

# Career Education 2018 v1.0

## Short Course Syllabus

This Short Course syllabus may be implemented from 2018 onwards.

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# 1 Course overview

## 1.1 Introduction

### 1.1.1 Rationale

The Short Course in Career Education focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options to enable effective participation in their future study, working life and career.

Career Education encompasses [career development](#) and [career management](#) strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.

The course helps students plan for and shape their future in the rapidly changing world of work and is part of the lifelong process of managing life, learning and work. Career development is an ongoing process of interaction between an individual and the environment that surrounds them. As the nature of work changes and students face different challenges and opportunities from those of the past, career development aims to assist individuals to develop the skills and knowledge to effectively manage their careers.

The Short Course in Career Education focuses on the knowledge, processes and skills that students in the senior phase of learning, i.e. Years 10, 11 and 12, need in order to develop effective career development and management practices. Students come to understand what they need to adapt to multiple transitions in work and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

The course also aims to improve students' learning skills so that they become independent, lifelong learners. Students come to understand that learning is a purposeful activity undertaken to achieve objectives that they value. Learning is an active process of gaining knowledge and understanding, and developing skills that draw on students' prior knowledge and experiences. Students learn a variety of strategies to develop and monitor their own learning. They develop understanding of themselves as learners, recognising their aspirations, their rights and responsibilities as workers, as well as employer expectations and the diversity of work opportunities. They plan and manage their learning through understanding their learner identity, setting goals and pathways, and planning and organising their learning to achieve their work and career goals. The development of self-knowledge, contemporary work skills, entrepreneurial behaviours and resilience are necessary to thrive in the 21st century.

Career Education is a one-unit course, developed to meet a specific curriculum need. It contributes one credit toward a Queensland Certificate of Education (QCE). Results in Career Education do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

Short Courses are designed to be delivered over 55 hours. Schools may implement this syllabus at any stage during the senior phase of learning. The course may be delivered as part of an individualised learning program or as a stand-alone Short Course.

The course is not intended to be a substitute for a quality [career education](#) service in a school, nor is it expected that teachers of this subject will provide [career guidance](#) to students. In fact, the provision of any career advice, general or specific, to a student or group of students is outside the scope of this course. Such advice should only be provided by a qualified career counsellor, career guidance officer or other suitably trained professional.

The development of this Short Course is informed by:

- The Australian Curriculum, Assessment and Reporting Authority (ACARA) 'Australian Curriculum: Work Studies Years 9–10, 2016, v 8.3'
- requirements of the Australian Core Skills<sup>1</sup> Framework (ACSF) Level 3.

Senior subjects that contribute to the Queensland Certificate of Education (QCE) are typically those that align most closely to ACSF Level 3. Short Course senior syllabuses have been derived from the ACSF by aligning the objectives and standards with the ACSF indicators. The requirements for a grade of C in this Short Course mirror the requirements for ACSF Level 3.

### **Why will schools offer this course?**

The progression from Year 10 to Year 12 can be the most complex transition in a student's school life. As students move through the senior phase of schooling, they are increasingly expected to accept greater responsibility for their learning, participate in leadership and community service activities and make significant decisions about their pathways to further education, training and employment.

Schools can help students manage these transitions by:

- implementing curriculum and related processes that help students and their parents/carers make better decisions about immediate options for learning
- developing skills and knowledge that help students manage longer term career goals for post-school pathways
- providing learning opportunities for students to develop a range of generic and employability skills<sup>2</sup> that are required for work and further education and training, such as planning, organising, thinking flexibly, communicating and working in teams.

This course can also assist schools in the development of the Senior Education and Training (SET) Plans for students.

### **Pathways**

Career Education is a Short Course suited to students who are interested in pathways beyond school that lead to further education, training and/or work. A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

Information about the Work Studies 9–10 course is available on the ACARA website at [www.australiancurriculum.edu.au/f-10-curriculum/work-studies/](http://www.australiancurriculum.edu.au/f-10-curriculum/work-studies/).

