

# Erindale College

<b>Assessment Period:</b>	<b>2021 S2</b>
<b>Course:</b>	<b>PATHWAYS TO WORK AND LEARNING</b>
<b>Unit:</b>	<b>Work in a Digital World (1.0)</b>
<b>Accreditation:</b>	<b>A</b>
<b>Year:</b>	<b>11</b>

## Unit Goals

- analyse the implications of work in the 21<sup>st</sup> 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 21<sup>st</sup> 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 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>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• explains perspectives and attitudes in texts and social interactions</li> <li>• applies knowledge and skills in a range of situations to achieve an outcome solutions</li> <li>• explains problems and develops solutions</li> <li>• reflects on the process of their learning and considers feedback to make informed decisions</li> </ul>	<ul style="list-style-type: none"> <li>• describes perspectives and attitudes in texts and social interactions</li> <li>• applies knowledge and skills in familiar situations to achieve an outcome</li> <li>• classifies problems and proposes solutions</li> <li>• reflects on the process of their learning and considers feedback</li> </ul>	<ul style="list-style-type: none"> <li>• describes attitudes in texts and social interactions</li> <li>• applies skills in familiar situations to achieve an outcome</li> <li>• identifies problems and determines a solution</li> <li>• reflects on and identifies individual learning preferences</li> </ul>	<ul style="list-style-type: none"> <li>• identifies attitudes in texts and social interactions</li> <li>• applies basic skills in familiar situations to achieve an outcome</li> <li>• summarises problems</li> <li>• identifies individual learning preferences</li> </ul>	<ul style="list-style-type: none"> <li>• with guidance, identifies attitudes in social interactions</li> <li>• with guidance, applies basic skills in familiar situations</li> <li>• with guidance, recognises problems</li> <li>• with guidance, identifies individual learning preferences</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• communicates effectively using a range of techniques and technologies to deliver clear and purposeful presentations</li> <li>• uses accurate terminology and specific knowledge of concepts</li> <li>• uses a range of communication techniques to effectively interact and collaborate with peers and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• communicates using appropriate techniques and technologies to deliver clear presentations</li> <li>• uses appropriate terminology and specific knowledge of concepts</li> <li>• uses some communication techniques to interact and collaborate with peers</li> </ul>	<ul style="list-style-type: none"> <li>• communicates using techniques and technologies to deliver presentations</li> <li>• use terminology and relevant knowledge of concepts</li> <li>• uses basic communication techniques to interact with peers</li> </ul>	<ul style="list-style-type: none"> <li>• communicates using basic techniques and some technologies to deliver presentations</li> <li>• uses some terminology and relevant knowledge of concepts</li> <li>• uses a limited number of communication techniques to interact with peers</li> </ul>	<ul style="list-style-type: none"> <li>• with guidance, communicates using basic techniques and some technologies to deliver presentations</li> <li>• with guidance, uses terminology</li> <li>• with guidance, uses appropriate communication techniques</li> </ul>