

CAREER AND ENTERPRISE

Year 12 - Unit 3 & 4

2016

COURSE OUTLINE



Name _____

Teacher _____

CAREER AND ENTERPRISE COURSE

Year 12 - Unit 3 and 4

Rationale

The Career and Enterprise ATAR course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now 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 ATAR course aims to provide all students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The course recognises that work both reflects and shapes the culture and values of our society. It provides opportunities for students to develop critical insights into the relationships between work, culture and the values of our own and other societies.

The world of work is complex and constantly changing. Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace organisation is unique and governs workplace settings and work patterns.

The Career and Enterprise ATAR course has been constructed using, and is strongly aligned to, the knowledge, skills and understandings drawn from the *Core Skills for Work Development Framework* (2013) and the *Australian Blueprint for Career Development* (the *Blueprint*).

Course outcomes : The Career and Enterprise course is designed to facilitate the achievement of four 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; and
- 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; and
- 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; and
- 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; and
- use communication, technology, networking and teamwork skills.

Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair.

UNIT 3 - This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends. Entrepreneurship and flexibility are encouraged in the application of career competencies for career development.

UNIT 4 - This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends in a global environment. Career development frameworks are constructed to guide future decision-making.

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 six areas:

- Learning to learn
- Work skills
- Entrepreneurial behaviours
- Career development and management
- The nature of work
- Gaining and keeping work.

Learning to learn

Proactive participation in lifelong personal and professional learning experiences supports career building towards preferred futures. Ongoing learning experiences, together with updating knowledge and skills, create career development sustainability and opportunities for career building, especially in challenging and unexpected circumstances. Having an awareness of, and selecting relevant learning experiences, is dependent on recognising personal characteristics, interests, values, needs and beliefs as well as understanding that learning experiences can increase career development opportunities and successes.

Work skills

The work skills required in the contemporary workplace 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 importance of embracing cultural and social diversity. Communication procedures and processes are

used to transmit information and maintain supportive relationships, both internally and externally, with clients, customers, suppliers and the general public.

Entrepreneurial behaviours

Major social, cultural and technological changes are inevitable in the world of work. These include globalisation, use of natural resources and environmental sustainability, increased accountability for work performance, ongoing introduction of new technology, the constant need to upgrade skills and competencies, more decentralised industrial relations practices, flatter organisational structures, increased outsourcing of services by businesses, and a heightened focus on customers and their expectations. The impact of change provides opportunities for individuals, workplace organisations and businesses. There are risks in optimising opportunities in a fast moving, changing and uncertain future. These risks are best controlled by the knowledge and analysis of changes occurring in the world of paid and unpaid work, and in all types of workplaces, from large corporations to small businesses. Individuals need to plan proactively and build careers with an understanding of these considerations.

Career development and management

Career development and management is a dynamic, ongoing process that needs to be proactively managed to secure, create and maintain work. It is about the changing nature of life and work roles throughout life. Career development and management, includes work search techniques, exploring personal attributes and skills and decision making. The purposes and use of individual pathway plans (IPPs) and career portfolios are explored. Work search techniques include gathering information from various resources and accessing current labour market information.

The nature of work

The nature of work is complex and varied in many ways. The types of work required to create products or perform services for clients, customers and suppliers are defined in response to local, national and international market forces. New types of workplaces are emerging and old ones, which are no longer capable of meeting market demands, are disappearing as a result. All workplace operations involve managing human, physical, financial and technological resources. All these must comply with quality assurance standards and relevant workplace legislation, including occupational safety and health. Policies and procedures set the boundaries and conditions that guide the management and processes of all workplace operations.

Gaining and keeping work

Gaining and keeping work involves processes associated with building and maintaining self-image, interacting effectively with others and being open to change and growth. Gaining and keeping work involves strategies for dealing with predictable changes in work patterns and settings as well as the impact of change on short and long term career management. Gaining and keeping work involves the ability to apply core skills, such as; self-marketing and reflection, and to explain the relationship between these skills and personal interests, values, beliefs and attributes.



Unit 3

Unit description

This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends. Entrepreneurship and flexibility are encouraged in the application of career competencies for career development.

