**Sample Assessment Tasks**

Career and Enterprise

Foundation Year 11

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# Sample assessment task

# Career and Enterprise – Foundation Year 11

## Task 3 – Unit 1

**Assessment type:** Production/performance

**Conditions:**

Period allowed for completion of the task: 2 weeks

Other conditions: in class assessment

**Task weighting:**

5% of the school mark for this pair of units

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Prepare and deliver a 5–10 minute oral presentation that provides the following information.

* Definitions of the following types of work:
* paid
* unpaid. (4 marks)
* Definitions of the following categories of paid work:
* full-time
* part-time
* casual
* seasonal
* contract
* apprenticeship
* traineeship. (7 marks)
* Definitions of the following categories of paid work:
* voluntary work
* training
* study
* parenting
* caring. (5 marks)
* Definitions of the following work settings:
* indoor
* outdoor
* mobile
* stationary
* fly-in/fly-out
* drive-in/drive-out
* city
* country
* remote. (9 marks)
* Explain what type of work and which work setting would best suit you and why. (4 marks)
* When delivering the oral presentation consider the following criteria which are key aspects of workplace communication:
* formal oral language
* tone
* volume
* timing
* body language. (10 marks)

**Total = 39 marks**

# Marking key for sample assessment Task 3 – Unit 1

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Definitions** | |
| A clear and accurate definition of each work type listed | 1–4  (2 marks each) |
| A clear and accurate definition of each category of paid work listed | 1–7  (1 mark each) |
| A clear and accurate definition of each category of unpaid work listed | 1–5  (1 mark each) |
| A clear and accurate definition of each work setting listed | 1–9  (1 mark each) |
| **Subtotal** | **25** |
| **Explanations** | |
| Work type | |
| Explains why a particular work type would suit them best | 2 |
| Lists which work type would suit them best | 1 |
| Work setting | |
| Explains why a particular work setting would suit them best | 2 |
| Lists which work setting would suit them best | 1 |
| **Subtotal** | **4** |
| **Presentation** | |
| Uses formal oral language throughout the presentation | 1–2 |
| Uses appropriate tone throughout the presentation | 1–2 |
| Uses appropriate volume throughout out the presentation | 1–2 |
| Timing of the presentation met the requirements | 1–2 |
| Body language was appropriate throughout the presentation | 1–2 |
| **Subtotal** | **10** |
| **Total** | **39** |

# Sample assessment task

# Career and Enterprise – Foundation Year 11

## Task 8 – Unit 2

**Assessment type:** Investigation

**Conditions:**

Period allowed for completion of the task: Two weeks with some time provided in class

Other conditions: In-class assessment

**Task weighting:**

15% of the school mark for this pair of units

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Work search tools, resources and organisations used to gain work include:

* an IPP
* a career portfolio
* Jobs and Skills WA
* Job Jumpstart
* Seek.com

Investigate **four (4)** of thesework search tools, resources and/or organisations used to gain work.

Record your findings using the PMI (Plus, minus and interesting chart) template on the next page.

The PMI should:

* contain three points in each box
* use accurate spelling
* use language appropriate for the workplace.

**Total = 40 marks**

**Gaining work – PMI**

|  |  |  |
| --- | --- | --- |
| **Plus** | **Minus** | **Interesting** |
| **Work search tools, resources and/or organisations 1** | | |
|  |  |  |
| **Work search tools, resources and/or organisations 2** | | |
|  |  |  |
| **Work search tools, resources and/or organisations 3** | | |
|  |  |  |
| **Work search tools, resources and/or organisations 4** | | |
|  |  |  |

# Marking key for sample assessment Task 6 – Unit 2

| **Description** | **Marks** |
| --- | --- |
| **Work search tool, resource and/or organisation 1** | |
| Provides a detailed list of information about the work search tool, resource or organisation, including clearly stating how it can be used to find work  Provides detailed and relevant information inall components of the PMI  Applies appropriate career related terminology | 5–6 |
| Provides a brief list of information about the work search tool, resource or organisation, including stating how it can be used to find work  Provides mostly relevant information inall components of the PMI  Applies some appropriate career related terminology | 3–4 |
| Provides a limited list of information about the work search tool, resource or organisation  Provides generalised statements and only completessome components of the PMI  Applies limited career related terminology | 1–2 |
| **Subtotal** | **6** |
| **Work search tool, resource and/or organisation 2** | |
| Provides a detailed list of information about the work search tool, resource or organisation, including clearly stating how it can be used to find work  Provides detailed and relevant information inall components of the PMI  Applies appropriate career related terminology | 5–6 |
| Provides a brief list of information about the work search tool, resource or organisation, including stating how it can be used to find work  Provides mostly relevant information inall components of the PMI  Applies some appropriate career related terminology | 3–4 |
| Provides a limited list of information about the work search tool, resource or organisation  Provides generalised statements and only completessome components of the PMI  Applies limited career related terminology | 1–2 |
| **Subtotal** | **6** |
| **Work search tool, resource and/or organisation 3** | |
| Provides a detailed list of information about the work search tool, resource or organisation, including clearly stating how it can be used to find work  Provides detailed and relevant information inall components of the PMI  Applies appropriate career related terminology | 5–6 |
| Provides a brief list of information about the work search tool, resource or organisation, including stating how it can be used to find work  Provides mostly relevant information inall components of the PMI  Applies some appropriate career related terminology | 3–4 |
| Provides a limited list of information about the work search tool, resource or organisation  Provides generalised statements and only completessome components of the PMI  Applies limited career related terminology | 1–2 |
| **Subtotal** | **6** |
| **Work search tool, resource and/or organisation 4** | |
| Provides a detailed list of information about the work search tool, resource or organisation, including clearly stating how it can be used to find work  Provides detailed and relevant information inall components of the PMI  Applies appropriate career related terminology | 5–6 |
| Provides a brief list of information about the work search tool, resource or organisation, including stating how it can be used to find work  Provides mostly relevant information inall components of the PMI  Applies some appropriate career related terminology | 3–4 |
| Provides a limited list of information about the work search tool, resource or organisation  Provides generalised statements and only completessome components of the PMI  Applies limited career related terminology | 1–2 |
| **Subtotal** | **6** |
| **Total** | **24** |

