**Assignment Information Sheet**

**Subject:** Stage 1 Personal Learning Plan

**Task Title: Exploring the world of work**

**Teacher:**

**Assessment Conditions**

**Text type:** 3 Analytical Reports (Word processed or a Visual Media Presentation)

**Draft due date:**

**Final due date:**

**Assessment length:** minimum 750 words (250-300 per report, 3 interviews, 5-7 major information sources (books, websites).

**Submission details:**  To be submitted, in hard copy or electronic copy, by final due date.

**Purpose**

This assignment is one of two review tasks you will do. The main focus of this task is to review and evaluate the goals and strategies and personal attributes you have and how these link to the world of work. This assignment permits and encourages you to make contact with people to help you network to assist with employment and to get valuable advice from mentors and influencers about yourself, the work environment and achieving your own goals. This information is collated and used to produce three report cards covering a job evaluation, your own skill evaluation and general skills and methods that people use to achieve goals.

**Description**

**You must produce 3 report cards. There are templates of the report cards supplied/attached. The first report card is a *Career Report Card*, where you research a particular career path you are interested in. The second report card is your *Personal Skills Report Card*. Here, you research and perform interviews to understand if you have the right attributes for the career you researched and to see what other careers may be suitable for you. Finally, you must carry out research and interviews to complete the *Strategies to Achieve Goals Report Card*. In this report card you detail strategies useful for gaining work and for achieving general goals in your life.**

**Process**

*Conduct Interviews*

* Complete a number of (ideally three or more) interviews with mentors, co workers, employers, managers, work experience staff, family members, EJEHS staff, TAFE and Uni staff, career expo staff etc, to gather necessary information about the career you intend to pursue and about work and business conditions and advice.

Performance Standards Addressed: DP2

*Report Card 1 – Career Information Report Card*

* Complete the Report Card 1 template. **To do this you will need to collect other information in addition to that collected in the interviews**, this can be found in books, in the job guides and online, for example this website is a good place to start: <http://jobsearch.gov.au/jobseekerinfo/uncoveranewcareer.aspx>

Performance Standards Addressed: DP2, DP3

*Report Card 2 – Personal Skill and Interests Report Card*

* Complete the Report Card 2 template which is about your own personal skills and attributes. The information gathered in the interviews will help with some parts of this, doing evaluations like a Myers Briggs Personality Test or the UniSA Career Match will help with this. Some of this report card is simply you putting your own preferences and interests.

Performance Standards Addressed: RL1

*Report Card 3 – Strategies to Achieve Goals Report Card.*

* Complete the Report Card 3 template. The first two sections of this report card are focused on strategies to help you in the world of work. The interviews you conducted will have allowed you to gather information useful to put into these sections. You can add other research from the internet or job guides etc as you feel necessary to improve it. The third section focusses on strategies that are more generally useful and not necessarily work specific. The final section is for optional, miscellaneous information

Performance Standards Addressed: RL2

**Assignment Assessment Sheet**

**Subject:** Stage 1 Personal Learning Plan

**Topic:**  *Exploring the world of work*

**Task Title: Exploring the world of work**

**Teacher:**

**SACE Stage 1 Personal Learning Plan Performance Standards:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **DP2 – Interacting** **with others in developing and refining their strategies.** | **DP3 – Developing the selected capability or capabilities relevant to achieving their goals** | **RL1 – Reviewing personal and learning goals and reflecting on the effectiveness of strategies to achieve them.** | **RL2 – Reviewing the development of the selected capability or capabilities, and how this helps to achieve their goals.** |
| **A** | Interacts purposefully with others, in developing and refining strategies. | Effectively develops the selected capability or capabilities relevant to achieving his or her goals, in well-planned, insightful, and/or creative ways. | Clearly reviews personal and learning goals with insightful reflection on the effectiveness of strategies to achieve them. | Reviews the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals. |
| **B** | Generally interacts effectively with others, in developing and refining strategies.  . | Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that is mostly effective, and generally organised or creative. | Reviews personal and learning goals, with some insights into the effectiveness of strategies to achieve them. | Reviews the development of the selected capability or capabilities, with some ideas about how this helps to achieve his or her goals. |
| **C** | Interacts with others, in developing and making some refinement to strategies. | Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that has some effectiveness, and some organisation or creativity. | Reviews personal and learning goals, with some reflection on the effectiveness of the strategy or strategies to achieve them. | Reviews the development of the selected capability or capabilities, with an idea about how this helps to achieve his or her goals. |
| **D** | Interacts with others with limited effectiveness, to talk about possible strategies. | Develops an aspect of the selected capability or capabilities, with partial effectiveness. The relevance to the goal(s) may not be clear. | Describes one or more personal or learning goals with some recount of learning in the subject. | Describes own participation in an activity to develop the selected capability or capabilities, with a vague link to goals. |
| **E** | Gives limited responses to questions from others about possible strategies. | Attempts to develop an aspect of the selected capability or capabilities, with limited effectiveness or relevance to the goal. | Gives limited responses to questions about learning in the subject. | Gives limited responses to questions about own participation in an activity to develop the selected capability or capabilities. Makes a superficial statement about a selected capability in attempting to identify a link to a goal. |

**Draft submitted? Yes / No Word count achieved? Yes / No**

**Teacher Comments:**

**Overall Grade Achieved:**