



SAMPLE COURSE OUTLINE

CAREER AND ENTERPRISE FOUNDATION YEAR 11

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.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Career and Enterprise – Foundation Year 11

Semester 1 – Unit 1

Week	Key teaching points
	<p>Where appropriate, explicit teaching of the following literacy and numeracy skills in the context of the course should be incorporated.</p> <p>Literacy skills</p> <ul style="list-style-type: none"> • acquiring words leading to an appropriately expanding vocabulary; for example, work setting, workplace hazard, and remuneration • developing pronunciation and spelling of key words • using Standard Australian English (SAE) grammar and punctuation to communicate effectively; for example, when creating an individual pathway plan (IPP) • expressing increasingly complex ideas using a range of simple and complex sentence structures • using a range of language features, including the use of tone, symbols, simple description, and factual as opposed to emotive language • organising ideas and information in different forms and for different purposes and audiences; for example, using a brainstorm to record all relevant ideas, using a structured overview to share ideas with a group • achieving cohesion of ideas at sentence, paragraph and text level • editing work for coherence, clarity and appropriateness • using a range of speaking and listening skills; for example, using active listening skills in a workplace meeting • comprehending and interpreting a range of texts; for example, different forms of job advertisements • developing visual literacy skills; for example, interpreting safety warning signs, or using a mind map to represent the notes taken in a meeting <p>Numeracy skills</p> <ul style="list-style-type: none"> • identifying and organising mathematical information; for example, locating employment statistics and identifying data on employment trends • choosing the appropriate mathematics to complete a task; for example, multiplying an hourly rate by the number of hours worked in a week to calculate gross pay amount • applying mathematical knowledge, tools and strategies to complete the task; for example, applying multiplication, percentages and subtraction to calculate net pay using a calculator • representing and communicating mathematical conclusions; for example, creating a spreadsheet of pay rates and work hours to produce a graph which compares possible job choices from a remuneration perspective • reflecting on mathematical results in order to judge the reasonableness of the conclusions reached; for example, writing a justification outlining the reasons for the job they have chosen from the pay calculations completed

Week	Key teaching points
1–2	<p>Introduction to the course; distribution of syllabus, course outline and assessment outline</p> <p>C11.1 Exploring work</p> <ul style="list-style-type: none"> • key words associated with working: <ul style="list-style-type: none"> ▪ TACKS (talents, attributes, capabilities, knowledge, skills) ▪ individual pathway plans (IPP) ▪ active listening ▪ greetings ▪ team work ▪ collaboration ▪ paid work ▪ unpaid work ▪ work setting ▪ remuneration ▪ wage salary • the need to develop an increased vocabulary for a selected workplace • identify own TACKS (talents, attributes, capabilities, knowledge, skills) • use self-reflection to make decisions of own suitability for a particular job, including consideration of: <ul style="list-style-type: none"> • TACKS <ul style="list-style-type: none"> ▪ personal values ▪ likes and dislikes ▪ strengths and weaknesses • the concept of work <p>Task 1: Response</p>
3–5	<ul style="list-style-type: none"> • ways to interact positively and effectively with others, including: <ul style="list-style-type: none"> • active listening <ul style="list-style-type: none"> ▪ eye contact when speaking to someone ▪ speaking clearly and directly ▪ writing to the needs of the audience ▪ appropriate greetings in the workplace (both written and in person) • the need for clear communication in the workplace, including: <ul style="list-style-type: none"> ▪ using email for routine workplace communication ▪ giving logical sequenced instructions, for example how to log on to a computer • using note-taking strategies to record information, including: <ul style="list-style-type: none"> ▪ structured overview ▪ brainstorm ▪ mind map • the concept of a digital footprint • self-reflection on own digital footprint • ways work has changed over time as a consequence of the following factors: <ul style="list-style-type: none"> ▪ social factors <ul style="list-style-type: none"> ○ changing attitude to working parents ○ age discrimination affecting younger and older workers