Career development options and opportunities are forecast. There is a proactive development of alternative career pathways underpinned by relevant self-management strategies, work and learning experiences. Management models, regulatory frameworks and industry standards are applied. There is a need for efficiency, productivity and sustainability to analyse the complexities of workplaces and practices, and associated legal, ethical and financial considerations. An understanding of different rates of change in influences and trends, and of the dynamic nature of change, is used to optimise the management of options and opportunities for career development and businesses.

Open-ended complex scenarios provide opportunities to demonstrate further development and application of career competencies and work search techniques. A career portfolio is developed to inform future choices for personal and professional life, learning and work experiences.

Unit content. An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2. This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Learning to learn

- the concept of continual personal learning, with examples, such as:
 - community involvement
 - public speaking courses
 - travel
- the concept of continual professional learning, with examples, such as:
 - online courses
 - training courses
 - employer initiatives
 - graduate programs
- the importance of continual personal and professional learning in the management of long-term career development

Work skills

- methods of monitoring and improving workplace performance, including:
 - self-assessment
 - performance management
 - quality control
- processes used in performance management, including:
 - use of rating scales
 - use of management by objectives
 - use of 360 degree feedback

Entrepreneurial behaviours

- the need to adapt individual and business practices to work efficiently in a digital workplace

Career development and management

- the concept of a career
- the concept of work/life balance
- the changing nature of work/life balance over a lifespan
- the importance of managing own career and work/life balance
- the use of self-management strategies, including:
 - self-reflection
 - goal setting
 - time management
- the life and career development stages of Super's Lifespan (Developmental) Theory (1957)
 - growth
 - exploration
 - establishment
 - maintenance
 - decline
- the main features of happenstance, based on Mitchell's Happenstance Theory (2008), including:
 - clarify ideas
 - remove the blocks
 - expect the unexpected
 - take action
- the comparison of traditional and contemporary career development theories, such as:
 - Super's Lifespan (Developmental) Theory (1957)
 - Krumboltz' Happenstance Theory (2008)
- develop/refine own electronic individual pathway plan (IPP)
- develop/refine own electronic career portfolio

The nature of work

- the concept of the legal and ethical management of information within a workplace
- effective resource management, including:
 - human (such as, recruiting, training, salary, re-deploying)
 - financial (such as, budgeting, forward planning)
 - physical (such as, buildings, grounds, equipment)
 - technological (such as, communication, production techniques, customised software)
- the features of each of the following management styles:
 - autocratic
 - bureaucratic
 - democratic/participative
 - laissez-faire
- features of each of the following workplace organisational structures:
 - functional
 - geographic

- the impact of management styles on workplace satisfaction
- the impact of management styles on workplace and individual efficiency, workplace productivity and sustainability
- the concept of corporate social responsibility (CSR) in a workplace
- the impact of CSR for:
 - organisations
 - community
 - employee
- the factors that drive organisational restructuring, including:
 - legal factors
 - environmental factors
 - economic factors
 - technology
- the impact of organisational restructuring on:
 - employees
 - workplace culture
 - industries
- the need for internationally recognised manufacturing standards
- change in the workplace can be influenced by changes in the following factors:
 - social changes (such as, ageing population, gender roles, consumer preferences)
 - technological changes (such as, new software, new operating systems)
 - global and domestic economic changes (such as, recessions, booms)
 - political/legal changes (such as, government initiatives, changes in government, legislative workplace reforms)
- the concept of change management in the workplace

Gaining and keeping work

- the importance of each of the stages of gaining a job, including:
 - locating job opportunities
 - open job market
 - hidden job market
 - applying for a job
 - attending an interview
- opportunities for individual career development that can be created by changes in the workplace



“My profession has probably been transformed again just since we started this session.”

Unit 4

Unit description

This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends in a global environment. Career development frameworks are constructed to guide future decision making.

Self-management and career building strategies are designed, underpinned by the necessary learning experiences for a preferred future. Hypotheses are formed about the immediate and long-term impact of these strategies on changes in workplaces and trends and influences. The unit investigates how creativity, flexibility and continual evaluation provide mechanisms for making decisions about the future. Workplaces and organisations are analysed to assess how they respond to unpredictable changes in enterprising and innovative ways. The unit explores how these strategies are linked to legal, financial and ethical considerations, and the need to remain competitive in a global world inextricably linked by technology.

