



Lambton High School

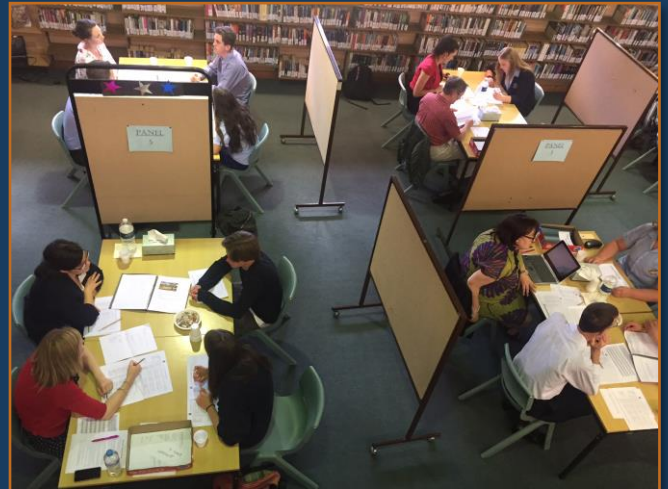
Authentic Assessment
Learning Program

Year 10 - Senior Foundation
2018

*Becoming an
Independent Learner*

*Developing
Employment Related
Skills in the Classroom*

*Preparing for
transition to Senior
School*



Contents

Page

3	Introduction - What is the 'Year 10 Authentic Assessment Learning Program (AALP) about?
4	AALP description
5	Timeline
6	Year 10 Authentic AALP Agreement
7	Reflecting on learning
9	Employment Related Skills (key competencies)
10	Examples of Classroom Employment Related Skills (CERS)
11	Reflection/CERS Sheet
12	AALP Assessment Tasks Checklist
13	Template for AALP Reflection/CERS Sheet for AALP assessment tasks
14	Portfolio
15	Passport
16	Interview

Subject AALP Assessment Tasks

21	Checklist of Prescribed subject AALP Assessment Tasks
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What is the AALP all about?

The Year 10 Authentic Assessment Learning Program (AALP) is a compulsory and important component of the Year 10 curriculum at Lambton High School. It is a pre-senior transition program that consists of three components: portfolio, passport and interview. It is designed to provide Year 10 with improved workplace skills and to reinforce the importance of assessment and organisation as they move towards Years 11 and 12. The AALP interview takes place in November and allows students to showcase their AALP portfolio including AALP assessment tasks, employment related skills, AALP passport achievements and their goals for the future. This interview is designed to reinforce the importance of preparation and organisation for not only Years 11 and 12 but their transition into post-school life.

The AALP aims to:

- Support the Year 10 curriculum by making it more relevant to the needs of the students especially as it relates to future career options and future study needs/requirements
- Enhance lifelong learning skills of all students by developing and recognising in learning, employment related skills
- Assess key Stage 5 outcomes (as they are expressed in the syllabi Key Competencies) in a more authentic way
- Increase opportunities for students to reflect on the process of learning and to publicly share what they have learned about themselves as learners especially how they have made progress as independent and reflective learners
- Provide students with an opportunity to present their learning in a more authentic way, i.e. it gives the opportunity to show what they really know and can do as a result of Year 10 learning experiences (and hence supports the AALP)
- Further develops the thinking skills and study skills as developed in Years 7, 8 and 9
- Positively impact on the culture of learning in Year 10 and further engages Year 10 students in the process of learning
- Foster community participation and involvement in the evaluation and assessment process
- Prepare students for the demands of study in Years 11 and 12.

Student outcomes

Students will:

- Be more responsible for their learning and move towards becoming more independent and reflective learners
- Develop skills associated with developing and presenting (at a public forum)
- Develop employment related skills and knowledge:
 - collecting, analysing and organising information
 - communicating ideas and information
 - planning and organising activities
 - working with others
 - solving problems
 - interviewing
 - reflection writing
- Increase student understandings of key concepts associated with:
 - research skills
 - self-assessment
 - reflection of own learning
 - study skills

AALP description

What do students do?

