



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

# CAREER AND ENTERPRISE

FOUNDATION COURSE

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Year 12 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2018.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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# Introduction to the Foundation courses

Foundation courses are designed for students who have not demonstrated the Western Australian Certificate of Education (WACE) standard of numeracy and Standard Australian English (SAE) literacy skills. These standards are based on Level 3 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.

Foundation courses provide support for the development of functional literacy and numeracy skills essential for students to meet the WACE standard of literacy and numeracy through engagement with the ACSF Level 3 reading, writing, oral communication and numeracy core skills.

The Foundation courses are:

- Applied Information Technology (AIT) (List B)
- Career and Enterprise (List A)
- English (List A)
- English as an Additional Language or Dialect (EAL/D) (List A)
- Health, Physical and Outdoor Education (List B)
- Mathematics (List B)

## Eligibility

Eligibility to enrol in Foundation courses is restricted to students who meet the eligibility criteria. For further information regarding eligibility refer to the *WACE Manual* at [www.scsa.wa.edu.au/publications/wace-manual](http://www.scsa.wa.edu.au/publications/wace-manual).

## Literacy and numeracy focus

While much of the explicit teaching of literacy and numeracy occurs in the English, English as an Additional Language or Dialect and Mathematics Foundation courses, all Foundation courses provide opportunities for the development of the literacy and numeracy capabilities identified in the Pre-primary to Year 10 Western Australian curriculum. Further, a set of literacy and numeracy skills drawn from both the ACSF (Level 3) core skills of reading, writing, oral communication and numeracy, and the Pre-primary to Year 10 English and Mathematics curriculum have been identified. These skills are common to all Foundation courses. Where appropriate, opportunities for students to engage in activities with significant literacy and numeracy demands should be the focus of teaching, learning and assessment programs.

## Literacy

Literacy involves students:

- developing the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for effective participation in society
- listening to, reading, viewing, speaking, writing and creating which includes oral, print, visual and digital texts
- using and modifying language for different purposes and for different audiences
- understanding how the English language works in different social contexts.

Foundation courses provide meaningful contexts for learning and practising specific literacy (L) skills as outlined below:

- L1 acquiring words leading to an appropriately expanding vocabulary
- L2 developing pronunciation and spelling of key words
- L3 using Standard Australian English (SAE) grammar and punctuation to communicate effectively
- L4 expressing increasingly complex ideas using a range of simple and complex sentence structures
- L5 using a range of language features, including the use of tone, symbols, simple description and factual as opposed to emotive language
- L6 organising ideas and information in different forms and for different purposes and audiences
- L7 achieving cohesion of ideas at sentence, paragraph and text level
- L8 editing work for accuracy, coherence, clarity and appropriateness
- L9 using a range of speaking and listening skills
- L10 comprehending and interpreting a range of texts
- L11 developing visual literacy skills.

## Numeracy

Numeracy involves students:

- recognising and understanding the role of mathematics in the world
- developing the dispositions and capacities to use mathematical knowledge and skills purposefully
- increasing their autonomy in managing everyday situations.

Foundation courses provide meaningful contexts for learning and practising specific numeracy (N) skills and mathematical thinking processes as outlined in the examples below:

- N1 identifying and organising mathematical information
- N2 choosing the appropriate mathematics to complete a task
- N3 applying mathematical knowledge, tools and strategies to complete the task
- N4 representing and communicating mathematical conclusions
- N5 reflecting on mathematical results in order to judge the reasonableness of the conclusions reached.

The level of complexity of mathematical information to which the above numeracy skills are applied is outlined below:

- whole numbers and familiar or routine fractions, decimals and percentages
- dates and time, including 24 hour times
- familiar and routine 2D and 3D shapes, including pyramids and cylinders
- familiar and routine length, mass, volume/capacity, temperature and simple area measures
- familiar and routine maps and plans
- familiar and routine data, tables, graphs and charts, and common chance events.

## **Representation of the other general capabilities**

In addition to the literacy and numeracy capabilities, teachers may find opportunities to incorporate the remaining capabilities into the teaching and learning program for the Career and Enterprise Foundation course. The general capabilities are not assessed unless they are identified within the specified unit content.