High-level career competencies and work search techniques and tools are applied, as strategies are devised to frame future career development. The career portfolio reflects creativity, expert technological skills and comprehensive documentation with details of past, current and future work, training and personal and professional learning experiences.

Unit content. This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Learning to learn

- explore future learning options for own personal and professional development
- the benefits of workplace mentoring for both the mentor and mentee

Work skills

- the need to accept diversity in the workplace, such as:
 - ethnic and cultural links
 - generational differences
- strategies for working in a diverse workplace, including:
 - attending cultural awareness training
 - using appropriate communication techniques
 - awareness of equal opportunity legislation

Entrepreneurial behaviours

- the challenges and opportunities created by globalisation for individuals and organisations
- the concept of a culture of continuous improvement
- the contribution of a culture of continuous improvement to competitiveness of a business in the global market place
- the impact of organisational restructuring on the human, physical and financial resources of a business

Career development and management

- the concept of self-understanding
- the concept of personal attributes
- the concept of self-marketing
- the inter-relationship between self-understanding, personal attributes and self-marketing
- make personal career decisions using decision-making tools, such as:
 - cost/benefit analysis
 - six thinking hats
 - paired comparison
- strategies used to manage changes in personal employment circumstances, including:
 - up-skilling/retraining
 - individual pathway plan (IPP) analysis
- investigate predicted global trends in employment, including:
 - decrease in job security
 - increase in working virtually
- the possible impact of predicted global trends on individual career planning
- the possible impact of an organisation's structure on an individual's career development
- considerations for managing change in career development, including:
 - how to change jobs
 - dealing with unemployment
 - negotiation skills
- refine own electronic individual pathway plan (IPP)
- refine own electronic career portfolio

The nature of work

- the legal requirements for employers and employees in the workplace
- the impact of information communication technologies (ICT) on the operational practices of workplaces, including:
 - use of social networking
 - mobile technologies
 - high speed internet
- the role of efficiency, productivity and sustainability in assisting businesses to become more globally competitive
- the importance of research and product development in assisting businesses to remain competitive in a global economy
- social justice, financial, cultural and ethical issues of global businesses, including:
 - fair trade
 - environmental compliance
 - unethical work practices, such as:
 - sweatshops
 - child labour
 - forced labour

Gaining and keeping work

- factors to consider when working overseas, including:
 - cultural differences
 - conditions of employment

Examination design brief – Year 12

All students enrolled in the Career and Enterprise ATAR Year 12 course are required to sit the WACE examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4.

Time allowed

Reading time before commencing work: ten minutes

Working time for paper: three hours

Permissible items

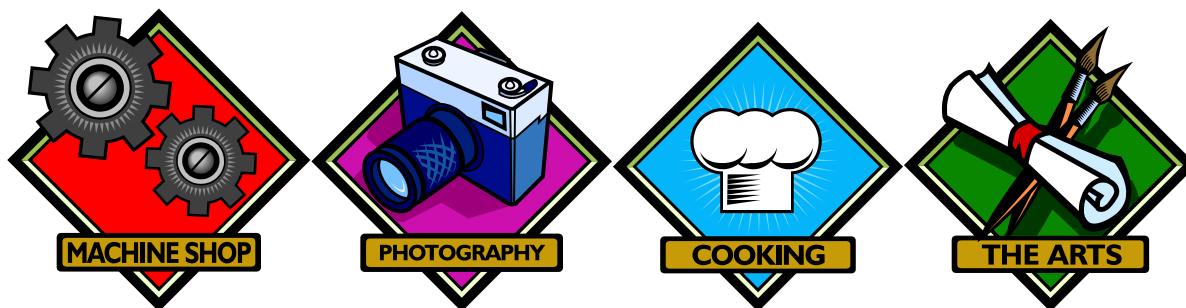
Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: nil

| SECTION | SUPPORTING INFORMATION |
|---|--|
| Section One Short answer 60% of the examination 4–6 questions which can include choices within some questions Suggested working time: 100 minutes | Questions can require the candidate to: <ul style="list-style-type: none">• define, describe, list, identify, explain and/or predict• respond to stimulus material, which can include: extracts from documents, articles, journals and/or texts; case studies; cartoons and/or graphs• respond in the context of their career pathway. |
| Section Two Extended answer 40% of the examination Two questions from a choice of three Suggested working time: 80 minutes | Questions can require the candidate to: <ul style="list-style-type: none">• define, describe, list, identify, explain, predict, justify, discuss, propose, analyse, evaluate, respond to and/or create• respond to stimulus material, which can include: extracts from documents, articles, journals and/or texts; case studies; cartoons and/or graphs• respond in the context of their career pathway. |



