



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

# CAREER AND ENTERPRISE

FOUNDATION COURSE

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Year 11 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 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 specific 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 Foundation 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.

### **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. 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.

## **Progression from the Year 7–10 curriculum**

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

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

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 1

- C11.1 Exploring work
- C11.2 Work health and safety

##### Unit 2

- C11.3 Work behaviours
- C11.4 Designing your future

#### Elective modules

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

Title	Description
E11.1 Workplace communication	This module explores the different types of communication and the importance of developing good verbal and non-verbal, formal and informal communication skills to assist in gaining and maintaining work.
E11.2 Personal organisation	This module provides students with the opportunity to undertake an audit of personal organisational skills, analyse the results and develop a plan for improvement.
E11.3 Rights and responsibilities	This module explores the rights and responsibilities of employers and employees that will lead to a safe and sustainable workplace and a fair wage in return for labour.
E11.4 Team work	This module provides the opportunity for students to explore working as a member of a team and to discover the challenges and benefits of working collaboratively.
E11.5 Workplace numeracy	This module develops students' numeracy skills that are commonly required for the workplace, in particular the use and calculation of whole numbers, fractions, decimals and percentages, and the confidence to use them.
E11.6 Technological literacy	This module identifies the technological skills that are commonly required in the workplace, and the need for confidence to apply them as appropriate.

Title	Description
E11.7 Personal presentation for the workplace	This module highlights the relationship between the requirement for personal presentation and the job held in the workplace.
E11.8 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.au](http://www.scsa.wa.edu.au)

The table below illustrates the structure of the Year 11 syllabus.

Unit	Total class contact time (hours)	Core modules	Time allocation (hours)	Elective modules	Time allocation (hours)
1	55	C11.1 Exploring work	20	Choose three	15 (5 hours each)
		C11.2 Work health and safety	20		
2	55	C11.3 Work behaviours	20	Choose three	15 (5 hours each)
		C11.4 Designing your future	20		

## Unit 1

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

### Core modules

- C11.1 Exploring work (20 hours)
- C11.2 Work health and safety (20 hours)

### Elective modules

Three electives from the following list must be completed:

- E11.1 Workplace communication (5 hours)
- E11.2 Personal organisation (5 hours)
- E11.3 Rights and responsibilities (5 hours)
- E11.4 Team work (5 hours)
- E11.5 Workplace numeracy (5 hours)
- E11.6 Technological literacy (5 hours)
- E11.7 Personal presentation for the workplace (5 hours)
- E11.8 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 1

The 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, work setting, workplace hazard, and remuneration
- L2 developing pronunciation and spelling of key words
- L3 using Standard Australian English (SAE) grammar and punctuation to communicate effectively; for example, when creating an individual pathway plan (IPP)
- 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, using a brainstorm to record all relevant ideas, using a structured overview to share ideas with a group
- 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; for example, using active listening skills in a workplace meeting
- L10 comprehending and interpreting a range of texts; for example, different forms of job advertisements
- L11 developing visual literacy skills; for example, interpreting safety warning signs, or using a mind map to represent the notes taken in a meeting.

### **Numeracy skills**

- N1 identifying and organising mathematical information; for example, locating employment statistics and identifying data on employment trends
- N2 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
- N3 applying mathematical knowledge, tools and strategies to complete the task; for example, applying multiplication, percentages and subtraction to calculate net pay using a calculator
- N4 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
- N5 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.

## C11.1 Exploring work

### Module description

In this module students gain an understanding of work, workplaces and employment options and an awareness of career competencies, with an emphasis on entry-level jobs. They consider the impact of technology, social and economic factors on the nature of work and how and why individuals engage in work.

### Time allocation

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

### Module content

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

- key words associated with working:
  - 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
- use self-reflection to make decisions of own suitability for a particular job, including consideration of:
  - TACKS
    - personal values
    - likes and dislikes
    - strengths and weaknesses
- the concept of an IPP
- create own IPP
- ways to interact positively and effectively with others, including:
  - active listening
  - 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:
  - 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:
  - 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:
  - social factors
    - changing attitude to working parents
    - age discrimination affecting younger and older workers
  - technology
    - development of new technologies requiring new skills
    - increased reliance on technology in the workplace
- workplace changes that have consequences for entry-level jobs, including:
  - more team-based and collaborative work environments
  - increased need for social skills in a work environment
  - increased need for technological competence
  - reduced dependence on geographical location (for example, more mobile work environments, fly-in/fly-out)
- the concept of work
- reasons people work, including:
  - 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:
  - paid work
    - full-time
    - part-time
    - casual
    - seasonal
    - contract
    - apprenticeship
    - traineeship