### **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. Students examine the role of attitudes and values and how they impact on lifestyle and career choices.

## **Intercultural understanding**

Students may 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 which 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 course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

The Career and Enterprise Foundation 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 learn about the diversity of workplaces, work settings and conditions and the career opportunities available.

### **Sustainability**

Through the exploration of workplace practice, 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. In the Career and Enterprise Foundation course, 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.

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## Rationale for the Career and Enterprise Foundation course

The Career and Enterprise Foundation course is designed to develop students' employability, enterprise, and pathways planning skills, and to establish an appreciation of lifelong learning, responsible community participation and increased self-awareness. The knowledge, understandings, skills and strategies developed in this course will allow students to experience a successful transition from school to work or further education and training.

Students will be given the opportunity to develop the skills, knowledge, understandings, attributes and behaviours necessary to make decisions about work, prepare for work, and value work as a means to achieving personal and social well-being. Students will plan their pathway from school to further education, training or employment, and will be empowered to make informed decisions about their future and develop the confidence to pursue their life and career goals beyond school to become a contributing member of society.

The Career and Enterprise Foundation 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*).

A variety of practical, competency-based teaching and learning activities will enable students to develop literacy and numeracy skills. The course will focus on communication skills for work and life and allow students to develop skills and strategies for creating productive and harmonious working relationships and to succeed in a variety of work and social situations.

In this course, students will learn about the types of work, different work environments, and the rights and responsibilities of workers. They will have the opportunity to explore or experience work through incursions or excursions, but will not engage in extended workplace learning practice.

## Course outcomes

The Career and Enterprise Foundation 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.

### Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Each unit consists of two core modules, with a notional time of 20 class contact hours each, and three elective modules with a notional time of 5 class contact hours each.

#### Core modules

##### Unit 3

C12.1 Where are all the jobs?

C12.2 Gaining a job

##### Unit 4

C12.3 The job interview

C12.4 Planning a career

#### Elective modules

The school selects three elective modules to deliver in each unit.

Title	Description
E12.1 Work/life balance	This module looks at the competing demands on a person's time and energy and explores strategies for achieving a balance between work and other important facets of life, such as leisure activities, friendships and family life.
E12.2 Financial management	This module allows students to undertake an audit of personal financial management skills, analyse the results and develop a plan for improvement.
E12.3 Independent living	This module focuses on the skills and knowledge required to live independently while searching for or maintaining work.
E12.4 Workplace issues and problem solving	This module explores the common workplace issues and provides strategies for preventing, managing or overcoming these issues.
E12.5 Workplace numeracy	This module will provide opportunities for students to develop numeracy skills required for the workplace; in particular, the use of measurement in the workplace setting.
E12.6 Volunteering/experiencing work	This module provides students with workplace related activity, such as, volunteering, community service and/or visits to workplaces.

To ensure breadth and depth of learning, elective modules cannot be repeated.

When deciding which elective modules to deliver in a unit, teachers should consider the needs, interests and abilities of students.

Each module includes:

- Module description – a description of the focus of study
- Module content - the content to be taught and learned

Learning activities which could be included in a teaching and learning program can be found in the Teacher Support Materials on the Career and Enterprise course page on the Authority website at [www.scsa.wa.edu](http://www.scsa.wa.edu).

The table below illustrates the structure of the Year 12 syllabus.

Unit	Total class contact time (hours)	Core modules	Time allocation (hours)	Elective modules	Time allocation (hours)
3	55	C12.1 Where are all the jobs?	20	Choose three	15 (5 hours each)
		C12.2 Gaining a job	20		
4	55	C12.3 The job interview	20	Choose three	15 (5 hours each)
		C12.4 Planning a career	20		

## Unit 3

This unit is comprised of two core modules, which are compulsory, and three elective modules.

### Core modules

C12.1 Where are all the jobs? (20 hours)

C12.2 Gaining a job (20 hours)

### Elective modules

Three electives from the following list must be completed:

E12.1 Work/life balance (5 hours)

E12.2 Financial management (5 hours)

E12.3 Independent living (5 hours)

E12.4 Workplace issues and problem solving (5 hours)

E12.5 Workplace numeracy (5 hours)

E12.6 Volunteering/experiencing work (5 hours)

A description and content for each elective module is provided in Appendix 2.