INFORMATION FROM STUDENT HANDBOOK



Completion of a course unit

A grade is assigned for each course unit completed (i.e. if the student completes the school's structured education and assessment program within the given timeframe).

Students are required to:

- submit all out-of-class assessment tasks for marking on the due date
- attempt all in-class assessment tasks on the scheduled date.

Note: If an assessment task cannot be submitted directly to the teacher it is to be submitted to the Head of Learning Area/Teacher-in-Charge.

Unless there is a reason that is acceptable to the school (see Section 6 for details), failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment task may result in the student:

- receiving a lower grade than expected at the end of the course unit (providing there is sufficient evidence from the assessment tasks which have been completed for the teacher to be able to assess to assign a grade)
- Parents will be informed through a Letter of Concern

For any late out-of-class assessment task, where the student **does not** provide a reason which is acceptable to the school, the following penalties apply:

10% reduction in the mark scored per school day up for up to 5 days
i.e. 2 days late, 20% reduction, 3 days late, 30% reduction
4 days late, 40% reduction, 5 days late, 50% reduction

After 5 school days a mark of 0 will be allocated **or** if the teacher is ready to return the class assessment before then, a mark of 0 is allocated.

Note: Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity **before** the due date.

For any missed in-class assessment task where the student **does not** provide a reason which is acceptable to the school, the following penalty applies:

- a mark of **zero** If a student **does not** submit an assessment task or attend a scheduled in-class assessment task, the teacher will contact the parent/guardian.

INFORMATION FROM STUDENT HANDBOOK

Acceptable reasons for non-submission or non-completion

The penalty for non-submission or non-completion will be waived if the student provides a reason acceptable to the school. For example:

- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission.
- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.

In such cases the parent/guardian must:

- contact the school on the day **and**
- provide either a medical certificate or a letter of explanation immediately the student returns.

Where the student provides a reason acceptable to the school for the non-submission or non-completion of an assessment task the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- re-weight the student's marks for other tasks (if there is sufficient evidence to assign a grade), **or**
- decide on an alternate assessment task if, in the opinion of the teacher, the assessment is no longer valid, **or**
- statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks

Attending events that can be rescheduled are not a valid reason for non-completion, non-submission or non attendance for an assessment task. Family holidays during the term are not considered a valid reason for non-completion non-submission or non attendance.

In exceptional circumstances, the parent/guardian may negotiate with the Year 11 or 12 Year Coordinator the development of an Individual Education Plan. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outlines for the particular course unit.

Cheating, collusion and plagiarism

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking/rating, as original, any work which is:

- identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Learning Area/Teacher-in-Charge. As part of this process, the student will be provided with the right of reply. Students will need to complete a cover sheet/declaration for all major assignments, which is to be signed and submitted with completed tasks.

Note: Where a student permits others to copy their work they will also be penalised. If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised

Note: The parent/guardian will be informed of the penalty and any further disciplinary action.

INFORMATION FROM STUDENT HANDBOOK

Security of assessment tasks

Where there is more than one class in a course unit most or all of the assessment task will be the same. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as cheating and the students will be penalised. Where Rossmoyne Senior High School uses the same assessment task or exam as other schools, the task and the student responses will be retained by the teacher until the task has been completed by all school/s.



Appeals against School Assessments

If a student believes the grade or numerical assessment which they have been awarded by the school is incorrect, he/she may ask the school to review the results. Students are required to make written application to the Principal, requesting a review, within five days of the release of results of assessments.

An assessment review does not require the school to re-mark a student's work. It is intended to determine whether:

- the weightings specified by the school in its assessment program conform with School Curriculum and Standards Authority guidelines
- assessment procedures conform with the stated assessment program
- there were no computational or clerical errors in determining the assessment.