Week	Key teaching points
	<ul style="list-style-type: none"> ▪ technology <ul style="list-style-type: none"> ○ development of new technologies requiring new skills ○ increased reliance on technology in the workplace • workplace changes that have consequences for entry-level jobs, including: <ul style="list-style-type: none"> ▪ more team-based and collaborative work environments ▪ increased need for social skills in a work environment ▪ increased need for technological competence ▪ reduced dependence on geographical location (for example, more mobile work environments, fly-in/fly-out) • the concept of an IPP • create own IPP <p>Task 2: Individual pathway plan/career portfolio</p>
6–7	<ul style="list-style-type: none"> • reasons people work, including: <ul style="list-style-type: none"> ▪ earn money to meet the needs and wants of self and family ▪ personal satisfaction ▪ meet new people ▪ learn new skills ▪ provide goods and services for others ▪ to contribute towards making the world a better place • types of work, including: <ul style="list-style-type: none"> ▪ paid work <ul style="list-style-type: none"> ○ full-time ○ part-time ○ casual ○ seasonal ○ contract ○ apprenticeship ○ traineeship ▪ unpaid work <ul style="list-style-type: none"> ○ voluntary work ○ training ○ study ○ parenting ○ caring • work settings, including: <ul style="list-style-type: none"> ▪ indoor/outdoor ▪ mobile/stationary ▪ fly-in/fly-out and drive-in/drive-out ▪ city/country/remote • the concept of remuneration • pay structures, including: <ul style="list-style-type: none"> ▪ wage ▪ salary <p>Task 3: Production/performance</p>

Week	Key teaching points
8–9	<p>E11.1 Workplace communication</p> <ul style="list-style-type: none"> • forms of workplace communication, including: <ul style="list-style-type: none"> ▪ verbal/oral or non-verbal (written and visual) ▪ formal or informal • considerations when communicating verbally in the workplace, including: <ul style="list-style-type: none"> ▪ tone ▪ volume ▪ type of language ▪ timing
	<ul style="list-style-type: none"> • considerations when communicating non-verbally in the workplace, such as use of appropriate body language • the need to vary the language used when communicating with different audiences, including: <ul style="list-style-type: none"> ▪ friends ▪ family ▪ professional co-workers ▪ customers • considerations when listening actively, including: <ul style="list-style-type: none"> ▪ being focused on the speaker ▪ making eye contact ▪ asking clarifying questions ▪ using appropriate note-taking (when required) • the ability to communicate information accurately to others, including: <ul style="list-style-type: none"> ▪ taking notes for a meeting ▪ taking a phone message ▪ providing instructions on how to use a piece of equipment • key words associated with workplace communication: <ul style="list-style-type: none"> ▪ verbal communication (oral communication) ▪ non-verbal communication ▪ formal communication ▪ informal communication ▪ written communication ▪ visual communication ▪ tone ▪ volume ▪ body language ▪ active listening ▪ eye contact ▪ clarifying questions <p>Task 4: Production/performance</p>

Week	Key teaching points
10–11	<p>E11.4 Team work</p> <ul style="list-style-type: none"> • team member roles, including: <ul style="list-style-type: none"> ▪ leader ▪ recorder ▪ time-keeper ▪ encourager • strategies for working collaboratively, including: <ul style="list-style-type: none"> ▪ identifying the responsibility of the individual ▪ listening attentively to requests or instructions ▪ demonstrating appropriate body language ▪ accepting others' points of view ▪ demonstrating reliability ▪ listening actively ▪ sharing openly and willingly • possible advantages of teamwork in the workplace, including: <ul style="list-style-type: none"> ▪ efficiency ▪ belonging ▪ learning from co-workers (for example, being mentored) • possible disadvantages of teamwork in the workplace, including: <ul style="list-style-type: none"> ▪ different work rates of individuals ▪ potential to increase conflict between individuals ▪ potential to decrease individual creativity
	<ul style="list-style-type: none"> • key words associated with team work: <ul style="list-style-type: none"> ▪ team work ▪ collaboration ▪ efficiency ▪ belonging ▪ flexibility ▪ reliability ▪ creativity ▪ conflict
12	<p>E11.2 Personal organisation</p> <ul style="list-style-type: none"> • the characteristics of an organised person, including: <ul style="list-style-type: none"> ▪ punctual ▪ well presented ▪ completes tasks on time ▪ keeps track of important dates and events ▪ plans ahead • strategies to improve an individual's personal organisation, including: <ul style="list-style-type: none"> ▪ be aware of time ▪ make plans ▪ use a diary • conduct an audit of own personal organisation • develop strategies to remedy identified personal weaknesses

