



## SAMPLE ASSESSMENT TASKS

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CAREER AND ENTERPRISE  
GENERAL YEAR 12

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## Sample assessment task

### Career and Enterprise – General Year 12

#### Task 1 – Unit 3

**Assessment type:** Response

**Conditions:**

Time for the task: 45 minutes

Other conditions: in class – extended answer, under test conditions

**Task weighting**

5% of the school mark for this pair of units

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- a) According to Holland’s Theory of Career Choice (1985), most people are one of six personality types. Describe each of the **six** personality types, the work activities that match each personality type, and a career choice that would suit each. (18 marks)
- b) Identify your personality type and explain how this is linked to your planned career pathway. (4 marks)

**Total = 22 marks**

## Marking key for sample assessment Task 1 – Unit 3

- a) According to Holland’s Theory of Career Choice (1985), most people are one of six personality types. Describe each of the **six** personality types, the work activities that match each personality type, and a career choice that would suit each.

### Realistic personality type

Description	Marks
Describes the personality type, lists possible work activities to match that personality and a career choice that would suit	3
Describes the personality type and lists possible work activities to match that personality or a career choice that would suit	2
Describes the personality type	1
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>Realistic personality types are generally practical people</li> <li>Possible work activities include working with animals, machinery and/or tools</li> <li>Career choices could include a trade, farming or engineering</li> </ul>	

### Investigative personality type

Description	Marks
Describes the personality type, lists possible work activities to match that personality and a career choice that would suit	3
Describes the personality type and lists possible work activities to match that personality or a career choice that would suit	2
Describes the personality type	1
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>Investigative personality types like to solve problems and apply logic</li> <li>Possible work activities include working with information or abstract ideas</li> <li>Career choices could include a chemist or a mathematician</li> </ul>	

### Artistic personality type

Description	Marks
Describes the personality type, lists possible work activities to match that personality and a career choice that would suit	3
Describes the personality type and lists possible work activities to match that personality or a career choice that would suit	2
Describes the personality type	1
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>Artistic personality types are creative and like to be original</li> <li>Possible work activities include working on creating things or performing</li> <li>Career choices could include acting, dancing, writing</li> </ul>	

## Social personality type

Description	Marks
Describes the personality type, lists possible work activities to match that personality and a career choice that would suit	3
Describes the personality type and lists possible work activities to match that personality or a career choice that would suit	2
Describes the personality type	1
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>• Social personality types are friendly and like to help people</li> <li>• Possible work activities include speaking to people, assisting in social situations</li> <li>• Career choices could include a nursing, teaching, social work</li> </ul>	

## Enterprising personality type

Description	Marks
Describes the personality type, lists possible work activities to match that personality and a career choice that would suit	3
Describes the personality type and lists possible work activities to match that personality or a career choice that would suit	2
Describes the personality type	1
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>• Enterprising personality types are generally sociable, energetic and ambitious</li> <li>• Possible work activities include leading groups and discussions</li> <li>• Career choices could include a sales representative or a lawyer</li> </ul>	

## Conventional personality type

Description	Marks
Describes the personality type, lists possible work activities to match that personality and a career choice that would suit	3
Describes the personality type and lists possible work activities to match that personality or a career choice that would suit	2
Describes the personality type	1
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>• Conventional personality types are good at following a plan and generally like order</li> <li>• Possible work activities include organising data, arranging sequences of activities</li> <li>• Career choices could include a bank teller or an accountant</li> </ul>	

b) Identify your personality type and explain how this is linked to your planned career pathway.

Description	Marks
Justifies how a selected personality type applies to them and how it could be linked to their own planned career pathway, using examples	3–4
Shows limited understanding of the selected personality type and the how it could be linked to their own planned career pathway	1–2

## Sample assessment task

### Career and Enterprise – General Year 12

#### Task 2 – Unit 3

**Assessment type:** Investigation

**Conditions:**

Period allowed for completion of the task: one week with some time provided in class

**Task weighting:**

5% of the school mark for this pair of units

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Investigate **two** global trends that can impact on the workforce. Prepare a 4–6 minute oral presentation which:

- describes each trend
- explains the influence of the trend on workplace requirements
- explains the impact of the trend on an individual’s career development.