As part of the AALP students will be involved in a number of activities on wellbeing days, in Careers lessons and identified subject assessment tasks throughout the year. Students are required to create a portfolio, compiling and collating evidence of school work from their studies this year. They will also complete a “passport” of mandatory skills and experiences. This portfolio and passport will be presented at an interview in Term 4 where students will describe in detail how they have met each employment related skill throughout the year.

Students will need to bring with them to the interview:

- A Portfolio containing at least three completed AALP assessment tasks (selected from the tasks outlined in this booklet), completed reflection sheets for each AALP assessment task included, evidence of extra-curricular activities, a copy of their resume, their Half Yearly Report, Career Action Plan and any additional evidence to highlight achievements throughout the year.
- A Completed AALP Passport, showing evidence of the completion of a range of school programs/activities set out in the passport.

What are the key AALP activities?

In addition to the normal classroom curriculum, students will be involved in a number of key project activities, including:

- Goal setting
- Reflections on classroom learning and subsequent employment related skills
- Assignment Reflection Sheets
- School to work (career plan) activities
- Resume preparation
- Job interview preparation
- Preparation of a project folder/portfolio
- Oral presentation/Job interview

What assistance will students be given during the AALP?

Resources have been allocated to assist students in successfully completing the project. The structure includes:

- **Subject activities:** Each subject, as part of their assessment schedules, provides one assessment task to be part of the AALP. The tasks are related to real world situations (authentic) and linked to employment related skills.
- **Focus Group Meetings:** When the whole year group meets on wellbeing days, one lesson is devoted to supporting the AALP.
- **Careers Lessons:** Throughout the year the Careers Adviser supports the AALP through the careers program, including identifying employment related skills, writing job applications and resumes and interview preparation.
- **Assistance:** for students experiencing special difficulties through the Learning and Support Teacher.

What credentials will students be given?

The interview performance result will be reported on in the Yearly School Report along with a certificate of completion, indicating overall achievement at either High Distinction, Distinction, Credit, Pass or Limited level.

Timeline

TIME	AALP ACTIVITIES WELLBEING DAYS	Who	CAREERS LESSONS	Who	AALP Assessment Tasks & Learning
Term 1	<ul style="list-style-type: none"> Parent information evening 21st February Wellbeing Meeting Lesson <ul style="list-style-type: none"> Introduction to the AALP, purpose of AALP, classroom employment related skills (CERS) , skills for the future Timeline preview, setting goals AALP Assessment task booklet available on Moodle and LHS website 	IBL / AALP Coordinator and CA	<ul style="list-style-type: none"> Making links between CERS and assessment tasks 	CA	<p>Completion of subject AALP assessment tasks & reflection/CERS sheet for each subject</p> <p>As you complete these tasks keep them in a safe place ready to choose from, for your AALP Portfolio for the interview</p> <p>Completed reflection sheets must be kept in a safe place, ready for inclusion in your AALP Portfolio</p> <p>Collate AALP Portfolio in preparation for interview:</p> <ul style="list-style-type: none"> 3 subject AALP assessment tasks with reflections /CERS sheet and teacher feedback Resume Report Achievements Passport and evidence
Term 2	Wellbeing Meeting Lesson <ul style="list-style-type: none"> Assessing my learning 	AALP Coordinator	<ul style="list-style-type: none"> Making links between CERS and assessment tasks Application Letters Resume Interview Skills 	CA	
Term 3	Wellbeing Meeting Lesson <ul style="list-style-type: none"> Evaluating goals Subject reflection checklist Preparing for AALP interview 	AALP Coordinator	<ul style="list-style-type: none"> Application Letters Resume Interview Skills 	CA	
Term 4	Wellbeing Meeting Lesson AALP Interview Preparation review <ul style="list-style-type: none"> Completion of key AALP activities including: portfolio, assessment tasks, reflection/CERS sheets on Year 10 work, passport Interview times issued to students Interview preparation Interviews Thursday 22nd and Friday 23rd November 	AALP Coordinator	<ul style="list-style-type: none"> AALP Interview Preparation Interviews held in the library 	CA Panels	



Year 10 Authentic Assessment Learning Program Agreement

This agreement belongs to:

I understand that as part of the AALP, I:

- will complete all the AALP activities to the best of my abilities and produce high quality work;
- know that in Term 4 this year I will be required to attend an interview and I will be discussing and showing a portfolio and passport with the interview panel to show what I have learnt and how I have made progress as an independent and reflective learner.

