencies in referencing 	<ul style="list-style-type: none"> • communicates with partial control of language with little understanding of purposes and audiences • displays some limited planning and organisational skills • provides a bibliography with many inconsistencies in referencing 	<ul style="list-style-type: none"> • communicates with little control of language • displays minimal planning and organisational skills • does not provide a bibliography
Use of appropriate technologies	<ul style="list-style-type: none"> • demonstrates highly effective use and application of a variety of technologies 	<ul style="list-style-type: none"> • demonstrates effective use and application of a variety of technologies 	<ul style="list-style-type: none"> • demonstrates an inconsistent use and application of technologies 	<ul style="list-style-type: none"> • demonstrates a limited use and application of technologies 	<ul style="list-style-type: none"> • demonstrates minimal use and application of technologies
Problem-solving skills	<ul style="list-style-type: none"> • analyses and evaluates facts, theories and opinions and draws appropriate and insightful conclusions 	<ul style="list-style-type: none"> • analyses and evaluates facts, theories and opinions and draws appropriate conclusions 	<ul style="list-style-type: none"> • identifies facts and opinions and draws some conclusions 	<ul style="list-style-type: none"> • demonstrates limited distinction between facts and opinions 	<ul style="list-style-type: none"> • demonstrates a very limited distinction between facts and opinions
Evaluating and monitoring performance	<ul style="list-style-type: none"> • plans and follows a considered course of action, monitors progress and makes appropriate modifications 	<ul style="list-style-type: none"> • plans and follows a course of action, monitors progress and makes modifications 	<ul style="list-style-type: none"> • plans a course of action, monitors progress and makes some modifications 	<ul style="list-style-type: none"> • plans a course of action and modifies with some assistance 	<ul style="list-style-type: none"> • has difficulty following a course of action

RUBRIC for PRACTICAL ACTIVITY (poster brochure , multimedia presentation)

Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task.

Criteria	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and skills	<ul style="list-style-type: none"> applies knowledge, concepts and skills in simulated or real workplace situations in a highly effective way critically analyses relevant information and issues using appropriate terminology effectively demonstrates creativity and originality 	<ul style="list-style-type: none"> applies knowledge, concepts and skills in simulated or real workplace situations in an effective way identifies relevant information and issues using appropriate terminology demonstrates creativity 	<ul style="list-style-type: none"> applies knowledge, concepts and skills inconsistently in simulated or real workplace situations identifies some of the relevant information and issues using appropriate terminology demonstrates some creativity 	<ul style="list-style-type: none"> applies knowledge, concepts and skills with limited understanding in simulated or real workplace situations demonstrates a limited understanding of information and issues with some reference to appropriate terminology demonstrates limited creativity 	<ul style="list-style-type: none"> applies knowledge, concepts and skills with minimal understanding in simulated or real workplace situations demonstrates minimal understanding of information and issues without reference to appropriate terminology
Problem-solving skills	<ul style="list-style-type: none"> recommends and justifies creative and practical solutions, using a wide range of strategies 	<ul style="list-style-type: none"> recommends creative and practical solutions, using a wide range of strategies 	<ul style="list-style-type: none"> recommends practical solutions, using a range of strategies 	<ul style="list-style-type: none"> recommends practical solutions with assistance 	<ul style="list-style-type: none"> is limited in recommending solutions
Communication, interpersonal and organisational skills	<ul style="list-style-type: none"> communicates coherently, articulately and appropriately in comprehensive detail 	<ul style="list-style-type: none"> communicates clearly in sufficient detail 	<ul style="list-style-type: none"> communicates satisfactorily with some detail 	<ul style="list-style-type: none"> communicates in a basic form 	<ul style="list-style-type: none"> requires assistance with communication of ideas and information
	<ul style="list-style-type: none"> is able to prioritise work and always meet deadlines shows a very high level of ability in planning and organising ideas 	<ul style="list-style-type: none"> is able to prioritise work and meet deadlines shows a high level of ability in planning and organising ideas 	<ul style="list-style-type: none"> is able to sometimes prioritise work and meet deadlines shows a satisfactory level of ability in planning and organising ideas 	<ul style="list-style-type: none"> has demonstrated limited ability to prioritise work and meet deadlines demonstrates limited ability in planning and organising ideas 	<ul style="list-style-type: none"> has demonstrated minimal ability to prioritise work and meet deadlines demonstrates little evidence of planning and organising ideas
Use of appropriate technologies	<ul style="list-style-type: none"> demonstrates excellent skills in the effective use of a variety of technologies 	<ul style="list-style-type: none"> demonstrates high level skills in the use of a variety of technologies 	<ul style="list-style-type: none"> demonstrates satisfactory skills in the use of a variety of technologies 	<ul style="list-style-type: none"> demonstrates basic skills in the use of a variety of technologies 	<ul style="list-style-type: none"> demonstrates limited technology skills
Evaluating and monitoring performance	<ul style="list-style-type: none"> plans and follows a considered course of action, monitors progress and makes appropriate modifications 	<ul style="list-style-type: none"> plans and follows a course of action, monitors progress and makes modifications 	<ul style="list-style-type: none"> plans a course of action, monitors progress and makes some modifications 	<ul style="list-style-type: none"> plans a course of action and modifies with some assistance 	<ul style="list-style-type: none"> has difficulty following a course of action