Week	Key teaching points
	<ul style="list-style-type: none"> • develop an action plan for improvement of personal organisation • plan and document a daily routine and estimate the time needed for each task • use a diary and calendar (digital or physical) to arrange daily activities, including: <ul style="list-style-type: none"> ▪ homework, revision and study schedule ▪ general appointments ▪ sporting commitments ▪ work commitments • use travel planning tools to organise and plan short trips, including: <ul style="list-style-type: none"> ▪ street directories ▪ Google maps ▪ Transperth Journey Planner • key words associated with personal organisation: <ul style="list-style-type: none"> ▪ punctuality ▪ presentation ▪ daily routine ▪ diary ▪ calendar <p>Task 5: Investigation</p>
13–14	<p>C11.2 Work health and safety</p> <ul style="list-style-type: none"> • the concept of work health and safety (WHS) • the importance of WHS in different work settings, including: <ul style="list-style-type: none"> ▪ shop ▪ office ▪ factory ▪ mine site • the role of instructions/manuals in providing information on safe use of tools and equipment
	<ul style="list-style-type: none"> • the ThinkSafe SAM steps <ul style="list-style-type: none"> ▪ spot the hazard ▪ assess the risk ▪ make the changes • identify potential hazards in a selected workplace and possible solutions to the identified hazards • recognise and interpret safety information in a selected workplace, including: <ul style="list-style-type: none"> ▪ hazardous material signage ▪ safety instructions for machinery operation ▪ specific workplace safety warnings, for example, a sharps box in a pathology laboratory • the uses of common safety equipment in the workplace, including: <ul style="list-style-type: none"> ▪ safety glasses ▪ steel capped boots ▪ overalls ▪ laboratory coats ▪ protective gloves

Week	Key teaching points
15	<ul style="list-style-type: none">the WHS roles and responsibilities of:<ul style="list-style-type: none">the employersthe employeesthe designated safety officersemployers' expectations that employees will work in a safe way, including the completing of the WorkSafe SmartMove general module <p>Task 6: Response</p>
16	<ul style="list-style-type: none">compare safety statistics of different work settings using the Safe Work Australia website (https://www.safeworkaustralia.gov.au/)key words associated with work health and safety (WHS):<ul style="list-style-type: none">ThinkSafe SAMworkplace hazardsafety signssafety equipmentsafety officerrevision and consolidation of all key words associated with Unit 1

Week	Key teaching points
	<p>Where appropriate, explicit teaching of the following literacy and numeracy skills in the context of the course should be incorporated.</p> <p>Literacy skills</p> <ul style="list-style-type: none"> • acquiring words leading to an appropriately expanding vocabulary; for example, work setting, workplace hazard, and remuneration • developing pronunciation and spelling of key words • using Standard Australian English (SAE) grammar and punctuation to communicate effectively; for example, when creating an individual pathway plan (IPP) • expressing increasingly complex ideas using a range of simple and complex sentence structures • using a range of language features, including the use of tone, symbols, simple description, and factual as opposed to emotive language • organising ideas and information in different forms and for different purposes and audiences; for example, using a brainstorm to record all relevant ideas, using a structured overview to share ideas with a group • achieving cohesion of ideas at sentence, paragraph and text level • editing work for coherence, clarity and appropriateness • using a range of speaking and listening skills; for example, using active listening skills in a workplace meeting • comprehending and interpreting a range of texts; for example, different forms of job advertisements • developing visual literacy skills; for example, interpreting safety warning signs, or using a mind map to represent the notes taken in a meeting <p>Numeracy skills</p> <ul style="list-style-type: none"> • identifying and organising mathematical information; for example, locating employment statistics and identifying data on employment trends • choosing the appropriate mathematics to complete a task; for example, multiplying an hourly rate by the number of hours worked in a week to calculate gross pay amount • applying mathematical knowledge, tools and strategies to complete the task; for example, applying multiplication, percentages and subtraction to calculate net pay using a calculator • representing and communicating mathematical conclusions; for example, creating a spreadsheet of pay rates and work hours to produce a graph which compares possible job choices from a remuneration perspective • reflecting on mathematical results in order to judge the reasonableness of the conclusions reached; for example, writing a justification outlining the reasons for the job they have chosen from the pay calculations completed

