



## Technology and Creative Arts Academy

### UNIT OUTLINE

Year: 11/ 12      Accreditation: M/V

Timetable Period: Semester 2 2020

Classroom Teacher: Helen Clarke

Executive Teacher: Clinton Codey

<b>Course Title</b>	Pathways to work and learning	<b>Course Code:</b>	6521
<b>Semester Unit</b>	Pathways to the future	<b>Unit Value/Code:</b>	63231
<b>Term Unit (a)</b>	Introduction to pathways	<b>Unit Value: 0.5</b>	63232
<b>Term Unit (b)</b>	Pathways planning	<b>Unit Value: 0.5</b>	63233

### Specific Unit Goals:

This standard unit (1.0) combines the following two half units (0.5) *Introduction to Pathways* and *Pathways Planning* – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

The specific goals of this unit are for students to:

- prepare a portfolio showing a cv, cover letters, job application forms and an online profile
- explore the role of work and volunteering in Australian society
- explore conditions of work in terms of remuneration, work hours and areas of future need
- develop oral communication skills
- plan short, medium and long-term goals in pursuing further learning and/or work or volunteering
- develop decision-making skills to select career interests and future pathways
- plan with 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
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- Construct simple tables and graphs for work using familiar data e.g. 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 e.g. procedures, directions, rosters etc.
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- Identify, measure and estimate familiar quantities for work e.g. job sheets, safety guidelines and signs, ingredient lists etc.
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- 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, interview and entrepreneurial skills.

- 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

### **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

### **Cluster 3 - Get the work done**

- Plan and organise
- Make decisions
- Identify and solve problems
- Create and innovate
- Work in a digital world
- Recognise and utilise diverse perspectives

### **Assessment:**

<b>TASK</b>	<b>DUE DATE</b>	<b>WEIGHTING</b>
Assignment (Evidence Portfolio)	Week 12	40%
Presentations	Week 15	10%
Community Learning	Ongoing	50%

### **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, Written Test and participate in the Applied Learning 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 a 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.

**Students will be assessed on the degree to which they demonstrate:**

- Knowledge and understanding
- Skills application
- Effective management and work practices
- Communication
- Innovation and creativity

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 Teacher/s:** Helen Clarke

### **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](http://www.bsss.act.edu.au/_data/assets/pdf_file/0010/313777/P_and_P_Manual_2019_V5.pdf)

## UNIT GRADES FOR COURSE

<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>
<p>Demonstrates extensive knowledge and understanding of the concepts in this unit</p> <p>Successfully applies these concepts to both familiar and unfamiliar contexts</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding in most of the concepts in this unit</li> <li>• Appropriately applies these concepts to familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding in some of the concepts in this unit</li> <li>• Applies these concepts to familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding in some of the concepts in this unit</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding in some of the concepts in this unit</li> </ul>
<p>Is organised and prepared</p> <p>Presents and applies concepts independently</p> <p>Shows initiative in the completion of tasks</p> <p>Collects, researches and critically evaluates information</p>	<ul style="list-style-type: none"> <li>• Is organised and prepared</li> <li>• Presents and applies most concepts independently</li> <li>• Sees tasks through to completion</li> <li>• Collects, researches and evaluates information effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Is organised and prepared</li> <li>• Presents and applies some concepts with guidance</li> <li>• Sees tasks through to completion with guidance</li> <li>• Collects, researches and evaluates information satisfactorily</li> </ul>	<ul style="list-style-type: none"> <li>• Requires support with organisation and preparation</li> <li>• Shows limited application of concepts</li> <li>• Completes tasks with supervision</li> <li>• Provides minimal evidence of research and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• With assistance, attempts to apply research</li> </ul>
<p>Works in a hygienic and safe manner to complete practical tasks in familiar and unfamiliar situations</p> <p>Works efficiently on tasks that have some complexity</p> <p>Works productively as an independent learner and as a valuable member of a group</p>	<ul style="list-style-type: none"> <li>• Works in a hygienic and safe manner to complete practical tasks in familiar and some unfamiliar situations</li> <li>• Works efficiently on tasks that have some complexity</li> <li>• Works productively as an independent learner and as a member of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Works in a hygienic and safe manner to complete practical tasks in familiar situations</li> <li>• Works on tasks under limited supervision</li> <li>• Actively participates in group work</li> </ul>	<ul style="list-style-type: none"> <li>• Works in a hygienic and safe manner to complete practical tasks with instruction</li> <li>• Works on tasks under direct supervision</li> <li>• Minimal participation within a group</li> </ul>	<ul style="list-style-type: none"> <li>• Works in a hygienic and safe manner to complete practical tasks</li> </ul>
<p>Records information in a logical manner</p> <p>Presents ideas clearly using task appropriate language</p>	<ul style="list-style-type: none"> <li>• Records most information in a logical manner</li> <li>• Presents ideas using task appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Collects and records some information</li> <li>• Generally presents ideas using task appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Collects and records limited information</li> <li>• Presents some ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Records and collects information</li> </ul>
<p>Shows originality and is imaginative in their work</p>	<ul style="list-style-type: none"> <li>• Displays some originality and effectively adapts ideas in their work</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts suitable ideas in their work</li> </ul>	<ul style="list-style-type: none"> <li>• Copies some ideas in their work</li> </ul>	<ul style="list-style-type: none"> <li>• Has some ideas</li> </ul>