



## Year 12 – 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"> <li>• Contemporary</li> <li>• Promotion</li> <li>• Performance</li> <li>• Application</li> <li>• Portfolio</li> <li>• Career</li> <li>• Finance</li> <li>• Globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Retraining</li> <li>• Unemployment</li> <li>• Employment</li> <li>• International</li> <li>• SWOT</li> <li>• Restructuring</li> <li>• Procedures</li> <li>• Teleconferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict</li> <li>• Resolution</li> <li>• Strategies</li> <li>• Processes</li> <li>• Expectations</li> <li>• Networking</li> <li>• Expression of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Values</li> <li>• Interests</li> <li>• Interpersonal</li> <li>• Feedback</li> <li>• Risks</li> <li>• Up-skilling</li> <li>• Networking</li> <li>• Attributes</li> </ul>
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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 12 syllabus is divided into two units which are delivered as a pair.

#### Unit 3

This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.

#### Unit 4

This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.

Work, training and learning experiences provide opportunities to extend students’ knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

The content is 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 3**

Week	Topics/Syllabus	Assessment	Resources
<b>Term 1</b>			
1-2	<p><b><u>Introduction to the Unit</u></b></p> <ul style="list-style-type: none"> <li>• Syllabus, course and assessment outline</li> </ul> <p><b><u>Learning to learn</u></b></p> <ul style="list-style-type: none"> <li>• identify personal and professional skills and attributes, and understand their link to career development</li> <li>• self-management strategies to enhance personal change and growth, including:               <ul style="list-style-type: none"> <li>○ self-reflection</li> <li>○ construction of SMART (specific, measurable, achievable, realistic, time based) goals</li> <li>○ interacting with others through teamwork and networking</li> </ul> </li> </ul> <p><b><u>Gaining and keeping work</u></b></p> <ul style="list-style-type: none"> <li>• skills used to connect with and work with others, such as recognising strengths and weaknesses of your interpersonal skills</li> <li>• the features of the personality types outlined in Holland's Theory of Career Choice (1985) and how they relate to career choice</li> <li>• determine own personality type and preferred work environment using the personality types and work environments outlined in Holland's Theory of Career Choice (1985)</li> </ul>	Task 1: Response (5%)	
3-4	<p><b><u>The nature of work</u></b></p> <ul style="list-style-type: none"> <li>• factors that create effective workplaces, including:               <ul style="list-style-type: none"> <li>○ management of human, physical, financial and technological resources</li> <li>○ internal and external communication strategies and processes, including meetings, telephone calls and text messages, emails, memos, letters, newsletters, intranet and internet</li> <li>○ health and safety workplace legislation</li> <li>○ equal employment opportunity workplace legislation</li> <li>○ quality assurance standards</li> </ul> </li> <li>• the relationship between individual efficiency and work satisfaction</li> <li>• the need for rights and protocols for the workplace, including:               <ul style="list-style-type: none"> <li>○ health and safety</li> <li>○ equal opportunity</li> <li>○ codes of conduct and standards</li> </ul> </li> <li>• completion of a WorkSafe SmartMove industry-specific module</li> <li>• reasons for, and requirements of, an employment contract with reference to the National Employment Standards from the <i>Fair Work Act 2009</i></li> </ul>		
