



Government of **Western Australia**
School Curriculum and Standards Authority

CAREER AND ENTERPRISE

General course

Year 11 syllabus

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

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Rationale

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.

Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace is unique and its organisation governs workplace settings and patterns of work.

The Career and Enterprise General course has been constructed using, and is strongly aligned to, the knowledge, skills and understandings from the *Core Skills for Work Development Framework* (2013) and the *Australian Blueprint for Career Development* (the *Blueprint*).

When developing a teaching and learning program, teachers should consider students' formal and informal work experiences, cultural backgrounds and values.

Course outcomes

The Career and Enterprise course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Career and enterprise concepts

Students understand factors underpinning career development.

In achieving this outcome, students:

- understand factors that underpin personal development and learning opportunities
- understand how workplace practices and procedures influence career development
- understand how personal and external resources are accessed and managed for career development.

Outcome 2 – Career and enterprise investigations

Students investigate career development opportunities.

In achieving this outcome, students:

- collect and organise information to investigate career development opportunities
- analyse data and draw conclusions, considering needs, values and beliefs
- communicate solutions to career development opportunities.

Outcome 3 – Career development in a changing world

Students understand how aspects of the changing world impact on career development opportunities.

In achieving this outcome, students:

- understand how technologies influence career development opportunities
- understand how society, government legislation and policy influence career development opportunities
- understand how beliefs, values and attitudes influence career development opportunities.

Outcome 4 – Being enterprising

Students use career competencies to manage career development opportunities.

In achieving this outcome, students:

- use initiative, willingness to learn and problem-solving capabilities
- use self-management, self-promotion, planning and organisational skills
- use communication, technology, networking and teamwork skills.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12. This course is delivered within the framework of the students developing, reviewing and updating an individual pathway plan and a career portfolio to assist in their personal career development.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

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.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

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.

Progression from the Year 7–10 curriculum

The Career and Enterprise General course has links, in the areas of career development and workplace readiness, to the Work Studies Year 9–10 curriculum. Career development understandings and competencies are encompassed in other learning areas.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that may assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Career and Enterprise course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school, and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating multimodal texts to investigate career development, the knowledge and skills required for the modern day workplace and to manage their own careers. Students develop an understanding and make use of career related terms to communicate ideas associated with self-management, career building and learning experiences.

Career options and success in the workplace are improved through well-developed literacy skills. The safety and well-being of workers, as well as the efficiency, productivity and sustainability of workplaces, are dependent on effective communication, both written and verbal, and students have many opportunities in this course to develop both.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. Students use mathematical practices and conventions to collect, analyse and organize data as they investigate workplace and labour market trends to make informed decisions related to career development. They scrutinise data and put ideas into action through the creation and implementation of a career plan and enterprise activities.

While some careers and workplaces require a higher level of mathematics than others, all require at least a basic understanding of time, estimation, measurement and financial literacy. Career and Enterprise assists students to recognise when mathematical skills are required, and provides the opportunity to develop them in a workplace context.

Information and communication technology capability

Students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in Career and Enterprise and all other learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve, and limiting the risks to themselves and others in a digital environment.

ICT capabilities are important in the workplace and in career building. Students develop the skills and confidence to use a variety of information and communication technologies in the workplace, when seeking work, investigating career options and in their career development planning and management.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply, using skills, behaviours and dispositions, such as reason, logic, resourcefulness, imagination and innovation, in all learning areas at school and in their lives beyond school.

Students collect, analyse and organise information as they investigate factors underpinning career development, explore a range of workplaces, analyse data to draw conclusions, consider needs, values and beliefs and communicate solutions to work and career issues. They scrutinise information and put ideas into action through the creation and implementation of a career plan and enterprise activities. Students reflect on their own actions, and those of others, as they evaluate factors which influence their own work, life and career decisions.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices, including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Ethical understanding

Students develop ethical understandings as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong, personal and social oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Social justice principles are an important consideration when transacting business in the global economy. Students reflect on their values and attitudes and how their actions in the workplace impact on the business and wider community. They learn about integrity and individual and

corporate responsibility in a global economy. Students examine the role of attitudes and values and how they impact on lifestyle and career choices.

Intercultural understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and to develop an awareness of the values, languages and customs of other cultures. The capability involves students in learning about multicultural workplaces, cross-cultural communication, and recognition of commonalities and differences between cultures in different countries and within individual workplaces.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Career and Enterprise General course. The cross-curriculum priorities are not assessed unless they are identified within the specific unit content.

