



Year 11 – Career and Enterprise GENERAL

This course is developed using the WA Curriculum as a guide. The order of the content and the time in which they are covered are only a guide. Circumstances may result in changes during the year. Kambalda West District High School reserves the right to alter the order the objectives are taught and time over which they are taught.

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's individual skills and talents and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.

Vocabulary & Grammar

Below is a list of words and phrases that students should know: the meaning of; and be able to spell; by the end of term:

<ul style="list-style-type: none"> • Account • Advise • Career • Globalisation • Enterprise • Assess • Empathy • Employer • Employee 	<ul style="list-style-type: none"> • Demonstrated • Consider • Career development • Career management • Career portfolio • Individual Pathway Plan (IPP) • Self-management 	<ul style="list-style-type: none"> • Technology • Work • Work/life balance • Work patterns • Workplace culture • Sustainability • Productivity • Digital footprint 	<ul style="list-style-type: none"> • Communication • Knowledge • Strategies • Situation • Interpersonal • Personal attributes • Punctuality
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There is an expectation that students will make every effort to correctly use capitals, full stops, commas, semi colons, apostrophes, question marks and exclamation marks.

Topics

The Year 11 syllabus is divided into two units, each of one semester duration.

Unit 1

This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions.

Unit 2

This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.

The content within these units are divided into six areas:

- Learning to learn
- Work skills
- Entrepreneurial behaviours
- Career development and management
- The nature of work
- Gaining and keeping work.

Learning to learn

Proactive participation in lifelong personal and professional learning experiences supports career building towards preferred futures. Ongoing learning experiences, together with updating knowledge and skills, create career development sustainability and opportunities for career building, especially in challenging and unexpected circumstances. Having an awareness of, and selecting relevant learning experiences, is dependent on recognising personal characteristics, interests, values, needs and beliefs as well as understanding that learning experiences can increase career development opportunities and successes.

Work skills

The work skills required in the contemporary workplace are a set of transferrable skills that are based on the ability to cope with the evolving expectations on communication protocols, the advances in digital technologies and the importance of embracing cultural and social diversity. Communication procedures and processes are used to transmit information and maintain supportive relationships, both internally and externally, with clients, customers, suppliers and the general public.

Entrepreneurial behaviours

Major social, cultural and technological changes are inevitable in the world of work. These include globalisation, use of natural resources and environmental sustainability, increased accountability for work performance, ongoing introduction of new technology, the constant need to upgrade skills and competencies, more decentralised industrial relations practices, flatter organisational structures, increased outsourcing of services by businesses, and a heightened focus on customers and their expectations. The impact of change provides opportunities for individuals, workplace organisations and businesses. There are risks in optimising opportunities in a fast moving, changing and uncertain future. These risks are best controlled by the knowledge and analysis of changes occurring in the world of paid and unpaid work, and in all types of workplaces, from large corporations to small businesses. Individuals need to plan proactively and build careers with an understanding of these considerations.

Career development and management

Career development and management is a dynamic, ongoing process that needs to be proactively managed to secure, create and maintain work. It is about the changing nature of life and work roles throughout life. Career development and management, includes work search techniques, exploring personal attributes and skills and decision making. The purposes and use of individual pathway plans (IPPs) and career portfolios are explored. Work search techniques include gathering information from various resources and accessing current labour market information.

The nature of work

The nature of work is complex and varied in many ways. The types of work required to create products or perform services for clients, customers and suppliers are defined in response to local, national and international market forces. New types of workplaces are emerging and old ones, which are no longer capable of meeting market demands, are disappearing as a result. All workplace operations involve managing human, physical, financial and technological resources. All these must comply with quality assurance standards and relevant workplace legislation, including occupational safety and health. Policies and procedures set the boundaries and conditions that guide the management and processes of all workplace operations.

Gaining and keeping work

Gaining and keeping work involves processes associated with building and maintaining self-image, interacting effectively with others and being open to change and growth. Gaining and keeping work involves strategies for dealing with predictable changes in work patterns and settings as well as the impact of change on short and long term career management. Gaining and keeping work involves the ability to apply core skills, such as, self-marketing and reflection, and to explain the relationship between these skills and personal interests, values, beliefs and attributes.