Student signature: _____ Date: _____

Reflecting on Learning

One of the major aims of the Year 10 AALP is for students to become better and more independent learners.

An independent learner is someone who:

- Understands the task
- Can set goals
- Follows a process to complete the task
- Can solve problems along the way
- Can make connections between the skills learned and other areas of your life

In order to make these evaluations it is important to reflect on the learning that you encounter along the way, rather than to wait until the end of the year. The Year 10 AALP provides opportunities to do just that. The various activities that you will do involve thinking and reflecting about your process of learning.

Reflection Stems

The use of stems is beneficial when reflecting on your work/tasks or learning process. Stems, or key words, have been provided in the reflection activities of the AALP to assist you in this process and to start you off.

Some of stems that you may make use of are shown below.

Things I Did

Gathering- I ...

Gathered, counted, described, matched, selected, recalled, told, located, named, wrote, listed, expressed, drew, examined

Processing- I ...

Compared, constructed, sorted, distinguished, explained, analyses, solved, classified, calculated, completed, constructed

Applying- I ...

Evaluated, imagined, judged, predicted, speculated, designed, arranged, reposed, devised, estimated, surveyed

Work Habits

I got my work done on time...

I asked for help...

I showed initiative...

Study Skills

I organised myself...

I listened...

I used my time well...

Evaluation

I learned how ...

I need to worker harder on my ...

The best part of this activity was ...

This is not my best effort because ...

This piece was my greatest challenge because...

Why should students reflect on their learning?

- The act of writing down helps you to understand your thoughts and emotions, to work out what you can do to improve, and to focus on your development and progress in your subjects.
- A written record will also:
 - assist your teacher in understanding your progress and how further improvements can be made
 - help your parents/guardian see how you are progressing

What do students write about?

Anything which helps you reflect on:

- Topic and Content - what is the information about?
- Detail - what are the important points/parts/does it make sense?
- Progress and Completion - am I going OK?
- Change in views - does this knowledge affect other things I know?
- Increase Understanding - can I increase my understandings by questioning?
- How does what I am learning relate to real life?
- Review of understanding - how well do I understand this?
- Thoughts about how I learn best - how active is my learning?
- Things I find out about myself
- Things I find difficult - what are the challenges?
- My feelings about the subject matter that I have learnt



Employment Related Skills

When employers were asked to rate various attributes important for school leavers to have for employment they listed the following:

Reliability

Willingness to listen and learn

Punctuality

Ability to follow verbal and written instructions

Ability to work as a member of a team

Enthusiasm

Ability to use initiative

Clean and tidy appearance

Friendliness

Organisation

Ability to work without supervision

Ability to speak fluently and with confidence

Appropriate dress sense

Ability to write clearly

Ability to work with numbers

Ability to demonstrate creativity

Some of the qualifications related to the job

Qualifications in vocational areas

Casual or part time employment

Work experience related to the job

HSC results

Employers consider that employment related skills are just as important as job specific or technical skills. You gain a variety of employment related skills in every subject you study at school. Below is a list of the employment related skills valued by employers.

1. **Self-management** - *ability to take responsibility for setting and achieving personal goals*
2. **Initiative and enterprise** - *ability to seek/ take advantage of opportunities*
3. **Learning** - *ability to achieve new skills and/or knowledge*
4. **Communication** - *ability to express and understand information*
5. **Teamwork** - *ability to work effectively with others to get things done*
6. **Problem solving** - *ability to identify problems and develop solutions*
7. **Technology** - *ability to use appropriate technologies to complete tasks*

Examples of Classroom Employment Related Skills (CERS)