## Literacy and numeracy skills developed through the study of Unit 3

Modules should involve, where appropriate, explicit teaching of the following literacy (L) and numeracy (N) skills in the context of the Career and Enterprise Foundation course.

### Literacy skills

- L1 acquiring words leading to an appropriately expanding vocabulary; for example, selection criteria, resume and aptitude test
- L2 developing pronunciation and spelling of key words
- L3 using Standard Australian English grammar and punctuation to communicate effectively; for example, in a job application letter
- L4 expressing increasingly complex ideas using a range of simple and complex sentence structures; for example, when constructing a resume or addressing selection criteria
- L5 using a range of language features, including the use of tone, symbols, simple description, and factual as opposed to emotive language
- L6 organising ideas and information in different forms and for different purposes and audiences; for example, producing an electronic individual pathway plan (IPP) and career portfolio
- L7 achieving cohesion of ideas at sentence, paragraph and text level; for example, when constructing a letter of appreciation
- L8 editing work for coherence, clarity and appropriateness
- L9 using a range of speaking and listening skills; for example on a phone call or during a job interview
- L10 comprehending and interpreting a range of texts; for example, different job application formats

**Numeracy skills**

- N1 identifying and organising mathematical information; for example, stock ordering in a workplace
- N2 choosing the appropriate mathematics to complete a task; for example, appropriate units of measurement for quantities to be ordered
- N3 applying mathematical knowledge, tools and strategies to complete the task; for example, using the appropriate measuring equipment within a workplace
- N4 representing and communicating mathematical conclusions; for example, creating a spreadsheet to indicate stock re-order levels
- N5 reflecting on mathematical results in order to judge the reasonableness of the conclusions reached; for example, justifying the re-ordering levels based on the time an order takes to arrive and the amount of stock used on a daily basis

## C12.1 Where are all the jobs?

### Module description

This module investigates the importance of lifelong learning, current labour market trends and the concept of personal goals, and goals when planning for work opportunities in the future.

### Time allocation

The notional time for this module is 20 class contact hours.

### Module content

This core module includes the knowledge, understandings and skills described below.

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

- key words associated with locating employment:
  - labour market
  - employment trends
  - skills shortage
  - personal goals
  - personal values
  - work settings
  - individual pathway plan
- the concept of the labour market
- the concept of employment trends
- interpretation of simple graphs and data on labour market statistics and, employment trends from a source such as Australian Jobs
- identify key organisations, people in the community or services that can assist in finding employment opportunities in the local area, such as:
  - Myfuture
  - Career Centre WA
  - Workforce Development Centres
- investigate employment trends in the local area by accessing information from sources, such as:
  - Job Outlook
  - Myfuture
  - Australian Jobs
  - Career Centre WA
  - Workforce Development Centres
- the concept of a skills shortage area
- identify the current skill shortage areas in Western Australia
- identify own personal goals and values



- identify how technology has changed the workplace in the last twenty years, including:
  - use of internet
  - email
  - mobile devices, such as mobile phones and tablet devices
- identify the impact of different work settings on entry-level employment, including:
  - fly-in/fly-out
  - mobile workplace
  - virtual workplace
- the benefits for maintaining work and career development of accessing ongoing education and training
- the need to choose education and training opportunities that align to own skills, attributes, values and interests
- create/review own electronic individual pathway plan(IPP)
- edit IPP to ensure coherence, clarity, appropriate language and words
- identify how personal goals, values and pathway plans can be influenced by factors, such as:
  - labour market information
  - employment trends
  - skills shortage areas
- identify different locations of job advertisements, including:
  - newspaper
  - private electronic job boards, such as SEEK
  - government electronic job boards, such as JOBS WA
  - employment agencies

## C12.2 Gaining a job

### Module description

This module has a focus on the job application process. It assists students to locate job advertisements and provides them with techniques to complete effective job applications.

### Time allocation

The notional time for this module is 20 class contact hours.