Aboriginal and Torres Strait Islander histories and cultures

The Career and Enterprise General course values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. Students may be provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal and Torres Strait Islander peoples.

Asia and Australia's engagement with Asia

There are strong social, cultural and economic reasons for Australian students to engage with Asia and with the contribution of Asian Australians to our society. Students develop understanding of the diversity of Asia's people, environments and cultures. They learn about the diversity of workplaces, work settings and conditions and the career opportunities available.

Sustainability

Through the exploration of workplace practices, students have the opportunity to investigate the issue of sustainability and to discover the importance of respecting and valuing different views and ways of doing things. Students are encouraged to reflect on their own beliefs and practices in relation to work, career and life choices, and their contribution to the creation of a sustainable workplace.

Unit 1

Unit description

The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themselves and others.

Students understand that transitions can be facilitated by resources made available through the family, school, workplace and community, and that these groups assist young people to learn what is expected of them as workers.

It enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.

Unit content

This unit includes the knowledge, understandings and skills described below.

Learning to learn

- the potential ongoing 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:
 - identify the problem
 - investigate alternatives
 - make a decision
 - evaluate the solution

- models for decision making, including:
 - SWOT (strengths, weaknesses, opportunities, threats)
 - PMI (plus, minus, interesting)

Work skills

- how to interact positively and effectively with others through:
 - working as an individual
 - establishing an individual's roles
 - meeting deadlines
 - working as a member of a team
 - collaboration
 - communication
 - negotiation
 - establishing and using networks
 - 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:
 - using an appropriate mode of communication
 - 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:
 - age
 - gender
 - race
 - religion

- strategies to manage workload, including:
 - 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

Entrepreneurial behaviours

- the concept of initiative
- benefits of using initiative in the workplace, including:
 - 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

Career development and management

- 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:
 - self-reflection
 - seeking feedback from others
- the value of risk-taking in career development
- the value of positive thinking on career development
- tools, resources and organisations used to gain work, such as:
 - an individual pathway plan
 - a career portfolio
 - Jobs and Skills WA
 - Job Jumpstart

- Seek.com
- Indeed career guide
- MyFuture
- Labour Market Insights
- Australian Jobs
- strategies to manage an individual career, including:
 - recognising achievements
 - identifying goals in school, social and work settings
 - predicting consequences of decisions
- investigate career choices
- create/review own individual pathway plan
- create/review own resume
- understanding the changing nature of life and work roles
- the effects of the global marketplace on personal career development, including:
 - wider access to local and international job opportunities
 - increased reliance on technology

The nature of work

- work patterns, including:
 - 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:
 - traditional work spaces
 - contemporary work spaces (open-plan, hot desk, for example)
 - virtual workplaces (working from home, for example)
 - mobile work environments
 - dangerous environments

- changing features of workplaces, including:
 - the physical layout of individual work spaces
 - outsourcing of specialised skills

Gaining and keeping work

- 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:
 - skills, attributes, interests and knowledge
 - personal values
 - likes and dislikes
 - strengths and weaknesses
- methods of responding to a job opportunity, including:
 - online applications
 - written applications
 - verbal applications
- how to embed your skills in your job application
- the need to connect and work with others in the workplace
- factors affecting job satisfaction, including:
 - job security
 - benefits/compensation/pay
 - opportunities to use skills and abilities
 - feeling safe in the work environment

Unit 2

Unit description

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions.

Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

An audit is conducted of career competencies, knowledge, behaviours, values and attitudes, and an autobiographical profile is developed. This profile is used, together with simple work search tools and techniques, to commence planning career development options. A record of work, training and learning experiences is required for inclusion in a career portfolio.

The work search tools and techniques and career competencies used in the process of career management are investigated. An exploration is made of workplaces, organisation and systems, and also employment as a contractual agreement. The roles, rights and responsibilities of individuals are defined and assessed according to legal, ethical and financial considerations. The unit investigates how influences and trends impact on personal career development opportunities.

Unit content

This unit includes the knowledge, understandings and skills described below.