**Total = 16 marks**

## Marking key for sample assessment Task 2 – Unit 3

Description	Marks
<b>Global trend one</b>	
Comprehensively describes the trend investigated and <b>explains</b> the influence on the workforce <b>and</b> the impact on the individual's career development	7–8
Describes the trend investigated and <b>explains</b> the influence on the workforce <b>and/or</b> the impact on the individual's career development	5–6
Briefly describes the trend investigated and <b>identifies</b> the influence on the workforce and/or the impact on the individual's career development	3–4
Provides a limited description of the trend investigated	1–2
<b>Subtotal</b>	<b>/8</b>
<b>Global trend two</b>	
Comprehensively describes the trend investigated and <b>explains</b> the influence on the workforce <b>and</b> the impact on the individual's career development	7–8
Describes the trend investigated and <b>explains</b> the influence on the workforce <b>and/or</b> the impact on the individual's career development	5–6
Briefly describes the trend investigated and <b>identifies</b> the influence on the workforce and/or the impact on the individual's career development	3–4
Provides a limited description of the trend investigated	1–2
<b>Subtotal</b>	<b>/8</b>
<b>Total</b>	<b>/16</b>
<b>Answer could include, but is not limited to:</b>	
<p>Global trends investigated could include:</p> <ul style="list-style-type: none"> <li>• more mobile population</li> <li>• ageing workforce</li> <li>• changing roles of family members</li> </ul> <p><b>Example: More mobile population</b></p> <p>Globally there is increasing acceptance of travel for work purposes (1). One example of this increased mobile population is demonstrated through the increase in the number of FIFO workers (1).</p> <p>The influence of a more mobile population for the workplace includes the need for increased logistics (1) and managing of an employee's productivity in terms of travel time and work output (1). It also sees an additional expense of travel costs for the workplace (1).</p> <p>The impact of a more mobile population on an individual's career development can address issues such as work/life balance (1), changing roles in the family (1), and individual efficiency (1).</p>	

## Sample assessment task

### Career and Enterprise – General Year 12

#### Task 3 – Unit 3

**Assessment type:** Production/performance

**Conditions:**

Period allowed for completion of the task: one week

Other conditions: in-class assessment

**Task weighting:**

10% of the school mark for this pair of units

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Select a job that interests you. Produce a multimedia presentation to promote yourself to a potential employer.

The presentation should use examples to explain how your personal profile matches the selected job. In your presentation, you are required to:

- identify and match **four** personal and/or professional skills and/or attributes to the job  
(12 marks)
- identify and match **two** other skills that can be used to connect with and work with others.  
(6 marks)

