



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

# **CAREERS AND EMPLOYABILITY**

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General course

**Year 12 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 2026.

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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## Rationale

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

The Careers and Employability General course aims to provide all 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 employability 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 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 Careers and Employability 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 teaching and learning programs, teachers should consider students' formal and informal work experiences, cultural backgrounds and values.

## Aims

The Careers and Employability General course enables students to:

- 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
- 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
- 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
- use initiative, willingness to learn and problem-solving capabilities
- use self-management, self-promotion, planning and organisational skills
- use communication, digital literacy, 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 the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

### 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.

#### Unit 3

This unit enables students to develop the knowledge, understandings and skills associated with adopting a proactive approach to securing and maintaining work.

#### Unit 4

This unit enables students to develop the knowledge, understandings and skills required for successful workplace participation.

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 two interrelated components: Employability skills and Career knowledge and understanding.

#### Employability skills

The skills commonly used across most occupations and industries are often referred to as employability skills. They 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 prominence of teamwork. In times of global uncertainty and change, these skills are essential for adapting to different roles and work environments.

This course requires students to apply the following employability skills:

- communication skills
- digital literacy skills
- teamwork skills
- time management skills
- critical thinking skills
- problem-solving skills.

## Career knowledge and understanding

The Career knowledge and understanding component is divided into five areas:

- Personal management
- Learning and work exploration
- Enterprising behaviours
- Career building
- The nature of work.

### Personal management

A person's motivations and aspirations will change throughout their lifetime. Developing and applying strategies to manage behaviours, attitudes and emotions in a conscious, constructive way can boost productivity, improve work satisfaction and assist an individual to maintain a positive self-concept. It is important to understand that change and growth can impact relationships in life and work. Engaging in strategies that promote wellbeing, mental and physical health can empower individuals to navigate challenges, build meaningful relationships and make informed decisions.

### Learning and work exploration

The labour market is rapidly changing in response to factors such as globalisation, advances in digital and communication technologies, demographic shifts and increasing casualisation of the workforce. Accessing reliable sources of information relating to future employment, skills shortages, industry growth areas, emerging industries, and current and future trends is essential when exploring future employment prospects. Proactive participation in lifelong personal and professional learning experiences helps to improve knowledge, skills and competence. It supports the ongoing maintenance and growth of professional excellence and enhances personal development, competitiveness and employability.

### Enterprising behaviours

Major social, cultural and technological changes are inevitable in the world of work. Globalisation, the emergence of new technologies (including artificial intelligence), the use of natural resources and environmental sustainability, and a heightened focus on customers and their expectations are impacting on individuals, workplaces, businesses and regions. Enterprising behaviours and capabilities contribute to the development and prosperity of individuals and society. They are the skills, attributes and behaviours that individuals need to recognise opportunities, develop innovative solutions and respond to a fast moving, changing and uncertain future.

### Career building

A career encompasses all life roles, not just occupations, and includes all paid and unpaid work, learning, leisure activities, and community and family responsibilities. Career building is a dynamic, ongoing process that focuses on securing and maintaining work, making career-enhancing decisions, and understanding the changing nature of life and work roles throughout a lifetime. It involves managing life, learning, transition and work in order to move towards a personally determined future.



## **The nature of work**

The nature of work is complex and changing rapidly. The work processes required to create products or perform services will continually be refined in response to local, national and international market forces. Workplaces need to adapt in order to manage human, physical, financial and technological resources efficiently and effectively. Policies and procedures set the boundaries and conditions that guide the management and processes of all workplace operations. Employers and employees must be aware of and comply with relevant workplace legislation, including workplace safety and health.

## **Relationship between the components**

The two components are interrelated and the content has been written in a way that enables integration of the components in the development of a teaching and learning program. The Career knowledge and understanding component provides the contexts through which particular employability skills are to be developed. The same set of employability skills has been included in each of the units to provide a common focus for the teaching and learning of content in the Career knowledge and understanding component.

## **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 Careers and Employability General 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 listening to, reading, viewing, speaking, writing and creating multimodal texts to develop 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 wellbeing 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 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 organise 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.

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. Careers and Employability assists students to recognise when mathematical skills are required and provides the opportunity to develop them in a workplace context.