5-6	<p><b><u>Work skills</u></b></p> <ul style="list-style-type: none"> <li>• the need to recognise diversity within a workplace, including:               <ul style="list-style-type: none"> <li>○ ages</li> <li>○ ethnicity</li> <li>○ physical ability</li> </ul> </li> <li>• the need to adjust to diversity within a workplace</li> <li>• the steps in planning and organising workload and work/life balance, including:               <ul style="list-style-type: none"> <li>○ determining the amount of work to be completed in a set timeframe</li> <li>○ identifying personal priorities related to work hours and work patterns</li> </ul> </li> <li>• ways to build networks that will enhance career opportunities, including:               <ul style="list-style-type: none"> <li>○ identifying people you feel comfortable talking to and whose advice you listen to</li> <li>○ increasing the range of people you know in a work role</li> <li>○ using of technology to help expand networks</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>o strategies to deal with unexpected events in a workplace</li> </ul>		
7-8	<p><b><u>The nature of work</u></b></p> <ul style="list-style-type: none"> <li>• features of each of the following workplace organisational structures: <ul style="list-style-type: none"> <li>o hierarchical</li> <li>o flat</li> </ul> </li> <li>• the impact of global trends on the workforce, including: <ul style="list-style-type: none"> <li>o the ageing workforce</li> <li>o a more mobile population</li> <li>o changing work roles of family members</li> <li>o e-commerce (for example, online shopping)</li> <li>o overseas outsourcing</li> </ul> </li> </ul> <p><b><u>Career development and management</u></b></p> <ul style="list-style-type: none"> <li>• the influence of global trends on changing workplace requirements, including: <ul style="list-style-type: none"> <li>o possible increased travel requirements</li> <li>o increased need for technology for video or teleconferencing</li> <li>o more cultural diversity in work environments</li> </ul> </li> <li>• the impact of global trends on individual career development, including: <ul style="list-style-type: none"> <li>o ageing workforce</li> <li>o a more mobile population</li> <li>o changing work roles of family members</li> </ul> </li> </ul>	Task 2: Investigation (5%)	
9-10	<p><b><u>Career development and management</u></b></p> <ul style="list-style-type: none"> <li>• the impact of social, cultural and technological change on current work patterns and work settings</li> <li>• the impact of economic, social and technological change on individual career development</li> <li>• the concept of e-networks</li> <li>• how social media can be used as a career development tool</li> </ul> <p><b><u>Learning to learn</u></b></p> <ul style="list-style-type: none"> <li>• strategies to build and maintain a positive self-concept for career development, including: <ul style="list-style-type: none"> <li>o promoting yourself to others</li> <li>o targeting job searching to match own personal profile</li> </ul> </li> <li>• identify personal and professional learning opportunities and understand their link to career development</li> <li>• the value of participating in lifelong learning designed to support career goals</li> </ul>	Task 3: Production /Performance (10%)	
<b>Term 2</b>			
1	<b>REVISION FOR EST/RECAP ON TERM 1 CONTENT</b>		
2	<b>Externally Set Task - EST (NOTE: This could change depending on the week the EST is set**)</b>	Task 6: EST (15%)	
3-4	<p><b><u>Entrepreneurial behaviours</u></b></p> <ul style="list-style-type: none"> <li>• taking personal risks when making career decisions, including: <ul style="list-style-type: none"> <li>o relocating</li> <li>o accepting less pay</li> <li>o taking a gap year</li> <li>o undergoing re-training</li> </ul> </li> <li>• remaining employable in constantly changing workplaces, including: <ul style="list-style-type: none"> <li>o undertaking training and up-skilling</li> <li>o networking and e-networking</li> </ul> </li> <li>• considering labour market information to identify employment opportunities, including: <ul style="list-style-type: none"> <li>o self-employment opportunities</li> <li>o business and product development</li> </ul> </li> </ul>	Task 4: Investigation (10%)	
5-6	<p><b><u>Career development and management</u></b></p> <ul style="list-style-type: none"> <li>• strategies that give an individual an advantage in the workplace, including: <ul style="list-style-type: none"> <li>o taking advantage of work opportunities</li> <li>o undertaking training</li> <li>o seeking learning opportunities</li> </ul> </li> <li>• strategies to assist in making decisions in a work context, including: <ul style="list-style-type: none"> <li>o choosing from a set of pre-determined options</li> <li>o using a formal decision-making process</li> </ul> </li> </ul>	Task 5: Individual pathway plan/career portfolio (5%)	