Please note: A teacher's judgement about the worth of individual assessment tasks will not be subject to review.

If, after an assessment review has been completed at the school, a student still believes that the School Curriculum and Standards Authority assessment guidelines have not been followed then the student may lodge an appeal with the School Curriculum and Standards Authority. An appeal should be made on the prescribed form available from the school or the Curriculum Council, and forwarded to the School Curriculum and Standards Authority by the nominated date. A fee is payable for each subject named on the application form.

The School Curriculum and Standards Authority will request a school to re-determine assessments only if it can be shown that the School Curriculum and Standards Authority assessment guidelines were not followed by the school.

Assessment Outline

Career and Enterprise – ATAR Year 12

| Assessment type | Assessment type weighting | Assessment task weighting | Submission date | Assessment task |
|--|---------------------------|---------------------------|--------------------|--|
| Investigation | 20% | 10% | T1 Week 3 | Unit 3 Task 2: Traditional and contemporary career development theories – Investigate and prepare a written report comparing a traditional career development theory with a contemporary career development theory and outline the impact on individual career development. |
| | | 10% | T3 Week 6 | Unit 4 Task 4: Issues of global business – Investigate issues of global business and present your findings in a written report. |
| Production/ performance | 10% | 5% | T1 Week 8-9 | Unit 3 Task 4: Corporate social responsibility – Prepare and deliver a presentation on corporate social responsibility. |
| | | 5% | T2 Week 7 | Unit 4 Task 1: Self-marketing – Create an iMovie advertisement to promote yourself for a particular occupation. |
| Individual pathway plan/career portfolio | 10% | 5% | T1 Week 6 | Unit 3 Task 3: Electronic individual pathway plan (IPP) - Develop own electronic IPP, including own personal and professional skills and attributes, short term goals and long term goals. |
| | | 5% | T2 Week 10 | Unit 4 Task 2: Electronic career portfolio – Develop own electronic career portfolio. |
| Response | 30% | 5% | Rollover T4 Week 6 | Unit 3 Task 1: Career Planning – Respond to an extended answer question in class under test conditions. |
| | | 10% | T2 Week 1 | Unit 3 Task 5: Organisational restructuring – Respond to an extended answer question in class under test conditions. |
| | | 15% | T3 Week 3 | Unit 4 Task 3: Efficiency, productivity and sustainability – Respond to short answer and extended answer questions in class under test conditions. |
| Examination | 30% | 15% | T2 Week 3-4 | Semester 1 Examination – three hours using the examination design brief from the ATAR Year 12 syllabus Section One: four questions (60%) Section Two: two questions from a choice of three (40%) |
| | | 15% | T3 Week 9-10 | Semester 2 Examination – three hours using the examination design brief from the ATAR Year 12 syllabus Section One: six questions (60%) Section Two: two questions from a choice of three (40%) |
| Total | 100% | 100% | | |



Course Outcomes for Year 12 Unit 3 & 4 Career and Enterprise

| Tasks | Career and Enterprise Concepts | Career and Enterprise Investigations | Career development in a changing world | Being Enterprising |
|--|--------------------------------|--------------------------------------|--|--------------------|
| Unit 3 Task 1 – Career planning (examination question - response) | ✓ | ✓ | | ✓ |
| Unit 3 Task 2 – Career theory (written report - investigation) | ✓ | ✓ | ✓ | ✓ |
| Unit 3 Task 3 – Career management (Individual Pathway Plan) | ✓ | ✓ | ✓ | ✓ |
| Unit 3 Task 4 – The Nature of Work (Oral presentation – production/performance) | ✓ | ✓ | ✓ | ✓ |
| Unit 3 Task 5 – Workplace Change (examination question - response) | ✓ | | ✓ | ✓ |
| Semester 1 – Examination | ✓ | ✓ | ✓ | ✓ |
| Unit 4 Task 1 – Self-marketing (iMovie – production/performance) | ✓ | | ✓ | ✓ |
| Unit 4 Task 2 – Career portfolio (ePortfolio) | ✓ | | ✓ | ✓ |
| Unit 4 Task 3 – Workplace culture (examination question - response) | | ✓ | ✓ | ✓ |
| Unit 4 Task 4 – Globalisation (written report - investigation) | | ✓ | ✓ | ✓ |
| Semester 2 – Examination | ✓ | ✓ | ✓ | ✓ |

