

665/02
Original: 1998
Revised: 2000



Curriculum
Council

INDEPENDENT LIVING

(Year 12 E665)

Common Assessment Tasks

C O N T E N T S

	Page
Outcomes and Performance Criteria	3
Record of Performance	12

Tasks

1. Teen Challenge: Problem Solving	4
2. Group Enterprise	6
3. Applied Project 1	8
4. Applied Project 2	10

Guidelines for the Common Assessment Tasks

This document contains the requirements for the Common Assessment Tasks in Year 12 Independent Living.

In each task, the teacher has the flexibility to select the outcomes and an appropriate context for the task, based on student needs and interests.

Each task description is presented with the following headings:

1. Outcomes

Teachers will select the specific outcomes to be addressed in each task from the available subject outcomes, ensuring that on completion of the subject, at least two opportunities have been provided to demonstrate achievement of each outcome.

2. Task

This section specifies the task to be completed.

3. Task Description

The Task Description outlines the requirements and major focus(es) of the task.

4. Task Parameters

The Task Parameters determine the context and conditions in which the task is to be carried out. Whilst not specifying the content of each task, the Task parameters determine the specific context in which the task is to be carried out.

5. Authentication

This section relates to the requirements of the student and the teacher in ensuring that the task is the student's own work. It is important that the teacher is able to authenticate all work completed for assessment by the student.

6. Performance Criteria

Each outcome is assessed against a set of Performance Criteria to determine the level of student achievement. The Performance Criteria are to be used when determining the level to which the student meets the outcome for the specific task being assessed.

7. Support for Teachers

This section provides teachers with a variety of ideas to assist with the demonstration of outcomes.

Subject Outcomes and Performance Criteria

Ratings for student performance of each outcome will be based on the following criteria:

Outcome 1: Designs and implements strategies to address the needs of young people.

Satisfactory	High	Very High
The student designs and implements strategies to address the needs of young people.	The student designs and implements strategies to address the needs of young people and explores the relationships between these needs.	The student draws conclusions regarding the effectiveness of the strategies used when addressing the interrelated needs of young people.

Outcome 2: Plans and achieves a goal by designing, implementing and evaluating a project.

Satisfactory	High	Very High
The student follows steps in a process to complete a project.	The student applies a process, explains their selection of resources and reviews the project outcomes.	The student applies a process, justifies the use of the resources and evaluates the project outcomes.

Outcome 3: Demonstrates resource management skills in a variety of contexts.

Satisfactory	High	Very High
The student uses their resource management skills to meet their needs or those of other young people.	The student selects and uses resource management skills to meet their needs or those of other young people.	The student demonstrates and justifies their application of resource management skills to meet their needs or those of other young people.

Outcome 4: Demonstrates interpersonal skills in a variety of situations.

Satisfactory	High	Very High
The student selects and applies interpersonal skills when interacting with others.	The student selects, applies and justifies their interpersonal skills when interacting with others.	The student demonstrates initiative and provides leadership through their application of interpersonal skills when interacting with others.

Outcome 5: Applies an understanding of relevant laws.

Satisfactory	High	Very High
The student identifies laws relevant to young people in a variety of contexts.	The student explains the rights, responsibilities and consequences of a range of relevant laws.	The student applies an understanding of the impact of laws that are relevant to young people.

Outcome 6: Researches the availability of community resources for young people.

Satisfactory	High	Very High
The student collects and uses information about community resources for young people.	The student collects, uses and reviews information about community resources for young people.	The student evaluates community services, considering their appropriateness for young people.

Task 1: Teen Challenge- Problem Solving

Curriculum Council requirements for the task are outlined below. The outcomes addressed in this task will be selected by the teacher, from the available outcomes.

1. Available Outcomes

- Outcome 1:** Designs and implements strategies to address the needs of young people.
- Outcome 2:** Plans and achieves a goal by designing, implementing and evaluating a project.
- Outcome 3:** Demonstrates resource management skills in a variety of contexts.
- Outcome 4:** Demonstrates interpersonal skills in a variety of situations.
- Outcome 5:** Applies an understanding of relevant laws
- Outcome 6:** Researches the availability of community resources for young people.

2. Task

Teen Challenge - Problem Solving Project.

3. Task Description

Students will identify and investigate a problem related to the needs of young people. They suggest a range of possible solutions and then develop a plan of action to solve the problem. Following a demonstration of their solution an evaluation of the effectiveness of the problem solving activity is presented.