Week	Key teaching points
1–2	<p>Introduction to the unit</p> <p>C11.3 Work behaviours</p> <ul style="list-style-type: none"> • behaviours (capabilities) that are essential for an entry-level job, including: <ul style="list-style-type: none"> ▪ punctuality ▪ self-motivation ▪ willingness to learn about the workplace ▪ use common sense when completing tasks ▪ reliability ▪ enterprising behaviours, such as: <ul style="list-style-type: none"> ○ showing initiative ○ working autonomously ○ self-confidence • the concept of body language • use of body language in the workplace, including: <ul style="list-style-type: none"> ▪ posture ▪ facial gestures ▪ eye movements • the concept of workplace relationships • workplace relationships, including with: <ul style="list-style-type: none"> ▪ co-workers ▪ line-manager ▪ customers • the difference between workplace relationships and non-workplace relationships • factors affecting productive workplace relationships, including: <ul style="list-style-type: none"> ▪ team work ▪ communication ▪ work schedules ▪ prioritising work ▪ time management
3	<ul style="list-style-type: none"> • the concept of a workplace code of conduct • how a code of conduct (written and/or unwritten) contributes to a harmonious and productive work environment • the importance of employees trying to meet an employer’s expectations • work environments, including: <ul style="list-style-type: none"> ▪ small, medium and large organisations ▪ profit and non-profit organisations • the nature of diversity within a workplace, including: <ul style="list-style-type: none"> ▪ ages ▪ cultures ▪ gender

Week	Key teaching points
4–5	<ul style="list-style-type: none"> • the possible impact of cultural diversity in the workplace, including: <ul style="list-style-type: none"> ▪ communication barriers ▪ cultural variations in dress-code ▪ work pattern variations (for example, unable to work at particular times for cultural or religious reasons) • considerations when using ICT resources in the workplace, including: <ul style="list-style-type: none"> ▪ the use of appropriate language in electronic communication ▪ following appropriate use guidelines and policy • key words associated with behaviour in the workplace: <ul style="list-style-type: none"> ▪ punctuality ▪ self-motivation ▪ common sense ▪ reliability ▪ workplace relationships ▪ team work ▪ prioritising ▪ line-manager ▪ work environment <p>Task 7: Production/performance</p>
6–9	<p>C11.4 Designing your future</p> <ul style="list-style-type: none"> • use TACKS and/or VIPs (values, interests, personal traits) to assist in building own personal profile • use VIPs to assist in selecting a future job • the elements of an action plan, including: <ul style="list-style-type: none"> ▪ who ▪ what ▪ where ▪ when ▪ the concept of a career portfolio • create own career portfolio • the concepts of formal and informal career pathways • factors that may impact on job opportunities, for example, availability only during school hours, previous criminal convictions • sources of information and organisations used to gain career information, including: <ul style="list-style-type: none"> ▪ MyFuture ▪ Labour Market Insights ▪ Australian Jobs ▪ individual training providers ▪ universities ▪ Jobs and Skills WA ▪ Job Jumpstart ▪ Indeed career guide ▪ individual Industry Training Council websites ▪ career counsellors ▪ VET co-coordinators