To access the ACSF, see the '[Australian Core Skills Framework](https://docs.education.gov.au/system/files/doc/other/acsf_document.pdf)' available from [https://docs.education.gov.au/system/files/doc/other/acsf\\_document.pdf](https://docs.education.gov.au/system/files/doc/other/acsf_document.pdf).

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<sup>1</sup> The core skills are reading, writing, oral communication, numeracy and learning.

<sup>2</sup> See Section 2.2.4

## 1.2 Teaching and learning

### 1.2.1 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn. Assessment provides evidence of how well students have achieved the objectives.

Syllabus objectives inform the objectives for each topic, which are contextualised for the subject matter and requirements of the topic. These objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Topic objective 1 and to Assessment objective 1 in each assessment instrument.

Syllabus objectives are described in terms of actions that operate on the subject matter. Students are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective.

By the conclusion of the course of study, students will:

#### 1. demonstrate knowledge and understanding of self, work practices and career development processes

When students demonstrate knowledge and understanding of self, they consider their personal and interpersonal capacities, attributes and attitudes; identify and explain the key elements of a positive self-concept; and identify and implement strategies for building positive relationships. They identify and examine their personal management skills and work habits, recognising strengths and weaknesses.

When students demonstrate knowledge and understanding of work practices, they identify and describe features of the world of work and the skills necessary for success in a modern workplace, including 21st century skills,<sup>3</sup> Core Skills for Work (CSfW),<sup>4</sup> and employability and lifelong learning skills.<sup>5</sup> They identify and describe the skills that relate to preparing for and seeking employment, operating in an existing workplace and entering a new work environment.

When students demonstrate knowledge and understanding of career development processes, they understand what is involved in building and managing a career. They locate and examine sources of information about careers, possible future career pathways and the requirements of potential careers. Students identify and explain the skills needed to manage change and transition, and for achieving success after school.

#### 2. select, analyse and apply information related to work and career development

When students select, analyse and apply information, they gather work-related and career information and determine its suitability for, and relevance to, personal work and career options. They analyse the skills and capacities needed for 21st century work, including appropriate communication skills, collaboration and teamwork.

Students use this information to select and develop a focus for inquiry. They gather and interpret data from primary and secondary sources relevant to the inquiry to build knowledge about an area of work or career interest. They identify trends in work arrangements emerging over time, and evaluate agencies and organisations that support various employment

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<sup>3</sup> See Section 2.2.3.

<sup>4</sup> Information about the CSfW is available at [www.education.gov.au/core-skills-work-developmental-framework-0](http://www.education.gov.au/core-skills-work-developmental-framework-0); see also Section 2.2.4.

<sup>5</sup> Department of Education, Victoria, Australia, 2006, *Employability Skills Framework* [www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/employabilityskills1.pdf](http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/employabilityskills1.pdf)

situations. Students draw meaning from their knowledge and are able to apply this to everyday life, work and career activities and workplace texts, in a range of familiar and some less familiar contexts. They identify similarities, differences and patterns in information and apply career development knowledge to make decisions and recommendations about the appropriateness of their work and career options.

### **3. use oral and written language to communicate information**

When students use oral and written language to communicate, they convey information about inquiries into work practices and the development and management of careers. They select and apply their knowledge of vocabulary, punctuation, spelling, grammatical structures, genre and language conventions; and make choices about language and register. They organise and sequence their ideas; plan, draft, proof and review their work; and use recognised conventions of referencing. They present the results of their inquiries, decisions and recommendations in a manner appropriate for the intended purpose, audience, context and text type.

### **4. plan, implement and adjust processes to achieve learning outcomes**

When students plan, implement and adjust processes, they demonstrate an awareness of themselves as learners. They plan and manage their learning through understanding their learner identity, setting goals and pathways, and planning and organising to achieve their work and career goals. They apply self-knowledge to work-related and career decision-making processes and evaluate choices. They show flexibility in being able to adjust their goals, priorities and aspirations in response to changes in circumstances. They make decisions about the appropriateness of work and career options, evaluate their current learning and identify future learning needs.

### **5. apply learning strategies**

When students apply learning strategies, they use practical methods and approaches that promote decision-making and reflection, and facilitate their learning in a range of everyday work-related and career contexts. The strategies used include locating, evaluating and organising information; using prior knowledge and scaffolding; and learning with and from others. They use guided reflection in developing strategies to enhance their capacity as self-directed and lifelong learners.