### Module content

This core module includes the knowledge, understandings and skills described below.

- key words associated with gaining employment:
  - job application
  - letter of application
  - selection criteria
  - resume
  - job interview
  - aptitude test
  - SAO (situation, action, outcome)
  - STAR (situation, task, action, result)
- investigate work search strategies, including:
  - cold canvassing
  - networking
  - written job application
  - online job application
- the job application process, including:
  - finding a job vacancy
    - open (advertised) job market
    - hidden job market
  - telephone enquiry
  - expression of interest
  - letter of application
  - addressing of selection criteria
  - tailoring of existing resume to the job advertised
  - attending the job interview
- locate and interpret a range of job advertisements
- identify words and acronyms used in job advertisements, for example, FIFO, casual employment, shift-work

- techniques for a telephone enquiry, including
  - prior to making the call
    - identify the purpose of the call
    - identify who to speak to
    - practise what will be said, using appropriate language
    - have note-taking material available to record any necessary information
  - speaking and listening skills during the call
    - use appropriate language and terminology
    - listen carefully to speaker
    - ask clarifying questions where necessary
- the concept of an expression of interest, including:
  - the timeline
  - expected length
  - who the contact person is
- required letters in the job application process, including:
  - letter of introduction
  - letter of application or expression of interest
  - letter of appreciation
- components of a formal job application letter, such as:
  - personal address
  - date
  - inside address (recipient's address)
  - subject line
  - salutation
  - body paragraphs
  - complimentary close
- techniques in addressing basic selection criteria, including:
  - correct sentence structure
  - correct paragraph structure
  - use of a STAR
  - use of a SAO
  - editing and proofreading
- tailoring a resume to suit the job being applied for, including:
  - give examples relevant to the job
  - omit information irrelevant to the job
  - structure the resume to highlight the information most relevant to the job
- create a mock letter of introduction and a letter of application for a selected entry-level job
- edit letters to ensure coherence, clarity, appropriate language and words
- create an expression of interest for a selected entry-level job
- edit expression of interest to ensure coherence, clarity, appropriate language and words

- types of aptitude tests that employers can use in their recruitment process, including:
  - abstract
  - verbal
  - numerical
- prepare a mock application for an advertised job

## Unit 4

This unit is comprised of two core modules, which are compulsory, and three elective modules.

### Core modules

C12.3 The job interview (20 hours)

C12.4 Planning a career (20 hours)

### Elective modules

Three electives from the following list must be completed:

E12.1 Work/life balance (5 hours)

E12.2 Financial management (5 hours)

E12.3 Independent living (5 hours)

E12.4 Workplace issues and problem-solving strategies (5 hours)

E12.5 Workplace numeracy (5 hours)

E12.6 Volunteering/experiencing work (5 hours)

To ensure breadth and depth of learning, the three elective modules completed in Unit 3 cannot be repeated in this unit.

A description and content for each elective module is provided in Appendix 2.

### Literacy and numeracy skills developed through the study of Unit 4

This unit should involve, where appropriate, explicit teaching of the following literacy (L) and numeracy (N) skills in the context of the Career and Enterprise Foundation course.

#### Literacy skills

- L1 acquiring words leading to an appropriately expanding vocabulary; for example, interviewer, training provider, apprenticeship
- L2 developing pronunciation and spelling of key words
- L3 using Standard Australian English grammar and punctuation to communicate effectively; for example, the use of appropriate language in a job interview
- L4 expressing increasingly complex ideas using a range of simple and complex sentence structures
- L5 using a range of language features, including the use of tone, symbols, simple description, and factual as opposed to emotive language
- L6 organising ideas and information in different forms and for different purposes and audiences; for example, when reviewing the layout and structure of your resume when applying for different jobs
- L7 achieving cohesion of ideas at sentence, paragraph and text level
- L8 editing work for coherence, clarity and appropriateness
- L9 using a range of speaking and listening skills

- L10 comprehending and interpreting a range of texts; for example, the information supplied in an application package for a TAFE course
- L11 developing visual literacy skills; for example, identifying safety symbols when completing the WorkSafe SmartMove Certificate

## **Numeracy skills**

- N1 identifying and organising mathematical information; for example, locating work hours in job advertisements
- N2 choosing the appropriate mathematics to complete a task; for example, calculating the number of hours to be worked based on a part-time fraction of employment

## C12.3 The job interview

### Module description

This module focuses on developing interview techniques. It is designed to make the students aware that proper preparation and practice enhances interview performance, and that builds confidence. It also provides the opportunity for the student to participate in a mock job interview.