Course	Activity/ topic example	ERS	Examples
Science	Survey of food sold in school canteen	Teamwork Planning and organising Communication	<ul style="list-style-type: none"> • Work effectively in a team • Lead a team in meeting deadlines • Plan and design a survey • Collect and analyse information • Use a variety of presentation methods • Communicate ideas verbally to a group
PD/H/PE	First Aid Course	Communication Teamwork Problem solving	<ul style="list-style-type: none"> • Follow written and oral instructions • Work in a team and share equipment • Assessing care for an unconscious casualty • Evaluate situations • Perform EAR and CPR confidently and correctly
Music	Composition in a small group	Teamwork Problem solving Planning and organisation	<ul style="list-style-type: none"> • Work collaboratively to create a group composition • Find a solution to a problem • Contribute create ideas to a project • Meet deadlines
History	Assignment on Ancient Egypt	Planning and organising Cross cultural understanding	<ul style="list-style-type: none"> • Research on the internet • Collect, analyse and interpret information from different sources • Research and understand other cultures
English	Writing a science fiction story	Planning and organising Self-management Technology Initiative and enterprise	<ul style="list-style-type: none"> • Analyse information I have read • Plan and organise time to meet deadlines • Work independently • Use software programs • Produce an original story
Food Technology	Design and prepare a nutritious snack	Initiative and enterprise Problem solving Self-management	<ul style="list-style-type: none"> • Create something I have designed • Weigh and measure properly • Take pride in my work

AALP Assessment Tasks

Reflection/Classroom Employment Related Skills Sheets for the AALP and interview

- Students, as part of the program, do one Authentic Assessment task from every subject
- These tasks are marked by their class teacher and are included as part of the normal classroom assessment policy
- The tasks offer students opportunities to incorporate key employment related skills
- The tasks are to be completed by the end of Week 4, Term 4 in preparation for the interview in Week 6 of Term 4
- Students will need to complete a reflection/classroom employment related skills sheet for each task and hand it in with the assessment task to their teacher on the due date
- Students will select three of the AALP assessment tasks to present in their portfolio at the AALP interview. Each task is to be accompanied by:
 - Reflection sheet/Classroom Employment Related Skills sheet
 - Assessment/feedback from the class teacher



AALP Assessment Tasks Checklist

Year 10 AALP ASSESSMENT TASKS	Date Issued	Date Submitted	Reflection sheet completed
English			
Mathematics			
Science			
History			
Geography			
PD/H/PE			
Careers			
Elective X Subject:			
Elective Y Subject:			



Senior Foundation AALP Assessment Task Reflection Sheet 2018

Complete this document for each of your AALP assessment tasks. It is to be handed in to your teacher with each identified AALP assessment task on the due date of the task. Blank copies can be found on Moodle.

Name: _____ Subject: _____ Teacher: _____

Assessment Task Title: _____

Classroom Employment Skills involved in the AALP Assessment Task

Self-management	Initiative & enterprise	Learning	Communication
Teamwork	Planning & organising	Problem solving	Technology

List the steps you took to complete this assignment.	Choose a Classroom Employment Related Skill from the list above and explain how you used this skill/technique. Explain how you might use this in a workplace environment.
Some problems that I had ...	<ul style="list-style-type: none"> • Explain how you solved these problems detailing the Classroom Employment Related Skills you applied to help solve these problems. • Give an example in the workplace using this problem-solving skill or technique.

Teacher Comment:

Reflection/Classroom Employment Related Skills Sheet Portfolio

As part of the program students must collate a portfolio to be presented at the interview.

The portfolio must include:

- at least THREE completed AALP assessment tasks (selected from the tasks outlined in this booklet)
- completed reflection sheets for each AALP assessment task included in the portfolio
- evidence of extra-curricular activities
- a copy of their resume
- a copy of their Half Yearly Report
- a copy of their Career Action Plan
- any additional evidence/certificates to highlight achievements throughout the year.

