VCE Industry and Enterprise (2019–2026)

School-based Assessment Report

GENERAL OBSERVATIONS

This report provides advice for the first year of implementation of the [*VCE Industry and Enterprise Study Design 2019–2026*](https://www.vcaa.vic.edu.au/Documents/vce/industryandenterprise/2019IndustryEnterpriseSD.pdf). The [VCE Industry and Enterprise *Advice for teachers*](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/industry-and-enterprise/advice-for-teachers/Pages/Index.aspx) provides teaching and learning advice for Units 1 to 4 and assessment advice for school-based assessment in Units 3 and 4. Other support materials for the study can be found on the [VCE Industry and Enterprise study webpage](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/industry-and-enterprise/Pages/Index.aspx) on the VCAA website.

This report is based on the findings from the 2019 School-based Assessment Audit for Units 3 and 4 VCE Industry and Enterprise. Schools providing the VCE must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments, and ensure compliance with the requirements of the VCAA for the relevant assessment program. For school-based assessment, the standards and requirements are stated in the assessment specifications set out in the relevant VCE study design and the [VCE assessment principles](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx). The School-based Assessment Audit checks that the standards and requirements set out in study designs are being followed and that assessment is being carried out in line with the VCE assessment principles.

All schools audited for Units 3 and 4 VCE Industry and Enterprise during 2019 clearly demonstrated compliance with the VCE assessment principles as well as the guidelines in the *VCE and VCAL Administrative Handbook 2019*.

It was clear that all schools’ School-assessed Coursework (SAC) tasks reflected the requirements of the reaccredited *VCE Industry and Enterprise Study Design 2019–2024*. It was apparent that tasks were being developed that directly assessed student understanding of the key knowledge and key skills as specified in the study design. While some schools were using commercially produced materials, these were appropriately modified to ensure that the tasks provided to students were unique to the individual school and allowed for effective authentication of student work.

Schools used a variety of SAC task types, thereby allowing all students an opportunity to perform at their highest level. All schools audited had appropriate redemption policies in place, which allowed students an opportunity to redeem an S for the outcome if they obtained an unsatisfactory SAC result. Schools are reminded that students may only resubmit SAC tasks or further evidence to redeem an S result; they may not resubmit work to improve a SAC score.

Similarly, it was evident that measures allowing for authentication of student work through ongoing monitoring were in place and were being applied appropriately.

Most schools were using the VCAA performance descriptors, as published in the *Advice for teachers*, as an assessment tool. Most schools modified these to reflect their SAC task, which was appropriate.

Schools are encouraged to consider the following recommendations when developing and administering school-based assessment for VCE Industry and Enterprise:

* A spread of approximately 25% lower order, 50% medium order and 25% higher order questions should be used as a means to enable accurate ranking of student performance.
* A broad cross-section of key knowledge and key skills should be assessed within SAC tasks. (While is recognised that it is impractical to assess all key knowledge and key skills, a representative sample is required.)
* A coversheet should be included at the front of all SAC tasks informing students of the scope, conditions and weighting of the task, and which provides specific instructions for the task being undertaken.
* Cross-marking should occur where possible to ensure consistency.
* A variety of task types should continue to be used.

SPECIFIC INFORMATION

Unit 3: Enterprise culture

Outcome 1

Describe and discuss enterprise culture in a community and/or work setting, and explain and evaluate how the development of work-related skills by individuals contributes to an enterprise culture.

Task types

*Task 1*

* a workplace journal or report based on participation in structured workplace learning.

AND

*Task 2*

Student performance is assessed using one or more of the following:

* a case study
* a report
* a video or podcast
* a written blog or web discussion forums
* an ICT-based presentation
* an essay
* structured questions.

All schools audited for Outcome 1 assessed Task 1 via a student report based on the structured workplace learning journal. Schools elected to submit these journals through the audit in addition to the SAC task. Schools are reminded that the study design stipulates that a workplace journal is required to be completed for this outcome.

As each student has a unique structured workplace learning experience, authentication of student work can be managed appropriately. Students were required to demonstrate how they had developed work-related skills within a work setting and then illustrate how these particular skills may help develop an enterprise culture within a workplace.

For Task 2, a variety of SAC task types were used by schools, with each school adapting this assessment to suit their student cohort. Schools are reminded that if tasks are reused from previous years, these must be significantly modified each year to ensure they meet the needs of the current student cohort, address the requirements of the current study design, and to ensure authentication risks are minimal.

Outcome 2

Discuss and evaluate the role and importance of the management of quality, workplace flexibility, technology, and training and workplace learning in developing an enterprise culture in work settings in one or more industries.

Task type option/s

Student performance is assessed using one or more of the following:

* a case study
* a report
* a video or podcast
* a written blog or web discussion forums
* an ICT-based presentation
* an essay
* structured questions.

When assessing Outcome 2, most schools opted to use commercially produced materials that they modified. The format of the SAC was predominantly structured questions completed under test conditions. Several schools had students write a report based on a case study of a workplace or industry and its development of an enterprise culture. Schools required students to write the final report under test conditions in class in order to accurately authenticate the students’ work.

Students had the opportunity to apply their structured workplace learning experience when demonstrating their understanding of the key knowledge for this outcome.

Assessment

SAC tasks submitted through the audit were all compliant and reflected the key knowledge and key skills as stipulated in the study design for each outcome. Both VCAA performance descriptors and school-developed criteria were used for the assessment of SAC tasks.

Unit 4: Industry change and innovation

Outcome 1

Describe and analyse pressures and opportunities creating a need for change in Australian industry, evaluate recent responses to change in an Australian industry from the last four years, and discuss how development of work-related skills assists the industry in responding to change.

**Task type option/s**

Student performance is assessed using one or more of the following:

* a case study
* a report
* a video or podcast
* a written blog or web discussion forums
* an ICT-based presentation
* an essay
* structured questions.

All schools that were audited for Outcome 1 submitted SAC tasks that were complaint with both the VCE assessment principles and the requirements of the current study design.

Overall, a broad and representative range of key knowledge and key skills were assessed. Most schools used either a report or essay format based on a case study previously presented in class. The SACs were written under test conditions in class in order to accurately authenticate that the students’ work as their own.

Outcome 2

Discuss the extent to which innovation is occurring in a selected Australian industry, evaluate the extent to which innovation is occurring in one or more workplaces within that industry and discuss the relationship between innovation and an enterprise culture.

**Task type option/s**

Student performance is assessed using one or more of the following:

* a case study
* a report
* a video or podcast
* a written blog or web discussion forums
* an ICT-based presentation
* an essay
* structured questions.

All schools that were audited for Outcome 2 submitted SAC tasks that were complaint with both the VCE assessment principles and the requirements of the current study design.

Overall, a broad and representative range of key knowledge and key skills were assessed. Most schools used either a report or essay format based on a case study previously presented in class. These case studies were based on a specific industry and its recent history of innovation, and the relationship of this to the development of an enterprise culture. The SACs were written under test conditions in class in order to accurately authenticate that the students’ work was their own.

Assessment

SAC tasks submitted through the audit were all compliant and reflected the key knowledge and the key skills as stipulated in the study design for each outcome. Both VCAA performance descriptors and school-developed criteria were used for the assessment of SAC tasks.