

Technology and Creative Arts Academy

UNIT OUTLINE

Year: 12 Accreditation: A Timetable Period: Semester 1 2021

Classroom Teacher: Michelle Skerry

Executive Teacher: Clinton Codey

Course Title	Pathways to Work and Learning	Course Code:	6521
Semester Unit	Skills and Knowledge for the Workplace	Unit Value/Code:	1.0/63234
Term Unit (a)	Workplace Environments	Unit Value:	0.5/63236
Term Unit (b)	Understanding the Workplace	Unit Value:	0.5/63237

Specific Unit Goals:

The specific goals of this unit are for students to:

- Examine the industrial relations system in Australia
- Know and be responsive to their *rights and responsibilities* in the workplace
- Investigate the value of creativity and innovation and demonstrate the importance of these to individual future pathways planning
- Develop a practical understanding of literacy and numeracy requirements in specific workplace contexts
- Explore workplace cultures and interact effectively with others
- Develop specific problem solving skills related to WHS and managing workload
- Demonstrate detailed pathways planning skills that explore the relevance of these skills that explore the relevance of these skills to areas of personal work interest

Content Summary:

- Strategies for solving routine workplace problems – customer complaints, communication difficulties with co-workers, changing routines, equipment faults and malfunctions, WHS issues and hazards, workplace errors.
- Read and respond to routine workplace information, calculate with whole numbers and familiar fractions, decimals and percentages for work – budgets, spreadsheets, cost comparisons, calculating GST, calculating over time, quotes and bills and reading payslips, using a calculator, selecting and interpreting information from charts and graphs etc.
- Formal and informal texts – induction information, standard operating procedures, material safety data sheets (MSDS), duty statements etc.
- Use of language conventions.
- Basic functions of a calculator – squaring, percentages, fractions, using powers, using roots.
- Interact effectively with others at work – eg. work colleagues, clients, suppliers and contractors, supervisor or line manager. This would include effective speaking and listening skills and nonverbal communication strategies.
- Skills for communicating with diverse groups – ages, cultural backgrounds, individuals with a disability, experts in different career fields.
- Use routine strategies for career planning – career options, vocational pathways, employment conditions, self employment and flexible work conditions and life long learning.

- Personal career skills- qualifications, personal attributes, work experience, volunteering experience, skills recognition, transferrable skills and knowledge.

Cost of Materials:

There are no costs associated with this unit of study.

Assessment:

TASK	DUE DATE	WEIGHTING
Assignment 1	Week 7	25%
Test 1	Week 9	25%
Work Experience portfolio	Ongoing	25%
Test 2	Week 18	25%

Specific Entry & Exit Requirements for Term Units

There are no prerequisites for this course

It is possible to enter this course at Term 2 however, entry into this course for Term 2 is by negotiation with the Executive teacher.

To exit at the end of Term 1 you must first complete the Written response and Performance 1.

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.

Students Will Be Assessed on The Degree to Which They Demonstrate:

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

- Knowledge and understanding
- Skills

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 Tasks (Non-Test Tasks)

Students are encouraged to submit work on time as this is a valuable organisational skill and a key

tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- 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.
- 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 penalty of 35% or the notional zero is reached.
- If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required.
- 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.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'. 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: Michelle Skerry

FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:

http://www.bsss.act.edu.au/_data/assets/pdf_file/0004/479803/P_and_P_Manual_2021_v4.pdf

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