### Time allocation

The notional time for this module is 20 class contact hours.

### Module content

This core module includes the knowledge, understandings and skills described below.

- key words associated with job interviews:
  - job
  - employer
  - interview
  - interviewer
  - handshake
  - greeting
  - eye contact
  - feedback
- the concept of first impressions and the impact on the job interview
- interview types, including:
  - phone/Skype/FaceTime
  - face to face
  - individual/group/panel
- the importance of researching the potential employer, including:
  - examining the organisation's website
  - locating and reading recent press releases
  - asking an employee of the organisation for information (if possible)
- the importance of researching the actual job being applied for, including:
  - finding out what skills, attributes and knowledge the employer is likely to be looking for
  - locating the worksite
  - identifying the start date
  - determining any training and whether this is conducted on the job or after hours
  - identifying dress requirements and personal presentation requirements
  - matching own skills, attributes and knowledge against those required for the job
- tasks to prepare for a job interview, including:
  - be well groomed and clean
  - select appropriate clothes
  - organise travel arrangements
  - prepare career portfolio documentation

- personal skills in a job interview, including:
  - introduce yourself
  - give a firm handshake and greet each interviewer in turn
  - sit comfortably upright
  - smile confidently as appropriate
  - make eye contact with the person who asked the question, but don't stare
  - listen carefully to the questions and ask for clarification if you aren't sure what's being asked
  - take your time and think about your answers to the questions asked
  - use humour (if it is appropriate to the situation and the interviewer)
  - use positive words
  - speak clearly
  - show enthusiasm
- personal skills used after an interview, including:
  - thank the interviewer
  - shake hands
  - seek feedback from the panel
  - review your performance after the interview
  - note the questions you were asked and outline/review the answers you gave
- participate in a mock job interview



## C12.4 Planning a career

### Module description

This module assists students to set career goals and to explore post-school training and employment options. Students review and update their own individual pathway plan, resume and electronic career portfolio to assist when applying for a training position and/or a job.

### Time allocation

The notional time for this module is 20 class contact hours.

### Module content

This core module includes the knowledge, understandings and skills described below.

- key terms associated with career planning:
  - career goal
  - education provider
  - training provider
  - TAFE
  - apprenticeship
  - traineeships
  - networking
- the concept of a career goal
- identify own career goals
- creating a SMART goal (specific, measureable, attainable, realistic and timely)
- identify requirements of own preferred career goal
- match personal skills to own preferred career goal
- barriers to achieving career goals, including:
  - personal barriers
  - academic barriers
  - social barriers
- the importance of identifying possible barriers to achieving career goals
- identify barriers to achieving own career goal
- identify skills gaps related to achieving own career goal
- identify possible training options required to rectify own skills gaps, including:
  - private and state training providers
  - universities
  - defence force
  - TAFE
  - apprenticeships
  - traineeships

- the application process for each of the following training options:
  - TAFE
  - apprenticeships
  - traineeships
- strategies to assist when seeking employment, including:
  - networking
  - job/workforce development centres
  - websites
  - job boards
  - newspapers (state and local)
- work patterns, including:
  - full-time
  - part-time
  - casual
- develop and/or review appropriate materials to apply for training/employment options, including:
  - own electronic IPP
  - own electronic resume
  - own electronic career portfolio, including:
    - o evidence of employment claims on your application (letter from employer, reference)
    - o school reports
    - o school reference
    - o qualification certificates
    - o first aid certificate
    - o WorkSafe SmartMove certificate

## 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 Foundation Year 12 syllabus and the weighting for each assessment type.

