|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR LEVEL** | **12** | **SUBJECT** | **Industry Connections** |
| **UNIT / ASSESSMENT** | **Industry Project** |
| **DATE GIVEN** |  | **DATE DUE** |  |

**ASSESSMENT TASK – Industry Project**

**LEARNING REQUIREMENTS**

* plan, explore and develop strategies to undertake an industry project
* connect their industry project to an industry context
* consider benefits and future possibilities of the industry project to the industry and themselves.

**TASK DESCRIPTION**

Students will provide evidence of their work in industry as their Industry Project, which is designed by the student.

They may choose to discuss a product, service or task completed at work in the interview as evidence of their application of trade skills and their connection to industry.

Students will complete an Assessment Interview with their teacher to demonstrate the Performance Standard evidence of application and connection.

They may produce a range of supporting evidence of their participation in the Industry, such as pay slips as evidence of paid work or supervisor reports. The industry project may be undertaken in a workplace or simulated workplace, including a Trade Training Centre.

Multimodal evidence is encouraged to capture planning activities, strategies to implement activity discussions with others, activity being undertaken, and communication of connectedness and future possibilities.

Where an industry project is undertaken in a group context, each student must present evidence of individual learning so that it can be assessed against the performance standards.

Potential options for contexts in which the Industry Project may take place include:

* Planning and delivering an in-school event, coaching session, stall, club or experience related to their industry
* Documenting process of applying for, negotiating and undertaking Work Placements, observations or shadowing with a task-based focus
* Applying for and undertaking Structured Workplace Learning through large placement programs (eg. Defence Force, Law Courts, Zoos, Cav-Power, etc.)
* Applying for and undertaking a paid or unpaid work with a business

*This will include students outlining the processes undertaken with school (eg. Workpro, exemptions, classroom negotiations, WPL documentation, signatures, etc.)*

**ASSESSMENT CONDITIONS**

* Written or Multimodal response of up to a maximum of 1500 words or 9 minutes

Students may provide evidence of their industry project in a range and combination of forms, including but not limited to:

• interviews

• videos

• audio recordings

• oral presentations

• demonstrations

• annotated photographs

• photo stories

• podcasts and/or websites

• reviews/reports

• screen captures of emails or other digital communications

Multimodal evidence is encouraged to capture planning activities, strategies to implement activity discussions with others, activity being undertaken, and communication of connectedness and future possibilities.

**Performance Standards - Stage 2 Industry Connections**

|  | Knowledge and Understanding | Application and Connection | Reflection and Consideration |
| --- | --- | --- | --- |
| A | **Comprehensive** development of specific knowledge and insightful understanding of concepts related to the selected industry focus.**Proficient** development of specific skills related to the selected industry focus. | Demonstration of **well-considered**, **relevant** connections between the industry project, a **range** of industry specific knowledge and skills, and one or more chosen capabilities.Demonstration of **focused** planning, organisation, and development of **clear** strategies to undertake the industry project.**Perceptive** connection of the benefits and future possibilities of the industry project to the industry and themselves. | **Critical** reflection on the development of knowledge, concepts, skills and new understandings related to the selected industry focus.**Critical** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project.**Insightful** consideration of the development of one or more SACE capabilities using evidence of actions taken. |
| B | **Thorough** development of specific knowledge and sound understanding of **some** concepts related to the selected industry focus.**Mostly proficient** development of **some** specific skills related to the selected industry focus. | Demonstration of **clear**, **relevant** connections between the industry project, industry specific knowledge and skills, and one or more chosen capabilities.Demonstration of **thoughtful** planning, and organisation to undertake the industry project.**Thoughtful** connection of the benefits and future possibilities of the industry project to the industry and themselves. | **Thoughtful** reflection on the development of knowledge, concepts, skills and new understandings related to the selected industry focus.**Thoughtful** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project.**Thoughtful** consideration of the development of one or more SACE capabilities using evidence of actions taken. |
| C | Development of **some** specific knowledge and **one or more** concepts related to the selected industry focus.Development of **one or more** skills related to the selected industry focus. | Demonstration of **some** **clear**, **relevant** connections between the industry project, industry specific knowledge and skills, and one or more chosen capabilities.Demonstration of **some** planning, and organisation to undertake the industry project.**Some** connection of the benefits and future possibilities of the industry project to the industry and themselves. | **Considered** reflection on the development of some knowledge, concepts, skills and new understandings related to the selected industry focus.**Considered** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project.**Some** consideration of the development of one or more SACE capabilities using evidence of actions taken. |
| D | Development of **some basic** knowledge and **basic** understanding of **one or more** concepts related to the selected industry focus.**Some** development of a **specific skill** related to the selected industry focus. | **Some** demonstration of **basic** connections between the industry project, **some** industry specific knowledge and skills, and one or more chosen capabilities.**Some** demonstration of **basic** planning, and organisation to undertake the industry project.**Basic** connection of the benefits and future possibilities of the industry project to the industry and/or themselves | **Basic description** of the development of some knowledge, concepts, skills and/or new understandings related to the selected industry focus.**Some** reflection on the development of basic planning, organisational, problem solving and decision-making skills through their industry project.**Basic** consideration of the development of one or more SACE capabilities using some evidence of actions taken. |
| E | **Limited** development of **some** knowledge and a concept related to the selected industry focus.**Limited** development of **a skill** related to the selected industry focus. | **Limited** demonstration of connections between the industry project, industry knowledge and skills, and one or more chosen capabilities.**Limited** demonstration of planning, and organisation to undertake the industry project.Attempted connection of a benefit and future possibility of the industry project to the industry and/or themselves | **Limited description** of the development of knowledge, and/or concepts, skills and/or new understandings related to the selected industry focus.**Some recount** on the development of planning, organisational, problem solving and decision-making skills through their industry project.**Limited** consideration of the development of one or more SACE capabilities using limited evidence of actions taken. |