School-based Assessment Table – Year 12

| Type of Assessment | Weighting |
|--|------------|
| Investigation 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. | 20% |
| Production/performance 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 | 10% |
| Individual pathway plan/career portfolio Students are required to develop/review an electronic individual pathway plan (IPP) in Unit 3 and develop/review an electronic career portfolio in Unit 4. These documents can include; <ul style="list-style-type: none"> • a resume • evidence of skills and experiences • evidence of work history • industry research • career/pathway directions • goals | 10% |
| Response Questions can require students to respond to short answer and/or extended answer questions. Questions can require students to respond to stimulus materials including; extracts from documents, articles, journals or texts, cartoons, graphics, case studies, and/or guest speakers. Short answer formats can include; <ul style="list-style-type: none"> • 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 answers can be scaffolded. 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. | 30% |
| Examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus | 30% |

| Assessment Program Year 12 - Unit 3 & 4 Career and Enterprise 2016 | | | |
|--|----------|------------------------------------|---|
| Term 4 2015 | | | |
| Date | | Task | Assessments due |
| Week 3 | 26/10/15 | Unit 3 Task 1 – Career Planning | |
| Week 4 | 2/11/15 | Unit 3 Task 1 – Career Planning | |
| Week 5 | 9/11/15 | Unit 3 Task 1 – Career Planning | |
| Week 6 | 16/11/15 | Unit 3 Task 1 – Career Planning | Examination question in last session |
| Week 7 | 23/11/15 | Employment Advantage | |
| Term 1 2016 | | | |
| Week 1 | 1/2/16 | Unit 3 Task 2 – Career Theory | |
| Week 2 | 8/2/16 | Unit 3 Task 2 – Career Theory | |
| Week 3 | 15/2/16 | Unit 3 Task 2 – Career Theory | Written Investigation in last session |
| Week 4 | 22/2/16 | Unit 3 Task 3 – Career Management | |
| Week 5 | 29/2/16 | Unit 3 Task 3 – Career Management | |
| Week 6 | 7/3/16 | Unit 3 Task 3 – Career Management | Individual Pathway Plan in last session |
| Week 7 | 14/3/16 | Unit 3 Task 4 – The Nature of Work | |
| Week 8 | 21/3/16 | Unit 3 Task 4 – The Nature of Work | CSR Oral Presentation as scheduled |
| Week 9 | 28/3/16 | Unit 3 Task 4 – The Nature of Work | CSR Oral Presentation as scheduled |
| Week 10 | 4/4/16 | Unit 3 Task 5 – Workplace Change | |
| Holidays | 11/4/16 | | |
| Holidays | 18/4/16 | | |
| Term 2 2016 | | | |
| Week 1 | 25/4/16 | Unit 3 Task 5 – Workplace Change | Examination question in last session |
| Week 2 | 2/5/16 | Review of Unit 3 | |
| Week 3 | 9/5/16 | EXAMS | |
| Week 4 | 16/5/16 | EXAMS | |
| Week 5 | 23/5/16 | Unit 4 Task 1 – Self-Marketing | |
| Week 6 | 30/5/16 | Unit 4 Task 1 – Self-Marketing | |
| Week 7 | 6/6/16 | Unit 4 Task 1 – Self-Marketing | iMovie in last session |
| Week 8 | 13/6/16 | Unit 4 Task 2 – Career Portfolio | |
| Week 9 | 20/6/16 | Unit 4 Task 2 – Career Portfolio | |
| Week 10 | 27/6/16 | Unit 4 Task 2 – Career Portfolio | ePortfolio in last session |
| Holidays | 4/7/16 | | |
| Holidays | 11/7/16 | | |
| Term 3 2016 | | | |
| Week 1 | 18/7/16 | Unit 4 Task 3 – Workplace Culture | |
| Week 2 | 25/7/16 | Unit 4 Task 3 – Workplace Culture | |
| Week 3 | 1/8/16 | Unit 4 Task 3 – Workplace Culture | Examination question in last session |
| Week 4 | 8/8/16 | Unit 4 Task 4 – Globalisation | |
| Week 5 | 15/8/16 | Unit 4 Task 4 – Globalisation | |
| Week 6 | 22/8/16 | Unit 4 Task 4 – Globalisation | Written Investigation in last session |
| Week 7 | 29/8/16 | Review of Unit 3 & 4 | |
| Week 8 | 5/9/16 | Review of Unit 3 & 4 | |
| Week 9 | 12/9/16 | EXAMS | |
| Week 10 | 19/9/16 | EXAMS | |
| Holidays | 26/9/16 | | |
| Holidays | 3/10/16 | | |
| Term 4 2016 | | | |
| Week 1 | 10/10/16 | Exam Review | |
| Week 2 | 17/10/16 | Revision | Last day for Y12 - 21 st Oct |

