VCE Vocational Major

**Unit 3 Respectful and Ethical Entreperneurs**

Integrated Curriculum

Support Material

Authorised and published by the Victorian Curriculum and Assessment Authority  
Level 7, 2 Lonsdale Street  
Melbourne VIC 3000

ISBN: 978-1-xxxxxx-xx-x [email [vcaa.media.publications@edumail.vic.gov.au](mailto:vcaa.media.publications@edumail.vic.gov.au) for ISBN requests]

© Victorian Curriculum and Assessment Authority [year]

No part of this publication may be reproduced except as specified under the *Copyright Act 1968* or by permission from the VCAA. Excepting third-party elements, schools may use this resource in accordance with the [VCAA educational allowance](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx). For more information go to <https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx>.

The VCAA provides the only official, up-to-date versions of VCAA publications. Details of updates can be found on the VCAA website at [www.vcaa.vic.edu.au](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx).

This publication may contain copyright material belonging to a third party. Every effort has been made to contact all copyright owners. If you believe that material in this publication is an infringement of your copyright, please email the Copyright Officer [vcaa.copyright@edumail.vic.gov.au](mailto:vcaa.copyright@edumail.vic.gov.au)

Copyright in materials appearing at any sites linked to this document rests with the copyright owner/s of those materials, subject to the Copyright Act. The VCAA recommends you refer to copyright statements at linked sites before using such materials.

The VCAA logo is a registered trademark of the Victorian Curriculum and Assessment Authority.

|  |
| --- |
| Contact us if you need this information in an accessible format - for example, large print or audio.  Telephone (03) 9032 1635 or email [vcaa.media.publications@edumail.vic.gov.au](mailto:vcaa.media.publications@edumail.vic.gov.au) |

Contents

Contents

[**Using this resource** 1](#_Toc173416313)

[**Student and Teacher actions** 1](#_Toc173416314)

[**Delivery Advice** 2](#_Toc173416315)

[**Unit 3 VCE VM Teacher Preparation Checklist** 3](#_Toc173416316)

[Unit 1 Project preparation 3](#_Toc173416317)

[VCE VM Unit 3 Literacy 4](#_Toc173416318)

[VCE VM Unit 3 Numeracy 4](#_Toc173416319)

[VCE VM Unit 3 Personal Development Skills 4](#_Toc173416320)

[VCE VM Unit 3 Work Related Skills 4](#_Toc173416321)

[**Assessment Summary** 6](#_Toc173416322)

[Overview 6](#_Toc173416323)

[Study specific 7](#_Toc173416324)

[Assessment Tools Tracker 8](#_Toc173416325)

[Literacy 8](#_Toc173416326)

[Numeracy 9](#_Toc173416327)

[Personal Development Skills (PDS) 11](#_Toc173416328)

[Work Related Skills (WRS) 13](#_Toc173416329)

**Using this resource**

1. Read over all documents in detail before delivery. Applied learning requires proactive planning and preparation prior to delivery. The curriculum resources do not function like a traditional text or workbook. Pre-work and modifications are required to use these curriculum resources.
2. Unit teacher preparation checklists will highlight key actions that need to be completed by the teacher prior to the overall unit delivery. The unit checklists are essential for teachers to review and use prior to implementing or using the curriculum resources.
3. You will need to make changes to the curriculum resources to best suit your cohort and tailor the curriculum resources to your cohort's needs and ability by further adding or removing scaffolds.
4. The curriculum resources do not replace you as the teacher. The resources are supporting documents. How you deliver the resources and run applied learning activities to support your program is a teacher and school-based decision. Explicit instruction, teacher support and monitoring of student progress is still required as normal.
5. If modifying the curriculum resources please review the relevant VCAA VCE VM study design and check that the relevant area of study, key skills and key knowledge and overall learning outcome statement is still being addressed.
6. In accordance with the [Pillars of Applied Learning](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMLiteracy/Pages/AppliedLearning.aspx) (POAL) all assessment tasks are open to negotiation, flexibility and modifications in co-design with individual students to support them to meet the assessment of the overall learning outcome statements.

