



## ASSESSMENT PLAN FOR 2008

### STAGE 1

School: Valley View Secondary School

Subject: Work Education

Other schools using this plan \_\_\_\_\_

SSABSA School Code			Year		Enrolment Code			Program Variant Code (A-W)	
1	8	9	2007		Stage	Subject Code		No. of Units (1 or 2)	
					1	W	E	D	1
								T	

### PROGRAM RATIONALE

The program rationale must:

- describe the setting (e.g. student background and needs, resources, timetabling);
- describe the intended teaching program (e.g. scope, themes, methods) and explain how it is designed to meet the needs of the particular student group;
- explain how the assessment outline (see page 242) is designed to provide an opportunity for the student group to succeed.

Our Careers and Community [C+C] programme is designed for our Year 10 co-educational group. The students undertake C+C every Wednesday for a semester. Many students display sound communication, organisational and group skills, while additional support is provided to others who require assistance as they develop these skills. Students have access to computers for research purposes, record keeping and to assist in presentation development.

The C+C programme has a "Future options" focus aimed at investigating student skills and interests and then linking these as students explore employment, training and further education options using the website myfuture [http://www.myfuture.edu.au] to develop a personal career profile. A range of tasks assist students as they plan and organise relevant learning experiences in both workplace and voluntary placement settings. Students are encouraged to research options for their SACE studies at Stage 1 and 2, including pathways offered within the school and via the district cluster, and requirements for further education. It is hoped this will help students begin their planning for a successful transition from school. Some tasks have been designed to help motivate some students who struggle when considering their future options.

To meet the needs of this group, the course focuses on practical tasks including work and voluntary placements for a significant number of Wednesdays during the semester. Students have the opportunity to access a range of resources [including websites] to assist in developing their personal career profile and to develop their knowledge and skills on topics including OHS&W, goal setting, leadership and teamwork; harassment and child protection. Each student has the opportunity to develop their understanding of the world of work through relevant work and voluntary placement situations. Students are able to present their learning in a variety of modes to suit their learning styles and needs and these can include spoken, multimedia, and/or written formats. The C+C programme provides opportunities for students to focus on the Essential Learnings of Communication, Identity and Futures.

Signature of Principal/SACE coordinator \_\_\_\_\_

Assessment plan contact teacher – Lyn Davis

Teachers who are resubmitting assessment plans that were previously not approved must record the accession number in the box below.

### SSABSA USE ONLY

Accession number:	Subject code	<input type="text"/>	<input type="text"/>	<input type="text"/>	Accessioned: Date _____
	School code	<input type="text"/>	<input type="text"/>	<input type="text"/>	Entered: Date _____

Approved/Not approved: Date _____	Signature _____	Assessment Field Officer <input type="text"/>
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**LITERACY CHECKLIST**

Literacy in the SACE is defined as the ability to understand, analyse, critically respond to, and create spoken, written, and visual communications, and to use information and communication technologies (ICTs) in different contexts.

Summative assessment tasks described in the assessment outline below must give students the opportunity to develop literacy skills. These skills may be developed separately or integrated, depending on the purpose of each task.

Tick at least three of the boxes below, to indicate the types of communication that students will have the opportunity to use:

Spoken Communication  Written Communication  Visual Communication  Use of ICTs

In your description of one of the summative assessment tasks in the assessment outline, indicate how students will be given the opportunity to work critically.

**ASSESSMENT OUTLINE**

Please complete the following information in accordance with the curriculum statement. This assessment outline may need to be changed during the teaching program.

Name of Assessment Component	Description of Summative Assessment Tasks	Weighting (%)	Learning Outcomes Measured	Criteria for Judging Performance
<b>Workplace Learning</b>	<b>Work / Voluntary Placement</b> Students negotiate and complete a minimum of one work placement and one volunteer placement on Wednesdays across the semester.	30%	1, 2, 3, 4	Negotiation
	<b>Placement journal/folio</b> that provides evidence of: <ul style="list-style-type: none"> <li>negotiation and organisation for workplace learning</li> <li>report from supervisors of work and voluntary placements</li> <li>written reflections and evaluation linking knowledge to practical experiences in the workplace</li> </ul>	20%		Application
	<b>Total</b>	50%		Communication
				Reflection