Learning to learn

- 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

Work skills

- 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

- considerations when communicating in the workplace, including variations in:
 - content
 - tone
 - vocabulary
 - audience

Entrepreneurial behaviours

- identify and solve problems within the workplace, including:
 - recognising and taking responsibility for predictable routine problems
 - recognising when to notify others
- create and innovate solutions to solve problems using strategies, such as:
 - inventing new ideas by adapting existing ideas from other contexts
 - recognising the potential of a new idea proposed by someone else

Career development and management

- 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
- review and update of own individual pathway plan and resume
- create/review own career portfolio

The nature of work

- the purpose and content of the National Employment Standards
- strategies employers use to provide satisfying workplaces, including:
 - providing training and career progression for employees
 - providing a safe and healthy environment
 - providing employee benefits and incentives
- the concept of globalisation
- the impact of global trends on the workforce, including:
 - social
 - cultural
 - technological

Gaining and keeping work

- the importance of self-promotion in gaining and keeping work

- appropriate self-promotion techniques, including:
 - 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
 - physical (social and professional)
 - online (blogs and tweets)
- capabilities that are essential for an entry-level job, including:
 - 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:
 - telephone
 - panel
 - individual
 - group
- techniques for addressing selection criteria and interview questions, such as:
 - SAO (situation, action, outcome)
 - STAR (situation, task, action, result)
- ways of demonstrating responsibility for own personal learning, including:
 - 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:
 - 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:
 - position
 - employment status
 - probationary period
 - relevant award
 - remuneration package
 - hours of work

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Career and Enterprise General Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
<p>Investigation Students plan, conduct and communicate the findings of an investigation relating to the unit content. Formats can include: a written report, an oral or multimedia presentation, a portfolio, or a combination of these.</p>	30%
<p>Production/performance Tasks can include: a written report, an oral or multimedia presentation, observation checklists, mock job applications, mock job interviews and/or self or peer evaluation tools.</p>	30%
<p>Individual pathway plan/career portfolio Students are required to develop an individual pathway plan (IPP) in Unit 1 and develop a career portfolio in Unit 2. These documents can include:</p> <ul style="list-style-type: none"> • a resume • evidence of skills and experiences • evidence of work history • goals. 	20%
<p>Response Questions can require students to respond to short answer questions and/or extended answer questions. Questions can require students to respond to stimulus materials including: extracts from documents, articles, journals or texts; cartoons; graphs; case studies; and/or guest speakers. Short answer formats can include:</p> <ul style="list-style-type: none"> • closed questions, to which there is a limited response or a precise answer • open questions that require a paragraph response • completion of retrieval charts and/or structured overview templates. <p>Extended answer questions can be scaffolded. Tasks typically consist of a combination of multiple choice questions and questions requiring short and/or extended answers. Typically these tasks are administered under test conditions.</p>	20%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, for an investigation or production task, students could be required to complete a statement of authenticity and academic integrity, declaring that the work they submit is their own.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Career and Enterprise General Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

A	<p>Career and enterprise knowledge and understanding Presents detailed information about work, networks, school to work transitions, workplaces and factors impacting on career development. Makes appropriate and relevant references to career-related concepts and/or theories.</p>
	<p>Work skills and strategies Identifies and independently develops relevant industry-specific skills for work. Applies a range of relevant strategies to manage career development.</p>
	<p>Communication Presents responses in an appropriate and organised way to an acceptable standard for the relevant industry, including correct spelling and grammar. Accurately uses career-related terminology appropriate for the context, making reference to relevant examples.</p>
B	<p>Career and enterprise knowledge and understanding Presents generalised information about work, networks, school to work transitions, workplaces and factors impacting on career development. Makes general accurate references to career-related concepts and/or theories.</p>
	<p>Work skills and strategies Identifies and develops some relevant industry-specific skills for work. Applies a range of strategies to manage career development.</p>
	<p>Communication Presents responses in an organised way to an acceptable standard for the relevant industry, including mostly correct spelling and grammar. Accurately uses some career-related terminology in the correct context, making some reference to relevant examples.</p>
C	<p>Career and enterprise knowledge and understanding Presents brief information about work, networks, school to work transitions, workplaces and factors impacting on career development. Makes some general accurate references to career-related concepts and/or theories.</p>
	<p>Work skills and strategies Identifies and develops some skills for work. Uses some strategies to manage career development.</p>
	<p>Communication Presents responses with some organisation to a reasonable standard, including some correct spelling and grammar. Uses some career-related terminology, making occasional reference to examples to develop responses.</p>

D	Career and enterprise knowledge and understanding Presents simple and/or incomplete discussions about work, networks, school to work transitions, workplaces and factors impacting on career development. Makes limited references to career-related concepts and/or theories.
	Work skills and strategies With support, identifies and develops some skills for work. With support, uses some strategies to manage career development.
	Communication Presents responses with no organisation to a basic standard, making responses difficult to understand. Uses limited or no use of career-related terminology.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

Career

The sequence and variety of roles which one undertakes throughout a lifetime. It encompasses all life roles, not just occupation, and includes all paid and unpaid work, learning, leisure activities, and community and family responsibilities. Each person has a unique career in which work, learning, and life are inextricably intertwined.