Your portfolio should demonstrate you have acquired skills in each of the following areas:

- ✓ **Self-management** - ability to take responsibility for setting and achieving personal goals
- ✓ **Initiative and enterprise** - ability to seek/take advantage of opportunities
- ✓ **Learning** - ability to achieve new skills and/or knowledge
- ✓ **Communication** - ability to express and understand information
- ✓ **Teamwork** - ability to work effectively with others to get things done
- ✓ **Planning and organising** - ability to coordinate and prioritise tasks and resources
- ✓ **Problem solving** - ability to identify problems and develop solutions
- ✓ **Technology** - ability to use appropriate technologies to complete tasks

Passport

As part of the program students must complete a passport. Passports will be distributed to students in Week 10, Term 1.

Examples of what may be included in the passport are:

- Record your NESA Number
- Create and record a Unique Student Identifier (USI)
- Complete your Career Action Plan
- Evidence of successfully writing a cover letter for a real job advertisement
- Certificate of the Completion of All My Own Work (delivered during Term 2)
- Certificate of Completion of 'Getting Organised' Workshop
- Certificate of Completion of 'Researching and Writing in the Senior Years' Workshop
- Evidence through self-assessment of senior level writing skills "Is my writing ready for Year 11?"
- Evidence of a minimum of five volunteer hours (this may be in school, in the home or privately arranged in the community)

The Interview in Term 4

Driving Question - Are you ready for the next step?



AALP Interview Organisation and Preparation

As part of the program you:

- have been involved in a number of AALP activities throughout the year, including a range of assessment tasks
- have prepared a portfolio
- have completed a passport

The AALP culminates with an interview and you will need to make use of the authentic assessment activities and the work you have done in all of your Year 10 subjects to support your answers to the interview questions. You will be issued with a performance result in your end of year school report and a completion certificate.

Every student will have an interview.

The dates of the interview are: **Thursday 22nd November** and **Friday 23rd November**.

You need not attend school during these two days for normal lessons except when your interview is scheduled. The time for your interview will be given to you in early Term 4.

Interview Checklist

At the interview the students present to a panel:

- ✓ **Portfolio (including three of your prescribed AALP assignments/tasks with completed reflection sheets)**
- ✓ **Passport**

The interview panel

Interview panels will comprise three members - a teacher, a Year 9 student and a community member. The panels will be trained prior to the interviews and they will award a grade on your ability to participate in the interview. Opportunities will be given to all students during the year to develop interviews skills. In preparing for the interview it is important to spend some time thinking about the purpose of the interview and the criteria that will be used to assess your presentation.

The purpose of the interview

The purpose of the interview is to answer the question:

Are you ready for the next step?

You must display to the panel you have the skills needed to enter Year 11 and/or the world of work. The eight skills you are demonstrating are:

- ✓ **Self-management** - ability to take responsibility for setting and achieving personal goals
- ✓ **Initiative and enterprise** - ability to seek/take advantage of opportunities
- ✓ **Learning** - ability to achieve new skills and/or knowledge
- ✓ **Communication** - ability to express and understand information
- ✓ **Teamwork** - ability to work effectively with others to get things done
- ✓ **Planning and organising** - ability to coordinate and prioritise tasks and resources
- ✓ **Problem solving** - ability to identify problems and develop solutions
- ✓ **Technology** - ability to use appropriate technologies to complete tasks

The interview will give you an opportunity to show what you have learnt as a result of engaging in the activities of the Year 10 project, *especially how you have become a better and more independent learner* and how your learning has supported your development of employment related skill.

For the interview

- You **must** wear appropriate dress for an interview
- Be prompt and organised

Awaiting the interview

It is quite usual to feel apprehension or nervous before an interview. If you are concerned about this, you might consider using a relaxation technique such as deep breathing or light reading.

Interview structure

- A panel member will greet you - he/she will introduce you to other members of the panel.
- The interview place is likely to be set up with a table and chairs arranged around it to ensure eye contact between you and the panel members.
- During the interview, you will be asked a number of questions and given an opportunity towards the end of the interview to ask any questions you may have or raise any matters you feel are important for the panel to consider.

Presentation during the interview

The way you present yourself and your answers at the interview will affect the way the panel members assess you. Some factors that you may find useful to think about as part of your overall presentation include:

- how to greet the panel members
- body language
- use of language
- eye contact
- using panel members' name

Your best performance is likely to be achieved when you feel comfortable enough about the general preparation you have done to present yourself in a natural yet confident manner.