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. Each person has a unique career in which work, learning and life are inextricably intertwined. |
| Career building | 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. |
| Career competencies | 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. |
| Career development | 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. |
| Career management | 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. |
| Career portfolio | A career portfolio is used to organise and document evidence of education , personal and professional achievements, qualifications and attributes. A career portfolio is used to: inform future choices, applying for jobs, entry to higher education or training programs or scholarships; when seeking promotion; to show transferable skills; and when reflecting on personal development. It should be updated regularly. 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. |
| Enterprise | 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. This term can also refer to an organisation such as a business, community or government agency. |
| Flat organisational structure | Where the span of control within an organisation is wide, resulting in fewer levels of management. |
| Functional organisational structure | A common type of organisational structure in which the organisation is grouped based on specialisation by functional areas, such as IT, finance, and marketing. A functional organisation is best suited as a producer of standardised goods and services at large volume and low cost. |

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| Geographic organisational structure | A firm organised into geographical units (regional, national, international) that report to a central headquarters. This type of structure allows an organisation's offices to operate individually while adhering to company policies and values. |
| Global economic activity | Actions that involve the production, distribution and consumption of goods and services at all levels within a society. |
| Globalisation | The move towards increasing economic, financial, trade and communications integration of economies around the world, resulting in an interconnected and interdependent world with free transfer of capital, goods and services across national borders. |
| Hierarchical organisational structure | Incorporates a set of defined roles that are performed by employees in the workplace. This structure allows each employee to work systematically and according to procedures understood by all employees. In most cases, each worker will have fellow co-workers, supervisors and managers, working in a team environment. In smaller companies, there will be fewer co-workers and maybe only one manager. |
| Individual efficiency | The extent to which time, effort or cost is well used for the intended task or purpose, with a minimum amount or quantity of waste, expense, or unnecessary effort. The ability of an individual to maximise his/her contributions to an organisation. |
| Individual pathway plan (IPP) | A document completed and regularly reviewed by an individual that summarises skills, knowledge and attributes, together with short 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. |
| Lifelong learning | 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. |
| Self-management | 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. |
| Technology | 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. |
| Work | 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. |
| Work patterns | The work schedule structure. It includes flexitime, different types of shift work, full-time, part-time, fly-in, fly-out (FIFO), casual and job sharing arrangements. |
| Work processes | Work in any organisation is performed through processes. A process is a series of work steps directed to a particular end or output. To ensure staff are as productive as possible, the work processes need to be defined and enabled by tools and systems. |

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| Work search techniques | Specific techniques used to find employment, including: using online recruitment agencies and company websites; responding to advertisements in newspapers, shops, newsletters, magazines; approaching employers directly when no vacancies are advertised; using government and non-government employment agencies; networking; participating in extra-curricular activities (work experience, volunteering). |
| Work search tools | Tools for seeking a job, such as a résumé, written application, including cover letters and application forms, career portfolio, interview portfolio and electronic portfolio. |
| Work settings | 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. |
| Workplace culture | The 'way of life' for those in a particular workplace. This has many elements, including: laws, language, fashion, power relationships, conventions, conflict management processes and dispute resolution processes. Workplace culture is normally strongly linked to organisational structure. |
| Workplace productivity | The ratio of output to input in production. |
| Workplace reform | A comprehensive and integrated approach to redesigning the management of work to achieve improvements in economic performance and adaptability, and an improved life for workers. |
| Workplace sustainability | The ability to maintain efficiency and productivity over time. It requires the reconciliation of environmental considerations, social equity and economic demands. |