### **Information and communication technology (ICT) 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 Careers and Employability and all other learning areas at school, and in their lives beyond school. The capability involves students 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. 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 demonstrating 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 understanding 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 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 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 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 Careers and Employability 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 Careers and Employability 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 an 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 3

### Unit description

The focus of this unit is on adopting a proactive approach to securing and maintaining work.

Students learn how to access and interpret labour market information. They will build capacity to recognise growth industries, which can provide insights into enhanced career prospects.

Students explore how societal needs and economic conditions influence the availability of employment. They will gain an understanding of the growing need for individuals to remain agile and flexible to enable effective participation in the world of work.

Students develop capabilities and resources to secure work. This includes utilising work search tools and techniques to locate job opportunities. They will explore and apply a range of strategies to navigate through the job application process.

### Unit content

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

#### Employability skills

All the following skills must be taught throughout the unit.

#### Communication skills

- use appropriate terminology, spelling and grammar to convey information effectively and clearly
- apply written and verbal communication skills to communicate an intended message, taking into account purpose, target audience and suitable format/s
- use non-verbal communication skills, including body language, facial expressions and tone of voice, to build a connection with a target audience
- apply active listening skills by focusing on the speaker's words, asking questions to check for understanding and responding thoughtfully

#### Digital literacy skills

- navigate the internet to locate reliable sources of information
- apply online safety processes to prevent criminal activity and negative impacts on digital footprint
- use electronic media to communicate information via email, text messages, video calls and/or webinars
- use work-related software applications to create documents, presentations and spreadsheets

**Teamwork skills**

- build rapport with team members
- perform team role/s and responsibilities
- act reliably by completing assigned tasks on time and to the expected standard
- consider the ideas and opinions of team members with the view to reaching a consensus

**Time management skills**

- plan and prioritise tasks to meet specific deadlines
- use productivity tools and applications, where applicable
- track progress when completing tasks and reassess priorities for unexpected events

**Critical thinking skills**

- apply research skills to collect reliable information that is relevant to a given task
- analyse, compare and evaluate information to develop a solution for a given task
- reflect on biases that may impact on decision-making

**Problem-solving skills**

- use open and closed questioning techniques to determine the nature of a situation and/or issue
- generate a list of possible solutions
- apply a decision-making model to plan, implement and evaluate possible solutions

**Career knowledge and understanding****Personal management**

- the concept of career adaptability
- unexpected life events and their impact on career planning, including:
  - breakdowns in relationships
  - geographic relocation
  - changes to financial circumstances
  - physical and mental health challenges
- the concepts of personal and professional risks
- advantages and disadvantages of taking personal and professional risks, including:
  - relocating
  - accepting less pay
  - taking a gap year
  - undergoing re-training

- strategies to manage personal finance, including:
  - setting financial goals
  - tracking income and spending
  - budgeting
  - saving and investing
  - planning for the unexpected
  - seeking assistance

### **Learning and work exploration**

- labour market information relating to a range of jobs, including:
  - skills shortage areas
  - geographic location
  - industry growth areas
  - emerging industries
  - green industries
  - local, national and global trends
- the concept of a growth industry
- advantages and disadvantages of seeking employment in strong growth, average growth and negative growth industries

### **Enterprising behaviours**

- the concept of initiative
- ways to show initiative at work, including:
  - being proactive
  - identifying ways to improve current work practices
  - vocalising your opinions
  - helping fellow workers
  - seeking more responsibilities
- benefits of using initiative in the workplace, including:
  - increased empowerment and recognition
  - increased efficiency
  - to create work opportunities (for example, promotion)

**Career building**

- the job application process
- requirements specified in a job advertisement, including the:
  - job description
  - job location
  - qualifications required
  - selection criteria
  - application process and deadline
- methods of responding to a job opportunity, including:
  - online
  - written
  - verbal
- purpose of a cover letter in response to a specific job advertisement
- format of a cover letter
- techniques for addressing selection criteria and interview questions, including:
  - SAO (situation, action, outcome)
  - STAR (situation, task, action, result)
  - CAR (context, action, result)

**The nature of work**

- the concept of megatrends
- types of megatrends, including:
  - economic power shifts
  - demographic shifts
  - impactful technology
  - climate change
- the impact of megatrends on the future of work, including:
  - work environments
  - types of employment
  - emerging and declining jobs
- importance of recognising and adjusting for diversity within a workplace
- strategies for working with diversity within a workplace, such as:
  - encouraging cultural celebrations
  - developing anti-discrimination policies and enforcing them
  - actively seeking out new perspectives and ideas

## Unit 4

### Unit description

The focus of this unit is on successful workplace participation.

