|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment – Knowledge Questions** | | | |
| Name of student |  | Date |  |
| Name of assessor |  | | |
| Unit/s (code and name) | FSKLRG011 - Use routine strategies for work-related learning (Release 1) | | |
| Method of assessment | Written (Time allowed – 1hr) Verbal | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructions** | | | | |
| * This assessment consists of **3** questions * Answers must be clear, concise and in your own words * All writing, notes and responses to be done in the spaces provided, in pen * You must answer all questions correctly to be deemed competent in this unit * Re-assessment of any incorrect responses will be undertaken verbally and noted on the assessment * Identified special needs students may be able to undertake this assessment in a slightly different way please speak with your assessor if you believe that you are eligible for a modified assessment item | | | | |
| **EDUCATIONAL ADJUSTMENTS MADE** | | | | |
| Formatting | Altered print size and layout  Audio Provided     Images to support text  Simplified language | | | |
| Time | Extra Time      Rest Break     Administered in segments | | | |
| Assistive Technology | Word Processor     Speech to text     Calculator | | | |
| Environmental | Alternate location      Reduced audience     Support person present | | | |
| **Satisfactory**  **Not Satisfactory** | | | **Due date for reassessment (if required):** |  |
| **Feedback to student:** | | | | |
|  | | | | |
| **Assessor Signature:** | |  | | |

**Q1**

In the list below identify the 2 strategies that are NOT considered effective strategies of learning:

Retrieval Practice

Elaboration

Interleaving

Concrete Examples

Summarizing

Note taking

Copy and Pasting

Extended Writing

**Q2**

What are the five required components of a SMART goal?

1 SPECIFIC

2 MEASURABLE

3 ATTAINABLE

4 REALISTIC

5 TIME SPECIFIC

**Q3**

Write a smart goal for a future career for you identified in your Career Pathway Project?

S – Obtain the grade to be accepted into a BA of Science

M – Obtain a B in Science and Maths

A – Currently on a C so focused study will get my mark up – tutoring if required

R – Yes it is realistic

T – To be done by the end of Term 3 to ensure

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment – Project** | | | | | | | |
| Name of student |  | | | | | Date |  |
| Name of Assessor |  | | | | | | |
| Unit/s (code and name) | FSKLRG011: Use routine strategies for work-related learning (Release 1) | | | | | | |
| Method of assessment | Project | | | | | | |
| **Instructions** | | | | | | | |
| * This assessment consists of 3 activities * Answers must be clear, concise and in your own words * All writing, notes and responses to be done in the spaces provided, in pen * You must answer all questions or complete the activities correctly to be deemed competent in this unit * Re-assessment of any incorrect responses will be undertaken verbally and noted on the assessment * Identified special needs students may be able to undertake this assessment in a slightly different way please speak with your assessor if you believe that you are eligible for a modified assessment item | | | | | | | |
| **Declaration**  I declare that no part of this assessment has been copied from another person’s work with the exception of where I have listed or referenced documents or work and that no part of this assessment has been written for me by another person.  Signed: Date: | | | | | | | |
| **EDUCATIONAL ADJUSTMENTS MADE** | | | | | | | |
| Formatting | | Altered print size and layout  Audio Provided     Images to support text  Simplified language | | | | | |
| Time | | Extra Time      Rest Break     Administered in segments | | | | | |
| Assistive Technology | | Word Processor     Speech to text     Calculator | | | | | |
| Environmental | | Alternate location      Reduced audience     Support person present | | | | | |
| **Satisfactory**  **Not Satisfactory** | | | | **Due date for reassessment (if required):** |  | | |
| **Feedback to student:** | | | | | | | |
|  | | | | | | | |
| **Assessor Signature:** | | |  | | | | |

Students are to complete the following booklet.

