



Technology and Creative Arts Academy

UNIT OUTLINE

Year: 11/12 Accreditation: A

Timetable Period: Semester 2, 2020

Classroom Teacher: Donna Smythe

Executive Teacher: Clinton Codey

Course Title	Pathways to Work and Learning	Course Code:	6521
Semester Unit	Pathways to the future	Unit Value/Code:	1.0/63231
Term Unit (a)	Introduction to Pathways	Unit Value:	0.5/63232
Term Unit (b)	Pathways Planning	Unit Value:	0.5/63233
Google Classroom code	V5mar3m		

Specific Unit Goals:

The specific goals of this unit are for students to:

- develop a portfolio that shows a clear understanding of career planning, including but not limited to resume writing, job searching skills, entrepreneurial skills and the value of an online profile.
- recognise and understand the value of work in 21st century – locally and globally.
- examine the work and the labour market.
- develop a portfolio of career management skills within the requirements of 21st century work.
- develop core skills for work.
- articulate short, medium and long-term goals in pursuing further learning and/or work.
- apply decision-making methodologies to selecting pathways for the future.
- explore what a mentor is and the value of a career mentor.

Content Summary:

- Numeracy and literacy skills.
- Read and use familiar maps, plans and diagrams for work aerial view, 3D and isometric maps or plans, symbols and map keys.
- Construct simple tables and graphs for work using familiar data – timetables, weather charts, advertisements, catalogues, incident and accident graphs, rosters etc. Graphs and charts may include: pictograph, column and bar graphs, workplace charts.
- Write, read and respond to simple workplace information – procedures, directions, rosters etc.
- Identify, measure and estimate familiar quantities for work – job sheets, safety guidelines and signs, ingredient lists etc.
- Identify common 2D and some 3D shapes for work.
- Job seeking strategies – goal setting for work and further learning
21st century work skills e.g globalisation, networking, language skills, and generation Y work values, changing nature of work.

- Career building strategies – networking, résumés , job searching skills, developing and maintaining a work profile, core skills for work and entrepreneurial skills.
- Working with career mentors – the role of a mentor, building and using networks.
- Work related learning.
- Learning about the world of work can take place in many environments – real or simulated.
- Learning in a workplace is best supported by a mentor or supportive work colleague.
- Working with career mentors – the role of a mentor, building and using networks.
- Work related learning will focus on the Core Skills for Work Framework. The Framework describes performance in ten skill areas, grouped under three skill clusters.
- Cluster 1 - Navigate the world of work
 - Manage career and work life
 - Work with roles, rights and protocols
- Cluster 2 - Interact with others
 - Communicate for work
 - Connect and work with others
 - Recognise and utilise diverse perspectives
- Cluster 3 - Get the work done
 - Plan and organise
 - Make decisions
 - Identify and solve problems
 - Create and innovate
 - Work in a digital world
- Reading, following and responding to simple workplace information - including messages, notices, forms, procedures, timetables, rosters, emails

Cost of Materials:

There are no costs associated with this unit of study.

Assessment:

TASK	DUE DATE	WEIGHTING
Assignment	Week 6	25%
Test	Week 9	25%
Work experience Logbook	Ongoing	20%
Work experience	Ongoing	30%

SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:

This is a Semester Unit; students wishing to enter or exit after the end of term must have the change approved by the Academy Executive Leader and need to complete 50% of the assessment.

To exit at Term 3 you must complete the Assignment and Written Test by Week 9.

Entry into this course for Term 4 is by negotiation with the Executive teacher.