### Assessment table – Year 12

Type of assessment	Weighting
<p><b>Investigation</b></p> <p>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><b>Production/performance</b></p> <p>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>	20%
<p><b>Individual pathway plan/career portfolio</b></p> <p>Students are required to develop an electronic individual pathway plan (IPP) in Unit 3 and develop an electronic career portfolio in Unit 4. These documents can include:</p> <ul style="list-style-type: none"> <li>• a resume</li> <li>• evidence of skills and experiences</li> <li>• evidence of work history</li> <li>• goals.</li> </ul>	20%
<p><b>Response</b></p> <p>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.</p> <p>Short answer formats can include:</p> <ul style="list-style-type: none"> <li>• closed questions, to which there is a limited response or a precise answer</li> <li>• open questions that require a paragraph response</li> <li>• completion of retrieval charts and/or structured overview templates.</li> </ul> <p>Extended answer questions can be scaffolded.</p> <p>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>	15%
<p><b>Externally set task</b></p> <p>A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

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).

All assessment types must be included in the assessment outline at least twice, with the exception of the externally set task, which only occurs once.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

## Externally set task

All students enrolled in the Career and Enterprise Foundation Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

### Externally set task design brief – Year 12

<b>Time</b>	50 minutes
<b>Format</b>	Written
	Conducted under invigilated conditions
	Typically between two and six questions
	Questions can require students to reflect on their skills and attributes, and to use concepts identified in their individual pathway plan and/or refer to stimulus material Stimulus material can include: a scenario; text and/or graphics from a source such as a newspaper, magazine or a website; a letter; and/or a diagram
<b>Content</b>	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content (from the core modules only) on which the task will be based

Refer to the WACE Manual for further information.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. 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 Foundation Year 12 syllabus are provided in Appendix 1. They can also be accessed through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://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 12

<b>A</b>	<b>Personal career development skills</b> Consistently applies self-understanding and self-reflection to accurately self-assess when career planning.
	<b>Creation of job search documents</b> Consistently uses work search tools, resources and organisations to create adequate and relevant job search documents.
	<b>Interpretation skills</b> Consistently locates, organises and interprets work and career related information and/or data.
	<b>Workplace literacy</b> Consistently uses appropriate career and workplace terminology and language to clearly and accurately communicate orally and in writing.
	<b>Workplace numeracy</b> Consistently uses mental, written and/or technological calculation strategies in work and career related contexts.
<b>B</b>	<b>Personal career development skills</b> Regularly applies self-understanding and self-reflection to accurately self-assess when career planning.
	<b>Creation of job search documents</b> Regularly uses work search tools, resources and organisations to create relevant job search documents.
	<b>Interpretation skills</b> Regularly locates, organises and interprets work and career related information and/or data.
	<b>Workplace literacy</b> Regularly uses appropriate career and workplace terminology and language to accurately communicate orally and in writing.
	<b>Workplace numeracy</b> Regularly uses mental, written and/or technological calculation strategies in work and career related contexts.
<b>C</b>	<b>Personal career development skills</b> Sometimes applies self-understanding and self-reflection to accurately self-assess when career planning.
	<b>Creation of job search documents</b> Sometimes uses work search tools, resources and organisations to create job search documents.
	<b>Interpretation skills</b> Sometimes locates, organises and interprets work and career related information and/or data.
	<b>Workplace literacy</b> Sometimes uses career and workplace terminology and language appropriately to clearly communicate orally and in writing.
	<b>Workplace numeracy</b> Sometimes uses mental, written and/or technological calculation strategies in work and career related contexts.

D	<p><b>Personal career development skills</b> Demonstrates a very limited capacity to accurately self-assess when career planning.</p>
	<p><b>Creation of job search documents</b> Demonstrates a very limited capacity to use work search tools, resources and organisations to create job search documents.</p>
	<p><b>Interpretation skills</b> Demonstrates a very limited capacity to locate, organise and interpret work and career related information and/or data.</p>
	<p><b>Workplace literacy</b> Demonstrates a very limited capacity to use workplace and career terminology and language when communicating orally or in writing.</p>
	<p><b>Workplace numeracy</b> Demonstrates a very limited capacity to use mental, written and/or technological calculation strategies in work and career related contexts.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>

## Appendix 2 – Elective modules Year 12

### E12.1 Work/life balance

#### Module description

This module looks at the competing demands on a person's time and energy and explores strategies for achieving a balance between work and other important facets of life, such as leisure activities, friendships and family life.