**TASK 1 – About Me**

1. How did I go in class Last Term?

|  |  |  |  |
| --- | --- | --- | --- |
| Subjects studied in Term 1 | Academic Results | Effort Results | Behaviour Results |
| Maths | A | A | A |
| English | B | A | A |
| Science | B | A | A |
| Humanities | B | A | A |
| HPE | A | A | A |
| Elective 1: Digital Technology | C | B | A |
| Elective 2:Business | C | B | A |

1. General Improvements: What can I try to do better this term (place a ✓ or a x in the boxes that you can improve on).

|  |  |
| --- | --- |
| Areas for Improvement | Work on in this Term |
| Academic Results | X |
| Behaviour in class |  |
| Completion of homework/assignments |  |
| Relationships with teachers |  |
| Punctuality |  |
| Attitude to learning |  |
| Relationships with peers | X |

1. Study Habits: What can I try to do better this term (place a ✓ or a x in the boxes that you can improve on).

|  |  |
| --- | --- |
| Study Habit | Work on in This Term |
| Completion of homework |  |
| My organisation for learning |  |
| My study timetable | X |
| My time management | X |
| Thinking through tasks more carefully | X |
|  |  |

1. Brainstorm pathways open to Year 10 students

TAFE

Overseas adventure

University

Volunteering

Gap year

School based traineeship

Part time work

Full time work

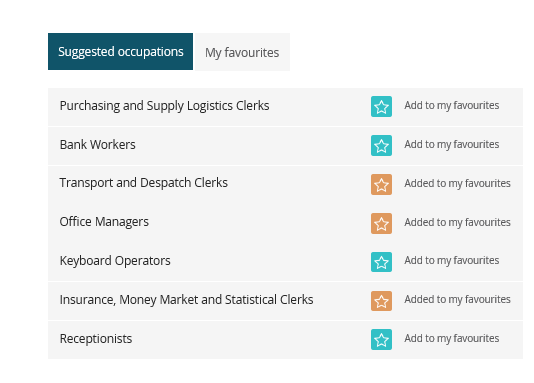
Apprenticeship

PATHWAYS

**TASK 2 – My Career Profile**

1. MyFuture website

|  |  |
| --- | --- |
| 1. Go to: **https://**[**myfuture.edu.au**](http://www.careerone.com.au/) and create an account. Use your school username (eg. rhugg6) as the username and *myfuture* as the password. | Graphical user interface, website  Description automatically generated |
| 1. Click on the **My career profile** section | Graphical user interface, application  Description automatically generated |
| 1. Complete all sections to create your profile. As you complete them a tick will appear as shown on Entrepreneurship in the image to the right. | Table  Description automatically generated |
| 1. Once completed go to the results section and click on Export to PDF. Save to your FSK folder and either print or email to your trainer. This will be attached to your booklet. The report will suggest a list of jobs that you might enjoy.   Sample PDF summary: | |
| Sample suggested occupations | |



1. In the space below, write down two jobs that you are interested in. Choose your work experience job and another job from your profile (select the suggested job that interests you the most). Each job must be different.

|  |  |
| --- | --- |
| Job 1: Teaching | Job 2: Mechanic |

1. For each occupation provide the following information:

|  | Job 1: Teaching | Job 2: Mechanic |
| --- | --- | --- |
| Identify the tasks performed and the skills required in this job | * presenting prescribed curriculum using a range of teaching techniques and materials * developing students' interests, abilities and coordination by way of creative activities * guiding discussions and supervising work in class * preparing, administering and marking tests, projects and assignments to evaluate students' progress and recording the results * discussing individual progress and problems with students and parents, and seeking advice from Student Counsellors and senior teachers * maintaining discipline in classrooms and other school areas * participating in staff meetings, educational conferences and workshops * liaising with parent, community and business groups * maintaining class and scholastic records * performing extra-curricular tasks such as assisting with sport, school concerts, excursions and special interest programs * supervising student teachers on placement. | * detecting and diagnosing faults in engines and parts * dismantling and removing engine assemblies, transmissions, steering mechanisms and other components, and checking parts * repairing and replacing worn and defective parts and reassembling mechanical components, and referring to service manuals as needed * performing scheduled maintenance services, such as oil changes, lubrications and engine tune-ups, to achieve smoother running of vehicles and ensure compliance with pollution regulations * reassembling engines and parts after being repaired * testing and adjusting mechanical parts after being repaired for proper performance * diagnosing and testing parts with the assistance of computers * may inspect vehicles and issue roadworthiness certificates or detail work required to achieve roadworthiness. |
| Outline the skill level eg TAFE, Uni Degree, on the job training required to get this job | Bachelor of Education minimum | Cert III or IV in Automotive |
| Study Fields – list the areas of study at school that will help you with this career path | Depends on specialisation areas/  Need English, Maths, Science | English, Maths, Industrial Skills, Engineering, Graphics, Austomative |
| List at least three places you could undertake further study | * CQU * Griffith Uni * QUT | * Moranbah * Mackay * Brisbane |
| Summarise the prospects of this career path | * Ave. income $77,000 * Ave: hours 41 per week * High job openings * High job security * Can do tutoring as well | * Ave. income $52,000 * Ave: hours 41 hours per week * Above average job openings * High job security * Can start your own business |

