

Erindale College

Assessment Period:	2021 S2
Course:	PATHWAYS TO WORK AND LEARNING
Unit:	Work in a Digital World (1.0)
Accreditation:	A
Year:	12

Unit Goals

- analyse the implications of work in the 21st century world
- identify and evaluate the legal implications of online activity at work and home
- develop a critical awareness of the ethical issues related to digital contexts at work and home
- critically examine the value of volunteering and its implication for the community and the individual
- examine 21st century literacies to respond to rapidly changing working environments
- participate in volunteering activities to promote community connectedness.

Content Description

Workplace numeracy and literacy

- estimate, measure and calculate routine metric measurements for work. Mathematical language and symbols in work contexts eg. building, fashion, creative and hospitality careers
- reading and responding to routine workplace texts using specific language e.g. abbreviations, acronyms and technical terms and observing language conventions
- reading and responding to visual and graphic texts and collecting data and constructing routine tables and graphs for work – using graphs in presentations, interpreting information at meetings.
- writing sequenced instructions, recording customer complaints, routine accident and incident reports
- reading maps and plans, street directories, GPS and symbols on maps
- interpret, draw and construct 2D and 3D shapes for work, e.g. models, patterns, diagrams

21st century learning requirements

- goal setting, designing and negotiating own learning, self-awareness and work-related thinking, self-reflection, learning responsibility and designing and managing learning processes for future success
- 21st work options – home, remote and workplace. Part-time work and work and study modes

Volunteering for personal and skills development

- volunteering for personal development – health and well-being, the participative citizen
- volunteering for skills development – work and the positive aspects of volunteering for skill gain

21st century literacies

- literate employees – what does this mean and what does it look like? Using 21st century literacies to plan for your future work and life goals
- e-environments – how the world of work and leisure has changed. The impact of digital technologies on work and leisure. Digital technologies in promoting ideas, management of workload and integrating workplace communications

Digital technologies for routine workplace tasks

- entering numerical data, recording and measuring data, interpreting results and using digital

equipment

- reading and creating routine digital texts
- using advanced features of messaging systems – transferring calls, message banks etc

Assessment Tasks

Name	Due Date	Weighting
Assignment	9 August - 13 August	25%
Test	3 September	25%
Presentation	25 October - 29 October	25%
Test	12 November	25%

School Assessment Information

For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

Achievement Standards for PATHWAYS TO WORK AND LEARNING A - 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