2022 Workplace Practices Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit (e.g. up to 2000 words for AT3).

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades entered in Schools Online are correct
* ensuring the uploaded tasks are legible, all facing up (and all the same way), and removing blank pages, student notes and formula pages
* ensuring that student evidence in the Performance Assessment Type is verified by a credible source such as VET competency statement, a Supervisors Report, payslips or time logbook entries, mentor statements, course completion certificates etc. and further verified by the inclusion of the Teacher’s Report on Student Performance which is available in the Forms section of the Workplace Practices section on the SACE website.

Assessment Type 1: Folio

Folio assessment tasks are an opportunity for students to develop and demonstrate industry and work knowledge related specifically to the Areas of Study topics outlined in the Workplace Practices subject outline. A diverse range of both practical and investigation tasks are completed by students, applying their developing knowledge of workplace issues, cultures and practices to their own industry focus.

Teachers can elicit more successful responses by:

* co-designing purposeful Folio inquiry tasks that respond to student interests and skills, and develop their capabilities for future workplace learning
* providing flexible tasks that allow students to focus on an industry of their choice or explore a range of industries to inform future choices
* providing many opportunities for students to meet the performance standards assessed across multiple tasks
* ensuring that scaffolding does not limit student achievement by reducing student voice and/or reducing the depth and detail of authentic student engagement with the learning material.

The more successful responses commonly:

* enabled students to choose and research topics from their industry area with greater flexibility, especially in the industrial relations topic
* had scope to allow students the opportunity to reflect and evaluate
* were tasks that allowed students to personalise the focus of their tasks where possible, allowing for relevance of reflection and evaluation
* were tasks that connected to industry, allowing students to show understanding at a higher level
* allowed students the depth to explore instead of being overly structured or scaffolded
* connected investigated content to personal learning or industry
* were written with a specific industry focus and utilised primary sources, often interview or survey data that the student gathered themselves (i.e., incorporated primary data of surveys, interviews in their texts)
* showed strong knowledge and understanding by incorporating the student’s own experience and sources they found
* referenced their sources
* showed clear evidence of research and an analysis of their findings
* identified how current experiences and skills could be transferred to find employment.

The less successful responses commonly:

* were over-scaffolded, overly structured, question-answer responses, and did not allow for student voice or individual industry focus
* presented material and answered questions without further research
* had limited or no Reflection and Evaluation across enough tasks, which affected their grade
* had a specific genre to produce which showed limited IA and KU
* had minimal evidence of understanding, lacked detail or were often unfinished, and had no substantiation of investigation.

Assessment Type 2: Performance

The Performance Assessment Type allows students to present genuine evidence of the practical application of their workplace skills in a workplace or simulated training environment and gives context to the theoretical elements of the Workplace Practices course.

Teachers can elicit more successful responses by:

* ensuring that Workplace Performance is verified by a credible source such as a VET competency statement, a Supervisors Report, payslips or time logbook entries, mentor statements, course completion certificates etc. and further verified by the inclusion of the Teacher’s Report on Student Performance which is available under Forms on the Workplace Practices section of the SACE website
* periodically monitoring work skills development via ongoing conversations, and prompting students to record observations about the development of their knowledge and understanding on an ongoing basis
* encouraging students to describe their engagement in work related activities, detailing decisions made, and skills applied through relevant examples, rather than simply providing an account or list of activities undertaken.

The more successful responses commonly:

* involved students providing evidence to support their learning experiences and showing Knowledge and Understanding
* demonstrated very clear student voice throughout journal/logbook evidence, explaining what they were doing and why, making clear links between theory and practice
* had all required components: evidence of students’ voice showing Knowledge and Understanding of what they were doing, Teacher’s Report to Moderator; Supervisor’s Report; or VET evidence of completion (where relevant)
* included specific dates, hours of work, detailed account of thoughts and learning connected to specific activities and duties, reflection on skills developed, photographic evidence and supporting teacher documentation
* commented on and/or discussed aspects of work such as Workplace Health and Safety, employability skills etc.

The less successful responses commonly:

* were missing required components: evidence of student voice in Performance showing Knowledge and Understanding, Teacher’s Report to Moderator; Supervisor’s Report; VET evidence of completion (where relevant)
* used overly scaffolded worksheets or workbooks which limited student voice
* used reflections from a different assessment type for Performance (AT3 being used for AT2, which does not meet requirements)
* were very brief journal entries or short answers to journal questions with few details other than the required hours were completed
* were a recount of what was done that did not demonstrate Knowledge and Understanding of the course or student learning.

Assessment Type 3: Reflection

Teachers can elicit more successful responses by:

* recognising the distinct difference between the Application assessment criteria (AT2) and the Investigation and Analysis, and Reflection criteria (AT3) and designing distinct assessment tasks accordingly. Knowledge and Understanding are assessed in both AT2 and AT3
* providing opportunities for students to explore work-related issues in local, national and global contexts and to recognise their role or influence as a worker, consumer or citizen in this system
* engaging students in personally relevant investigation and analysis activities that lead to reflections on changing behaviours, adjusting plans, problem solving for a future purpose and/or evaluating personal development of workplace competencies.