**Student and Teacher actions**

Within the student task activities, the following icons indicate these actions:

|  |  |
| --- | --- |
| A group of people in a room  Description automatically generated | For teacher awareness, advice and information that needs to be deleted before providing to students. |
| A green outline of a person with a computer  Description automatically generated | To be adapted or changed to your own context. |
| A black background with a black square  Description automatically generated with medium confidence | The teacher needs to hyperlink or add in their own documents or links to resources for their students to access the correct information from their own school-based documents. |
| A purple icon with check marks  Description automatically generated | Indicates ‘how to’ IT, document support or general guidance for students. You can decide to leave this in or remove it. |
| A group of people with a gear above them  Description automatically generated | Indicates to students which activities can be completed and submitted for assessment as a group. |
| A green and orange puzzle piece with a person standing on it  Description automatically generated | Indicates to students which activities need to be completed and submitted for assessment individually. |
| A group of people with arrows  Description automatically generated | Indicates to students which activities will be completed with a peer. |

**Delivery Advice**

The recommended task order below is a guide only. The task order can be modified to best suit your school context and student needs.

The project steps are designed to be taught in order. Students should not move onto the next project step without completing the step before it. For example, students need to fully complete Step 1 - Ideas before moving onto Step 2 - Plan.

**Recommended task order for Respectful and Ethical Entrepreneurs VCE VM Unit 3**

1. **PDS Task 1**- Leadership QA Panel (Pre-project)

2. **PDS Task 2-** Social awareness and interpersonal skills (Pre-project)

2. **PDS Task 3**- What is leadership? task (Pre-project)

3. **PDS Task 4-** Being an Effective team member task (Pre-project)

5. **WRS Task 4-** Communication and Collaboration (Pre-project)

6. **Step 1: Ideas-** followed by other steps in order.

7. The project steps should be broken up with Literacy, WRS and Numeracy tasks each week.

**Literacy tasks** - should be delivered weekly throughout the unit.

**WRS Tasks-** should be delivered weekly throughout the unit.

**Numeracy tasks**- Should be delivered throughout the unit. Numeracy tasks should be delivered with explicit connections linked from the beginning of Step 2. Plan for the students' project contexts.

**WRS Unit 4 delivery reccomendation:** Trial teachers recommend to delivery Work Related Skills Unit 3 and 4 at the same time from the beginning of the year. This will support students to develop a comprehensive student folio over an extended teaching period.

**Chunking learning activities:** It is highly recommended by trial delivery teachers that the learning activities should be released to students gradually. For example, instead of providing all learning activities for Step 1- Ideas provide students the tasks incrementally by providing Step 1- Ideas Activity 1.1 then Step 1-Ideas activity 1.2. This will reduce students becoming overwhelmed with workload, allow them to track their tasks, have consistent opportunities for feedback and experience regular success in the learning.

**Unit 3 VCE VM Teacher Preparation Checklist**

## Unit 1 Project preparation

**Follow these steps to prepare the project element of Unit 3 – Respectful and ethical entrepreneurs.**

**Step 1** Before beginning or in co-design with students establish what the students are creating their products or services for.

**Step 1 Activity 1.1 Brainstorm and discussion:** Have some local business examples that have been developed in response to an issue to highlight to your students. Part 1 involves a sticky note activity which will need to be prepared to provide to students

**Step 1** **Activity 1.3 Local business research and site visits**: Review task and modify as needed to suit your context. Complete relevant excursion administration required for your setting for business site visits.

**Step 1 Activity 1.5 Analysing one-pager business proposals/pitches:** Find and provide students with business one-pager pitches inforgraphics related to your cohorts interests. Add your examples into the activity table via link or image.

**Step 2 Activity 1.2** Review design thinking process and ensure activities are suitable for the student cohort. Develop suitable workshops or activities around supporting students to understand the process.

**Step 2 Activity 1.2 Stage 1-Empathise** Develop a suitable process/structure to support students to engage in the observation process.

**Step 2 Activity 2.5** Review group sharing activity and modify to your context. This activity is an opportunity for a teacher check over the student’s project plan and provided any approval that may be required.

