**Key Points for Stage 2 Workplace Practices**

**Assessment Type 1: Folio (25%, Moderated)**

**Students respond to Industry and Work Knowledge topics designed by the teacher**

* The assessment criteria are *Knowledge and Understanding*, *Investigation and Analysis*, and *Reflection and Evaluation.*
* *Application* is *not* assessed in the Folio – including this can impact on a student’s ability to address the other standards.
* Tasks designed to suit the students’ workplace experiences are generally the most successful.
* The least successful tasks are those where every student in the class completes an identical task without the need for their own investigation.
* If designing negotiated topics ensure the assessment criteria area covered.
* When designing a folio task ensure:
1. it includes opportunities for students to reflect and evaluate their learning - it is highly recommended that Reflection and Evaluation be assessed more than once in the folio (although they do not have to be addressed in every task)
2. there are opportunities for students to investigate and analyse sources *and* their learning
3. If Reflection and Evaluation is assessed, ensure students are explicitly provided the opportunity to do so.
4. that scaffolding is provided where necessary, but to *differentiate* assessment to provide students the chance to perform to the highest possible standard.
* Evidence of assessment decisions (such as comments, shaded performance standards, etc.) must be provided to moderators.
* The subject outline has no word limits for the Folio.

**Assessment Type 2: Performance (25%, Moderated)**

**Students undertake activities in a workplace context *and* are required to provide student evidence of this**

* The assessment criteria are *Knowledge and Understanding* and *Application.*
* The most successful forms of student evidence are generally those that are given ample opportunity to demonstrate their knowledge through a variety of means, such as a journal, an oral discussion with the teacher, or photo stories with explanations.
* A reflection cannot be used as evidence of a performance journal - it is essential to distinguish between the two.
* Student evidence must address the assessment criteria and not be a simple recount with a reflection of feelings about their performance on the job each day.
* There are forms on the SACE website to assist in supporting the student’s evidence of performance:
1. Teacher’s Report on Student Performance
2. Workplace Supervisor’s Report
3. Report on Performance as a Personal Carer
4. Agreement to Use Part-time or Casual Employment for Study.
* If a student does not provide the correct supporting evidence (e.g. a supporting journal or Workplace Supervisor’s Report) the teacher should not immediately award an ‘I’, especially if the student has completed a work placement or VET course.
* Students who have completed 50-60 hours through a single placement or Unit of Competency cannot be unfairly disadvantaged by being penalised for not completing a second.
* Where VET is used as evidence of *Application*, a Statement of Attainment from an RTO is not sufficient evidence to justify a high grade - students must still collate other supporting evidence.
* Where VET is used, a Statement of Attainment or letter from the principal signalling successful completion of chosen competencies must be included for moderation. A Schools Online report or enrolment form is not sufficient evidence.
* The subject outline has no word limits for the performance.

**Assessment Type 3: Reflection (20%, Moderated)**

**Students review and reflect on their learning based on their own experiences and interactions**

* The assessment criteria are *Knowledge and Understanding*, *Investigation and Analysis*, and *Reflection and Evaluation*
* For a 20-credit subject, at least two reflections are required
* It is recommended that students reflect on two very different vocational experiences or two different focuses, such as a personal reflection and a workplace reflection (students who complete 50-60 hours during a single placement are obviously disadvantaged if asked to complete two workplace reflections on the same setting).
* The most successful tasks are those that encourage the students to self-evaluate, not just to evaluate their workplace.
* The subject outline has no word limits for the Reflection.

**Assessment Type 4: Investigation (30%, Externally Marked)**

**Practical Investigation *or* Issues Investigation**

* The assessment criteria are *Knowledge and Understanding*, *Investigation and Analysis*, and *Reflection and Evaluation*
* For a 20-credit subject the maximum is 2000 words / 12 mins.
* For a 10-credit subject the maximum is 1000 words / 6 mins.
* Work must be de-identified (SACE ID only and there must be no teacher marks or comments on the work).
* Use of the cover sheet on the SACE website establishes the Investigation’s relevance.
* Successful students are supported to choose a practical or issue and are assisted to define their topic by the teacher.
* Effective investigations link to students’ chosen industry – they engage more meaningfully with the investigative process.
* The most effective Investigations use a wide range of sources, including secondary and primary sources.

**Issue Investigations**

* + Issues investigations that are worded to demand debate are most successful: “Does shift work negatively impact on quality of life” is more effective than “the pros and cons of shift work.” Topics such as “how do become a manager” are not issues.

**Practical Investigation**

* + Students must complete a real product, service or task, rather than an imagined process.
	+ Step-by-step ‘how to’ guides can support students to be successful, but often limit their ability to meet the standards to the highest possible level.
	+ Heavily scaffolded practical investigations do not enable students the scope to investigate, demonstrate, analyse, evaluate and reflect on their learning.
	+ The most successful practical investigations are where students evaluate their learning/findings or the success of their practical beyond merely reflecting on how well they learnt/used their time.
	+ Avoid ‘How to’ videos as these can often be long with little proof of Investigation, Analysis, Reflection or Evaluation.
	+ The 2013 Chief Assessor noted that demonstrating the “dynamic nature” of workplace issues, tasks, cultures and environments was problematic, but was most effective when students completed an initial investigation into their Practical.
	+ Practicals need to cover *Reflection and Evaluation* – particularly self-evaluation.

**Preparation for Moderation**

**Based on the Subject Operational Information and the Subject Outline for Workplace Practices:**

* An approved copy of the learning and assessment plan with any changes detailed in the addendum.
* Copies of all tasks provided to students.
* A ‘Variations – Moderation Materials’ form clearly indicating what work is missing and why.
* All student evidence for the those students requested in the sample:
1. All rolio tasks
2. All performance evidence including
	* + Teacher’s Report on Student Performance
		+ Workplace Supervisor’s Report
		+ Student evidence of Performance in a portfolio, journal or similar
		+ Agreement to Use Part-time or Casual Employment for Study.
3. All reflection tasks

Evidence for each student should be packaged together.

Each student’s package then is placed in the moderation bag.

**Please note, the *Teacher’s Report on Student Performance* is vital in providing an understanding of how and why grades are assigned.**