

# Work Education

2010 ASSESSMENT REPORT

Flexible Learning Area



Government  
of South Australia

**SACE**  
Board of SA

# WORK EDUCATION

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### GENERAL COMMENTS

Teachers are to be commended for their work with such a diverse range of students who were working across a broad range of work and vocational options. The majority of schools chose November for Work Education subjects to be moderated, with Vocational Studies A being the most common subject undertaken by students. Group 1 enrolments for Vocational Studies have again proven to be more popular than Group 2 Vocational Studies, with approximately 63% of students completing either Vocational Studies A or B as a Group 1 subject. The marks that required adjustment consistently matched with those identified in previous years. The more common causes for adjustment, encountered during moderation, will be outlined in this report against the individual assessment components.

Many of the following comments relate to problems that led to considerable time being spent on a relatively small number of classes. Moderators noted variance from the Work Education curriculum statement and the *Flexible Learning Area Manual* in the work submitted for moderation in the following areas:

- submission of formative as well as summative work rather than the required evidence in the range indicated by the 2010 *Flexible Learning Area Manual*
- excessive number of very lengthy course work tasks for disproportionately small weightings
- lack of evidence of some tasks being undertaken
- minimal use of the Teacher Report to Moderator form and/or the Employer Report form, which are both available on the SACE website
- lack of evidence of completion of vocational attainment, which is a requirement for all students undertaking Vocational Studies.

Many of these problems could have been overcome if teachers had consulted and implemented the teaching and learning program described in the Work Education curriculum statement and utilised the support materials available in the *Flexible Learning Area Manual* (published annually). Moderators ask that teachers use the appropriate forms available from the SACE website to report on workplace learning in their moderation preparation. Teachers are also asked to package materials in separate bags for class groups according to the yellow results sheet. It would be appreciated if teachers could indicate which software packages are needed to access work sent in on USB, CD or DVD.

### ASSESSMENT COMPONENT 1: WORKPLACE LEARNING

This component has two tasks: the workplace performance task, for which the Employer Report form and the Teacher Report to Moderator form should both be included as evidence, along with the student's workplace reflection.

Workplace Learning comprises 50% of each course. For each Work Studies subject this should represent 25 to 30 hours of work placement, and for each Vocational Studies subject this should represent 50 to 60 hours of work placement. Variations to this should be checked with the contact moderator, as it appeared that some Work Studies and Vocational Studies students fell short of their time in work placements. In these situations moderators are

required to look at a proportion of marks, unless other provisions have been made on the student's behalf. Teachers are reminded that for Vocational Studies the time students spend in workplace placement(s) should reflect the skills and understanding gained through their vocational attainments. In instances where these requirements are not, or are only tenuously met, it is difficult for the student to demonstrate the full criteria against which their performances for workplace performance and workplace reflection are judged. It should be noted that, if necessary, students could attend a number of workplaces to meet the required hours.

Moderators remind teachers that they should use the Teacher Report to Moderators form to present a summary of each student's assessment for this component. In completing this form teachers take into account their own observations, the Employer's Report and the student's reflection on the work experience. Where students have a range of placement types to make up the hours of experience of work, teachers should briefly explain the circumstances in the comments section of the Teacher Report to Moderator form.

## **ASSESSMENT COMPONENT 2: COURSE WORK**

In the more successful examples of the course work component students accessed primary resources. For example, to complete course work tasks students interviewed individuals in the community and/or workers to gain opinions and information. It is difficult for students to demonstrate an understanding of the responsibilities of individuals or groups in the current world of work when tasks are based solely on secondary research.

Across Work Studies and Vocational Studies subjects there was some concern about the excessive number of very lengthy tasks for disproportionately small assessment weightings. In some instances there was no evidence of any course work undertaken by the students. It is difficult for students to be successful when tasks are not designed to allow them to demonstrate evidence against the criteria for judging performance. Students, in their course work, are expected to demonstrate effective research skills and a depth of understanding of work-related issues.

## **ASSESSMENT COMPONENT 3: STUDENT RECORD OF VOCATIONAL ATTAINMENT**

The vocational training must comprise 25 to 30 hours of each of Vocational Studies A and B. The most successful students undertook their vocational training as industry-specific and related to their work placements. Where students were enrolled in Vocational Studies as a Group 2 subject, the vocational training was expected to reflect a technical focus.

A great deal of time was spent by moderators contacting schools because teachers had not provided evidence from Registered Training Organisations (RTOs) or industry providers of their students' vocational attainment. Teachers are reminded that evidence of enrolment in VET is not evidence of attainment.

This year there appeared to be a lack of understanding about reporting vocational attainment. An increased numbers of yellow results sheets indicated that there was an attempt by teachers to grade student achievement of competence, even though the required 25 to 30 hours had been completed, and despite the student being deemed competent by the RTO.

## **ASSESSMENT COMPONENT 4: INVESTIGATIVE PROJECT**

The investigative project comprises 25% of the assessment for Work Studies B and Vocational Studies B. Successful projects identified a work-related issue that had the scope for students to explore multiple viewpoints, and the title was phrased as a question rather than a topic. These projects utilised both primary and secondary sources of information, with links to the students' personal workplace experiences. In the more successful projects it appeared that the teacher had supported students in the planning, management, and subsequent analysis, so that the student could present a variety of perspectives in the project's conclusions.

Chief Assessor  
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