**Step 3 Activity 3.2 Portfolio of evidence** Review and modify the task to suit your students and contexts. If you want to use the Option.2 portfolio of evidence template for your students, you will need to copy and paste the table below for the number of weeks you want them to work on the project for.

**Step 3 Activity 3.2 Mathematical Toolkit** Review and modify the task to suit your students and contexts. The Mathematical toolkit table is an example only.

**Step 4 Activity 4.5 Group product evidence** For this activity you will need to customise this section to best suit the context that your students are creating the business product/service for. You will need to develop your own specific micro-rubric criteria if you are using the micro-rubric for student feedback.

**Step 4 Activity 4.5 Group product evidence** Add in any additions you have made to other learning outcomes which require additional curriculum mapping.

**Step 5 Activity 5.2** For this part you will need to customise this section to best suit the context that the students are creating the business product/service for. You will need to develop your own specific micro-rubric criteria here if you are using the micro-rubric for student feedback.

**Step 5 Activity 5.3 Numeracy report** Students will need to book a time to meet with a teacher to report on their numeracy from their project.

**VCE VM Standalone Task preparation**

## VCE VM Unit 3 Literacy

**Follow these steps to prepare the standalone Literacy element of Unit 3 – Respectful and ethical entrepreneurs.**

**Adulting 101 Literacy Folio All tasks** Review and check that all tasks are suitable for your cohort.

## VCE VM Unit 3 Numeracy

Review the numeracy within the project steps 1-5 to understand what supports may need to be developed to support your cohort through the individual projects.

Numeracy Standalone tasks are designed to support students through their numeracy project. Review all the numeracy tasks and adjust as needed for your context and cohort. The tasks can be taught in any order at any time that best supports your overall program delivery.

## VCE VM Unit 3 Personal Development Skills

**Follow these steps to prepare the standalone Personal Development Skills element of Unit 3 – Respectful and ethical entrepreneurs.**

**Task 1-Leadership Q&A panel Activity 1.1** Customise everyday leadership to suit your own context.

**Task 1-Leadership Q&A panels Activity 1.2 and 1.3** Arrange members from the local community and alumni students to participate in 2 different Q&A panels. It is highly recommended that a First-nations elder is invited as a community panel member.

**Task 2-Social awareness and Interpersonal skills Activity 2.1** Review and develop cohort specific and student interest scenarios for students to engage in.

**Task 3-What is leadership?** **Activity 3.1** Review videos. One video contains coarse language. Check if it is suitable for the student cohort.

**Task 3-What is leadership? Activity 3.2** Check leaders listed are suitable/relevant for your cohort.

**Task 4-Being an effective a team member Activity 4.1** Students will need post it notes provided for this activity.

**Task 4- Being an effective a team member Activity 4.4** Select relevant problem solving and team work activities for your students to engage in. Alternatively, organise a relevant excursion.

## VCE VM Unit 3 Work Related Skills

**Follow these steps to prepare the standalone Work Related Skills element of Unit 3 – Respectful and ethical entrepreneurs.**

**Task 1- Workplace structures and policies task** Review and check if task is suitable for context and cohort. Where possible try to organise an excursion/incursion.

**Task 2- Positive Workplace Culture task** Review and modify. Current task contains a Case study and excursion to The Cotton On Group.

**Task 3- Rights and Responsibilities task** Will require you to add specific presentation details for your context and students. Ideally, this task should be accompanied with an excursion/incursion for relevant organisations such as, Fair Work Australia,The Fair Work Commission, Community Legal Centre or WorkSafe. The presentation on its own is not enough evidence to meet the overall outcome statement.

**Task 4- Collaboration and teamwork task** Example/scenario may need to be changed to suit your own context. Other details will need within the task will need to be modified.