- unpaid work
  - voluntary work
  - training
  - study
  - parenting
  - caring
- work settings, including:
  - indoor/outdoor
  - mobile/stationary
  - fly-in/fly-out and drive-in/drive-out
  - city/country/remote
- the concept of remuneration
- pay structures, including:
  - wage
  - salary

## C11.2 Work health and safety

### Module description

In this module students gain an insight into healthy and safe working practices based on the work health and safety (WHS) legislative requirements. The emphasis is on WHS being a responsibility of both the employee and the employer.

### 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 work health and safety (WHS):
  - ThinkSafe SAM
  - workplace hazard
  - safety signs
  - safety equipment
  - safety officer
- the concept of WHS
- the importance of WHS in different work settings, including:
  - shop
  - office
  - factory
  - mine site
- the role of instructions/manuals in providing information on safe use of tools and equipment
- the ThinkSafe SAM steps
  - 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:
  - 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:
  - safety glasses
  - steel capped boots
  - overalls
  - laboratory coats
  - protective gloves

- the WHS roles and responsibilities of:
  - the employers
  - the employees
  - the designated safety officers
- employers' expectations that employees will work in a safe way, including the completing of the WorkSafe SmartMove general module
- compare safety statistics of different work settings using the Safe Work Australia website

## Unit 2

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

### Core modules

- C11.3 Work behaviours (20 hours)
- C11.4 Designing your future (20 hours)

### Elective modules

Three electives from the following list must be completed:

- E11.1 Workplace communication (5 hours)
- E11.2 Personal organisation (5 hours)
- E11.3 Rights and responsibilities (5 hours)
- E11.4 Team work (5 hours)
- E11.5 Workplace numeracy (5 hours)
- E11.6 Technological literacy (5 hours)
- E11.7 Personal presentation for the workplace (5 hours)
- E11.8 Volunteering/experiencing work (5 hours)

To ensure breadth and depth of learning, the three elective modules completed in Unit 1 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 2

The 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, workplace relationships, time management and career pathway
- L2 developing pronunciation and spelling of key words
- L3 using Standard Australian English 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; for example, for a career portfolio
- 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
- L11 developing visual literacy skills; for example, recognition of common hazard signs.

### **Numeracy skills**

- N1 identifying and organising mathematical information; for example, distinguishing between small and large organisations
- N2 choosing the appropriate mathematics to complete a task; for example, establishing the hours worked in a day based on a work roster
- N3 applying mathematical knowledge, tools and strategies to complete the task; for example, calculating the number of hours worked in a week by multiplying the number of days worked by the hours worked per day
- N4 representing and communicating mathematical conclusions; for example, using a spread sheet to present weekly work rosters with total work hours indicated
- N5 reflecting on mathematical results in order to judge the reasonableness of the conclusions reached; for example, estimating a weekly pay amount based on hours worked.

## C11.3 Work behaviours

### Module description

In this module students develop an understanding of workplace expectations and an individual's responsibility to act accordingly. They examine workplace behaviours (capabilities) and the need for consideration of cultural differences.

### Time allocation

The notional time for this module is 20 hours.

### Module content

This core module includes the knowledge, understandings and skills described below. This content builds on that covered in Unit 1.

- key words associated with behaviour in the workplace:
  - punctuality
  - self-motivation
  - common sense
  - reliability
  - workplace relationships
  - team work
  - prioritising
  - line-manager
  - work environment
- behaviours (capabilities) that are essential for an entry-level job, including:
  - punctuality
  - self-motivation
  - willingness to learn about the workplace
  - use common sense when completing tasks
  - reliability
  - enterprising behaviours, such as:
    - showing initiative
    - working autonomously
    - self-confidence
- the concept of body language
- use of body language in the workplace, including:
  - posture
  - facial gestures
  - eye movements
- the concept of workplace relationships

- workplace relationships, including with:
  - co-workers
  - line-manager
  - customers
- the difference between workplace relationships and non-workplace relationships
- factors affecting productive workplace relationships, including:
  - team work
  - communication
  - work schedules
  - prioritising work
  - time management
- 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:
  - small, medium and large organisations
  - profit and non-profit organisations
- the nature of diversity within a workplace, including:
  - ages
  - cultures
  - gender
- the possible impact of cultural diversity in the workplace, including:
  - 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:
  - the use of appropriate language in electronic communication
  - following appropriate use guidelines and policy



## C11.4 Designing your future

### Module description

In this module students are provided with the opportunity to create a career portfolio. The emphasis is on preparing to make a successful transition to work, further education and/or training 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. This content builds on that covered in Unit 1.