Semester 1 – UNIT 1

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1-3	<p><u>Introduction to the Unit</u></p> <ul style="list-style-type: none"> • Syllabus, course and assessment outline <p><u>Learning to learn</u></p> <ul style="list-style-type: none"> • the potential labour market disadvantage of leaving school without qualifications • the role of ongoing education and training in gaining and keeping work • benefits of accessing ongoing education and training • the concept of personal development opportunities • the concept of professional development opportunities • the need to choose personal and professional development opportunities that align to own skills, attributes, values and interests • the impact of challenging and unexpected events on the school-to-work transition • strategies to deal with unexpected circumstances in own career • the value of a personal mentor to assist in ongoing learning and development • strategies to find and access appropriate information sources • changes to personal networks that occur after leaving school • decision-making steps: <ul style="list-style-type: none"> ○ identify the problem ○ investigate alternatives ○ make a decision ○ evaluate the solution • models for decision making, including: <ul style="list-style-type: none"> ○ SWOT (strengths, weaknesses, opportunities, threats) ○ PMI (plus, minus, interesting) 	Task 1: Response (10%)	
4-5	<p><u>Gaining and keeping work</u></p> <ul style="list-style-type: none"> • the concept that personal and social networks can assist in gaining and keeping work • identify own skills, attributes, interests and knowledge • use self-reflection to make decisions of own suitability for a particular job, including consideration of: <ul style="list-style-type: none"> ○ skills, attributes, interests and knowledge ○ personal values ○ likes and dislikes ○ strengths and weaknesses 	Task 2: Investigation (10%)	
6-7	<p><u>The nature of work</u></p> <ul style="list-style-type: none"> • work patterns, including: <ul style="list-style-type: none"> ○ part-time ○ full-time ○ fly-in/fly-out (FIFO) ○ volunteer • the advantages and disadvantages of different work patterns • the concept of globalisation • features of different types of work environments, including: <ul style="list-style-type: none"> ○ traditional workspaces ○ contemporary workspaces (open-plan, hot desk, for example) ○ virtual workplaces (working from home, for example) ○ mobile work environments ○ dangerous environments • changing features of workplaces, including: <ul style="list-style-type: none"> ○ the physical layout of individual workspaces 	Task 3: Production/p erformance (15%)	

	<ul style="list-style-type: none"> ○ outsourcing of specialised skills 		
8-10	<p><u>Work skills</u></p> <ul style="list-style-type: none"> ● how to interact positively and effectively with others through: <ul style="list-style-type: none"> ○ working as an individual <ul style="list-style-type: none"> ▪ establishing an individual's roles ▪ meeting deadlines ○ working as a member of a team <ul style="list-style-type: none"> ▪ collaboration ▪ communication ▪ negotiation ○ establishing and using networks <ul style="list-style-type: none"> ▪ personal (family and friends) ▪ social (such as sporting/community organisations) ▪ professional (such as work experience) ● strategies to enable appropriate and effective communication in a specific work environment, including: <ul style="list-style-type: none"> ○ using an appropriate mode of communication <ul style="list-style-type: none"> ▪ text ▪ phone call ▪ email ▪ spoken ○ speaking clearly and directly ○ using language appropriate to the situation and the specific job ○ being assertive ○ negotiating responsively ● recognising forms of diversity within a work setting, including: <ul style="list-style-type: none"> ○ age ○ gender ○ race ○ religion ● strategies to manage workload, including: <ul style="list-style-type: none"> ○ time management ○ priorities ○ allocating resources ● identify and solve problems, using a decision-making model, as they arise in a work situation ● the advantage for career development of having basic ICT skills ● use ICT to organise data used in a workplace <p><u>Gaining and keeping work</u></p> <ul style="list-style-type: none"> ● factors affecting job satisfaction, including: <ul style="list-style-type: none"> ○ job security ○ benefits/compensation/pay ○ opportunities to use skills and abilities ○ feeling safe in the work environment 		
Term 2			
1-3	<p><u>Career development and management</u></p> <ul style="list-style-type: none"> ● consider the impact of an individual's digital footprint on career development when using social media and/or workplace technology resources ● strategies to enhance self-understanding, including: <ul style="list-style-type: none"> ○ self-reflection ○ seeking feedback from others ● tools, resources and organisations used to gain work, such as: <ul style="list-style-type: none"> ○ an individual pathway plan ○ a career portfolio ○ the ApprentiCentre ○ the Job Guide ○ the Career Centre ○ the Aboriginal Workforce Development Centre ○ MyFuture ● strategies to manage an individual career, including: <ul style="list-style-type: none"> ○ recognising achievements ○ identifying goals in school, social and work settings ○ predicting consequences of decisions 	Task 4: Investigation (10%)	