4. Task Parameters

The outcomes to be assessed through this task and the interests of the students will determine the content areas or problems to be investigated.

The teacher should act as a guide and facilitator, monitoring and discussing each stage with students and ensuring that students maintain adequate documentation.

5. Authentication

The following authentication procedures will apply:

- ❑ The teacher is to monitor the development of the task by recording progress and sighting drafts.
- ❑ The student must acknowledge all information sources in a reference list provided to the teacher.
- ❑ The student must retain documentation that supported the development of the task e.g.

▪ Brain storming notes	▪ Drafts showing evidence of editing
▪ Note- making records	▪ Action plans

- ❑ The student will only be assessed if the teacher can attest that the work is the student's own
- ❑ Demonstrations should be suitably documented by checklists, journal entries, peer evaluation or through the use of Audiovisual technology.

6. Performance Criteria - See page 3

7. Support for Teachers

Prerequisite knowledge and skills for students

- Problem solving techniques and models
- Developmental tasks of adolescence
- Needs of young people

Ideas to get Started

- Body Image
- Nutritional needs
- Stress management
- Managing money
- Managing personal safety
- Relationships with family and friends
- Teenage Fashion Award participation
- Finding accommodation
- Universal Design Competition participation
- Value Added Quest participation

Possible solutions

- ☀ Survey clothing products
- ☀ Low cost, fast foods and social occasions
- ☀ Learning new leisure activities
- ☀ A plan to achieve personal goals
- ☀ A promotional activity eg safe dating
- ☀ Role Play

Possible strategies to demonstrate solutions include

- Interactive workshops
- Laminated cards
- Brochures
- Web site
- Digital photos
- Display books
- Performances
- Power point presentation
- Audio cassettes
- Clothing items
- Craft items
- Food items
- Information kits.

Task 2: Group Enterprise

Curriculum Council requirements for the task are outlined below. The specific outcomes addressed in this task will be selected by the teacher, from the available outcomes.

1. Available Outcomes

- Outcome 1:** Designs and implements strategies to address the needs of young people.
Outcome 2: Plans and achieves a goal by designing, implementing and evaluating a project.
Outcome 3: Demonstrates resource management skills in a variety of contexts.
Outcome 4: Demonstrates interpersonal skills in a variety of situations.
Outcome 5: Applies an understanding of relevant laws
Outcome 6: Researches the availability of community resources for young people.

2. Task

Group enterprise

3. Task Description

Students, working in groups, will plan, implement and evaluate an enterprise activity.

Planning

Students use the decision making process to develop a plan for the project. The process of planning should be documented. Elements of the plan may include:

1. Identifying skills
2. Product/service ideas
3. Decision making
4. Ordering and costing
5. Marketing and advertising
6. Manufacture and sales
7. Budgeting etc

Implementation

Students are required to maintain a reflective record of their contribution and their group's progress.

Evaluation

Students critically evaluate the planning and implementation of the project.

4. Task Parameters

The teacher will determine which outcomes will be addressed in this task when considering the Assessment plan for the subject.

The teacher should act as a facilitator to support student groups.

5. Authentication

The following authentication procedures will apply:

- The teacher is to monitor the development of the task by recording progress and sighting drafts.
- The student must acknowledge all information sources in a reference list provided to the teacher.
- The student must retain documentation that supported the development of the task e.g.

■ Brain storming notes	■ Drafts showing evidence of editing
■ Note- making records	■ Action plans

- The student will only be assessed if the teacher can attest that the work is the student's own

- Demonstrations should be suitably documented by checklists, journal entries, peer evaluation or through the use of audiovisual technology.

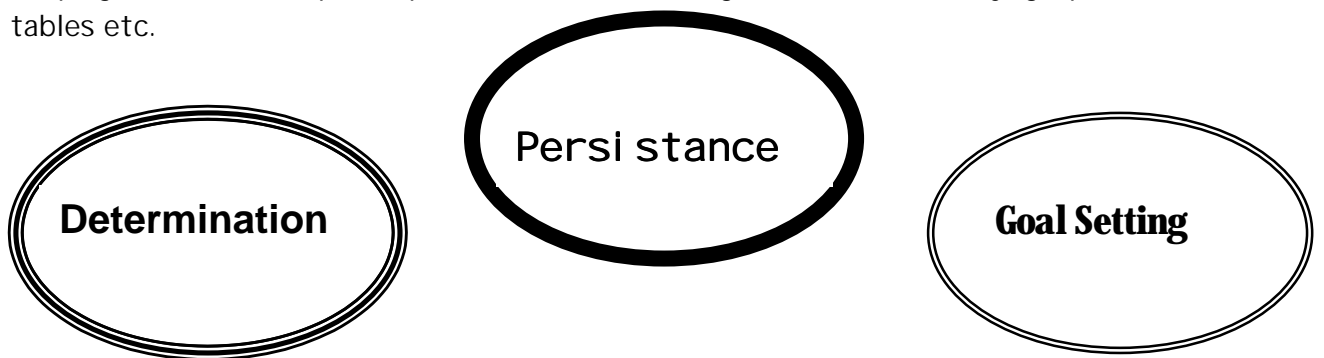
6. **Performance Criteria** - See page 3

