



SAMPLE COURSE OUTLINE

CAREER AND ENTERPRISE GENERAL 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.

Copyright

© School Curriculum and Standards Authority, 2018

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International](#) license.

Disclaimer

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 – General Year 11

Semester 1 – Unit 1

Week	Key teaching points
1–3	<p>Introduction to the unit; distribution of syllabus, course outline and assessment outline</p> <p>Learning to learn</p> <ul style="list-style-type: none"> • the potential ongoing labour market disadvantage of leaving school without qualifications • the role of ongoing education and training in gaining and keeping work • benefits of accessing ongoing education and training • the concept of personal development opportunities • the concept of professional development opportunities • the need to choose personal and professional development opportunities that align to own skills, attributes, values and interests • the impact of challenging and unexpected events on the school-to-work transition • strategies to deal with unexpected circumstances in own career • the value of a personal mentor to assist in ongoing learning and development • strategies to find and access appropriate information sources • changes to personal networks that occur after leaving school • decision-making steps: <ul style="list-style-type: none"> ▪ identify the problem ▪ investigate alternatives ▪ make a decision ▪ evaluate the solution • models for decision making, including: <ul style="list-style-type: none"> ▪ SWOT (strengths, weaknesses, opportunities, threats) ▪ PMI (plus, minus, interesting) <p>Task 1: Response</p>
4–5	<p>Gaining and keeping work</p> <ul style="list-style-type: none"> • the concept that personal and social networks can assist in gaining and keeping work • identify own skills, attributes, interests and knowledge • use self-reflection to make decisions of own suitability for a particular job, including consideration of: <ul style="list-style-type: none"> ▪ skills, attributes, interests and knowledge ▪ personal values ▪ likes and dislikes ▪ strengths and weaknesses <p>Task 2: Investigation</p>
6–7	<p>The nature of work</p> <ul style="list-style-type: none"> • work patterns, including: <ul style="list-style-type: none"> ▪ part-time ▪ full-time ▪ fly-in/fly-out (FIFO) ▪ volunteer • the advantages and disadvantages of different work patterns • the concept of globalisation

Week	Key teaching points
	<ul style="list-style-type: none"> • features of different types of work environments, including: <ul style="list-style-type: none"> ▪ traditional work spaces ▪ contemporary work spaces (open-plan, hot desk, for example) ▪ virtual workplaces (working from home, for example) ▪ mobile work environments ▪ dangerous environments • changing features of workplaces, including: <ul style="list-style-type: none"> ▪ the physical layout of individual work spaces ▪ outsourcing of specialised skills <p>Task 3: Production/performance</p>
8–10	<p>Work skills</p> <ul style="list-style-type: none"> • how to interact positively and effectively with others through: <ul style="list-style-type: none"> ▪ working as an individual <ul style="list-style-type: none"> o establishing an individual’s roles o meeting deadlines ▪ working as a member of a team <ul style="list-style-type: none"> o collaboration o communication o negotiation ▪ establishing and using networks <ul style="list-style-type: none"> o personal (family and friends) o social (such as sporting/community organisations) o professional (such as work experience) • strategies to enable appropriate and effective communication in a specific work environment, including: <ul style="list-style-type: none"> ▪ using an appropriate mode of communication <ul style="list-style-type: none"> o text o phone call o email o spoken ▪ speaking clearly and directly ▪ using language appropriate to the situation and the specific job ▪ being assertive ▪ negotiating responsively • recognising forms of diversity within a work setting, including: <ul style="list-style-type: none"> ▪ age ▪ gender ▪ race ▪ religion • strategies to manage workload, including: <ul style="list-style-type: none"> ▪ time management ▪ priorities ▪ allocating resources • identify and solve problems, using a decision making model, as they arise in a work situation • the advantage for career development of having basic ICT skills • use ICT to organise data used in a workplace

Week	Key teaching points
	<p>Gaining and keeping work</p> <ul style="list-style-type: none"> • factors affecting job satisfaction, including: <ul style="list-style-type: none"> ▪ job security ▪ benefits/compensation/pay ▪ opportunities to use skills and abilities ▪ feeling safe in the work environment
11–12	<p>Career development and management</p> <ul style="list-style-type: none"> • consider the impact of an individual’s digital footprint on career development when using social media and/or workplace technology resources • strategies to enhance self-understanding, including: <ul style="list-style-type: none"> ▪ self-reflection ▪ seeking feedback from others • tools, resources and organisations used to gain work, such as: <ul style="list-style-type: none"> ▪ an individual pathway plan ▪ a career portfolio ▪ Jobs and Skills WA ▪ Job Jumpstart ▪ Seek.com ▪ Indeed career guide ▪ MyFuture ▪ Labour Market Insights ▪ Australian Jobs • strategies to manage an individual career, including: <ul style="list-style-type: none"> ▪ recognising achievements ▪ identifying goals in school, social and work settings ▪ predicting consequences of decisions • investigate career choices • create/review own individual pathway plan • create/review own resume <p>Gaining and keeping work</p> <ul style="list-style-type: none"> • how to embed your skills in your job application <p>Task 4: Investigation</p>
13–14	<p>Gaining and keeping work</p> <ul style="list-style-type: none"> • methods of responding to a job opportunity, including: <ul style="list-style-type: none"> ▪ online applications ▪ written applications ▪ verbal applications • the need to connect and work with others in the workplace <p>Career development and management</p> <ul style="list-style-type: none"> • understanding the changing nature of life and work roles • the value of risk-taking in career development • the value of positive thinking on career development • the effects of the global marketplace on personal career development, including: <ul style="list-style-type: none"> ▪ wider access to local and international job opportunities ▪ increased reliance on technology

