

BALMAIN CAMPUS

# SCIENCE FACULTY

ASSESSMENT TASK Notification:

Science

Year 10 Marine

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| TOPIC / MODULE: |

Year 10 Marine and Maritime Management and Employment

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| WEIGHTING: |

25%

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| DUE DATE: |

18th of May

FRIDAY, Term 2, Week 3

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| OUTCOMES: |

5.4.1 Identifies, describes and evaluates policies for monitoring and conserving the marine environment.

5.5.2 Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime settings.

5.6.2 Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment.

5.7.1 Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information.

5.7.2 Recalls aspects of the marine environment using relevant conventions, terminology and symbols.

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| TASK |

**Scenario: Careers Fair!**

You are the marketing director at a volunteer organisation that assists in the protection and management of the marine environment in NSW, Australia. You can choose a real organisation or make up your own. Currently there are some volunteer roles that need to be filled and it is important that you find some young and motivated people to get involved.

On Friday the 18th of May (Friday, Term 2, Week 3), Sydney Secondary College, Balmain Campus will be holding a Careers Fair and you have decided to attend to promote your organisation.

You are excited to meet the students and to encourage them to apply for volunteer work. However, you are also a little nervous because you hear that there will be lots of other organisations competing for the attention of the students.

**Task: Create a stall for your business at the careers fair**

Decide your organisation and research the types of roles, regulations and safety procedures involved.

Your task is to create and set up a stall to display your organisation at the Careers Fair on the 18th of May.

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| **At a minimum, your stall will need to have the following on display:**1. **A brochure and gimmick** - to give to students and encourage them to volunteer.
2. **A safety and regulations booklet** - to demonstrate that you provide a safe workspace.
3. **A map** - displaying where your organisation is located and works.
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Details of each of these items is outlined in the next section.

Note: The brochure, booklet and map will need to be brought to the careers fair as a hard copy. However, a soft copy of each of these must also be submitted via google classroom on **Friday the 18th of May.**

**The Career Fair**

On the 18th of May, during our regular class time, you will have 10 minutes to set up your stall. Once ready, students and teachers (to be decided) will enter the room and walk between stalls reviewing your brochure, various other information and asking you questions about your organisation.

Your job is to try to convince people to volunteer for you so you will need to be persuasive in the language that you use.

Some marks will be allocated based on the impression that you give to students/teachers who talk to you.

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| DETAILED INFORMATION |

**Brochure and Gimmick**

The brochure will be a folded A4 piece of paper.

The brochure must include the following information:

1. Your organisation name.
2. How your organisation assists in the protection and management of the marine environment.
3. Description of at least one volunteer job in the business. This will include:

**Formal aspects of the job**

* 1. Background requirements of the job (education or training)
	2. Job role and working conditions (what you do)
	3. Hours a volunteer is expected to work.
	4. Distance volunteers will travel.
	5. Ways that volunteers will travel.

 **Personal aspects of the job**

* 1. Personal characteristics and traits that you think are needed to do the job.
	2. The best parts/rewards of the job (remember you are trying to encourage people to apply).
1. A profile of a volunteer in the business that includes a quote and an outline of their daily routine.

A gimmick can be anything that you create to encourage people to remember your business more than others at the Careers Fair. For example, a common thing at career fairs is to give away a pen with your organisation’s name on the side. However, you might decide to be more creative with a better themed give-away OR singing a song OR dancing OR putting on a show OR creating a big poster OR something else…

Note: At a real careers fair you might hand out many items (such as brochures and gimmicks). For the purpose of this assessment, you will only need to make ONE brochure or gimmick and pretend that you hand it to anyone who wants one.

**Safety and Regulations Booklet**

**Part 1: Equipment and Safety**

Your safety booklet will provide information and safety instructions on the use of at least 5 marine/maritime items that are used by your business.

For each item you will include:

1. The name of the item.
2. A labelled photo/picture/diagram of the item.
3. A brief functional description (what it is used for).
4. A brief description of how the equipment is used and maintained in a safe manner.

**Part 2: Regulations**

Find at least 5 different regulations or government policies that impact on your organisation. State which organisation is responsible for the regulation and evaluate whether this regulation is something that helps or hinders your organisation’s main goals.

**Map**

Label a map of NSW (or one that may be more appropriate) to show the key places that your organisation is involved. Be prepared to answer questions as to why you are involved in a particular place.

**Careers Fair**

At the Careers Fair, you will be asked to justify any information that you have provided in your brochure, booklet or map. You can bring notes to assist you in this.

Questions might include (but are not limited) to:

1. What do you do? Why is that important?
2. What sorts of jobs are available? Where are they?
3. Do you enjoy working for this organisation? Why?
4. What is main regulation that gets in the way of your work?
5. Why do you have to \_\_\_\_\_\_\_ (see safety booklet)? How does that keep you safe?
6. What do I have to do (e.g. education or training) if I want a job?
7. Where can I get the education I need? (e.g. TAFE, University…)

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| RESEARCH POSSIBILITIES |

**Regulators:**

* NSW Department - Primary Industries - Fishing & Aquaculture
* NSW Maritime
* BIA - Boating Industry Association of NSW
* AIMS - Australian Institute of Marine Science
* Roads and Maritime Services (RMS)
* NSW Fisheries,
* NSW National Parks and Wildlife Services,
* NSW Department of Land and Water Conservation
* OceanWatch
* Dune Care
* Coast Care

**Career/Volunteer Inspiration:**

* H2OZ - Careers in water
* The Central Coast Marine Discovery Centre (CCMDC)
* ORRCA - Marine Mammal Rescue and Research
* Marine Rescue NSW
* Australian Seabird Rescue - Central Coast (Wyong)
* Sea Shepherd Australia
* Surf Life Saving NSW
* Others?