7. **Support for Teachers**

Prerequisite knowledge and skills for students

- Relevant laws
- Money management
- Support services
- Interpersonal skills
- Time management
- Decision making models
- Technology process

In order that students can reflect on their participation, a range of formats for keeping the record of participation could be used e.g. Photos, text, diary, graphics, tables etc.



Possible activities include making gifts for special occasions, promotion of international or national days, catering for special guests, costuming for productions, organizing graduation, etc.



A trial activity may allow students the opportunity to develop knowledge and understandings prior to embarking on their own enterprise activity.

The scope of this activity can be varied depending on the opportunities in the school

and wider community.

Task 3: Applied Project 1

Curriculum Council requirements for the task are outlined below. The outcomes addressed in this task will be selected by the teacher, from the available outcomes.

1. Available Outcomes

- Outcome 1:** Designs and implements strategies to address the needs of young people.
Outcome 2: Plans and achieves a goal by designing, implementing and evaluating a project.
Outcome 3: Demonstrates resource management skills in a variety of contexts.
Outcome 4: Demonstrates interpersonal skills in a variety of situations.
Outcome 5: Applies an understanding of relevant laws
Outcome 6: Researches the availability of community resources for young people.

2. Task

An Applied Project

3. Task Description

Plan, implement and evaluate a project designed to meet identified needs of the young person when living independently or within the family.

The task has three parts:

Part A Planning: Identifying needs and developing ideas

Part B Production: Demonstration of Applied Skills

Part C Evaluation: Ongoing and on completion.

4. Task Parameters

In this task, students will apply an understanding of resourceful and enterprising approaches to meet the needs of a young person. This project is expected to demonstrate a level of complexity designed to extend student's skills and knowledge.

Students may work individually or in groups to complete this task, however each student must submit their own evidence to support their demonstration of the required tasks.

The teacher is a facilitator.

5. Authentication

The following authentication procedures will apply:

- ❑ The teacher is to monitor the development of the task by recording progress and sighting drafts.
- ❑ The student must acknowledge all information sources in a reference list provided to the teacher.
- ❑ The student must retain documentation that supported the development of the task e.g.

▪ Brain storming notes	▪ Drafts showing evidence of editing
▪ Note- making records	▪ Action plans

- ❑ The student will only be assessed if the teacher can attest that the work is the student's own
- ❑ Demonstrations should be suitably documented by checklists, journal entries, peer evaluation or through the use of Audiovisual technology.
- ❑ The student may undertake the tasks in groups, however each student must submit evidence of their participation and contribution. The work will only be assessed if the teacher can attest that the work is the student's own.

6. Performance Criteria – see page 3

7. Teacher support

Prerequisite Knowledge and skills for students:

- Developmental needs of Adolescents
- Resource management
- Technology process
- Problem solving
- Decision making processes,
- Time management

Ideas may include:

- Income generating activity
- Making gifts for special occasions or significant people
- Developing vocational skills
- National or State competitions eg Apex Teenage fashion awards, Value added Quest, Universal Design Competition
- Catering for school functions
- Clothing on a budget
- Accessory construction and materials investigation
- Craft activities and home based businesses
- Environmentally friendly products
- Compile a recipe book.
- Wardrobe planning and construction
- A formal dinner party or function
- Furniture renovation

Task 4: Applied Project 2

Curriculum Council requirements for the task are outlined below. The specific outcomes addressed in this task will be selected by the teacher, from the available outcomes.

1. Available Outcomes

- Outcome 1:** Designs and implements strategies to address the needs of young people.
- Outcome 2:** Plans and achieves a goal by designing, implementing and evaluating a project.
- Outcome 3:** Demonstrates resource management skills in a variety of contexts.
- Outcome 4:** Demonstrates interpersonal skills in a variety of situations.
- Outcome 5:** Applies an understanding of relevant laws
- Outcome 6:** Researches the availability of community resources for young people.