	<ul style="list-style-type: none"> <li>• examine personal progress in each of the following career competencies: <ul style="list-style-type: none"> <li>○ make career-enhancing decisions <ul style="list-style-type: none"> <li>○ seeks advice, feedback and support as required</li> </ul> </li> <li>○ maintain balanced life and work roles <ul style="list-style-type: none"> <li>○ develops a personal, school and work timetable to manage all commitments</li> </ul> </li> <li>○ understand the changing nature of life and work roles <ul style="list-style-type: none"> <li>○ identifies changes in personal roles and commitments that will occur in the school to post-school transition</li> </ul> </li> <li>○ understand, engage in and manage the career-building process <ul style="list-style-type: none"> <li>○ sets personal learning challenges using formal and informal learning opportunities</li> </ul> </li> </ul> </li> <li>• develop/refine own electronic individual pathway plan (IPP)</li> <li>• develop/refine own electronic career portfolio</li> </ul>		
7-8	<p><b><u>Gaining and keeping work</u></b></p> <ul style="list-style-type: none"> <li>• location of job opportunities, including: <ul style="list-style-type: none"> <li>○ newspapers</li> <li>○ websites</li> <li>○ social and professional networking</li> <li>○ professional associations</li> </ul> </li> <li>• interpret requirements in a job advertisement, including: <ul style="list-style-type: none"> <li>○ job description</li> <li>○ job location</li> <li>○ qualifications required</li> <li>○ selection criteria</li> <li>○ expression of interest requirements</li> <li>○ application process and deadline</li> </ul> </li> <li>• strategies for successfully applying for a job, including: <ul style="list-style-type: none"> <li>○ writing a job application letter</li> <li>○ participating in an interview situation</li> </ul> </li> </ul>		
9-10	<p><b><u>START UNIT FOUR</u></b> Introduction to the unit</p> <p><b><u>Work skills</u></b></p> <ul style="list-style-type: none"> <li>• adapt communication skills to show respect for differences within the work place, including: <ul style="list-style-type: none"> <li>○ values</li> <li>○ beliefs</li> <li>○ cultural expectations</li> </ul> </li> <li>• strategies and processes for resolving conflict in the workplace, including: <ul style="list-style-type: none"> <li>○ informal strategies and processes, such as, communicating concerns through supportive relationships, being tolerant of others, adopting a positive approach to resolving differences, and internal mediation</li> <li>○ formal processes, such as, arbitration processes, industrial tribunal hearings and trade union intervention</li> </ul> </li> <li>• work rights and protocols in the use of technology, including: <ul style="list-style-type: none"> <li>○ legal rights and responsibilities (for example, copyright implications)</li> <li>○ procedures and expectations in the workplace</li> </ul> </li> </ul>		
<b>END OF SEMESTER 1</b>			