**Assessment Summary**

## Overview

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Step 1- Ideas | | Step 2- Plan | | Step 3- Act | | Step 4- Adapt | | Step 5- Reflect | |
| **Area of Study (Aos)** | **Outcome Statement (OS)** | **Area of Study (Aos)** | **Outcome Statement (OS)** | **Area of Study (Aos)** | **Outcome Statement (OS)** | **Area of Study (Aos)** | **Outcome Statement (OS)** | **Area of Study (Aos)** | **Outcome Statement (OS)** |
| **PDS AoS 1**  Social awareness and interpersonal skills | Outcome 1 | **PDS Aos 2**  Effective leadership | Outcome 2 | **PDS AoS 1**  Social awareness and interpersonal skills | Outcome 1 | **PDS Aos 2**  Effective leadership | Outcome 2 | **PDS Aos 2** Effective leadership | Outcome 2 |
| **Literacy AoS 1**  Accessing and understanding informational, organisational and procedural texts | Outcome 1 | **PDS Aos 3**  Effective teamwork | Outcome 3 | **PDS Aos 2**  Effective leadership | Outcome 2 | **PDS Aos 3** Effective teamwork | Outcome 3 | **PDS Aos 3**  Effective teamwork | Outcome 3 |
|  |  | **Literacy AoS 2**  Creating and responding to organisational, informational or procedural texts | Outcome 2 | **PDS Aos 3**  Effective teamwork | Outcome 3 | **WRS AoS 3** Communication and collaboration | Outcome 3 | Numeracy Problem Solving Cycle- **d) Communicate and report** | Outcome 2 |
|  |  | **WRS AoS 3**  Communication and collaboration | Outcome 3 | **WRS AoS 3**  Communication and collaboration | Outcome 3 | Numeracy Problem Solving Cycle- **c) Evaluate and reflect** |  |  |  |
|  |  | Numeracy Problem Solving Cycle- **a) Identify the mathematics** | Outcome 2 | Numeracy Problem Solving Cycle- **b) Act on and use numeracy** | Outcome 2 |  |  |  |  |

## Study specific

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Personal Development Skills (PDS) | | Literacy | | Work Related Skills (WRS) | | Numeracy | |
| **Area of Study (AoS)** | **Outcome Statement**  **(OS)** | **Area of Study (AoS)** | **Outcome Statement**  **(OS)** | **Area of Study (AoS)** | **Outcome Statement**  **(OS)** | **Area of Study (AoS)** | |
| **PDS AoS 1**  Social awareness and interpersonal skills  **PDS Aos 2**  Effective leadership  **PDS Aos 3**  Effective teamwork | Outcome 1  Outcome 2  Outcome 3 | **Literacy AoS 1** Accessing and understanding informational, organisational and procedural texts.  **Literacy AoS 2**  Creating and responding to organisational, informational or procedural texts. | Outcome 1  Outcome 2 | **WRS AoS 1**  Workplace wellbeing and personal accountability  **WRS Aos 2** Workplace wellbeing and personal accountability  **WRS AoS 3**  Communication and collaboration | Outcome 1    Outcome 2  Outcome 3 | **Area of Study 1** Number  Task 1-Big and small numbers  Task 2- Decimals, percentages and ratios  Task 3-Profits and loss | **Area of Study 2** Shape  Task 4-Shape properties  Task 5-Shapes in recreational settings  Task 6-Shapes and area planning |
| **Tasks:**  Task 1- Leadership Q&A  Task 2- Social awareness and interpersonal skills task  Task 3- What is leadership?  Task 4- Being an effective team member | | **Tasks:**  **Literacy Folio ‘Adulting 101’**  Task 1-Tax file number  Task 2- Payslips  Task 3- Budgeting  Task 4- Centrelink, Healthcare card and Medicare card  Task 5- Road ready  Task 6- Moving out  Task 7- To buy or to rent?  Task 8- Starting your own business  Task 9-‘Adulting 101’ Final | | **Tasks:**  Task 1-Workplace structure and policy bodies  Task 2- Positive workplace culture  Task 3- Rights and responsibilities  Task 4- Collaboration and teamwork | | **Area of Study 3** Quantity and measures  Task 7-How far, how much and how big?  Task 8-How much is that?  Task 9-Life logbook  Task 10-What’s the time? | **Area of Study 4** Relationships  Task 11-Human resources wages |