2. Task

An Applied Project

3. Task Description

Plan, implement and evaluate a project designed to meet identified needs of the young person when living independently or within the family.

The task has three parts:

Part A Planning: Identifying needs and developing ideas

Part B Production: Demonstration of Applied Skills

Part C Evaluation: Ongoing and on completion.

4. Task Parameters

In this task, students will apply an understanding of resourceful and enterprising approaches to meet the needs of a young person. This project is expected to demonstrate either a significant advance in skills and knowledge from Applied Project 1, or evidence of the development of new complex skills and knowledge and will not replicate Task 3.

Students may work individually or in groups to complete this task, however each student must submit their own evidence to support their demonstration of the required tasks.

The teacher is a facilitator.

5. Authentication

The following authentication procedures will apply:

- ❑ The teacher is to monitor the development of the task by recording progress and sighting drafts.
- ❑ The student must acknowledge all information sources in a reference list provided to the teacher.
- ❑ The student must retain documentation that supported the development of the task e.g.

▪ Brain storming notes	▪ Drafts showing evidence of editing
▪ Note- making records	▪ Action plans

- ❑ The student will only be assessed if the teacher can attest that the work is the student's own.
- ❑ Demonstrations should be suitably documented by checklists, journal entries, peer evaluation or through the use of audiovisual technology.
- ❑ The student may undertake the tasks in groups, however each student must submit evidence of their participation and contribution. The work will only be assessed if the teacher can attest that the work is the student's own.

6. Performance Criteria

See page 3

7. Teacher support

Prerequisite Knowledge and skills for students:

- Developmental needs of Adolescents
- Resource management
- Technology process
- Problem solving
- Decision making processes,
- Time management



Ideas may include:

- Income generating activity
- Making gifts for special occasions or significant people
- Developing vocational skills
- National or State competitions eg Apex Teenage fashion awards, Value added Quest, Universal Design Competition
- Catering for school functions
- Clothing on a budget
- Accessory construction and materials investigation
- Craft activities and home based businesses
- Environmentally friendly products
- Compile a recipe book.
- Wardrobe planning and construction
- A formal dinner party or function
- Furniture renovation

INDEPENDENT LIVING YEAR 12 RECORD OF PERFORMANCE

Student Name: _____

Grade: _____

Task No.	TASK DESCRIPTION	OUTCOMES					
		1	2	3	4	5	6
1	Teen Challenge						
2	Enterprise Activity						
3	Applied Project 1						
4	Applied Project 2						
Final Outcome Achieved							

Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better.
- H is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND is attained when more than 50% of ratings are at a Not Demonstrated level.

Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:

- the student has completed all the CATs incorporating that outcome
- the student has demonstrated S for that outcome in at least one task.

The additional opportunity should not simply be a repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.

Professional judgment should then be used to determine whether a final rating of ND or S is appropriate in each situation.

Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.
- B High or better in 50% of outcomes, and Satisfactory or better in the remainder.
- C Satisfactory or better in all outcomes.
- D Satisfactory or better in at least 50% of the outcomes.
- E Not Demonstrated in more than 50% of the outcomes.

Note: A final rating of ND for any outcome will result in a grade of D being awarded. Where there are more than 50% of outcomes with a final rating of ND an E grade is awarded.

INDEPENDENT LIVING YEAR 12 GRADING COMBINATIONS

V	H	S	ND	GRADE
6	0	0	0	A
5	1	0	0	A
5	0	1	0	A
4	2	0	0	A
4	1	1	0	A
3	3	0	0	A
3	2	1	0	A

2	0	4	0	C
1	1	4	0	C
1	0	5	0	C
0	2	4	0	C
0	1	5	0	C
0	0	6	0	C

V	H	S	ND	GRADE
4	0	2	0	B
3	1	2	0	B
3	0	3	0	B
2	4	0	0	B
2	3	1	0	B
2	2	2	0	B
2	1	3	0	B
1	5	0	0	B
1	4	1	0	B
1	3	2	0	B
1	2	3	0	B
0	6	0	0	B
0	5	1	0	B
0	4	2	0	B
0	3	3	0	B

NOTE: A FINAL RATING OF “ND” FOR ANY OUTCOME WILL RESULT IN A GRADE OF “D” BEING AWARDED. WHERE THERE ARE MORE THAN 50% OF OUTCOMES WITH A FINAL RATING OF “ND” AN “E” GRADE IS AWARDED.