## **1.2.2 Underpinning factors**

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content related to Career Education
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

Students should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

## **Literacy in Career Education**

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In Career Education, students apply, extend and refine their repertoire of literacy skills and practices by establishing and articulating their views through creative responses. They communicate in a variety of ways that may include speaking, listening, reading, writing and using electronic technology, and experiment with different modes, mediums and forms to create new texts and understand the power of language to represent ideas, events and people.

Students should be aware of the roles and relationships involved in these literacy interactions. They must strive for accuracy, clarity and ease of understanding, while being sensitive to the purpose and audience for which material is prepared.

Over the course of study in Career Education, literacy skills should be progressively developed in the following areas:

- comprehension, which enables information to be gathered from written, oral and visual sources
- selection and sequencing of information required in various forms (e.g. writing reports, providing advice and describing procedures)
- use of appropriate vocabulary, format and layout.

Teachers should help students:

- develop reading skills, particularly reading newspapers, pamphlets, brochures, tables and websites
- use terminology and language relevant to career development and management
- use appropriate language conventions related to grammar, spelling, punctuation and presentation
- use inclusive language in terms of gender, class, race, culture, ethnicity, age, religion and disability.

Students should be encouraged to use language in a meaningful way within realistic contexts whenever possible. Opportunities should be provided for students to access, process and present information in a range of forms and media.

These aspects of literacy knowledge and skills are embedded in the objectives, subject matter and instrument-specific standards for Career Education.

## **Numeracy in Career Education**

In Career Education, students use numeracy when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences and problem-solving as they create and respond to a range of texts.



Success in dealing with issues and situations in life and work depends on developing and integrating a range of abilities, such as:

- comprehending basic concepts and terms underpinning the areas of number, measurement and finance, e.g. personal budgeting
- extracting, converting or translating information given in numerical forms, diagrams, maps, graphs or tables, e.g. working out pay scales or extrapolating survey data
- calculating, e.g. savings and investments, exchange rates, quantities and weights
- making use of calculators and computers
- using skills or applying concepts from one problem or study area to another.

In Career Education, students should be encouraged to develop their understanding and to learn by incorporating, to varying degrees, mathematical strategies and approaches to tasks. Similarly, students should be presented with experiences that stimulate their mathematical interest and hone quantitative skills that contribute to success in everyday life.

Mathematical concepts should be introduced and skills developed to prepare students to cope with the quantitative demands of their personal lives and to participate in a specific community or workplace environment. In many cases, teachers will have to encourage the use of quantitative skills and understandings that students developed previously. Within appropriate learning contexts and experiences, teachers should provide opportunities for students to revise, maintain and extend such skills and understandings.

These aspects of numeracy knowledge and skills are embedded in the objectives, subject matter and instrument-specific standards for Career Education.

## 21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	<ul style="list-style-type: none"> <li>• analytical thinking</li> <li>• problem-solving</li> <li>• decision-making</li> <li>• reasoning</li> <li>• reflecting and evaluating</li> <li>• intellectual flexibility</li> </ul>	creative thinking	<ul style="list-style-type: none"> <li>• innovation</li> <li>• initiative and enterprise</li> <li>• curiosity and imagination</li> <li>• creativity</li> <li>• generating and applying new ideas</li> <li>• identifying alternatives</li> <li>• seeing or making new links</li> </ul>
communication	<ul style="list-style-type: none"> <li>• effective oral and written communication</li> <li>• using language, symbols and texts</li> <li>• communicating ideas effectively with diverse audiences</li> </ul>	collaboration and teamwork	<ul style="list-style-type: none"> <li>• relating to others (interacting with others)</li> <li>• recognising and using diverse perspectives</li> <li>• participating and contributing</li> <li>• community connections</li> </ul>