- key words associated with career development:
  - talents
  - attributes
  - capabilities
  - knowledge
  - skills
  - values
  - interests
  - personality traits
  - action plan
  - career portfolio
  - career pathway
  - career roadblocks
- 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:
  - 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:
  - Myfuture
  - Job Outlook
  - Australian Jobs
  - individual training providers
  - universities
  - individual Industry Training Council websites
  - career counsellors
  - VET coordinators
  - career expos
  - skills expo
  - family members
  - Jobs and Skills WA
  - Job Jumpstart
  - Indeed career guide
- the concept of career road blocks, including:
  - required to relocate
  - increased work hours required
  - requirement for further training
- work search tools, resources and organisations used to gain work, such as:
  - an IPP
  - a career portfolio
  - Jobs and Skills WA
  - Job Jumpstart
  - Seek.com
- 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 the most recent edition of Australian Jobs from (<https://australianjobs.employment.gov.au/>) for the following:
  - occupational overviews
  - occupational outlook
  - employer expectations in the workplace

## 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 11 syllabus and the weighting for each assessment type.

### Assessment table – Year 11

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 individual pathway plan (IPP) in Unit 1 and develop a career portfolio in Unit 2. These documents can include:</p> <ul style="list-style-type: none"> <li>• a resume</li> <li>• evidence of skills and experiences</li> <li>• evidence of work history</li> <li>• goals.</li> </ul>	30%
<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. 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>	20%

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

The assessment outline must:

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

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

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

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

## Grading

Schools report student achievement in terms of the following grades:

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

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Career and Enterprise Foundation Year 11 syllabus are provided in Appendix 1.

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

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

## Appendix 1 – Grade descriptions Year 11

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

D	<b>Personal career development skills</b> Demonstrates a limited capacity to self-assess when career planning.
	<b>Creation of job search documents</b> Demonstrates a limited capacity to use work search tools, resources and organisations to create job search documents.
	<b>Interpretation skills</b> Demonstrates a limited capacity to locate, organise and interpret work and career related information and/or data.
	<b>Workplace literacy</b> Demonstrates a limited capacity to apply career and workplace terminology and language appropriately when communicating orally or in writing.
	<b>Workplace numeracy</b> Demonstrates a limited understanding of mental, written and/or technological calculation strategies in work and career related contexts.
E	<b>Personal career development skills</b> Demonstrates a very limited capacity to accurately self-assess when career planning.
	<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.
	<b>Interpretation skills</b> Demonstrates a very limited capacity to locate, organise and interpret work and career related information and/or data.
	<b>Workplace literacy</b> Demonstrates a very limited capacity to use workplace and career terminology and language when communicating orally or in writing.
	<b>Workplace numeracy</b> Demonstrates a very limited capacity to apply mental, written and/or technological calculation strategies in work and career related contexts.

## Appendix 2 – Elective modules Year 11

### E11.1 Workplace communication

#### Module description

This module explores the different types of communication and the importance of developing good verbal and non-verbal, formal and informal communication skills to assist in gaining and 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 words associated with workplace communication:
  - 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
- forms of workplace communication, including:
  - verbal/oral or non-verbal (written and visual)
  - formal or informal
- considerations when communicating verbally in the workplace, including:
  - tone
  - volume
  - type of language
  - timing
- 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:
  - friends
  - family
  - professional co-workers
  - customers

- considerations when listening actively, including:
  - 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:
  - taking notes for a meeting
  - taking a phone message
  - providing instructions on how to use a piece of equipment



## E11.2 Personal organisation

### Module description

This module provides students with the opportunity to undertake an audit of personal organisational 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 personal organisation:
  - punctuality
  - presentation
  - daily routine
  - diary
  - calendar
- the characteristics of an organised person, including:
  - 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:
  - be aware of time
  - make plans
  - use a diary
- conduct an audit of own personal organisation
- develop strategies to remedy identified personal weaknesses
- 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:
  - homework, revision and study schedule
  - general appointments
  - sporting commitments
  - work commitments
- use travel planning tools to organise and plan short trips, including:
  - street directories
  - Google maps
  - Transperth Journey Planner

## E11.3 Rights and responsibilities

### Module content

This module explores the rights and responsibilities of employers and employees that will lead to a safe and sustainable workplace and a fair wage in return for labour.