Answering questions

- You will be provided a copy of the possible questions that the panel will/may ask in early Term 4. They might also ask you follow up questions. This means that you can do some preparation beforehand.
- In answering questions direct your response initially to the person who asked the question while ensuring that you address and maintain eye contact with all committee members. Wherever possible make sure you illustrate your answer by using examples from the various aspects of the AALP.

Concluding the interview

At the conclusion of the interview a panel member will invite you to ask any questions you may have, to add anything further or to raise any relevant issues. If you feel satisfied that you have already covered the points you wished to make, thank the panel, pack up and leave quietly.

Feedback

You will be given feedback in a variety of ways:

- Immediately by the panel during and at the end of the interview
- A certificate showing the grade that you have achieved which is also reported in your end of year report



Year 10 AALP Interview Questions

- What are your long and short-term goals? What do you see yourself doing in six months and in ten years? (self-management)
- Can you describe a time when you have taken initiative? What was the result? (initiative and enterprise)
- When you receive a new assignment, what is your procedure for gathering information? How do you know what to ask/research? (learning)
- Rate your communication skills on a scale of 1 to 10. Give examples of experiences that demonstrate the rating is accurate. (communication)
- Describe a time where you had to work as a team to achieve an outcome? (teamwork)
- Give me an example of a project/assignment you planned? How did you organise and schedule tasks? Are there any steps you would have done differently? (planning and organising)
- Tell us about a time when you faced a problem and overcame it. How did you do it? (problem solving)
- What are your strengths and weaknesses in relation to technology? Give examples. (technology)
- What are three words your friends would use to describe you?
- Are you ready for the next step? Please show us and talk us through your Passport, Portfolio and AALP tasks.
- Do you have any further questions?

Year 10 AALP Interview Rubric

Employment Related Skills	Criteria	A - High Distinction	B - Distinction	C - Credit	D - Pass	E - Limited
Self- management Completeness of AALP Activities Ability to work effectively and accept responsibility Ability to set Goals	Effort	Outstanding effort as noted by presentation, completion of portfolio, articulation of answers and understanding of the purpose of the AALP process.	Excellent effort as noted by presentation, completion of portfolio, articulation of answers and understanding of the purpose of the AALP process.	Average effort as noted by presentation, completion of portfolio, articulation of answers and understanding of the purpose of the AALP process.	Basic effort as noted by presentation, completion of portfolio, articulation of answers and understanding of the purpose of the AALP process.	Unprepared and disengaged in the interview and AALP process.
	Goal Setting	Excellent articulation of goals- school; personal; career goals etc. and importance of setting goals. Very able to demonstrate (from the project activities) setting goals and evaluate their achievements. Diary used regularly. affectively.	Able to discuss with confidence the key educational and other personal goals. Can demonstrate that he/she can and has been able to set goals and action plans to achieve them Diary used regularly.	Describes some of the key goals that he/she has set out to achieve and able to demonstrate the extent to which these have been achieved Diary used most time.	Able to state some goals and how he/she set out to achieve them Diary only used some of the time.	No diary or evidence of goal setting.
Initiative & Enterprise Ability to seek/take advantage of new opportunities	Ability to seek/take advantage of new opportunities	Describes in detail a time when they showed initiative and discusses outcomes, displaying an extensive understanding of initiative and enterprise.	Describes in detail a time when they showed initiative and mentions outcomes, displaying a high understanding of initiative.	Discusses when they have shown initiative.	Shows a basic understanding of initiative.	Unable to answer the question.
Learning Ability to achieve new skills and/or knowledge Ability to monitor and evaluate own progress in learning Ability to transfer knowledge	Process of Learning and Task Understanding	Demonstrates a deep understanding of the tasks and the processes used to complete them.	Describes at least three tasks in detail and describes clearly the steps used to complete each.	Is able to describe several tasks and explain some of the steps used to complete them.	Describes at least one task but lacks depth on the steps used to complete them.	Unable to describe tasks completed.
Communication Ability to communicate ideas and information effectively - both written and verbal	Personal Presentation including oral communication	Neat, smart interview attire; excellent communication skills e.g. variety of tone, gesture, expressive voice.	Neat, smart interview attire; highly developed communication skills; voice clear and sufficiently loud.	Neat, smart interview attire; communication skills include eye contact, some expression, voice clear.	Neat, smart interview attire; use some appropriate speaking techniques.	Poorly presented; poor communication skills.