21st century skills	Associated skills	21st century skills	Associated skills
personal and social skills	<ul style="list-style-type: none"> <li>• adaptability/flexibility</li> <li>• management (self, career, time, planning and organising)</li> <li>• character (resilience, mindfulness, open- and fair-mindedness, self-awareness)</li> <li>• leadership</li> <li>• citizenship</li> <li>• cultural awareness</li> <li>• ethical (and moral) understanding</li> </ul>	information & communication technologies (ICT) skills	<ul style="list-style-type: none"> <li>• operations and concepts</li> <li>• accessing and analysing information</li> <li>• being productive users of technology</li> <li>• digital citizenship (being safe, positive and responsible online)</li> </ul>

Career Education helps develop the following 21st century skills:

- critical thinking
- creative thinking
- communication
- collaboration and teamwork
- personal and social skills
- information & communication technologies (ICT) skills.

These aspects of 21st century knowledge and skills are embedded in the objectives, subject matter and instrument-specific standards for the Short Course in Career Education.

### Other applicable work-related and career skills frameworks

The underpinning factors encompass the essential skill sets that will help students live and work successfully in the 21st century. However, two other frameworks, developed specifically for work-related and career settings, may prove useful for students in Career Education: the Core Skills for Work (CSfW), and employability and [lifelong learning](#) skills.

The skill areas of both frameworks can be mapped easily to the 21st century skills, but their focus is the work environment. The presentation and explanations of these skills directly reflects work and career requirements, and employer expectations.

#### Core Skills for Work

In August 2013, the Australian Government released the Core Skills for Work Developmental Framework (CSfW). The CSfW describes a set of knowledge, understanding and non-technical skills that underpin successful participation in work. These skills are often referred to as generic or employability skills. They contribute to work performance in combination with technical skills, discipline-specific skills and core language, literacy and numeracy skills.

The CSfW describes performance in ten skill areas grouped under three skill clusters, as shown in the table below.

## CSfW skill clusters and skill areas

	Skill cluster 1: Navigate the world of work	Skill cluster 2: Interacting with others	Skill cluster 3: Getting the work done
Skill areas	<ul style="list-style-type: none"> <li>• Manage career and work life</li> <li>• Work with roles, rights and protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate for work</li> <li>• Connect and work with others</li> <li>• Recognise and utilise diverse perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and organise</li> <li>• Make decisions</li> <li>• Identify and solve problems</li> <li>• Create and innovate</li> <li>• Work in a digital world</li> </ul>

These aspects of the CSfW are embedded in the objectives, subject matter and instrument-specific standards for Career Education.

### Employability and lifelong learning skills<sup>6</sup>

Employability and lifelong learning skills are those capabilities that make individuals more likely to gain employment and be successful in their chosen occupations and careers as they navigate through a dynamic labour market.

While employers will always be looking for job-specific skills, most will also want potential employees to have some general skills. To be competitive, potential employees have to demonstrate that they not only have discipline-specific technical skills, but also a broader range of employability skills.

The following table identifies skills that link school studies and employment, no matter what the job, career or industry. The skills are also transferable to any personal or life context.

### Employability and lifelong learning skills

Skills	Description
analytical thinking and problem-solving	the ability to apply problem-solving strategies in purposeful ways to achieve an outcome in situations where the problems and solutions are evident as well as in new or creative ways; people who can use creativity, reasoning and past experiences to identify and solve problems effectively are valued in the workforce
capacity to work and learn independently	the ability to understand and apply new knowledge and information
communication (listening, speaking and writing)	the ability to communicate effectively with others using a range of spoken, written, graphic and other nonverbal means of expression; people who can accurately interpret what others are saying and organise and express their thoughts clearly are valued in the workforce
competence in reading and mathematics (literacy and numeracy)	the ability to read and comprehend instructions and to perform basic mathematics

<sup>6</sup> This skill set is informed by [www.qcaa.qld.edu.au/downloads/senior/qce\\_lp\\_employability.pdf](http://www.qcaa.qld.edu.au/downloads/senior/qce_lp_employability.pdf) and Department of Education, Victoria, Australia 2006, 'Employability Skills Framework' [www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/employabilityskills1.pdf](http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/employabilityskills1.pdf)