**Total = 18 marks**



## Marking key for sample assessment Task 3 – Unit 3

Description	Marks
<b>Personal/professional skill/attribute 1</b>	
Explains, using examples, how the skill/attribute matches to the job they are interested in	3
Describes a skill/attribute they possess and the selected job	2
Identifies a personal skill/attribute	1
<b>Subtotal</b>	<b>/3</b>
<b>Personal/professional skill/attribute 2</b>	
Explains, using examples, how the skill/attribute matches to the job they are interested in	3
Describes a skill/attribute they possess and the selected job	2
Identifies a personal skill/attribute	1
<b>Subtotal</b>	<b>/3</b>
<b>Personal/professional skill/attribute 3</b>	
Explains, using examples, how the skill/attribute matches to the job they are interested in	3
Describes a skill/attribute they possess and the selected job	2
Identifies a personal skill/attribute	1
<b>Subtotal</b>	<b>/3</b>
<b>Personal/professional skill/attribute 4</b>	
Explains, using examples, how the skill/attribute matches to the job they are interested in	3
Describes a skill/attribute they possess and the selected job	2
Identifies a personal skill/attribute	1
<b>Subtotal</b>	<b>/3</b>
<b>Skill to connect with and work with others 1</b>	
Explains, using examples, how a skill they possess can be used to connect with and work with others	3
Uses an example to illustrate an appropriate skill they possess	2
Identifies an appropriate personal skill	1
<b>Subtotal</b>	<b>/3</b>
<b>Skill to connect with and work with others 2</b>	
Explains, using examples, how a skill they possess can be used to connect with and work with others	3
Uses an example to illustrate an appropriate skill they possess	2
Identifies an appropriate personal skill	1
<b>Subtotal</b>	<b>/3</b>
<b>Total</b>	<b>/18</b>
<b>Answer could include, but is not limited to:</b>	
<b>Personal skills/attributes:</b> <ul style="list-style-type: none"> <li>• time management</li> <li>• planning</li> <li>• organisation</li> </ul> <b>Professional skills/attributes:</b> <ul style="list-style-type: none"> <li>• critical thinking</li> <li>• problem solving</li> <li>• people management</li> </ul> <b>Skills to connect and work with others:</b> <ul style="list-style-type: none"> <li>• communication skills</li> <li>• recognising and adjusting to diversity</li> <li>• teamwork skills</li> </ul>	

## Sample assessment task

### Career and Enterprise – General Year 12

#### Task 10 – Unit 4

**Assessment type:** Individual pathway plan/career portfolio

**Conditions:**

Period allowed for completion of the task: two weeks

Other conditions: out-of-class assessment with some class time provided

**Task weighting:**

15% of the school mark for this pair of units

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An electronic career portfolio is a big-picture document from which you can select relevant materials for various career-related uses. Create or update your personal electronic career portfolio. This should be constructed using information relevant to a job which is of interest to you.

Your electronic career portfolio should include the following components:

- an electronic Individual Pathway Plan (IPP) – updated from Task 5, including:
  - personal and professional skills and attributes
  - short-term goals and long-term goals
  - any other appropriate career-related information.

(4 marks)
  
- a resume presented to industry standard, including:
  - personal details
  - education and training
  - achievements
  - work history
  - references and/or other evidence of good character
  - sporting associations, club membership, community associations, special interests
  - any other appropriate career-related information.

(16 marks)
  
- any additional documentation that you consider appropriate.

**Total = 20 marks**

## Marking key for sample assessment Task 10 – Unit 4

### Electronic Individual Pathway Plan (IPP)

Description	Marks
Provides a detailed IPP that is up-to-date and which outlines a clear and detailed career vision	4
Provides an IPP that is up-to-date and which outlines a career vision	3
Provides an IPP that is up-to-date but does not outline a possible career pathway	2
Provides a limited/basic/incomplete IPP	1
<b>Total</b>	<b>/4</b>
<b>Components could include, but are not limited to:</b>	
<ul style="list-style-type: none"> <li>• personal and professional skills and attributes</li> <li>• personal learning styles</li> <li>• personal and professional networks</li> <li>• short-term and long-term goals with specific plans of how to achieve them.</li> </ul>	

### Resume

Description	Marks
Provides a detailed resume including all required sections, presented to industry standard, including correct spelling and grammar	13–16
Provides a resume including most required sections, presented to industry standard, including correct spelling and grammar	9–12
Provides a resume including most required sections, presented to a reasonable standard	5–8
Provides a limited/basic/incomplete resume	1–4
<b>Total</b>	<b>/16</b>
<b>Components could include, but are not limited to:</b>	
<ul style="list-style-type: none"> <li>• personal details</li> <li>• education and training</li> <li>• achievements</li> <li>• work history</li> <li>• references and/or other evidence of good character</li> <li>• sporting associations, club membership, community associations, special interests.</li> </ul>	