# **Assessment Tools Tracker**

## Literacy

|  |  |  |
| --- | --- | --- |
| Outcome Statement | Assessment Tasks | Link to Program tasks |
| **Area of Study (AoS) 1- Aacessing and understanding informational, organisational and procedural texts.** | | |
| **Outcome 1**  Demonstrate the ability to locate, read and understand the purpose, audience and context presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:   * **a series of annotations and summaries** * **a research task** * a case study analysis     Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * **a record and reflection of the presentations of guest speaker/s** * **annotated photographs, signs or visuals** * **a response to structured questions.** | Step.1 Ideas  **Literacy Folio ‘Adulting 101’**  Task 1-Tax file number  Task 2- Payslips  Task 3- Budgeting  Task 4- Centrelink, Healthcare card and Medicare card  Task 5- Road ready  Task 6- Moving out  Task 7- To buy or to rent?  Task 8- Starting your own business  Task 9-‘Adulting 101’ Final |
| **Area of Study (Aos) 2 – Creating and responding to organizational, informational and procedural texts.** | | |
| **Outcome 2**  Create organisational, informational and procedural texts that reflect a specific workplace or vocational experience. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:   * **a set of instructions including visuals/diagrams** * **a brochure or report including visuals/diagrams** * a vlog.   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * **a series of annotations and summaries** * annotated photographs, signs or visuals * a video, podcast or oral presentation * a response to structured questions * **a visual presentation, such as a graphic organiser, concept/mind map or annotated poster** | Step.2 Plan  Adulting 101 Folio tasks  Adulting 101 Final task |

## Numeracy

|  |  |  |
| --- | --- | --- |
| Outcome Statement | Assessment Tasks | Link to Program tasks |
| **Outcome 1 - On completion of this unit, the student should be able to identify, use and apply the mathematical key knowledge and skills from the four areas of study, across the specific numeracies** | | |
| Select three of the following six numeracies for Unit 3:  a) Personal numeracy  b) Civic numeracy  c) Financial numeracy  **d) Health numeracy**  **e) Vocational numeracy**  **f) Recreational numeracy** | Select one or two areas of study to support the chosen numeracy ensuring all four areas of study are covered in the unit.  **‒ Area of Study 1: Number**  **‒ Area of Study 2: Shape**  **‒ Area of Study 3: Quantity and measures**  **‒ Area of Study 4: Relationships**  Assessment tasks should provide opportunities for practical application of the outcome. The structure of the Numeracy study is such that the demonstration of achievement of Outcomes 1, 2 and 3 should be based on the student’s performance on a selection of the following assessment tasks:   • Investigations and projects.  For example, students may undertake the costs of a project, including budgeting, invoices, receipts and money handling, or consider loans or mortgages including interest and repayments for buying a car or a house.   • Multimedia presentation, poster or report.  For example, students may consider the materials needed for painting a house, including measurement, cost and labour.   • Portfolio. For example, students may plan design and run an event for the community, taking into consideration factors such as budgeting, measuring, time and travel. | Numeracy Context: d) Health numeracy  Area of study: AoS 1 & AoS 3  Task 1- Big and small numbers  Task 2- Decimals, percentages and ratios  Task 8- How much is that?  Task 9- Life logbook  Numeracy Context: e) Vocational numeracy  Area of study: AoS 1, AoS 3 & AoS 4  Task 3- Profit and loss  Task 7- How far, how much and how big?  Task 10- What’s the time?  Task 11- Human resources wages  Numeracy Context: f) Recreational numeracy  Area of study: AoS 2 & AoS 3  Task 4- Shape properties  Task 5- Shapes in recreational settings  Task 6- Shapes and area planning |
| **Outcome 2 Problem-solving cycle**  On completion of this unit, the student should be able to apply, analyse and evaluate the mathematical problem-solving cycle in an applied learning context, relevant to the mathematical key skills and knowledge reflected in the areas of study and across the Numeracies. |  | All Numeracy tasks 1-11.  Project steps 2-5. |
| **Outcome 3 Mathematical toolkit**  On completion of this unit, the student should be able to identify, select and apply a wider range of appropriate mathematical tools. |  | All Numeracy tasks 1-11.  Project steps 2-5. |

