# 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.

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| School |  | Teacher(s) |  |

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

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

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| 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.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Workplace Practices – 20 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 |
| The Changing Nature of Work  Students prepare a report of the work patterns in their chosen industry area. They investigate and analyse the factors that have influenced changes in conditions in the workplace within their identified industry, for instance technological change, WH&S and ways in which people participate in employment in their industry. Students are encouraged to use a range of sources of information, including conducting at least one interview. They conclude with their thoughts on how they see their working future in this industry. | 1,2 |  | 1,2 | 1 | The report can be presented in a written, oral or multimodal form.  Evidence of the interview and responses are provided in an appendix. |
| Emerging Occupations in the 21st Century  Students review a range of sources relating to emerging occupations with a focus on green jobs. They prepare a Powerpoint highlighting a choice of different industries to focus on why the change has occurred, where the jobs are, key industries and jobs and how the jobs can be accessed. | 2 |  | 1 |  | The report can be presented in a written, oral or multimodal form, with sources appropriately acknowledged. |
| Finding Employment  Students research and present a guide for teenagers, providing assistance on various ways of finding employment. The guide should provide evidence of their knowledge and understanding, and skills and competencies related to the workplace, as well as concepts and issues related to industry and work. | 1,2 |  |  |  | Written response to a range of questions. |

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 |
| Portfolio  Students prepare a portfolio that includes:   * evidence of applied knowledge and work skills in the relevant workplace/industry * a journal documenting 50-60 hours worked (e.g. date, hours, duties performed) * a brief description of their role in the workplace and tasks performed (examples could include photos of you performing specific skills) * relevant handouts/policies from their workplace (e.g. induction booklets, WH&S, training programs. | 2 | 1,2 |  |  | Based on participation and performance in vocational learning, as evidenced by:   * student evidence: journal/log * workplace supervisor’s report * teacher report on student performance. |

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, reflect on and evaluate their industry-based vocational learning experiences undertaken as part of the performance assessment task. Their reflection provides evidence of understanding of knowledge, skills, competencies and issues related to their workplace.  The reflection includes communicating what they have gained, learnt (knowledge and skills) and enjoyed, what they contributed to the workplace, what they found rewarding and what they found challenging.  Students evaluate their own performance and the workplace itself. | 1,2 |  | 1 | 1 | Reflection by negotiation can be in written, oral or multimodal form. |
| Career Development Reflection  Students reflect on and evaluate their learning experiences as a result of undertaking their own career match profile and visiting the Employment and Careers Expo. |  |  | 1,2 | 1 | Reflection by negotiation can be in written, oral or multimodal form. |

Assessment Type 3: Investigation – weighting 30%

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| --- | --- |
| 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 2000 words if written or a maximum of 12 minutes if oral, or the equivalent in multimodal form.* |

*Seven or eight assessments.**Please refer to the Stage 2 Workplace Practices subject outline.*