Employee involvement in decision-making processes is encouraged by many organisations. The aim is to achieve positive outcomes for productivity, improved job satisfaction and reduced workplace conflict. Students refine problem-solving, collaboration and critical thinking skills that can be applied during these processes.

Individuals may need to manage multiple careers in their lifetime. A commitment to lifelong learning is essential for continued engagement and advancement in the workforce. Students gain an understanding of the benefits of participating in lifelong learning.

Students learn to build resilience and the capacity to adapt to the changing nature of work. They will develop strategies for responding to circumstances that may impact their wellbeing, mental and/or physical health.

### Unit content

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

#### Employability skills

All the following skills must be taught throughout the unit.

##### Communication skills

- use appropriate terminology, spelling and grammar to convey information effectively and clearly
- apply written and verbal communication skills to communicate an intended message, taking into account purpose, target audience and suitable format/s
- use non-verbal communication skills, including body language, facial expressions and tone of voice, to build a connection with a target audience
- apply active listening skills by focusing on the speaker's words, asking questions to check for understanding and responding thoughtfully

##### Digital literacy skills

- navigate the internet to locate reliable sources of information
- apply online safety processes to prevent criminal activity and negative impacts on digital footprint
- use electronic media to communicate information via email, text messages, video calls and/or webinars
- use work-related software applications to create documents, presentations and spreadsheets



**Teamwork skills**

- build rapport with team members
- perform team role/s and responsibilities
- act reliably by completing assigned tasks on time and to the expected standard
- consider the ideas and opinions of team members with the view to reaching a consensus

**Time management skills**

- plan and prioritise tasks to meet specific deadlines
- use productivity tools and applications, where applicable
- track progress when completing tasks and reassess priorities for unexpected events

**Critical thinking skills**

- apply research skills to collect reliable information that is relevant to a given task
- analyse, compare and evaluate information to develop a solution for a given task
- reflect on biases that may impact on decision-making

**Problem-solving skills**

- use open and closed questioning techniques to determine the nature of a situation and/or issue
- generate a list of possible solutions
- apply a decision-making model to plan, implement and evaluate possible solutions

**Career knowledge and understanding****Personal management**

- strategies for handling feedback on performance, including:
  - using active listening
  - asking clarifying questions
  - taking time to process emotions
  - analysing the feedback
  - developing an action plan
- the concept of resilience
- models of resilience, such as the:
  - 7 Cs (competence, confidence, connection, character, contribution, coping and control) of resilience
  - resilience doughnut

**Learning and work exploration**

- the concept of lifelong learning
- benefits of lifelong learning for career development
- elements of continuing professional development, including:
  - identifying personal needs
  - planning and participating in learning opportunities
  - reflecting on learning
  - applying learning
  - sharing learning with others

**Enterprising behaviours**

- the concept and importance of enterprise culture
- types of enterprise culture:
  - clan/collaborative
  - adhocracy
  - hierarchy
  - market
- characteristics of successful enterprise cultures, including:
  - vision
  - values
  - practices
  - training and education
  - innovation
  - leadership
  - a culture of continuous improvement
- benefits of aligning an individual's values with an organisation's enterprise culture, including:
  - enhanced motivation and engagement
  - improved wellbeing
  - ethical decision-making

## Career building

- types of job interviews, including:
  - face-to-face
  - telephone
  - one-way video
  - online
  - panel
  - individual
  - group
- the job interview process, including:
  - interview preparation
  - greeting the interviewers
  - responding to questions
  - asking questions
  - concluding the interview
- nature and role of performance management, including to:
  - assist employees with goal setting
  - establish accountability and transparency in the workplace
  - help employees make improvements
  - recognise and reward achievements
- responding to change and how it may impact an individual's career, including:
  - coping with unemployment
  - organisational restructuring
  - opportunities for promotion
  - feedback and review processes

## The nature of work

- the nature and purpose of government legislation relating to employment, including:
  - *Work Health and Safety Act 2020*
  - *Equal Opportunity Act 1984 (WA)*
  - *Fair Work Act 2009*