### 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 works associated with rights and responsibilities of employers and employees:
  - protective equipment
  - work procedures
  - orientation
  - training
  - supervision
  - workplace code of conduct
  - pay
  - discrimination
  - mediation
  - counselling
  - trade union
- appropriate and inappropriate behaviours in the workplace
- the responsibilities of an employee in the workplace, including:
  - 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:
  - 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:
  - unfair pay
  - sexual discrimination
  - racial discrimination
  - age discrimination
- strategies to resolve issues in the workplace, including:
  - adequate training provisions
  - peer mediation
  - counselling
- the role of a trade union, including:
  - participating in the issue resolution process
  - requesting assistance of external agencies from industry-specific organisations

## E11.4 Team work

### Module description

This module provides the opportunity for students to explore working as a member of a team and to discover the challenges and benefits of working collaboratively.

### 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 team work:
  - team work
  - collaboration
  - efficiency
  - belonging
  - flexibility
  - reliability
  - creativity
  - conflict
- team member roles, including:
  - leader
  - recorder
  - time-keeper
  - encourager
- strategies for working collaboratively, including:
  - 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:
  - efficiency
  - belonging
  - learning from co-workers (for example, being mentored)
- possible disadvantages of teamwork in the workplace, including:
  - different work rates of individuals
  - potential to increase conflict between individuals
  - potential to decrease individual creativity

## E11.5 Workplace numeracy

### Module description

This module develops the numeracy skills that are commonly required for the workplace; in particular, the use and calculation of whole numbers, fractions, decimals and percentages, and the confidence to use them.

### 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 workplace numeracy:
  - pay awards
  - work hours
  - gross pay
  - net pay
  - work roster
- skill levels of workers, including:
  - unskilled
  - semi-skilled
  - skilled
- identify pay awards for selected entry-level jobs
- calculate daily work hours, based on total required hours:
  - 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:
  - mathematical calculation
  - graphical representation
- construct a weekly work roster based on:
  - 12 hour time
  - 24 hour time

## E11.6 Technological literacy

### Module description

This module identifies the technological skills that are commonly required in the workplace, and the need for confidence to apply them as appropriate.

### 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 technological literacy:
  - technology
  - internet
- the value of an individual's technology skills for gaining and maintaining work
- examples of general technology used in the workplace, including:
  - email
  - electronic diary
  - photocopier
  - switchboard
  - cash register
- examples of industry-specific technology used in the workplace, such as:
  - automotive: battery charge tester
  - hospitality: order notification device
  - manufacturing: automated systems
- types of software applications used in the workplace, including:
  - word processing
  - database
  - spread sheet
  - desktop publishing
- uses for the internet within the workplace, including:
  - research
  - financial transactions
  - communication with other branches, suppliers, contractors, customers
- examples of inappropriate use of ICT in the workplace, including:
  - making excessive use of employer's ICT equipment
  - cyber bullying of other workers
  - making excessive personal mobile phone calls
  - inappropriate use of social media
- the possible consequences for an individual's employment of inappropriate use of technology

## E11.7 Personal presentation for the workplace

### Module description

This module highlights the relationship between the requirement for personal presentation and the job held in the workplace.

### 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.

- the concept of personal hygiene
- the need for personal hygiene in the workplace
- the need to meet personal presentation requirements for a workplace
- the concept that different workplaces have different personal presentation requirements
- identify acceptable personal presentation for a selected entry-level job, including:
  - hair styles and facial hair
  - clothing and footwear requirements (for example, uniform, high visibility vests, protective coats)
  - piercings

## E11.8 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
- establish contacts during the volunteering or experiencing work activity



## 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 <b>education</b>, personal and professional achievements, qualifications and attributes. A career portfolio is used to: inform future choices, applying for jobs, entry to <b>higher education</b> 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>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 <b>output</b> to <b>input</b> in production.