#### Time allocation

The notional time for this module is 5 class contact hours.

#### Module content

This elective module includes the knowledge, understandings and skills described below.

- key words associated with the balance between work and other facets of life:
  - work
  - work/life balance
  - workplace stress
- the concept of work/life balance
- work/life settings, including:
  - home based work
  - paid work (full time, casual, part time)
  - self-employment
  - shift work
  - fly-in/fly-out
- reasons for different work/life choices, including:
  - hours of work
  - lifestyle
  - rosters
  - travel commitments
  - workplace stress
  - personal health
  - family commitments
- the impact of the internet and technology on work/life balance, including:
  - mobile access to communication tools
  - changes to work times due to involvement in 24/7 global economy
- self-management strategies to manage work/life balance, including:
  - setting boundaries
  - planning leisure activities
  - maintaining friendships and personal networks
  - turning off electronic devices after work hours



## E12.2 Financial management

### Module description

This module allows students to undertake an audit of personal financial management skills, analyse the results and develop a plan for improvement.

### Time allocation

The notional time for this module is 5 class contact hours.

### Module content

This elective module includes the knowledge, understandings and skills described below.

- key words associated with financial management, including:
  - salary
  - gross salary
  - net salary
  - wages
  - annual leave
  - sick leave
  - taxation
  - taxable income
  - tax file number
  - time in-lieu
  - rostered day off
  - leave loading
  - personal budget
  - personal debt
  - savings
  - savings goal
  - expenses
  - superannuation
- financial forms and documents, including:
  - payslip
  - bank statements
  - mobile phone accounts
  - personal budget
- the concept of savings
- the concept of savings goals, including:
  - short term goals
  - medium term goals
  - long term goals

- examples of savings goals for personal items, such as:
  - a car
  - a holiday
  - a house
- the concept of taxation
- the process of applying for a tax file number (if required)
- the concept of superannuation
- the concept of a personal budget
- creation of a simple personal budget, including:
  - income
  - expenses
  - savings
- completion of financial forms, including:
  - loan application
  - bank account application form
  - tax file number application form (if required)

## E12.3 Independent living

### Module description

This module focuses on the skills and knowledge required to live independently, while searching for or maintaining work.

### Time allocation

The notional time for this module is 5 class contact hours.

### Module content

This elective module includes the knowledge, understandings and skills described below.

- key terms associated with independent living, including:
  - tenant
  - tenancy agreement
  - bond
  - landlord/landlady
  - utilities
  - rent
  - eviction
  - inspections
  - agent
  - loan
  - repayments
  - insurance
- the concept of independent living
- main costs of living independently, including:
  - rent
  - bond
  - food
  - utilities
  - transport
  - entertainment
- accommodation options, including:
  - share housing
  - apartment living
  - room rental
- the concept of a tenancy agreement
- the responsibilities of a tenant, including:
  - pay rent on time
  - keep the place clean, tidy and undamaged
  - keep to the terms of the tenancy agreement
  - respect your neighbours' right to peace and quiet

- transportation options available, including:
  - public transport
  - driving own vehicle
  - car pooling
- reading and interpreting public transport timetables
- completing forms associated with independent living, including:
  - rental application
  - car registration form

## E12.4 Workplace issues and problem solving

### Module description

This module explores the common workplace issues and investigates strategies for preventing, managing or overcoming these issues.

### Time allocation

The notional time for this module is 5 class contact hours.

### Module content

This elective module includes the knowledge, understandings and skills described below.