	<ul style="list-style-type: none"> investigate career choices create/review own individual pathway plan create/review own resume 		
4-5	<p><u>Gaining and keeping work</u></p> <ul style="list-style-type: none"> how to embed your skills in your job application methods of responding to a job opportunity, including: <ul style="list-style-type: none"> online applications written applications verbal applications the need to connect and work with others in the workplace <p><u>Career development and management</u></p> <ul style="list-style-type: none"> understanding the changing nature of life and work roles the value of risk-taking in career development the value of positive thinking on career development the effects of the global marketplace on personal career development, including: <ul style="list-style-type: none"> wider access to local and international job opportunities increased reliance on technology 	Task 5: Individual pathway plan/career portfolio (5%)	
6-7	<p><u>Entrepreneurial behaviours</u></p> <ul style="list-style-type: none"> the concept of initiative benefits of using initiative in the workplace, including: <ul style="list-style-type: none"> increased empowerment and recognition increased efficiency the benefits of using initiative to create work opportunities the concept of innovation identify examples of innovation in business, including establishing new businesses innovation, starting own businesses and creating new products the concept of personal risk-taking in the workplace, such as, giving an opinion in a meeting the value of taking appropriate personal risks in the workplace, such as, being recognised for contributions by superiors 		
8-10	<p><i>START UNIT TWO</i></p> <p>Introduction to the unit</p> <p><u>Learning to learn</u></p> <ul style="list-style-type: none"> the concept of learning styles features of different learning styles recognise own preferred learning style enhancing ability to learn using own learning style use personal values, likes and dislikes and strengths and weaknesses, to assist in making job choices consider the range of individual career options linked to own personal profile the concept that learning experiences can increase career development opportunities and success 	Task 6: Investigation (10%)	
END OF SEMESTER 1			

Semester 2 – UNIT 2

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1-3	<p><u>The nature of work</u></p> <ul style="list-style-type: none"> • the purpose and content of the National Employment Standards • strategies employers use to provide satisfying workplaces, including: <ul style="list-style-type: none"> ○ providing training and career progression for employees ○ providing a safe and healthy environment ○ providing employee benefits and incentives <p><u>Work skills</u></p> <ul style="list-style-type: none"> • the importance of work health and safety (WHS) in the workplace • employers expectations of employees to work in a safe way, including completion of the WorkSafe SmartMove General module 	Task 7: Response (5%)	
4-5	<p><u>Entrepreneurial behaviours</u></p> <ul style="list-style-type: none"> • identify and solve problems within the workplace, including: <ul style="list-style-type: none"> ○ recognising and taking responsibility for predictable routine problems ○ recognising when to notify others • create and innovate solutions to solve problems using strategies, such as: <ul style="list-style-type: none"> ○ inventing new ideas by adapting existing ideas from other contexts ○ recognising the potential of a new idea proposed by someone else <p><u>Career development and management</u></p> <ul style="list-style-type: none"> • the concept of work/life balance • the concepts of career progression and career development • explore career progression within your preferred pathway • the need for an individual's personal profile to align with their career direction 		
6-10	<p><u>Gaining and keeping work</u></p> <ul style="list-style-type: none"> • the importance of self-promotion in gaining and keeping work • appropriate self-promotion techniques, including: <ul style="list-style-type: none"> ○ developing a personal statement/profile ○ building and maintaining a positive image ○ promoting personal achievements ○ creating and maintaining a positive online image/digital footprint ○ using networks <ul style="list-style-type: none"> ▪ physical (social and professional) ▪ online (blogs and tweets) • capabilities that are essential for an entry-level job, including: <ul style="list-style-type: none"> ○ time management (for example, punctuality) ○ interpersonal skills (such as positive attitude, empathy, tolerance,) ○ personal attributes (such as honesty, reliability, loyalty, trustworthiness) • types of job interviews, including: <ul style="list-style-type: none"> ○ telephone ○ panel ○ individual ○ group • techniques for addressing selection criteria and interview questions, such as: <ul style="list-style-type: none"> ○ SAO (situation, action, outcome) ○ STAR (situation, task, action, result) 	Task 8: Production /Performance (15%)	
Term 4			
1-3	<p><u>Work skills</u></p> <ul style="list-style-type: none"> • considerations when communicating in the workplace, including variations in: <ul style="list-style-type: none"> ○ content ○ tone 	Task 9: Individual Pathway Plan/Career	