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Spelling, punctuation and grammar is accurate and appropriate throughout | 2 |
| Spelling, punctuation and grammar is mostly accurate and appropriate throughout | 1 |
| **Total** | **2** |

# Sample assessment task

# Career and Enterprise – Foundation Year 11

## Task 9 – Unit 2

**Assessment type:** Response

**Conditions:**

Time for the task: 45 minutes

Other conditions: In class – short answer, under test conditions

**Task weighting:**

10% of the school mark for this pair of units

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Examine the following table and then answer the questions below.

|  |  |  |
| --- | --- | --- |
| **Employee information** | **Pay rate** | **Tax rate** |
| **Fred**  25 years old  A long term employee who is very efficient and could complete the task in four hours | $17.52 | 37c for each $1 |
| **Amanda**  20 years old  Has been employed by the business for four years and could complete the task in six hours | $15.77 | 32.5c for each $1 |
| **John**  18 years old  A new employee who could complete the task in seven hours | $12.27 | 19c for each $1 |

Using the information in the table above:

1. Calculate the gross pay for each of the three employees to complete a task. (9 marks)
2. Calculate the net pay for each of the three employees to complete a task. (18 marks)
3. Based on the calculations, identify which of the employees you would ask to complete the task and explain why you made this decision. (3 marks)

**Total = 30 marks**

# Marking key for sample assessment Task 7 – Unit 2

1. Calculate the gross pay for each of the three employees to complete a task.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Fred**  4 hours (1 mark) x $17.52 (1 mark) = $70.08 (1 mark) | 1–3 |
| **Amanda**  6 hours (1 mark) x $15.77 (1 mark) = $94.62 (1 mark) | 1–3 |
| **John**  7 hours (1 mark) x $12.27 (1 mark) = $85.89 (1 mark) | 1–3 |
| **Total** | **9** |

1. Calculate the net pay for each of the three employees to complete a task.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Fred**  $70.08 (1 mark) x 0.37 (1 mark) = $25.93 (1 mark)  $70.08 (1 mark) – $25.93 (1 mark) = $44.15 (1 mark) | 1–6 |
| **Amanda**  $94.62 (1 mark) x 0.325 (1 mark) = $30.75 (1 mark)  $94.62 (1 mark) – $30.75 (1 mark) = $63.87 (1 mark) | 1–6 |
| **John**  $85.89 (1 mark) x 0.19 (1 mark) = $16.32 (1 mark)  $85.89 (1 mark) – $16.32 (1 mark) = $69.57 (1 mark) | 1–6 |
| **Total** | **18** |

1. Based on the calculations, identify which of the employees you would ask to complete the task and explain why you made this decision.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| States that Fred is the best person to ask to complete the task and explains that, even though Fred has higher pay rate, because he is more efficient he is the cheapest option | 3 |
| States that Fred is the best person to ask to complete the task and justifies the decision based on the lowest cost | 2 |
| States they would ask Fred to complete the task | 1 |
| **Total** | **3** |

# Sample assessment task

# Career and Enterprise – Foundation Year 11

## Task 10 – Unit 2

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

**Conditions:**

Period allowed for completion of the task: 3 weeks

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

**Task weighting:**

20% of the school mark for this pair of units

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A 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. The information used in the portfolio must be based on a job which is of interest to you.

Your electronic career portfolio should include the following components:

* an Individual Pathway Plan – updated from Task 1, including:
* skills and attributes
* values and interests
* personal and professional goals
* any other appropriate career-related information. (4 marks)
* a resume, including:
* personal details
* education and training
* achievements
* work history
* references and/or other evidence of good character
* membership of sporting associations, clubs and/or community associations
* special interests
* any other appropriate career-related information. (12 marks)
* any additional documentation that you consider appropriate.

**Total = 16 marks**

# Marking key for sample assessment Task 8 – Unit 2

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Individual Pathway Plan (IPP)** | |
| Provides a detailed IPP that is up to date and outlines a clear and detailed career vision | 4 |
| Provides an IPP that is up to date and outlines a career vision | 3 |
| Provides an IPP that is up to date but does not outline a career pathway | 2 |
| Provides a limited, basic and/or incomplete IPP | 1 |
| **Subtotal** | **4** |
| **Resume** | |
| Provides a detailed resume including all required sections | 7–8 |
| Provides a resume including most required sections | 5–6 |
| Provides a resume including some required sections | 3–4 |
| Provides a limited, basic and/or incomplete resume | 1–2 |
| **Subtotal** | **8** |
| Presented to an acceptable standard for the relevant industry, including correct spelling and grammar | 4 |
| Presented to an acceptable standard for the relevant industry, including mostly correct spelling and grammar | 3 |
| Presented to a reasonable standard | 2 |
| Presented to a basic standard | 1 |
| **Subtotal** | **4** |
| **Total** | **16** |