Industry Specific Subjects

2010 ASSESSMENT REPORT

Flexible Learning Area

INDUSTRY SPECIFIC SUBJECTS

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GENERAL COMMENTS

This year over 600 students undertook studies towards their SACE through one of the sixteen Industry Specific Subject options. The most popular options were Sport and Recreation, General Construction, and Broadcasting and Multimedia. Industry Specific Subjects enable students to link VET competencies to their school studies. Those not seeking a tertiary admission rank completed Option A, while Option B students received a mark that can count towards a tertiary admission rank.

Whilst this subject is designed to enable students to gain skills in, and knowledge and understanding of, work in industry, teachers and students are reminded that there are specific criteria on which SACE assessment for this subject is based. For the Evidence Folio, Workplace Reflection, and Work Project, the assessment should be distinct from the assessment of competency for the VET units. The tasks designed for these assessment components should address the criteria for judging performance detailed in the Curriculum Statement, and student work submitted should not be just a collection of work books used in the VET training, as this does not necessarily provide evidence to match against the SACE criteria.

The use of the marks sheet exemplar, available on the SACE website, adapted to suit the task, was helpful in clarifying evidence of student work in relation to the criteria on which the assessment is based.

ASSESSMENT COMPONENT 1: EVIDENCE FOLIO

Many teachers provided a marks sheet for the Evidence Folio tasks, and this enabled moderators to verify achievement against SACE criteria. There was an interesting range of formats used to provide evidence of learning. Examples included:

- recorded interviews of students in which the teacher/coach/instructor asked questions that allowed the student to communicate their knowledge and understanding, organisation and application

- digital media that provided students with opportunities to demonstrate their organisation and communication

- practical video demonstrations that communicated the student's knowledge of skills required in the workplace, as well as demonstrating the application of skills to a work task

Teachers are asked to refer to the Submission of Electronic files Guidelines in the Learning Area Manual when submitting moderation materials electronically.

ASSESSMENT COMPONENT 2: STUDENT ACADEMIC RECORD

Most students achieved competency for the units listed on the Assessment Plan, and therefore achieved 10% for this component.

Some training packages changed in 2010, but some schools did not select competencies from the 2010 Curriculum Statement when developing Assessment Plans. Despite this, moderators were able to verify that appropriate training, relevant to this assessment component, took place in most cases.

The absence of evidence to confirm VET results for units of competency identified in the Assessment Plan was a significant issue at moderation. This may have been due to the registered training organisation (RTO) not being able to provide results in time to be packaged with moderation materials. Early communication with the RTO explaining the SACE requirements may help to resolve this matter. A spreadsheet produced by the teacher is not sufficient evidence to verify VET results. Page 48 of the Curriculum Statement states that documentation from a RTO is required. Where official printouts of results from RTOs are not available, details of the training (including the name, national code and number of hours of each unit of competency) should be presented on school letterhead, with signed verification and explanation from the Principal.

ASSESSMENT COMPONENT 3: WORKPLACE REFLECTION

The majority of students opted to provide a written Workplace Reflection, although it was pleasing to see that some schools had developed other formats such as a video of oral presentations, and PowerPoint presentations.

The criteria for judging performance for this assessment component requires students to analyse, critically reflect on, and evaluate their workplace experiences, and they are judged on the degree to which they demonstrate evaluation, application and communication. The more successful students were able to apply the knowledge and skills gained through their VET competencies to the workplace in which they were involved.

It was noted during the moderation process that many Workplace Reflections were more of a recount or diary of events that took place during the work placement rather than a thoughtful analysis of the issues and events that took place. These students may have benefited from opportunities to demonstrate their reflection, analysis, and evaluation through involvement in a recorded interview or discussion.

ASSESSMENT COMPONENT 4: WORK PROJECT (OPTION B)

In this component the Work Project may be a Practical Task or an Investigation. It was pleasing to note that the majority of Work Projects linked to the VET units of competency undertaken, although in some cases the Workplace Reflection and Work Project assessment components covered common ground.

The Investigation allowed students to explore relevant aspects of their work interests. In particular, the criteria of communication and application were well covered by most students.

The Practical Task suited a majority of students as it provided a direct link to the VET units of competency. For the Practical Task page 49 of the Curriculum Statement requires students to complete a report in which they document the process of planning, making, delivering, and evaluating. In some instances there was a lack of evidence to confirm evaluation, which is one of the criteria for judging performance. For Work Projects undertaken as a team, each student must prepare a separate report where the individual responsibilities are outlined. Where the final Work Project product is presented on DVD, the teacher should send an accompanying outline of the contribution of each student.

Chief Assessor
Industry Specific Subjects