- understanding the conditions of employment for an industry award, including:
  - wages and allowances
  - types of employment and classifications
  - leave entitlements
  - hours of work
  - breaks
  - superannuation
  - consultation and dispute resolution
  - termination of employment and redundancy
- the need for rights and protocols for the workplace, including:
  - health and safety
  - equal opportunity
  - codes of conduct and standards
  - appropriate use of technology
- grievance procedures and processes for dealing with issues in the workplace, including:
  - pay and conditions (for example, underpayment of wages, leave entitlements)
  - unfair termination
  - bullying
  - sexual harassment
  - discrimination

## Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards after completion of the unit/s. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to the set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade, from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (for example, application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

## School-based assessment

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

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment must be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Careers and Employability General Year 12 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of 5 per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

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

## 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. This could include one or more of the following:</p> <ul style="list-style-type: none"> <li>• megatrends</li> <li>• workplace legislation</li> <li>• grievance procedures and processes.</li> </ul> <p>Students can work individually and/or in groups.</p> <p>Formats could include: a written report, oral or multimedia presentation, infographic, pamphlet or a combination of these.</p>	45%
<p><b>Job application and interview</b></p> <p>Students locate a job advertisement which aligns with their skills, attributes, interests and knowledge.</p> <p>Students are required to prepare a job application in response to the job advertisement. The application must include a cover letter, addressing the specified selection criteria, and any other documents specified in the advertisement, for example, a résumé.</p> <p>Students are also required to participate in a job interview. This can be in a face-to-face or one-way video format.</p> <p>Students should apply the SAO (situation, action, outcome), STAR (situation, task, action, result) and/or CAR (context, action, result) technique/s when addressing selection criteria and interview questions.</p>	20%
<p><b>Response</b></p> <p>Students are required to respond to short and/or extended answer questions.</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 or sectionalised.</p> <p>Stimulus materials can be used, including extracts from documents, articles or journals; infographics; cartoons; graphs and data tables; case studies; or multimedia sources.</p> <p>Typically, these tasks are administered under test conditions.</p>	20%
<p><b>Externally set task</b></p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

**Note: the assessment of Employability skills should be an integral part of each task.**

Teachers must 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).

## Externally set task

All students enrolled in the Careers and Employability General 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 respond to stimulus material including: a scenario; text and/or graphics from a source such as a newspaper, magazine or a website; cartoons; graphs and data tables; and/or a diagram.
<b>Content</b>	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

Refer to the *WACE Manual* for further information.

## Reporting

Schools report student achievement, underpinned by a set of pre-determined standards, using the following grades:

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

The grade descriptions for the Careers and Employability General Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the [Authority website \(www.scsa.wa.edu.au\)](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.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).



## Appendix 1 – Grade descriptions Year 12

<b>A</b>	<p><b>Career knowledge and understanding</b></p> <p>Presents detailed, accurate discussions about personal management, learning and work exploration, enterprising behaviours, career building and the nature of work, and their impact on career development.</p> <p>Makes specific reference to relevant career-related concepts.</p> <p>Selects and correctly applies a range of appropriate supporting evidence, including examples, statistics and/or data, when developing responses.</p>
	<p><b>Employability skills</b></p> <p>Presents effective responses in a well-organised, appropriate format and to an acceptable standard, including correct spelling and grammar.</p> <p>Applies relevant skills effectively in both familiar and unfamiliar scenarios.</p>
<b>B</b>	<p><b>Career knowledge and understanding</b></p> <p>Presents generalised, accurate discussions about personal management, learning and work exploration, enterprising behaviours, career building and the nature of work, and their impact on career development.</p> <p>Makes general reference to relevant career-related concepts.</p> <p>Selects and correctly applies appropriate supporting evidence, including examples, statistics and/or data when developing responses.</p>
	<p><b>Employability skills</b></p> <p>Presents responses in an organised, appropriate format and to an acceptable standard, including correct spelling and grammar.</p> <p>Applies relevant skills in both familiar and unfamiliar scenarios.</p>
<b>C</b>	<p><b>Career knowledge and understanding</b></p> <p>Presents explanations about personal management, learning and work exploration, enterprising behaviours, career building and the nature of work, and their impact on career development.</p> <p>Makes general reference to career-related concepts.</p> <p>Selects and applies some generalised supporting evidence, including examples, statistics and/or data, when developing responses.</p>
	<p><b>Employability skills</b></p> <p>Presents responses in an organised, appropriate format with mostly correct spelling and grammar.</p> <p>Applies relevant skills in familiar and some unfamiliar scenarios.</p>