## Personal Development Skills (PDS)

|  |  |  |
| --- | --- | --- |
| Outcome Statement | Assessment Tasks | Link to Program tasks |
| **Area of Study (Aos) 1- Social awareness and interpersonal skills** | | |
| **Outcome 1**  Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following   * **a critical reflection on the use of interpersonal skills** * a digital, oral, or written presentation * a report   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * **a reflective journal** * a record and reflection of presentations by guest speaker/s * a record of discussion or debate * **a case study** * annotated photographs * a video, podcast or oral presentation * **a response to structured questions** | Step.2 Plan  Step.3 Act  Step.4 Adapt  Step.5 Reflect  Task 2- Social awareness and interpersonal skills task |
| **Area of Study (Aos) 2- Effective leadership** | | |
| **Outcome 2**  Describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:   * **a personal reflection of participation in practical tasks** * **a critical evaluation of a team activity** * a compilation and reflection on a variety of feedbacks   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * **a record and reflection on visit/s to a program or organisation** * a reflective journal of participation in practical tasks * a record of discussion or debate * a video, podcast or oral presentation * **a record of interviews with members of the community** * a digital presentation * a visual presentation, such as a graphic organiser, concept/mind map or annotated poster * meeting minutes | Task 1- Leadership Q&A  Task 3- What is leadership?  Step.2 Plan  Step.3 Act  Step.4 Adapt  Step.5 Reflect |
| **Area of Study (Aos) 3 – Effective Teamwork** | | |
|  | | |
| **Outcome 3**  Describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following:   * **an evaluation report of participation in practical tasks** * **a critical reflection on team members’ feedback**   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:   * a written critical evaluation of a leadership activity * a record and reflection on visit/s to a program or organisation * survey responses * **a skills audit** * a reflective journal * **a record of discussion or debate** * a blog or vlog * a video, podcast or oral presentation * a response to structured questions * a record of interview/s with members of the community * a digital presentation * meeting minutes | Task 4- Being an effective team member  Step.2 Plan  Step.3 Act  Step.4 Adapt  Step.5 Reflect |

## Work Related Skills (WRS)

|  |  |  |
| --- | --- | --- |
| Outcome Statement | Assessment Tasks | Link to Program tasks |
| **Area of Study (AoS) 1- Workplace wellbeing and personal accountability** | | |
| Outcome 1  Analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace, and identify and explain strategies to contribute to a healthy workplace environment. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:   * **a case study** * a research task * a presentation * a report    Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning   * participation in discussion and questions during excursions to: ­ Trades Hall Council ­ The Human Rights Commission ­ Union or advocacy body * a record and reflection of presentations by guest speaker/s * a record of discussion or debate * **a response to structured questions** * a digital presentation * a role-play or performance * a visual presentation, such as a graphic organiser, concept/mind map or annotated poster | Task 1- Workplace structure and policy bodies  Task 2- Positive workplace culture |
| **Area of Study (Aos) 2 – Workplace responsibilities and rights** | | |
| **Outcome 2**  Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:   * a case study * a role play or performance * **a presentation**   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning   * **participation in discussion and questions during excursions to: Fair Work Australia ­ The Fair Work Commission ­ Community Legal Centre** * a mock hearing * a record and reflection of presentations by guest speaker/s * a record of discussion or debate * a response to structured questions * a research task * a digital presentation * a graphic organiser, concept/mind map or annotated poster | Task 3- Rights and responsibilities  A group of people in a room  Description automatically generated Add your own excursion/incursion task or pick another task listed in the assessment table relevant to your context and cohort. The presentation task alone is not enough evidence to meet the overall Outcome statement. |
| Area of Study (Aos) 3 – Communication and Collaboration | | |
| **Outcome 3**  Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams. | Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following   * **a record of observed active listening techniques** * a role play of performance * **a presentation**   Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning.   * participation in school council meetings * membership of student representative groups * committee membership * a case study * a record of interview * a record of discussion with guest speakers and/or community groups | Task 4- Collaboration and team work  Step.2 Plan  Step.3 Act  Step.4 Adapt |