DRAFT

CAREER AND ENTERPRISE

General course

Year 11 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 ourrespect to Elders past and present.

Contents

Rationale

The Career and Enterprise 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 Career and Enterprise General course aims to provide 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 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 world of work is complex and constantly changing. 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 Career and Enterprise 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 a teaching and learning program, teachers should consider students' formal and informal work experiences, cultural backgrounds and values.

Aims

The Career and Enterprise 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 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.

Unit 1

This unit enables students to develop the knowledge, understandings and skills associated with exploring work and career options.

Unit 2

This unit enables students to develop the knowledge, understandings and skills involved with preparing for and participating in entry-level employment.

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 and Enterprise 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 and Enterprise knowledge and understanding

The Career and Enterprise knowledge and understanding 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 and Enterprise knowledge and understanding 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 and Enterprise 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 Career and Enterprise 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 investigate career development, 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. Career and Enterprise assists students to recognise when mathematical skills are required and provides the opportunity to develop them in a workplace context.

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 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 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 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 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 Career and Enterprise 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 Career and Enterprise 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 1

Unit description

The focus of this unit is on exploring work and career options.

Students discover how to locate and use reliable sources of career information, which will assist them with effective pathway planning. They develop an understanding of the relationship between learning and career progression.

Students learn to build a positive self-concept and recognise its influence on their life, learning and work. They examine their own personal skills, attributes, values and interests to understand the interrelationship between life and work roles.

Students gain an understanding of the diverse and changing nature of work and develop an awareness that employment is connected with responsibility for themselves and others. They will learn about the core competencies, which are key for success in a work environment.

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 re-assess 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 and Enterprise knowledge and understanding

Personal management

- the concept of a growth mindset

- strategies to develop a growth mindset, such as:
    - learning from mistakes
    - embracing challenges
    - regular self-reflection

- the concept of personal development skills

- strategies to improve personal development skills, including:
    - overcoming fears
    - asking for feedback
    - observing others
    - networking

- the concept of emotional intelligence

- elements of emotional intelligence, including:
  - self-awareness
  - self-regulation
  - motivation
  - empathy
  - social skills

Learning and work exploration

- influences on personal work preferences, such as:
  - preferred work environment
  - tasks performed
  - values and interests
  - opportunities for advancement
- the benefits of choosing individual career options linked to personal work preferences and aspirations
- sources of reliable employment information, including:
  - government websites
  - careers specialists
  - industry publications
  - tertiary institutions
  - employment agencies
- potential barriers to accessing learning and work opportunities
- strategies to address potential barriers to accessing learning and work opportunities, including:
  - a personal mentor
  - professional support services
  - financial and academic assistance programs

Enterprising behaviours

- enterprising characteristics, including:
  - adaptability
  - resilience
  - problem-solving
  - initiative
  - critical and creative thinking

- managed risk-taking
- the concept of innovation
- types of innovation, including:
    - product
    - service
    - process
    - social
- the interrelationship between innovation and enterprising characteristics

Career building

- the concept of career development
- SMART (specific, measurable, achievable, realistic, time based) goals
- strategies to manage an individual career, including:
    - setting personal and professional goals
    - predicting consequences of decisions
    - dealing with unexpected circumstances
    - seeking feedback
    - engaging in self-reflection processes
- use of self-reflection to make decisions about an individual's suitability for a particular job and/or career, including consideration of:
    - skills, attributes, interests and knowledge
    - personal values
    - likes and dislikes
    - strengths and weaknesses
- benefits of an individual's personal profile aligning with their career direction
- elements of a pathway plan, including:
    - goals
    - action plan
    - career exploration
    - academic review
    - self-reflection
- benefits of a pathway plan
- career progression within an individual's preferred pathway
- the value of risk-taking in career development

The nature of work

- types of employment, including:

    ▪ casual

    ▪ part-time

    ▪ full-time

    ▪ apprenticeships/traineeships

    ▪ contract

    ▪ shiftwork

    ▪ fly-in/fly-out (FIFO) and drive-in/drive-out (DIDO)

    ▪ voluntary/unpaid

- advantages and disadvantages of different types of employment

- features of different types of work environments, including:

    ▪ physical

    ▪ virtual

    ▪ mobile

    ▪ dangerous

- forms of diversity within a work setting, including:

    ▪ age

    ▪ gender

    ▪ ethnicity

    ▪ religion

    ▪ physical ability

- factors affecting job satisfaction, such as:

    ▪ job security

    ▪ benefits/compensation/pay

    ▪ opportunities to use skills and abilities

    ▪ feeling safe in the work environment

Unit 2

Unit description

The focus of this unit is on entry-level work readiness.