**TASK/ACTIVITY 3 – Create a Learning Plan**

Developing a learning plan will help you to:

* See how you are going
* See what you need to progress
* Determine how to get there
* Identify support you can access
* Develop your skills and knowledge
* Take control of your learning

A learning plan will allow you to review how you are going and reflect on:

* What and how you have learned
* What went well and why
* What didn’t go so well and why
* Where you can use the new skills and know
* knowledge gained

1. Prepare for learning.
   1. Find out what kind of learner you are. Visit each of these websites:

<http://vark-learn.com/the-vark-questionnaire/the-vark-questionnaire-for-younger-people/> and <http://www.brainboxx.co.uk/a3_aspects/pages/VAK_quest.htm>. Complete the quizzes and find your preferred learning style.

My Preferred Learning style is:

Visual

This means that I learn best when:

I can see examples and read text

* 1. Find out your AusIdentities Personality type. Go to <https://ausidentities.com.au/quizzes/teen/> and complete the quiz to find your AusIdentity.

My AusIdentity is:

Wombat

This means that I learn best when:

I feel organised

I can see value in the task

I have clear set of steps to complete

I am rewarded for completion of task

* 1. What barriers arise that stop you from learning and how can you eliminate or deal with these barriers. Consider:

What has happened in the past to stop me from learning (phone, games, friends, commitments, etc)

1. I spend a lot of time reading and watching TV

2. I work three afternoons a week for my part time job

3. I spend too much time on social media

How did/can I deal with or minimise these barriers

1. Make a schedule and allocate study time

2. Negotiate to do less shifts when I’m busy at school

3. Turn my phone off while studying

* 1. Write two work related learning goals

You want to get a part time job. Goal 1 has been written as an example.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal Statement:**  I want to prepare for part time work by completing my Certificate II Skills for Work and Vocational Pathways | | | | |
| **Task / Step**  **(what activities will you undertake)** | **How (learning style)** | **Learning Activity** | **Support/ Assistance** | **Timeframe** |
| Attend all classes | Visual learner | Class room tasks | Teacher | By November 2018 |
| Complete all activities to the best of my ability |  | Follow instructions | Teacher | Every lesson |
|  |  |  |  |  |

* 1. You are about to complete work experience. What is your main goal for this work experience?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal Statement:**  **Use the work experience to find out whether the job might be for me in the future.** | | | | |
| **Task / Step**  **(what activities will you undertake)** | **How (learning style)** | **Learning Activity** | **Support/ Assistance** | **Timeframe** |
| Attend all 5 days |  |  |  |  |
| Try all tasks set by my supervisor |  |  |  |  |
| Use my initiative to seek out things to do |  |  |  |  |
| Ask my supervisor for tasks that require more responsibility |  |  |  |  |

1. Work Experience
   1. Prior to attending work experience, you will attend briefings with the transition officer and senior schooling HOD.

Summarise important points:

* 1. In pairs, discuss the barriers you might face initially in the workplace. Record below barriers you think are important to discuss with your supervisor.

Potential barriers to discuss with trainer / supervisor:

* 1. Evidence of learning. What will you include in your portfolio to demonstrate your learning progress and achievements?