Week	Key teaching points
	<ul style="list-style-type: none"> ▪ career expos ▪ skills expo ▪ family members • the concept of career road blocks, including: <ul style="list-style-type: none"> ▪ required to relocate ▪ increased work hours required ▪ requirement for further training • work search tools, resources and organisations used to gain work, such as: <ul style="list-style-type: none"> ▪ an IPP ▪ a career portfolio ▪ Jobs and Skills WA ▪ Job Jumpstart ▪ Seek.com
	<ul style="list-style-type: none"> • the role of ongoing education and training in gaining and maintaining employment • changes to personal networks that occur after leaving school • locate and interpret information from Australian Jobs 2013 (or the most recent edition) from the Career Development Association of Australia for the following: <ul style="list-style-type: none"> ▪ occupational overviews ▪ occupational outlook ▪ employer expectations in the workplace • key words associated with career development: <ul style="list-style-type: none"> ▪ talents ▪ attributes ▪ capabilities ▪ knowledge ▪ skills ▪ values ▪ interests ▪ personality traits ▪ action plan ▪ career portfolio ▪ career pathway ▪ career roadblocks <p>Task 8: Investigation</p>

Week	Key teaching points
10–11	<p>E11.5 Workplace numeracy</p> <ul style="list-style-type: none"> • skill levels of workers, including: <ul style="list-style-type: none"> ▪ unskilled ▪ semi-skilled ▪ skilled • identify pay awards for selected entry-level jobs • calculate daily work hours, based on total required hours: <ul style="list-style-type: none"> ▪ per week ▪ per fortnight ▪ per month • calculate gross pay amounts for selected entry-level jobs • calculate net pay amounts for selected entry-level jobs • compare pay amounts for selected entry-level jobs, using: <ul style="list-style-type: none"> ▪ mathematical calculation ▪ graphical representation • construct a weekly work roster based on: <ul style="list-style-type: none"> ▪ 12 hour time ▪ 24 hour time • key words associated with workplace numeracy: <ul style="list-style-type: none"> ▪ pay awards ▪ work hours ▪ gross pay ▪ net pay ▪ work roster <p>Task 9: Response</p>
12–14	<p>E11.3 Rights and responsibilities</p> <ul style="list-style-type: none"> • appropriate and inappropriate behaviours in the workplace • the responsibilities of an employee in the workplace, including: <ul style="list-style-type: none"> ▪ wearing all personal protective equipment provided ▪ following safe work procedures ▪ not interfering with or misusing anything provided by the employer (equipment, signs etc.) ▪ not behaving in a way that puts themselves or others at risk ▪ responding to a reasonable request to provide assistance • the responsibilities of an employer in the workplace, including: <ul style="list-style-type: none"> ▪ properly orientating, training and supervising staff ▪ providing suitable personal protective equipment ▪ providing adequate facilities for employees • the rights of employees • the rights of employers • the purpose of a code of conduct in the workplace • investigate issues that can arise in the workplace, including: <ul style="list-style-type: none"> ▪ unfair pay ▪ sexual discrimination ▪ racial discrimination ▪ age discrimination

Week	Key teaching points
	<ul style="list-style-type: none"> • strategies to resolve issues in the workplace, including: <ul style="list-style-type: none"> ▪ adequate training provisions ▪ peer mediation ▪ counselling • the role of a trade union, including: <ul style="list-style-type: none"> ▪ participating in the issue resolution process ▪ requesting assistance of external agencies from industry-specific organisations • key words associated with the rights and responsibilities of employers and employees: <ul style="list-style-type: none"> ▪ protective equipment ▪ work procedures ▪ orientation ▪ training ▪ supervision ▪ workplace code of conduct ▪ pay ▪ discrimination ▪ mediation ▪ counselling ▪ trade union <p>Task 10: Individual pathway plan/career portfolio</p>
15–16	<p>E11.8 Volunteering/experiencing work</p> <ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • create a log book of experiences undertaken during a volunteering or experiencing work activity, including: <ul style="list-style-type: none"> ▪ a safety audit ▪ daily duties undertaken ▪ a list of communication strategies used • establish contacts during the volunteering or experiencing work activity • revision and consolidation of all key words associated with Unit 2