Week	Key teaching points
	Task 5: Individual pathway plan/career portfolio
15–16	Entrepreneurial behaviours <ul style="list-style-type: none">• the concept of initiative• benefits of using initiative in the workplace, including:<ul style="list-style-type: none">▪ increased empowerment and recognition▪ increased efficiency• the benefits of using initiative to create work opportunities• the concept of innovation• identify examples of innovation in business, including establishing new businesses• innovation, starting own businesses and creating new products• the concept of personal risk-taking in the workplace, such as, giving an opinion in a meeting• the value of taking appropriate personal risks in the workplace, such as, being recognised for contributions by superiors

Semester 2 – Unit 2

Week	Key teaching points
1–3	<p>Introduction to the unit</p> <p>Learning to learn</p> <ul style="list-style-type: none"> • the concept of learning styles • features of different learning styles • recognise own preferred learning style • enhancing ability to learn using own learning style • use personal values, likes and dislikes and strengths and weaknesses, to assist in making job choices • consider the range of individual career options linked to own personal profile • the concept that learning experiences can increase career development opportunities and success <p>Task 6: Investigation</p>
4–5	<p>The nature of work</p> <ul style="list-style-type: none"> • the purpose and content of the National Employment Standards • strategies employers use to provide satisfying workplaces, including: <ul style="list-style-type: none"> ▪ providing training and career progression for employees ▪ providing a safe and healthy environment ▪ providing employee benefits and incentives <p>Work skills</p> <ul style="list-style-type: none"> • the importance of work health and safety (WHS) in the workplace • employers expectations of employees to work in a safe way, including completion of the WorkSafe SmartMove General module <p>Task 7: Response</p>
6–7	<p>Entrepreneurial behaviours</p> <ul style="list-style-type: none"> • identify and solve problems within the workplace, including: <ul style="list-style-type: none"> ▪ recognising and taking responsibility for predictable routine problems ▪ recognising when to notify others • create and innovate solutions to solve problems using strategies, such as: <ul style="list-style-type: none"> ▪ inventing new ideas by adapting existing ideas from other contexts ▪ recognising the potential of a new idea proposed by someone else <p>Career development and management</p> <ul style="list-style-type: none"> • the concept of work/life balance • the concepts or career progression and career development • explore career progression within your preferred pathway • the need for an individual’s personal profile to align with their career direction
8–11	<p>Gaining and keeping work</p> <ul style="list-style-type: none"> • the importance of self-promotion in gaining and keeping work • appropriate self-promotion techniques, including: <ul style="list-style-type: none"> ▪ developing a personal statement/profile ▪ building and maintaining a positive image ▪ promoting personal achievements

Week	Key teaching points
	<ul style="list-style-type: none"> ▪ creating and maintaining a positive online image/digital footprint ▪ using networks <ul style="list-style-type: none"> o physical (social and professional) o online (blogs and tweets) • capabilities that are essential for an entry-level job, including: <ul style="list-style-type: none"> ▪ time management (for example, punctuality) ▪ interpersonal skills (such as positive attitude, empathy, tolerance,) ▪ personal attributes (such as honesty, reliability, loyalty, trustworthiness) • types of job interviews, including: <ul style="list-style-type: none"> ▪ telephone ▪ panel ▪ individual ▪ group • techniques for addressing selection criteria and interview questions, such as: <ul style="list-style-type: none"> ▪ SAO (situation, action, outcome) ▪ STAR (situation, task, action, result) <p>Task 8: Production/performance</p>
12	<p>Work skills</p> <ul style="list-style-type: none"> • considerations when communicating in the workplace, including variations in: <ul style="list-style-type: none"> ▪ content ▪ tone ▪ vocabulary ▪ audience
13–14	<p>Gaining and keeping work</p> <ul style="list-style-type: none"> • ways of demonstrating responsibility for own personal learning, including: <ul style="list-style-type: none"> ▪ ensuring skills and knowledge are up to date ▪ identifying future knowledge requirements in order to stay competitive ▪ engaging in formal and informal learning experiences • workplace changes that have consequences for entry-level jobs, including: <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, FIFO) • features of employment contracts, including: <ul style="list-style-type: none"> ▪ position ▪ employment status ▪ probationary period ▪ relevant award ▪ remuneration package ▪ hours of work <p>Career development and management</p> <ul style="list-style-type: none"> • review and update of own individual pathway plan and resume • create/review own career portfolio <p>Task 9: Individual pathway plan/career portfolio</p>

Week	Key teaching points
15–16	<p data-bbox="320 282 536 309">The nature of work</p> <ul data-bbox="320 338 975 517" style="list-style-type: none"><li data-bbox="320 338 671 365">• the concept of globalisation<li data-bbox="320 376 975 517">• the impact of global trends on the workforce, including:<ul data-bbox="368 416 560 517" style="list-style-type: none"><li data-bbox="368 416 472 443">▪ social<li data-bbox="368 454 496 481">▪ cultural<li data-bbox="368 492 560 517">▪ technological <p data-bbox="320 544 523 571">Task 10: Response</p>