## Semester 2 – UNIT 4

Week	Topics/Syllabus	Assessment	Resources
<b>Term 3</b>			
1-2	<ul style="list-style-type: none"> <li>Finish week 9-10 content for Unit 4</li> </ul>	Task 7: Investigation (15%)	
2-3	<p><b><u>The nature of work</u></b></p> <ul style="list-style-type: none"> <li>the interrelationships between individual efficiency, workplace productivity and sustainability</li> <li>the use of performance management as a tool to improve individual efficiency and workplace productivity</li> <li>considerations for individuals in the workplace, including:               <ul style="list-style-type: none"> <li>pay and conditions</li> <li>ethical considerations, including following the code of conduct</li> </ul> </li> <li>the concepts of organisational restructuring and workplace reform</li> <li>the impact of organisational restructuring on individual career development</li> <li>the concept of work/life balance</li> </ul>		
4-6	<p><b><u>Entrepreneurial behaviours</u></b></p> <ul style="list-style-type: none"> <li>being enterprising in a global economy, including:               <ul style="list-style-type: none"> <li>making international business links</li> <li>identifying consumer gaps</li> <li>using technology (including online groups)</li> </ul> </li> <li>steps in problem solving within the work place, including:               <ul style="list-style-type: none"> <li>identifying the problem</li> <li>applying a decision-making process, such as SWOT (strengths, weaknesses, opportunities, threats)</li> <li>creating an action plan to execute the solution</li> </ul> </li> </ul>	Task 8: Response (10%)	
7	<p><b><u>Learning to learn</u></b></p> <ul style="list-style-type: none"> <li>the need for ongoing self-assessment when responding to change, including:               <ul style="list-style-type: none"> <li>personal life</li> <li>professional life</li> </ul> </li> <li>responding to change and how it may impact an individual's career, including:               <ul style="list-style-type: none"> <li>retraining</li> <li>updating skills</li> <li>managing finances</li> <li>coping with unemployment</li> </ul> </li> <li>the need to undertake personal and professional development opportunities to maintain up-to-date skills and knowledge</li> </ul>		
8-10	<p><b><u>Gaining and keeping work</u></b></p> <ul style="list-style-type: none"> <li>methods of finding job opportunities, including cold canvassing</li> <li>awareness of innovative contemporary strategies for gaining employment, such as:               <ul style="list-style-type: none"> <li>YouTube promotion</li> <li>live performance</li> </ul> </li> </ul>	Task 9: Production /Performance (10%)	
<b>Term 4</b>			
1-2	<p><b><u>Career development and management</u></b></p> <ul style="list-style-type: none"> <li>refine own electronic career portfolio</li> <li>formats for job applications</li> <li>formats for cover letters</li> </ul>	Task 10: Individual Pathway Plan/Career Portfolio (15%)	
<b>END OF SEMESTER 2</b>			



**ASSESSMENT OUTLINE 2022**  
**CAREER AND ENTERPRISE YEAR 12**

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**

<b>Assessment Type SCSA Weighting</b>	<b>Task Description</b>	<b>KWDHS Weighting</b>	<b>Due Date</b>
Response (15%)	<b>Task 1: Personality types and careers choice – response to an extended answer question under test conditions</b>	5%	<i>Term 1, Week 2</i>
Investigation (30%)	<b>Task 2: Impact of global trends – investigate and deliver and oral presentation on two impacts of global trends on the workforce</b>	5%	<i>Term 1, Week 7/8</i>
Production/Performance (20%)	<b>Task 3: Profile matching – select a job opportunity and produce a presentation to promote yourself to a potential employer</b>	10%	<i>Term 1, Week 10</i>
Investigation (30%)	<b>Task 4: Employment opportunities – investigate labour market information and produce a written report on possible employment opportunities</b>	10%	<i>Term 2, Week 3-4</i>
Individual Pathway Plan/Career Portfolio (20%)	<b>Task 5: Electronic Individual Pathway (IPP) – create or update own IPP, including your personal and professional skills and attributes, short-term goals and long-term goals</b>	5%	<i>Term 2, Week 5-6</i>
Externally Set Task (15%)	<b>Task 6: A written task of 50 minutes set by SCSA</b>	15%	<i>Term 2, Week 2</i>

**Semester 2**

<b>Assessment Type SCSA Weighting</b>	<b>Task Description</b>	<b>KWDHS Weighting</b>	<b>Due Date</b>
Investigation (30%)	<b>Task 7: Conflict Resolution – investigate two strategies and/or processes for resolving conflict in the workplace and produce a written report</b>	15%	<i>Term 3, Week 1-2</i>
Response (15%)	<b>Task 8: Solving a problem in a familiar workplace – identify the problem, choose a problem-solving process, and create an action plan to execute a solution</b>	10%	<i>Term 3, Week 6</i>
Production/Performance (20%)	<b>Task 9: Innovative strategies – select a job opportunity and produce a presentation to promote yourself to an employment agency</b>	10%	<i>Term 3, Week 10</i>
Individual Pathway Plan/Career Portfolio (20%)	<b>Task 10: Electronic career profile – create/update own career portfolio</b>	15%	<i>Term 4, Week 1-2</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.

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

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_