Stage 2 Workplace Practices

Teacher’s report on student performance: Vocational Learning

All parts of this form must be completed and submitted by the teacher, together with materials for final moderation, as supporting evidence of the student’s achievement in Assessment Type 2: Performance, for activities undertaken in the Vocational Learning area of study.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student’s name |  | |  |  |  |  |  |  |  |  |
| SACE registration number | | | | | | | | | | | |
| Student’s school | |  | | | | | | | | | | |

The student has undertaken Stage 2 Workplace Practices as a:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 10-credit subject  (Workplace Practices A) |  |  | 10-credit subject  (Workplace Practices B) |  |  | 20-credit subject  (Workplace Practices C) |  |
| *T*ick one |  |  |  |  |  |
|  |  |  |  |  |  |

1. Focus of student’s vocational learning

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Casual or part-time employment | | | |
|  | | | | |
|  |  | Student business, enterprise (actual or virtual), or project-based employment | | | | | | | | | |
|  | | | | |  | | | |
|  |  | Work experience | | |
|  | | | | |
|  |  | Worksite visits |
|  | | | | |
|  |  | Voluntary participation in a community organisation/project | | | | | | | |
|  | | | | |
|  |  | Formal high-level training/performance programs (e.g. sporting or dance) | | | | | | | | |
|  | | | | |
|  |  | Events coordination or management | | | | |
|  | | | | |
|  |  | The provision of primary caregiving or parenting | | | | | |
|  | | | | |
|  |  | Other (please specify) | |  | | | | | | | | |

2. Workplace context for the student’s vocational learning (e.g. childcare centre)

3. Format and duration of the student’s vocational learning (e.g. 6 hours per day for 5 days; total hours 30)

|  |  |  |
| --- | --- | --- |
|  | Total hours |  |

4. Evidence of learning provided by the student (to be included in the materials for final moderation)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Written journal | | |
|  | | | |
|  |  | Portfolio of workplace and/or training events | | | |
|  | | | |
|  |  | Photographs and/or video and audio recordings | | | | |
|  | | | |
|  |  | Other (*please specify*) |  | | | | |

5. Taking into account your own observations, evidence of learning provided by the student, and any other supporting evidence (e.g. workplace supervisor’s report), indicate the student’s achievement in Assessment Type 2: Performance in the Vocational Learning area of study, based on the performance standards (see below).

Performance Standards for Stage 2 Workplace Practices

The assessment design criteria and specific features for the performance assessment type are as follows:

|  | Knowledge and Understanding | Application |
| --- | --- | --- |
| A | Comprehensive understanding at an advanced level of knowledge, skills, and competencies appropriate to the relevant industry.  Perceptive understanding and insightful explanation of broad concepts and issues related to industry and work. | Highly proficient and innovative application of a range of generic work skills and, where relevant, extensive industry knowledge in the workplace or a work-related context.  Perceptive application of highly relevant knowledge and skills in the context of an industry workplace. |
| B | Well-informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.  Clear understanding and well-informed explanation of broad concepts and issues related to industry and work. | Proficient application of a range of generic work skills and, where relevant, broad industry knowledge in the workplace or a work-related context.  Well-considered application of relevant knowledge and skills in the context of an industry workplace. |
| C | Informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.  General understanding and informed explanation of broad concepts and issues related to industry and work. | Appropriate application of selected generic work skills and, where relevant, industry knowledge in the workplace or a work-related context.  Considered application of most of the relevant knowledge and skills in the context of an industry workplace. |
| D | Recognition of knowledge, skills, and/or competencies appropriate to the relevant industry.  Some understanding and description of aspects of broad concepts and issues related to industry or work. | Attempted application of selected generic work skills or, where relevant, some industry knowledge in the workplace or a work-related context.  Attempted application of some knowledge and skills in the context of an industry workplace. |
| E | Limited recognition of knowledge, skills, or competencies appropriate to the relevant industry.  Recall of some aspects of broad concepts or issues related to industry or work. | Attempted application of one or more generic work skills or, where relevant, limited industry knowledge in the workplace or a work-related context.  Identification of limited knowledge and skills in the context of an industry workplace. |

6. Comments (include any special circumstances)

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of teacher |  | Date |  |