	<ul style="list-style-type: none"> ○ vocabulary ○ audience <p><u>Gaining and keeping work</u></p> <ul style="list-style-type: none"> ● ways of demonstrating responsibility for own personal learning, including: <ul style="list-style-type: none"> ○ ensuring skills and knowledge are up to date ○ identifying future knowledge requirements in order to stay competitive ○ engaging in formal and informal learning experiences ● workplace changes that have consequences for entry-level jobs, including: <ul style="list-style-type: none"> ○ more team-based and collaborative work environments ○ increased need for social skills in a work environment ○ increased need for technological competence ○ reduced dependence on geographical location (for example, more mobile work environments, FIFO) ● features of employment contracts, including: <ul style="list-style-type: none"> ○ position ○ employment status ○ probationary period ○ relevant award ○ remuneration package ○ hours of work <p><u>Career development and management</u></p> <ul style="list-style-type: none"> ● review and update of own individual pathway plan and resume ● create/review own career portfolio 	Portfolio (15%)	
4-5	<p><u>The nature of work</u></p> <ul style="list-style-type: none"> ● the concept of globalisation ● the impact of global trends on the workforce, including: <ul style="list-style-type: none"> ○ social ○ cultural ○ technological 	Task 10: Response (5%)	
END OF SEMESTER 2			



ASSESSMENT OUTLINE 2022
GNEREA CAREER EDUCATION YEAR 11

A number of assessments will be used throughout the term to identify the students understanding in the course and be used to determine a grade. Student achievement will be reported using the following descriptors.

Semester 1

Assessment Type SCSA Weighting	Task Description	KWDHS Weighting	Due Date
Response (20%)	Task 1: Problem solving in a workplace using SWOT Model	10%	<i>Term 1, Week 3</i>
Investigation (30%)	Task 2: Investigate three jobs and produce a report on suitability for each based on your skills, interests, knowledge etc.	10%	<i>Term 1, Week 4-5</i>
Production/Performance (30%)	Task 3: identify the features of different work environments and produce a multimedia presentation to display these	15%	<i>Term 1, Week 6-7</i>
Investigation (30%)	Task 4: Investigate the tools, resources and organisations used to gain work and present findings in a PMI	10%	<i>Term 2, Week 1-3</i>
Individual Pathway Plan/Career Portfolio (20%)	Task 5: Create your own IPP, including your skills, attributes, values and interests	5%	<i>Term 2, Week 4-5</i>
Investigation (30%)	Task 6: Investigate different learning styles. Prepare an oral presentation sharing the findings.	10%	<i>Term 2, Week 8-10</i>

Semester 2

Assessment Type SCSA Weighting	Task Description	KWDHS Weighting	Due Date
Response (20%)	Task 7: Complete the Worksafe SmartMove General Module	5%	<i>Term 3, Week 3</i>
Production/performance (30%)	Task 8: Participate in a mock personal job interview using a SAO technique to respond to the questions	15%	<i>Term 3, Week 9/10</i>
Individual Pathway Plan/Career Portfolio (20%)	Task 9: Create or update own career portfolio	15%	<i>Term 4, Week 1-3</i>
Response (20%)	Task 10: Complete a written response under test conditions on the impact of global trends	5%	<i>Term 4, Week 4/5</i>

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Grade	Description	The student demonstrates achievement that:
A	Excellent	has greatly exceeded the expected standard. Achievement is well beyond what is expected at this year level.
B	Good	exceeds the expected standard.
C	Satisfactory	at the expected standard.
D	Limited	is below the expected standard.
E	Very Low	is below the minimum acceptable for this year level.

Student Signature: _____

Parent/Guardian Signature: _____