RUBRIC for WORK BASED ACTIVITY

Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task.

Criteria	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<i>Knowledge and skills</i>	<ul style="list-style-type: none"> • selects a wide variety of appropriate documentation from the workplace • demonstrates an excellent understanding of knowledge, concepts and skills in work place procedures • applies knowledge, concepts and skills in simulated or real workplace situations in a highly effective way • applies OHS procedures highly effectively in a range of contexts 	<ul style="list-style-type: none"> • selects a variety of appropriate documentation from the workplace • demonstrates a good understanding of knowledge, concepts and skills in work place procedures • applies knowledge, concepts and skills in simulated or real workplace situations in an effective way • applies OHS procedures effectively in a range of contexts 	<ul style="list-style-type: none"> • selects some appropriate documentation from the workplace • demonstrates an understanding of knowledge, concepts and skills in work place procedures • applies knowledge, concepts and skills inconsistently in simulated or real workplace situations • applies OHS procedures in most contexts 	<ul style="list-style-type: none"> • selects some documentation from the workplace • demonstrates some understanding of knowledge and skills in work place procedures • applies knowledge, concepts and skills with limited understanding in simulated or real workplace situations • applies OHS procedures inconsistently 	<ul style="list-style-type: none"> • selects limited documentation from the workplace • demonstrates limited understanding of work place skills and procedures • applies knowledge, concepts and skills with minimal understanding in simulated or real workplace situations • minimal application of OHS procedures
<i>Communication, interpersonal and organisational skills</i>	<ul style="list-style-type: none"> • communicates with effective control of language for a range of purposes and audiences • displays highly effective planning and organisational skills 	<ul style="list-style-type: none"> • communicates with control of language for a range of purposes and audiences • displays effective planning and organisational skills 	<ul style="list-style-type: none"> • communicates with developing control of language for a range of purposes and audiences • displays inconsistent planning and organisational skills 	<ul style="list-style-type: none"> • communicates with partial control of language with little understanding of purposes and audiences • displays some limited planning and organisational skills 	<ul style="list-style-type: none"> • communicates with little control of language • displays minimal planning and organisational skills
<i>Problem-solving skills</i>	<ul style="list-style-type: none"> • recommends and justifies creative and practical solutions, using a wide range of strategies 	<ul style="list-style-type: none"> • recommends creative and practical solutions, using a wide range of strategies 	<ul style="list-style-type: none"> • recommends practical solutions, using a range of strategies 	<ul style="list-style-type: none"> • recommends practical solutions with assistance 	<ul style="list-style-type: none"> • is limited in recommending solutions
<i>Evaluating and monitoring performance</i>	<ul style="list-style-type: none"> • makes informed judgements and decisions based on reliable evidence and careful consideration of relevant options 	<ul style="list-style-type: none"> • makes judgements and decisions based on reliable evidence and consideration of relevant options 	<ul style="list-style-type: none"> • makes some judgements and decisions based on evidence and consideration of relevant options 	<ul style="list-style-type: none"> • makes few judgements and decisions based on reliable evidence and consideration of relevant options 	<ul style="list-style-type: none"> • makes decisions haphazardly based on limited consideration of relevant options

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.
• 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)
• 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
• 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
• 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
• environmentally and culturally aware citizens	understanding <i>the interconnectedness of the natural and constructed world</i> ; the <i>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
• 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
• 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
• 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

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, work experience
• 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 a social and economic environment of greater individual responsibility
• personal attributes enabling effective participation in society	through developing social skills and capabilities for citizenship, work experience and recognition of outside learning ; through understanding of a globalised knowledge society