The more successful responses commonly:

* were tasks that provided students with the opportunity to provide evidence from the three Assessment Design Criteria groups, especially ‘Reflection and Evaluation’
* self-reflected and connected learning to industry practice and their future, rather than recount only
* were written in relation to job-specific skills and employability skills required for a position
* were successful personal reflections featuring extended elaborations on the graduate qualities and/or employability skills and attributes related to future pathways
* included reflection on future aspirations
* allowed students to address the criteria in a variety of ways/formats.

*The less successful responses commonly:*

* were descriptive recount tasks, without Reflection and Evaluation
* had Reflection and Evaluation but little evidence of Investigation and Analysis throughout
* used student evidence from a different assessment type (e.g., AT2 Performance as a reflection task, which does not meet the criteria)
* Responded to tasks that asked them to reflect on the folio course content, which did not allow the student to address Knowledge and Understanding or Investigation and Analysis
* lacked depth and only discussed some experiences and examples
* were limited to recount only.

External Assessment

Assessment Type 4: Investigation

This assessment type provides an opportunity for students to undertake an investigation of a local, national, and/or global issue relating to their experiences of work and workplace contexts. Alternatively, students can choose to undertake a practical investigation based on a product, task, or service related to their experiences of work and workplace contexts. Whether an Issue or Practical Investigation is undertaken, students are assessed on their Knowledge and Understanding of their chosen industry and their ability to Investigate and Analyse key concepts in a work-related context. Further to this, students are required to Reflect on and Evaluate their own learning in or about this industry.

Teachers can elicit more successful responses by:

* ensuring that students focus on a specific industry, name it, and can demonstrate their knowledge using the language and issues related to their chosen industry
* assisting students to identify a focus for their investigation that is directly related to work, being a worker and or interacting with a workplace practice.

The more successful responses commonly:

* focused on a local, national and/or global issue related to their chosen industry, rather than life in general
* allowed students to choose their own focus question and investigation in consultation with the teacher
* used the language of the industry and showed Knowledge and Understanding through their explanations of concepts and issues
* chose issues that had personal relevance and could therefore reflect and self-evaluate more easily and naturally
* used a wide range of sources, including primary and secondary
* compared and analysed the findings between sources and their own thoughts or experiences
* analysed what data gathered from surveys and interviews revealed, rather than repeating the comments gathered (e.g., indicating surprise at unusual or unexpected findings)
* clearly demonstrated an understanding of the difference between presenting information (such as facts, statistics, and graphs), analysing the information, and what it has taught students about their chosen topic
* had numerous examples of analysis, reflection and evaluation embedded throughout the student evidence
* (for the issues investigation) started with a very specific, appropriate research question, worded as an issue, that students could engage with and investigate. Overly general topics limit demonstration of KU or IA at a high level
* (for the practical investigation) enabled students to demonstrate their involvement in a real-world (rather than imagined) activity. Evidence included videos, pictures, and feedback from relevant people on a completed process. This allowed students to reflect on and evaluate their learning throughout in a real, rather than in an imagined, sense
* (for the practical investigation) gained feedback on final product from knowledgeable sources and used this to make changes or to inform the Reflection and Evaluation. Stronger examples incorporated a feedback and redesign step in their work, giving them an opportunity to discuss and reflect on the learning and then self-evaluate and document their redesign or areas of improvement
* (for the practical investigation) the final Reflection and Evaluation was about the product or process, rather than about the writing of the investigation.

The less successful responses commonly:

* lacked a direct link between the industry focus and the student’s chosen topic. Scholarly research questions without an industry link made it difficult to adequately assess knowledge and understanding
* Were completed in response to a single topic selected for the whole class using the same resources
* included tasks completed for another subject
* did not apply information to their own career/employment context
* included brief answers in a highly scaffolded process that did not allow students to reflect on or evaluate their learning/performance
* confused timelines for task completion with demonstrating the investigation or analysis
* had topics that were too broad and with no industry focus. This often-included questions appropriate for a Research Project, rather than a Workplace Practices Investigation
* presented the research and investigation as implicit, rather than explicit; particularly in practical investigations attempting to apply learning from VET to a real situation without further research
* confused terms unrelated to Workplace Practices with the subject requirements, which impacted reflection and evaluation
* concluded without completing a reflection on, or an evaluation of, their findings in relation to the world of work and their own future in their chosen industry
* focussed on a reflection of their personal limitations rather than a Reflection and Self-Evaluation of how the product or issue impacts on their own career decisions
* used unreliable, or not-relevant evidence that did not relate to their actual context which impacted Knowledge and Understanding
* listed facts and statistics, included graphs or verbatim responses to interview questions, rather than analysing and evaluating the information
* included important evidence outside of the word count
* were overly simple tasks (practical) that limited research to allow students to achieve at a higher level in Investigation and Analysis
* included only a finished product (practical) with no other supporting evidence to demonstrate investigation, analysis, reflection, or evaluation. This was often the case when videos were produced without submitting supporting evidence.

General

During 2022, COVID adjustments were made available that allowed for an adjustment to the total number of tasks in the 20-credit variant from ‘seven or eight’ to ‘five to eight’ assessments. Schools could choose to reduce tasks from the Folio and/or the Reflection Assessment Type in response to circumstances in their own setting. Increased flexibility was also provided through a reduction in the number of minimum hours related to the Performance assessment type.

Schools were also instructed to consider “Performance” and “work related context” in the broadest possible form, and this led to students submitting a diverse range of complex work-related activities including health and wellbeing initiatives, scholarship application writing, mentoring, and the development of specific, transferable work skills.