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT:

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Assessment Items

Students are encouraged to submit work on time as this is a valuable organisational skill. Students are also encouraged to complete work even if it is late as there are educational benefits in so doing. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due date
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable. Calculation of a notional zero is based on items submitted on time or with an approved extension (Refer to Notional Zeros)
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

Notional Zeros

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

Cheating and Dishonest Practice

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

Right to Appeal

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

Executive Teacher: Clinton Codey

Class Teachers: Donna Smythe

FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:

http://www.bsss.act.edu.au/_data/assets/pdf_file/0010/313777/P_and_P_Manual_2019_V5.pdf

Achievement Standards for A courses - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> explains perspectives and attitudes in texts and social interactions applies knowledge and skills in a range of situations to achieve an outcome solution explains problems and develops solutions reflects on the process of their learning and considers feedback to make informed decisions 	<ul style="list-style-type: none"> describes perspectives and attitudes in texts and social interactions applies knowledge and skills in familiar situations to achieve an outcome classifies problems and proposes solutions reflects on the process of their learning and considers feedback 	<ul style="list-style-type: none"> describes attitudes in texts and social interactions applies skills in familiar situations to achieve an outcome identifies problems and determines a solution reflects on and identifies individual learning preferences 	<ul style="list-style-type: none"> identifies attitudes in texts and social interactions applies basic skills in familiar situations to achieve an outcome summarises problems identifies individual learning preferences 	<ul style="list-style-type: none"> with guidance, identifies attitudes in social interactions with guidance, applies basic skills in familiar situations with guidance, recognises problems with guidance, identifies individual learning preferences
Skills	<ul style="list-style-type: none"> communicates effectively using a range of techniques and technologies to deliver clear and purposeful presentations uses accurate terminology and specific knowledge of concepts uses a range of communication techniques to effectively interact and collaborate with peers and the wider community 	<ul style="list-style-type: none"> communicates using appropriate techniques and technologies to deliver clear presentations uses appropriate terminology and specific knowledge of concepts uses some communication techniques to interact and collaborate with peers 	<ul style="list-style-type: none"> communicates using techniques and technologies to deliver presentations use terminology and relevant knowledge of concepts uses basic communication techniques to interact with peers 	<ul style="list-style-type: none"> communicates using basic techniques and some technologies to deliver presentations uses some terminology and relevant knowledge of concepts uses a limited number of communication techniques to interact with peers 	<ul style="list-style-type: none"> with guidance, communicates using basic techniques and some technologies to deliver presentations with guidance, uses terminology with guidance, uses appropriate communication techniques

Achievement Standards for A courses - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> explains perspectives, values and attitudes in texts and social interactions adapts knowledge and skills in a range of situations to achieve a intended outcome explains problems and creates innovative solutions reflects on the process of their learning and examines feedback to inform a preferred outcome 	<ul style="list-style-type: none"> examines perspective and attitudes in texts and social interactions applies knowledge and skills in a range of situations to achieve an outcome examines problems and develops solutions reflects on the process of their learning and considers feedback to inform a preferred outcome 	<ul style="list-style-type: none"> describes perspectives and attitudes texts and social interactions applies knowledge and skills in familiar situations to achieve an outcome classifies problems and proposes solutions reflects on the process of their learning and considers feedback 	<ul style="list-style-type: none"> recognise perspectives and attitudes in texts and social interactions applies skills in familiar situations to achieve an outcome a solution identifies problems identifies the process of their learning 	<ul style="list-style-type: none"> with guidance, recognises attitudes in texts and social interactions with guidance, applies skills in familiar situations with guidance, recognises problems with guidance, recognises the process of their learning
Skills	<ul style="list-style-type: none"> communicates effectively using a range of techniques and technologies to convey purposeful, original and insightful presentations consistently uses accurate terminology and specific knowledge of concepts uses a wide range of communication strategies to effectively interact and collaborate with peers and the wider community 	<ul style="list-style-type: none"> communicates using a range of techniques and technologies to convey purposeful and clear presentations uses accurate terminology and specific knowledge of concepts uses a range of communication strategies to effectively interact and collaborate with peers and the wider community 	<ul style="list-style-type: none"> communicates using appropriate techniques and technologies to convey clear presentations uses appropriate terminology and some knowledge of concepts uses some communication strategies to effectively interact with peers and the wider community 	<ul style="list-style-type: none"> communicates using basic techniques and technologies to presentations uses terminology relevant to the discipline uses a limited number of communication strategies to interact with peers and the wider community 	<ul style="list-style-type: none"> with guidance, communicates and interacts using basic techniques and technologies to presentations with guidance, uses terminology with guidance, uses appropriate communication strategies