# Pre-approved Learning and Assessment Plan

Stage 2 Workplace Practices

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **W** | **P** | **A** | **10** |  |

Addendum – changes made to the pre-approved learning and assessment plan

|  |
| --- |
| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Workplace Practices – 10 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Folio – weighting 25%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | A | IA | RE |
| Negotiated Topic – Presentation for Work  Students create a resource designed for a young person trying to get their first job giving advice on how to present for a job interview. Students include information on:   * dressing for an interview * communicating at an interview * behaviour at an interview. | 1,2 |  |  |  | Format of multimodal presentation can be negotiated by students and could include:   * brochure * PowerPoint, * Photo Story.   Written word count: maximum 500 words. |
| Negotiated Topic - Employer and Employee Issues in the Workplace  Working individually, students investigate an issue reported in the media that relates to the employer and employee roles in the workplace. They outline the issue and its source, explain how and why the issue relates to workers’ roles, assess the role of government, employer groups, unions or the individual in relation to the issue, and conclude reflection and evaluation of the impact of this issue.  Students have opportunities to develop numeracy skills through the examination and interpretation of data. | 1,2 |  | 1,2 | 1 | Information to be presented in Microsoft OneNote and include source material, for example, articles or film clips.  Written word count: maximum 800 words. |

Assessment Type 2: Performance – weighting 25%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | A | IA | RE |
| This assessment is designed to cater for a range of different learning options including:  Provision of primary care-giving or parenting  Students maintain supporting photographic evidence of their learning in a daily journal or log representing 25-30 hours, which may include details of tasks involved in parenting, photos of them completing tasks and any personal observations of the workplace.  Students debrief about their performance including a graphical diary of activities with their teacher to inform the Teacher’s Report on Student Performance.  Students are also being assessed on their knowledge of childhood milestones, illness and emergencies and other factors associated with child rearing.  ***OR*** | 1,2 | 1,2 |  |  | Primary care-giving or parenting  Students negotiate, plan, organise and complete this assessment independently.  Assessment is based on participation and performance in the particular option:  Provision of primary care-giving or parenting:   * Student evidence * Journal/Log * Teacher Report on Student Performance. |
| VET  Students negotiate to participate in 25-30 hours of VET offered within the learning site or by an external RTO. Students provide evidence of their learning by compiling an annotated photographic poster of their VET training and a ‘Statement of  Attainment’ to validate the attainment of competency.  Observations and comments in the Teacher’s Report on Student Performance also support the evidence of learning.  ***OR***  Work-Experience/Work Placement/Casual Employment/Volunteering.  Students negotiate to participate in 25-30 hours of work placement. Students provide evidence of their learning by compiling and annotating a photographic poster, PowerPoint presentation or Photo Story.  Observations and comments in the Teacher’s Report on Student Performance and the Workplace Supervisor’s Report also support the evidence of learning. | 1,2  1,2 | 1,2,3  1,2 |  |  | VET   * Student Evidence: annotated photographic poster of VET * Teacher Report on Student Performance * VET Statement of Attainment.   Work Experience/Work Placement / Casual Employment/ Volunteering   * Student evidence; annotated photographic poster of their workplace activity * Teacher Report on Student Performance * The Workplace Supervisor’s Report |

Assessment Type 3: Reflection – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | A | IA | RE |
| Workplace Reflection  Students review and reflect on their experience in the workplace, and consider their abilities, interests and aspirations with regard to their particular focus industry. Linking to the journal/log or the annotated photographic poster of their VET or Workplace activity they compiled as part of their performance, students detail:   * the type of work activities/tasks performed * their observations about the workplace * interactions with others in the workplace * future opportunities for employment * how these future opportunities can be enhanced through further training/qualifications. | 1,2 |  | 1 | 1 | Format to be negotiated.  Oral presentation: maximum 5 minutes.  Multimodal presentation to the class: minimum 10 slides and equivalent verbal explanations.  Written word count: maximum 1000 words. |

Assessment Type 4: Investigation – weighting 30%

|  |  |
| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | *The investigation may be either a practical investigation or an issues investigation.*  *A maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.* |

*Four or five assessments.**Please refer to the Stage 2 Workplace Practices subject outline.*