How will I show that I have benefited from my learning (eg: feedback from teacher, results, certificates etc).

When will I review my goals so see if I achieved them?

At the end of Term 2

* Review. Thinking about your time at work experience, complete the table below:

Did you achieve your goal?

Experience dependent

What went well?

Experience dependent

What did not go so well?

Experience dependent

What feedback did your work experience supervisor give you?

Experience dependent

What will you change in the future?

Experience dependent

What other skills and knowledge could you consider?

Experience dependent

## Observation Checklist

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Code** | FSKLRG011 | | **Unit Title** | | | Use routine strategies for work-related learning | | | | | |
| **Student Name:** |  | | | | | | **Assessor Name:** |  | | | |
| **Assessment/evidence gathering conditions:** | | | | | | | | | | | |
| Instructions:   * Assessors are to ensure that students have read the Student Handbook and understand the assessment process. * Assessors are required to observe the student successfully carry out work tasks applicable to this unit in real or simulated work conditions. * Assessors must reference the unit of competence and training materials to ensure that they are fully conversant with the standards required before signing off on a student’s satisfactory performance. * All work tasks associated with each element May be assessed together to show industry appropriate workflow. * Observation of the student should be completed over a number of occasions and in different contexts where possible. This helps to ensure that sufficient evidence is collected for a reliable judgment to be made about the skills the student has demonstrated against the requirements of the unit. Each task should be formatively assessed during the training process. The “date observed” columns are to be signed off as summative assessment when the assessor observes the student confidently perform the tasks correctly, completely and without supervision. * If questions are asked during the observation, notes and student responses can be noted in the “feedback/notes” section or the back of the document. * If a student is observed incorrectly performing a task, the assessor should make a note in the comments sections along with the date. The student should then be retrained or reminded how the task should be performed correctly. | | | | | | | | | | | |
| **EDUCATIONAL ADJUSTMENTS MADE** | | | | | | | | | | | |
| **Formatting** | Altered print size and layout  Audio Provided     Images to support text  Simplified language | | | | | | | | | | |
| **Time** | Extra Time      Rest Break     Administered in segments | | | | | | | | | | |
| **Assistive Technology** | Word Processor     Speech to text     Calculator | | | | | | | | | | |
| **Environmental** | Alternate location       Reduced audience      Support person present | | | | | | | | | | |
| **Student Declaration** | I have been provided with instructions about the assessment task and understand what is required of me to achieve a satisfactory result | | | | | | **Student Signature** | |  | | |
| **Dimensions of Competency and Foundation Skills**  **When completing work tasks, did the student:** | | | | | | | | | | | |
| Implement safe working practices? | | Y | | N | Work well with others? | | | | | Y | N |
| Perform and manage tasks effectively and efficiently? | | Y | | N | Communicate effectively? | | | | | Y | N |
| Complete tasks within required timeframes? | | Y | | N | Use technology effectively? | | | | | Y | N |
| Make decisions and solve problems in non-routine situations? | | Y | | N | Demonstrate appropriate level of language, literacy and numeracy for the workplace? | | | | | Y | N |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Element** | **#** | **Observation Item** | **Assessor**  **Initial/**  **Date** | **Assessor**  **Initial/**  **Date** |
| Prepare for learning | **1** | Identify work-related learning goals |  |  |
| **2** | Investigate a range of formal and informal learning pathways |  |  |
| **3** | Investigate a range of approaches to achieve goal |  |  |
| **4** | Identify potential barriers to learning |  |  |
| Use strategies for learning | **5** | Identify a preferred approach to achieving work-related learning goals |  |  |
| **6** | Identify strategies to address barriers to achieving learning goals |  |  |
| **7** | Propose routine learning strategies to achieve learning goal |  |  |
| **8** | Create and use a learning plan to implement strategies |  |  |
| Review own learning progress | **9** | Monitor progress against the plan |  |  |
| **10** | Seek feedback from an appropriate person |  |  |
| **11** | Identify areas for further learning and training |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Feedback/Notes** | | | |
|  | | | |
| **Student Signature** |  | **Assessor Signature** |  |

Satisfactory / Not Satisfactory