	Written communication	Demonstrates evidence of outstanding written communication skills.	Demonstrates evidence of very good written communication skills.	Demonstrates evidence of good written communication skills but may be inconsistent.	Shows some evidence of satisfactory written communication skills.	Does not demonstrate written communication skills.
Team work Ability to work with others and in teams	Working in teams	Demonstrates a deep understanding of teamwork and provides explicit examples of effectiveness when working with others and in teams.	Demonstrates a clear understanding of teamwork and provides examples of ability to work with others and in teams.	Is able to explain teamwork and provide an example when they have worked in a team.	Is able to explain what it means to work in a team.	Unable to describe what it means to work in a team.
Planning and Organising Ability to coordinate and prioritise tasks and resources, collect, analyse and organise information	Planning and organisational skills	Demonstrates a deep understanding of the processes used to complete tasks. Strong grasp of research, selection and organisation processes.	Describes clearly the steps and processes used to complete tasks.	Is able to explain some of the steps and/or processes used to complete tasks.	Lacks depth on the steps and/or processes used to complete tasks.	Unable to describe steps and/or processes used to complete tasks.
Problem Solving Ability to identify a problem; prove solutions; implement solution(s); evaluate solutions	Problem Solving	Advanced understanding of problem solving and describes a variety of strategies used to solve a problem they faced. Gives extensive details of the problem-solving process.	Describes a problem faced and some of the strategies used to solve it. Gives details.	Describes a problem and how it was solved with limited detail.	Describes a problem but does not identify how they solved it.	Unable to address problem solving.
Using Technology Ability to use technology including computer technology appropriately and effectively	Use of technology	Provides extensive examples of effective use of varied technology. Can discuss strengths and weaknesses in detail.	Provides many examples of use of technology and discusses strengths and weaknesses.	Provides some examples of technology they can use. Mentions strengths and weaknesses with limited detail.	Provides one example of types of technology they can use. Mentions a strength or weakness.	Unable to provide examples of technology they can use.
Passport		Displays and discusses an outstanding passport. All areas are complete.	Displays and discusses a passport of a very high standard. All areas are complete.	Displays and discusses a passport. The majority of areas are complete.	Presents a partially completed passport.	Does not present a passport.
Portfolio		Presents an outstanding portfolio including all required components.	Presents a portfolio of a very high standard including all required components.	Presents a sound portfolio including most required components.	Presents some components the portfolio.	Does not present a portfolio.
AALP Assignments		Presents and references at least three AALP assignments.	Presents three AALP assignments. Or Presents and references two AALP assignments.	Presents two AALP assignments.	Presents one AALP assignment.	Does not present any AALP assignments.

Prescribed Assessment Tasks





Stage 5 Subject / Electives 2018
AALP Task Notification

Faculty	Subject	AALP Task included	Who to see
Core Subjects			
English	• English	Y	
Mathematics	• Mathematics	Y	
Science	• Science	Y	
HSIE	• Geography	Y	
	• History	Y	
PD/H/PE	• PD/H/PE	Y	
Careers	• Careers		
Electives X or Y			
CAPA	• Drama	Y	
	• Visual Arts	Y	
	• Music	Y	
Computer Studies	• Information Software and Technology (IST)	Y	
HSIE	• Elective - History	Y	
	• Commerce	Y	
PD/H/PE	• Physical Activity and Sports Studies (PASS)	Y	
Science	• Marine and Aquaculture Technology	Y	
Applied Technology (TAS)	• Timber	Y	
	• Food Technology	Y	
	• Child Studies	Y	
	• Electronics	Y	
	• iSTEM	Y	