

'CORE Module' Assessment Task

INSTRUCTIONS

THE TASK: You are to create a portfolio that demonstrates your workplace skills and planning, based on the content material of the 'Core: My Working Life' module. You will create the portfolio by reviewing all the tasks we have done together this term to guide your research and answers.

Organise the content into the following Sections and sub-Sections:

1. Transition from School to Work

- a) Work phases in life
- b) Current skills and interests
- c) Life and career goals
- d) The need to plan to achieve goals
- e) Identify pathways to achieve life and career goals

2. Exploring career and life choices

- a) Range of employment opportunities
- b) Educational opportunities
- c) Relationship between education, work and standard of living

3. Assessing specific work and life choices

- a) Present work and life plans and aspirations
- b) Achievements and personal best results
- c) Workplace skills and personal attributes
- d) Family and community commitments

4. Identifying Future Aspirations

5. Developing a Career Plan

Requirements per Section/Subsection

1. Transition from School to Work -- (choose any **three** of the following)

- a) Work Phases in life – create a visual or graphical product that starts with *School Graduation* and ends with *Retirement*, with more steps in between. Nicer looking is better, the more detail is better.
- b) Current Skills and Interests – create a table or chart that lists the current workplace skills you have, and some personal interests you have. Three to five skills and interests each. Provide an example of you using that skills or demonstrating that interest.
- c) Life and Career Goals – Choose two goals, one for your overall life one for a work career, even if you think you will change your mind later. Write a paragraph for each, describing it, and why that is your goal.
- d) The need to plan to achieve goals – Write a response to this question: “Why do you think people are more likely to achieve their goals if they plan ahead”? Add as much details as you can, including an example.
- e) Identify pathways to achieve life and career goals – Here you choose a pathway people can choose in life, such as the academic pathway, the military pathway, apprenticeship pathway, self-employment pathway, and more. Then research and describe one way a person achieve success through such a pathway.

2. Exploring Career and Life Choices -- (choose any **two** of the following)

- a) Range of Employment Opportunities – Identify and research any two jobs in the workforce. Make sure they're very different. Compare and contrast the jobs, like duties, salary, work environment, anything else.
- b) Educational Opportunities – Identify and research any two Tafe certificates. Make sure they're very different. Compare and contrast the certificates, like the courses, the training, the length, the cost.
- c) Relationship between education, work and standard of living – Create a graph or chart that shows a link between levels of education attained and level of income earned. This data is easily found on the internet.

3. Assessing specific work and life choices -- (choose any *two* of the following)

- a) Present work and life plans and aspirations – If you are currently working, or have worked in the recent past, describe your experience here. If you have not worked yet, describe a working goal of yours.
- b) Achievements and personal best results – Identify something in your life you are proud of. Some kind of achievement. This could be a sports victory, an award, a good mark in school. Evaluate how you achieved that result. Work backwards, from the achievement to the start to figure it out.
- c) Workplace skills and personal attributes – Choose two personal attributes you have. This could include being good at listening, writing, talking, riding a bike. Now choose two workplace skills and link it to your attribute. Example, “I am a good listener and hence I have good communication skills”.
- d) Family and community commitments – Consider two commitments you may have or could have to your family or community. This can include helping around the house, or volunteering in your neighbourhood. Describe these possible commitments.

Section Four – prepare a written paragraph that considers one future work goal or education goal you have that answers this question –

How did you identify these aspirations and how can you achieve them?

Section Five: create a visual representation of your career path. Break the steps of your career path down into manageable steps. The format of this is open. It could be a web, or a brainstorm map, a timeline or a series of blocks. It's up to you. The diagram can be handwritten or computer generated. A reasonable number of steps in your career path would be 4 to 7. Choose an end career goal to base this path upon, even if you're unsure what you want to do with your life.

Marks: Assignment will be out of 30 marks, and 30% of your final grade.

Knowledge 20 marks = quality and completeness of the content.

Skills 10 marks = organisational and formatting quality of the document and your career plan. Having a title page, an index, sub-headings and page numbers will contribute to your skills mark.

Outcome 2

Outcome 3

Outcome 4

Due Date: Friday, Week 8, Term 1. Submit in the library before 9am.

Marking Guidelines	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the ‘Core: My Working Life’ content • Displays extensive skills in the creation of a career plan • Present a sustained, logical and well-structured response using appropriate terminology in regards to work studies • Adheres to all the submission requirements in terms of presentation, word limits, inclusions and thoroughness. 	25 – 30
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the ‘Core: My Working Life’ content • Displays sound skills in the creation of a career plan • Present a well-structured response using appropriate terminology in regards to work studies • Adheres to all the submission requirements in terms of presentation, word limits, inclusions and thoroughness. 	19 – 24
<ul style="list-style-type: none"> • Demonstrates a satisfactory understanding of the ‘Core: My Working Life’ content • Displays satisfactory skills in the creation of a career plan • Present a response using some geographical terminology in regards to work studies • Adheres to most of the submission requirements in terms of presentation, word limits, inclusions and thoroughness. 	13 – 18
<ul style="list-style-type: none"> • Demonstrates a basic understanding of the ‘Core: My Working Life’ content • Displays basic skills in the creation of a career plan • Present a response using basic geographical terminology in regards to work studies • Adheres to some of the submission requirements in terms of presentation, word limits, inclusions and thoroughness. 	7 – 12
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the ‘Core: My Working Life’ content • Displays limited skills in the creation of a career plan • Present a response on work studies • Adheres to some of the submission requirements in terms of presentation, word limits, inclusions and thoroughness. 	1 – 6



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Work Studies
Topic	Core – My Working Life
Class Teacher	Sutherland
Head Teacher	Paine
Year	11
Date Given	Week 5
Date Due	Friday Week 8
Weighting	25%

Task Description: Assessment Task 1

Topic : Core: Working Life

As part of your study of Work Studies, the mandatory introductory Core module is first. The unit of study is broken down into further sub-sections below. This section helps you develop an understanding of the adult working life and the transition from school to work. The assessment of this module will involve the creation of a portfolio.

Outcomes/Content Assessed:

1. Investigate a range of work environments
2. Examine different types of work and skills for employment
4. Assess pathways for further education, training and life planning
5. Assesses influences on people's working lives

Penalties:

If you know you are going to be away you must make alternative arrangements with your teacher beforehand. If you are away on the day you must contact your teacher or Mr Paine on your return to school. Documentation will be required in both cases.

Failure to follow the above procedures may result in a zero award.