**Students are reminded that late assessments will receive ZERO marks unless an illness/misadventure form is submitted to the appropriate HT with a Doctors certificate immediately upon return to school.**

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| ASSESSMENT CRITERIA: |

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| Outcome | Mark | A – Outstanding (5) | B – Very Good (4) | C – Good (3) | D – Satisfactory (2) | E – Insufficient Detail (1) |
| 5.6.2 Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment.(Brochure) |  | Student *describes* the role of the organisation in protecting and managing the marine environment and *explains* why this is important. | Student *describes* the role of the organisation in protecting and managing the marine environment. | Student *identifies* tasks performed by the organisation in protecting the marine environment. | Student *identifies* task of the organisation. | Student does not clearly *identify* the relevant tasks of the organisation. |
|  | Student *describes* the formal aspects of a specific volunteer role (role, background requirements and working conditions). | Student *identifies* the formal aspects of a specific volunteer role. | Student *identifies* some of the formal aspects of the role | Student *identifies* few formal aspects of the role. | Student does not clearly *identify* formal aspects of the role. |
|  | Student *describes* the personal aspects of a specific volunteer job (personal characteristics and rewards). | Student *identifies* the personal aspects of a specific volunteer role. | Student *identifies* some of the personal aspects of the role | Student *identifies* few personal aspects of the role. | Student does not clearly *identify* personal aspects of the role. |
|  | Student *explains* why a volunteer is involved with the organisation and *describes* their daily routine. | Student *identifies* a volunteer and *describes* their daily routine. | Student *describes* the daily routine of a volunteer. | Student *identifies* the main parts of the daily routine of a volunteer. | Student does not clearly *identify* the daily routine of a volunteer. |
| 5.5.2 Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime settings.(Safety Booklet) |  | Safety Booklet *describes* in detail how various equipment is used by the organisation. | Student logbook *describes* how various equipment is used. | Student logbook *identifies* equipment and where it is used. | Student *identifies* equipment used by the organisation. | Student has not provided a full list of equipment used by the organisation. |
|  | Safety Booklet *describes* in detail the safety procedures for each piece of equipment. | Safety Booklet *describes* the safety procedures for each piece of equipment. | Safety Booklet *identifies* safety procedures for each piece of equipment. | Student *identifies* some safety procedures. | Student has not clearly identified safety procedures for the equipment. |
| 5.4.1 Identifies, describes and evaluates policies for monitoring and conserving the marine environment.(Safety Booklet) |  | Student *describes in* detail regulations and policies that impact the organisation. | Student *describes* regulations and policies that impact the organisation. | Student *identifies* regulations and policies that impact the organisation.. | Student *identifies* some regulations and policies that impact the organisation. | Student does not clearly *identify* regulations and policies that impact the organisation |
|  | Student *evaluates* the impact of the regulations and policies the organisation. | Student *analyses* the impact of the regulations and policies on the organisation | Student *describes* the impact of the policies and regulations on the organisation. | Student identifies some impacts of the policies and regulations on the organisation. | Student does not identify the impact of policies and regulations on the organisation. |
| 5.7.1 Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information.(Map) |  | Map is very detailed, accurate and neat.  | Map is detailed , accurate and neat.  | Map is accurate and neat.  | Map is accurate. | Map is not accurate. |
|  | Map *explains* the locations of the organisation through annotations. | Map *describes* the locations of the organisation through annotations. | Map *identifies* the locations of the organisation. | Map *identifies* some of the locations of the organisation. | Map does not *identify* the locations of the organisation. |
| 5.7.2 Recalls aspects of the marine environment using relevant conventions, terminology and symbols.(Career Fair and Stall) |  | Student is able to answer all questions about their organisation. | Student is able to answer most questions about their organisation. | Student answers some questions about their organisation. | Some student answers are inaccurate or wrong. | Student can not answer questions about their organisation.  |
|  | Student is engaging and enthusiastic about their organisation. They encourage most people to take a brochure and volunteer. | Student is engaging and knowledgeable about their organisation. They encourage some people to take a brochure and volunteer. | Student encourages a few volunteers to apply. | Student is ineffective in encouraging volunteers to apply. | Student does not encourage volunteers to apply. |
|  | The stall is clearly eye-catching and well-organised. | The stall is orderly and stands out. | The stall is appropriately set-up and presentable. | The stall is neat and tidy. | The stall is not neat or presentable. |
|  | The gimmick is well thought out, memorable, creative and links well to the organisation. | The gimmick links well to the organisation. | The gimmick is slightly linked to the organisation. | Gimmick is available. | Student has not provided a gimmick or it is inappropriate for the task. |
| TOTAL MARK |  |  |  |  |  |  |
| Weighted Mark |  |  |  |  |  |  |