<b>D</b>	<b>Career knowledge and understanding</b> Presents limited and/or incomplete explanations about personal management, learning and work exploration, enterprising behaviours, career building and the nature of work, and their impact on career development. Makes some reference to career-related concepts. Makes limited use of supporting evidence when developing responses.
	<b>Employability skills</b> Presents responses with little organisation and in a basic format, with mostly incorrect spelling and grammar. Applies some relevant skills in familiar scenarios.
<b>E</b>	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

**Note:** these grade descriptions will be reviewed at the end of the second year of implementation of this syllabus.

## Appendix 2 – Glossary

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

### **Arbitration**

A formal dispute resolution process whereby a neutral third party considers the arguments and evidence presented by disputing parties to determine a solution that will be binding for all involved.

### **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.

### **Career adaptability**

The ability to adjust to changing work conditions and/or environments by recognising and pursuing opportunities for a positive transition to new work roles.

### **Career competencies**

The knowledge, skills and attitudes that promote intentional career development, lifelong learning and work/life balance that can be developed and strengthened over time.

### **Career development**

The lifelong process of gaining the knowledge, skills, attributes and behaviours to manage life, learning, leisure 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.

### **Cover letter**

A document that accompanies a job applicant's résumé which concisely communicates their interest in a job opportunity and highlights the skills and attributes that make them a suitable candidate.

### **Demographic shift**

The change in the size and nature of a population due to migration and changes in birth and death rates.

### **Dispute resolution**

A process which aims to settle a conflict or disagreement between two or more people by developing a solution which is believed to be fair to all parties.

### **Diversity**

The state of having or being composed of a variety of elements. In a work context, it refers to the inclusion of different types of people based on age, ethnicity, gender, religion and/or ability/disability.

### **Economic power shift**

The long-term global shift away from established advanced economies to emerging market countries.

### **Emerging industries**

Industries that are in the early stages of creating new products and services or transforming existing products and services through innovation and/or technology.

**Enterprise**

The willingness to try new things, show initiative and embrace and/or promote innovative activities.

**Enterprise culture**

The shared values, beliefs, attitudes, standards and behaviours that characterise a work environment.

**Impactful technology**

The emergence of technologies that have the capacity to improve products, services and processes, but to also cause disruption and uncertainty for society and the economy.

**Green industries**

Industries that actively participate in protecting or improving the environment by adopting processes that reduce waste and/or pollution or by producing sustainable products using environmentally friendly processes and materials.

**Grievance**

Any real or perceived problem an employee has about their work, the workplace or someone they work with.

**Growth industry**

An industry that is experiencing a higher-than-average growth rate compared to other industries.

**Initiative**

Taking a proactive approach to completing work tasks, overcoming challenges and dealing with unexpected events.

**Learning opportunity**

A situation that allows a person to develop knowledge, understanding and skills.

**Lifelong learning**

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

**Mediation**

A dispute resolution process whereby a neutral third party facilitates communication and negotiation between disputing parties, helping them to reach a compromised solution.

**Megatrend**

A significant and long-lasting development that has a transformative impact on the way we live, work and do business.

**Performance management**

The continuous process of feedback and communication between an employer and an employee, so that the employee is supported in performing their work role to the best of their ability.

**Personal risk**

A risk that directly impacts on the individual and/or their family.

**Professional development**

Undertaking learning and training to develop, refine and enhance skills, knowledge and understandings.

**Professional risk**

A risk taken during career development which can result in improved outcomes for the individual.

**Resilience**

The ability to endure adversity and bounce back from challenging life events.

**Selection criteria**

The qualities, skills, abilities, knowledge and qualifications needed to perform a job role effectively.

**Skills shortage**

A situation that occurs when employers cannot fill vacancies in an occupation or in a specialisation within that occupation.

**Work environment**

The physical conditions, procedures and processes, and social dynamics which comprise a place of work.