Engaging in self-management strategies assists individuals to set meaningful, achievable goals which can enhance personal growth. Through reflecting on their strengths, weaknesses and passions, students will learn how to identify opportunities for change and improvement.

As part of this process, students conduct an audit of their career competencies, knowledge, behaviours, values and attitudes. They will compile a career portfolio which contains an autobiographical profile and documents their work, training and/or learning experiences.

Students learn about the rights and responsibilities of employees and employers in entry-level jobs. They will build capacity to recognise and respond to work expectations by gaining an understanding of work health and safety legislation, and government policies and procedures that impact upon the workplace.

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.

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- build rapport with team members

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- 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 re-assess 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 and Enterprise knowledge and understanding

Personal management

- the concept of personal branding

- ways to promote personal brand, including:
    - online
    - in writing
    - face-to-face

- characteristics of individual responsibility in the workplace, including:
    - reliability and punctuality
    - loyalty and dedication
    - professional behaviour and conduct
    - accountability

- the changing nature of life and work roles

- the concept of work/life balance

- strategies for managing a work/life balance, such as:
    - determining priorities
    - auditing time
    - establishing boundaries
    - knowing when to seek assistance
- strategies for achieving personal wellbeing in life, learning and work settings, such as:
    - establishing and maintaining positive relationships
    - prioritising physical and mental health
    - stress management

Learning and work exploration

- options and benefits of ongoing education and training in gaining and keeping work
- informal learning opportunities, including:
    - mentorship
    - work shadowing
    - team building activities
    - trade shows
- formal learning opportunities, including:
    - micro-credentials
    - short courses
    - vocational education and training
    - university qualifications

Enterprising behaviours

- models for decision-making, such as:
    - SWOT (strengths, weaknesses, opportunities, threats)
    - SOAR (strengths, opportunities, aspirations, results)
    - PMI (plus, minus, interesting)
    - DECIDE (define the problem, establish the criteria, consider all alternatives, identify the best alternative, develop and implement a plan of action, evaluate and monitor the solution and feedback when necessary)
- benefits of using a decision-making model

Career building

- strategies for remaining employable, including:
  - undertaking formal and informal learning opportunities
  - networking
  - taking advantage of work opportunities
- strategies for building effective networks that will enhance career opportunities, including:
  - seeking personal and/or professional mentors
  - developing a professional social media presence
  - accessing e-networking platforms
- the importance of self-promotion in gaining and keeping work
- appropriate self-promotion techniques, including:
  - building and maintaining a positive personal brand
  - promoting personal achievements
  - creating and maintaining a positive online personal brand
  - using networks
- elements of a résumé, including:
  - contact details
  - objective
  - education
  - qualifications
  - employment history (paid employment)
  - work experience (such as volunteering, workplace learning, community service)
  - referees
- purpose of a career portfolio and its intended audience
- components of a career portfolio, including:
  - a pathway plan
  - a résumé
  - evidence of achievement and qualifications
  - evidence of skills
- characteristics of a high-quality career portfolio, including:
  - relevance to target audience
  - clear communication
  - professional presentation
  - up-to-date

The nature of work

- the importance of work health and safety (WHS) legislation, including the rights and responsibilities of employers and employees

- the purpose and content of key government documents relating to employment, including the:
    - *National Employment Standards*
    - *Fair Work Information Statement*
    - *Casual Employment Information Statement*

- features of employment contracts, including:
    - position
    - employment type
    - probationary period
    - relevant award and/or enterprise agreement
    - pay and conditions

- strategies employers use to retain employees, including:
    - providing training and career progression
    - providing a safe and healthy environment
    - providing employee benefits and incentives
    - responding to employee needs (for example, flexible work conditions)