Career building

The process of securing and maintaining work, making career-enhancing decisions, maintaining balanced life and work roles, understanding the changing nature of life and work roles, and understanding, engaging in and managing the career-building process. Work search techniques are encompassed within career building.

Career competencies

Skills and attributes that promote intentional career development, lifelong learning and work/life balance that can be developed and strengthened over time. There are eleven competencies across three areas in the *Australian Blueprint for Career Development*.

Career development

The lifelong process of gaining the knowledge, skills, attitudes and behaviours to manage life, learning, leisure, transition and work in order to move towards a personally determined and evolving preferred future. It involves individuals planning and making decisions about education, training and career choices, as well as developing the right skills and knowledge to do this.

Career management

Career management is about well thought out career planning and the active management of one's own career choices. It includes skills, such as self-management, and strategies by which individuals can effectively direct their own career development process, lifelong learning and work/life balance, and the ability to turn chance/serendipity into opportunity.

Career portfolio

A career portfolio is used to organise and document evidence of education, personal and professional achievements, qualifications and attributes. A career portfolio is used to: inform future choices, applying for jobs, entry to higher education or training programs or scholarships; when seeking promotion; to show transferable skills; and when reflecting on personal development. It should be updated regularly.

For this course, a career portfolio includes: resume, achievements, job application, and qualifications. A career portfolio can be either written, or an e-portfolio in a format such as a Google site, Weebly or Vizualize.me.

Enterprise

Learning directed towards developing those skills, competencies, understandings and attributes that will equip an individual to be innovative and to identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for themselves.

This can also refer to an organisation such as a business, community or government agency.

Globalisation

The move towards increasing economic, financial, trade and communications integration of economies around the world, resulting in an interconnected and interdependent world with free transfer of capital, goods and services across national borders.

Individual pathway plan (IPP)

A document completed and regularly reviewed by an individual that summarises skills, knowledge and attributes, together with short-term and long term goals and associated action plans, to assist a person manage their life, learning and work throughout the many transition points in their life.

Lifelong learning

The ongoing, voluntary and self-motivated pursuit of knowledge, understanding and skill development for either personal or professional reasons; it enhances personal development, competitiveness and employability.

Self-management

Skills and strategies by which individuals can effectively direct their own activities toward the achievement of objectives, and includes goal setting, decision making, focusing, planning, scheduling, time management, task tracking, self-evaluation, self-intervention and self-development.

Technology

The making, modification, usage and knowledge of tools, machines, techniques, crafts, systems and methods of organisation, in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal or perform a specific function.

Work

A set of activities with an intended set of outcomes, from which it is hoped that an individual will derive personal satisfaction; it is not necessarily tied to paid employment and can encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering.

Work/life balance

The need to maintain balanced life and work roles.

Work patterns

The work schedule structure. Patterns include flexitime, different types of shiftwork, full-time, part-time, fly-in, fly-out (FIFO), casual and job sharing arrangements.

Work processes

Work in any organisation is performed through processes. A process is a series of work steps directed to a particular end or output. To ensure staff are as productive as possible, the work processes need to be defined and enabled by tools and systems.

Work search techniques

Specific techniques used to find employment, including:

- using online recruitment agencies and company websites
- responding to advertisements in newspapers, shops, newsletters or magazines
- approaching employers directly when no vacancies are advertised
- using government and non-government employment agencies
- networking
- participating in extra-curricular activities (work experience, volunteering).

Work search tools

Tools for seeking a job, such as an individual pathway plan, resume, written application (including a cover letter and application form), career portfolio, interview portfolio.

Work setting

The circumstances or conditions that surround an individual and the location where a task is completed. It involves the physical geographical location as well as the immediate surroundings of the workplace, such as a construction site or office building. It typically involves other factors relating to the place of employment, such as the quality of the air, noise level, and additional perks and benefits of employment, such as free child care or unlimited coffee, or adequate parking. Also referred to as work environment.

Workplace culture

The 'way of life' for those in a particular workplace. This has many elements, including: laws, language, fashion, power relationships, conventions, conflict management processes and dispute resolution processes. Workplace culture is normally strongly linked to organisational structure.

Workplace productivity

The ratio of output to input in production.

Workplace sustainability

The ability to maintain efficiency and productivity over time. It requires the reconciliation of environmental considerations, social equity and economic demands.