- possible workplace issues, including:
  - workplace violence
  - workplace stress
  - discrimination
  - harassment
  - bullying
  - racism
- possible causes of workplace issues, including:
  - wage negotiations
  - work conditions (such as, inequities in conditions or non-award conditions)
  - health and safety
- identify the steps that should be followed by employees who are bullied, discriminated against or harassed in the workplace, including:
  - report the issue
  - seek assistance from the appropriate person in the organisation
  - be aware of their rights
  - make an informed decision on how to deal with the incident
- considerations for an employee if asked to carry out unsafe work, including:
  - seek clarification of the task from a supervisor
  - ask for safety equipment
  - request appropriate training
- steps that should be followed by an employee whose pay and/or entitlements are incorrect, including:
  - check payslip
  - check employment contract
  - clarify the error with the payroll officer

## E12.5 Workplace numeracy

### Module description

This module provides opportunities for students to develop numeracy skills required for the workplace; in particular the use of measurement in the workplace setting.

### Time allocation

The notional time for this module is 5 class contact hours.

### Module content

This elective module includes the knowledge, understandings and skills described below.

- define measurement terms commonly used in workplaces, including:
  - weight
  - length
  - volume
- define measurement units commonly used in workplaces, including:
  - metre
  - centimetre
  - kilogram
  - litre
  - megabyte
- abbreviations used to record measurements, including:
  - mm
  - cm
  - mL
  - L
  - kg
  - mg
- select and interpret measurement information in workplace tasks, for example:
  - ingredient measurements for a recipe as a chef
  - space measurements for a piece of furniture as a carpenter
  - stock units of a sale item as a shop assistant
- identify and select appropriate routine measuring equipment in the workplace, including:
  - measuring cups
  - tape measures
  - scales
- perform a range of calculations using routine measurements, such as:
  - stock re-order amounts based on quantity in hand and quantity required
  - quantity of raw material required based on measurements taken
  - labour costs of a job based on hourly rate and estimation of time to complete

- use appropriate equipment to measure items, including:
  - scales for weight
  - tape measure for length
- record results with correct unit of measurement

## E12.6 Volunteering/experiencing work

### Module description

This module provides students with workplace related activity, such as volunteering, community service and/or visits to workplaces.

### Time allocation

The notional time for this module is 5 class contact hours.

### Module content

This elective module includes the knowledge, understandings and skills described below.

- explore workplaces, community service and voluntary organisations in the local community
- participate in a volunteering activity, such as volunteering in a reading program at an aged care facility
- participate in an experiencing work activity, such as work experience in a local workplace as a receptionist
- create a log book of experiences undertaken during a volunteering or experiencing work activity, including:
  - a safety audit
  - daily duties undertaken
  - a list of communication strategies used
  - networks established
- establish contacts during the volunteering or experiencing work activity
- conduct a personal audit as to own suitability or interest in specific workplace experienced



## Appendix 3 – Glossary

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

<b>Career</b>	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.
<b>Career building</b>	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.
<b>Career competencies</b>	The skills and attributes that promote intentional career development, lifelong learning and work/life balance. There are eleven competencies across three areas in the <i>Australian Blueprint for Career Development</i> . These competencies can be developed and strengthened over time.
<b>Career development</b>	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.
<b>Career management</b>	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.
<b>Career portfolio</b>	<p>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.</p> <p>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.</p>
<b>Enterprise</b>	<p>Those skills, competencies, understandings and attributes that equip an individual to be innovative and to identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for themselves.</p> <p>This term can also refer to an organisation such as a business, community or government agency.</p>

<b>Globalisation</b>	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. It includes the capacity and the potential to move across the borders of nations, investment, technology, finance and labour.
<b>Individual pathway plan (IPP)</b>	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.
<b>Lifelong learning</b>	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.
<b>Self-management</b>	The skills and strategies by which an individual 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.
<b>Technology</b>	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.
<b>Work</b>	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.
<b>Work search techniques</b>	Specific techniques used to find employment, including: <ul style="list-style-type: none"> <li>• using online recruitment agencies and company websites</li> <li>• responding to advertisements in newspapers, shops, newsletters or magazines</li> <li>• approaching employers directly when no vacancies are advertised</li> <li>• using government and non-government employment agencies</li> <li>• networking</li> <li>• participating in extra-curricular activities (work experience, volunteering).</li> </ul>
<b>Work search tools</b>	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.
<b>Work setting</b>	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.
<b>Workplace productivity</b>	The ratio of output to input in production.