

Task Name: Research/ In Class Response	Unit: Employment and Work Futures
Task Distributed: Wednesday 19th of August	Task Due: Friday 4th of September
Task Type: Research/ In class Report	Syllabus Outcomes: COM5-1, COM5-4, COM5-5, COM5-7
Task Weighting: 30%	Task number for Course: 2

Task Description:

Workplaces and the nature of work is constantly evolving as a result of changing laws, technology, globalisation and the types of jobs being created.

Select a current issue from the list below to investigate:

- Issue 1: Workplace discrimination
- Issue 2: Artificial intelligence and robotic technology
- Issue 3: The nature of unemployment
- Issue 4: Workplace health and safety

Include a **contemporary example** from Australia to use in your response.

You are to write a 800 word report that covers the following points:

- Describe of the significance of the issue in Australia and/or in Australian workplaces
- Evaluate the current response of workplaces and/or government legislation and organisations to deal with the issue.
- Make sure you integrate your contemporary example in your response.

NESA Glossary of Key Words

- Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.
- Check the NESA Glossary of Key Words
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission:

You must be present on the day of this task and write your report in class using ONE A4 page (with dot points) to help you. If you are absent on the day you will be dealt with according to school policies.

Assessment Procedures

All students should be fully aware of the school assessment procedures.

Students should access their 2020 Assessment Guide for more information.

Feedback provided

- The task will be typically returned to students within two school weeks of the submission date/sitting.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher/assessment marker.

Self-Reflection Component

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

What Areas of Learning will this Assessment Task Report On?

In this task you will be assessed on your ability to:

- Evaluate current practices related to employment and workplaces
- Analyse strategies to adopt in real world contexts
- Apply a range of employment concepts and terminology in report format
- Present in a sustained, logical and cohesive response

Marking Criteria	Marks
<ul style="list-style-type: none"> ▪ Clearly shows the implications of the employment/workplace issues in Australia/Australian workplaces(5.4) ▪ Makes a clear judgement on current strategies used by employers and/or government in Australia related to the employment/workplace issue (5.5) ▪ Thoroughly draws out and clearly relates strategies used in another country to manage the employment/workplace issue and makes evident how it could be applied in Australia (5-5) ▪ Integrates an extensive and appropriate range of relevant terms, concepts, relationships and theories throughout the response (5-1) ▪ Incorporates information relating to employment and/or workplaces from a wide range of sources in a bibliography (5-7) 	17-20
<ul style="list-style-type: none"> ▪ Shows the implications of the employment/workplace issues in Australia/Australian workplaces ▪ Makes a judgement on current strategies used by employers and/or government in Australia related to the issue ▪ Draws out and clearly relates strategies used in another country to manage the employment/workplace issue and makes evident how it could be applied in Australia ▪ Integrates relevant terms, concepts, relationships and theories throughout the response ▪ Incorporates information relating to employment and/or workplaces from a range of sources in a bibliography 	13-16
<ul style="list-style-type: none"> ▪ Provides some detail about the issue in relation to Australia/Australian workplaces ▪ Attempts to make a judgement on current strategies related to workplace/employment issues ▪ Provides characteristics and features of strategies used to manage the issue and how it could be applied in Australia ▪ Applies relevant terms, concepts and relationships ▪ Incorporates some information relating to employment and/or workplaces from listed sources 	9-12
<ul style="list-style-type: none"> ▪ Describes some strategies used in Australia and/or overseas ▪ Uses some terms, concepts and relationships ▪ Incorporates some legal information from sources with/without use of a bibliography 	5-8
<ul style="list-style-type: none"> ▪ May relate strategies ▪ Writes in general terms using information 	1-4

Comments:

.....

.....

.....

.....

.....

.....

.....

LITERACY MARKING CRITERIA	Descriptors				
	0	1	2	3	4
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.