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 should 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 Career and Enterprise General Year 11 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 11

Type of assessment	Weighting
Investigation Students plan, conduct and communicate the findings of an investigation relating to the unit content. This could include one or more of the following: • research related to an industry and/or occupation of interest • future learning options • legislation and key government documents Students can work individually and/or in groups. Formats could include: a written report, an oral or multimedia presentation, infographic, pamphlet or a combination of these.	50%
Career portfolio Students are required to develop a career portfolio. This should include: • a pathway plan • a résumé • a personal brand profile • evidence of achievement and qualifications • evidence of skills. The format can be printed and/or digital.	20%
Response Students are required to respond to short and/or extended answer questions. Short answer formats can include: • closed questions, to which there is a limited response or a precise answer • open questions that require a paragraph response • completion of retrieval charts and/or structured overview templates. Extended answer questions can be scaffolded or sectionalised. Stimulus materials can be used, including: extracts from documents, articles or journals; infographics; cartoons; graphs and data tables; case studies; or multimedia sources. Typically, these tasks are administered under test conditions.	30%

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 (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).

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 Career and Enterprise General Year 11 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).

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 11

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

D	**Career and enterprise knowledge and understanding** 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.
	Employability skills Presents responses with no organisation and to a basic standard, with mostly incorrect spelling and grammar. With support, applies some relevant skills in familiar scenarios.

E	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.

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 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.

Career networks
Personal, professional, academic or family contacts that can assist with achieving career goals and aspirations.

Career portfolio
A career portfolio documents evidence of education, personal and professional achievements, qualifications and attributes. A career portfolio is used to inform future choices; apply for jobs and/or promotions, entry to higher education or training programs; demonstrate transferable skills and reflect on personal development.

Career progression
Using resources to develop skills, understanding and knowledge to create and reach professional goals or gain employment in new, challenging positions.

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 physical ability.

Emotional intelligence
The ability to recognise, understand and effectively manage emotions and to use this knowledge when thinking, feeling and interacting with others.

Employment contract
An agreement between an employer and an employee which sets out the terms and conditions of employment.

E-network
A platform of virtual contacts that can provide information about job opportunities, industry trends, professional learning etc.

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

Growth mindset

A self-belief that abilities, skills and knowledge can be developed through application and experience.

Initiative

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

Innovation

The implementation of new ideas that result in the creation of new and/or improved products, services or processes.

Job satisfaction

The content a person feels about the work they do, the environment in which they work, and their pay and conditions.

Learning opportunity

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

Mentor

A person who provides support, advice and guidance.

Micro-credentials

Small courses in a specific area of study, with a focus on upskilling and/or retraining in a short amount of time, to meet the needs of employers and industry.

Networking

Interactions for the purpose of exchanging ideas and information between individuals who are connected by a common career, industry or interest.

Pathway plan (PP)

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.

Personal branding

The process of marketing a person's identity, highlighting their unique combination of skills, attributes, interests, knowledge and values.

Personal development skills

The attributes and abilities that help you to grow both personally and professionally.

Process innovation

The development and application of new features or improvements to production and distribution processes.

Product innovation

The development of a new product, or an improved version of an existing product, that satisfies the evolving needs and wants of users.

Resilience

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

Résumé

A formal document that job applicants use to summarise their skills, knowledge, educational qualifications, work history etc.

Self-management

Skills and strategies by which individuals can effectively direct their own activities towards the achievement of objectives.

Self-promotion

The purposeful act of promoting yourself to others in a positive way.

Self-reflection

The process of purposely focussing on your thoughts, feelings, values, actions and motivations.

Service innovation

The development of a new service, or an improved version of an existing service, that satisfies the evolving needs and wants of users.

Social innovation

The development and implementation of new products and/or services that aim to enhance the health and wellbeing of individuals and communities.

Vocational education and training

The development of skills, knowledge and understandings required to perform effectively in the workplace for a particular occupation or specific function.

Work environment

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

Work/life balance

The amount of time a person spends doing their job compared to the amount of time they devote to personal pursuits, such as family responsibilities, sport and recreation, rest etc.

Work shadowing

A learning opportunity by which an individual closely observes an experienced work colleague as they perform their day-to-day activities.