Skills	Description
initiative and enterprise	resourcefulness in seeking and applying knowledge, information and the translation of ideas into actions in ways that contribute to innovative outcomes
interpersonal effectiveness	the ability to relate to co-workers and build relationships with others in an organisation
leadership/management skills	the ability to take charge and manage your co-workers, if required, is a welcome trait; most employers look for signs of leadership qualities
learning	aspire to understand new things and be able to pick them up quickly; be able to take on new tasks and adapt to workplace changes; as jobs are constantly changing and evolving, employers want people who can grow and learn as changes come
planning and organising	the ability to plan and organise one's own work activities; make good use of time and resources; prioritise tasks and monitor performance; set goals; locate, sift and sort information in order to select what is required and present it in a useful way; manage time and priorities; be resourceful
personal management (self-management)	the ability to manage workload, effort and develop strategies for time management so that tasks are completed within the required time frame and to the necessary standard; the ability to plan and manage multiple assignments and tasks, set priorities and adapt to changing conditions and work assignments
strong work values (work ethic)	qualities valued in any job or career are dependability, personal integrity, honesty, self-confidence and a positive attitude
teamwork	the ability to interact effectively with others one-to-one and in groups, understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal; as many jobs in today's work environment involve working in one or more groups, employers want employees who can bring out the best in others
technology (computer and technical literacy)	the ability to apply technology and operate equipment to manage routine or non-routine tasks more effectively; while employers will usually provide training on job-specific software, employees are expected to be proficient with basic computer skills

These aspects of employability and lifelong learning skills are embedded in the objectives, subject matter and instrument-specific standards for Career Education.

### 1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to increasing awareness of Aboriginal perspectives and Torres Strait Islander perspectives, and improving outcomes for Aboriginal students and Torres Strait Islander students.

As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English (SAE)
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at [www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives](http://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives).

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

Through the study of texts, students are provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal peoples and Torres Strait Islander peoples and their contributions to Australian society.

### 1.2.4 Pedagogical and conceptual frameworks

Learning in the 21st century is dynamic and is enhanced by an inquiry approach that applies discipline knowledge and skills to real-world situations and contemporary events (Masters 2016). An inquiry approach involves a range of instructional practices that stimulate student learning and give precedence to students' investigative work (Aditomo et al. 2013).

In Career Education students learn, develop and use an inquiry approach to investigate an area of career interest.

An inquiry approach involves:

- a method of learning, initiated by questions or problems
- personal construction of a student's own knowledge, i.e. knowledge that is new to the student
- an active approach to learning where students have the central role
- the teacher acting as a facilitator
- developing self-directed learning over time, as students assume increasing responsibility for their learning.

These core elements are stated by Spronken-Smith and Walker (2010, p. 726) and supported by references to Justice et al. (2007), Kahn and O'Rourke (2004) and Weaver (1989).

The following table describes three different approaches to teaching inquiry along the continua between teaching *for* and *through* inquiry. This is based on Spronken-Smith and Walker (2010, p. 726), who built on the problem-solving approach of Staver and Bay (1987).

Inquiry type	Description	Teaching <i>for</i> or <i>through</i> inquiry
<b>Structured</b>	Teacher provides students with an issue, problem or question and an outline for addressing it. The inquiry components are structured and each component may be the focus of class activities either in isolation or through connections structured by the teacher.	For
<b>Guided</b>	Teacher provides questions to stimulate inquiry, and students are self-directed in terms of exploring these questions. Teacher provides guidance with some or all inquiry components.	Through
<b>Open</b>	Teacher cedes control and students work more independently to formulate their own questions and problems, and progress through the full inquiry cycle, with the teacher monitoring this progress.	Through

Classroom learning may involve activities and experiences that focus on particular components of the inquiry process so that these are explicitly taught — it is not necessary that students undertake all components of an inquiry approach in order to develop mastery, confidence and independence. Consequently, the role of structured scaffolding is temporal, and this reflects the developmental complexity of courses of study in Queensland syllabuses.

Figure 1: An inquiry approach for Career Education

**An inquiry approach illustrated**

Reflecting is the crucial metacognitive activity that connects the four inquiry components of forming, finding, analysing, and evaluating. As students progress in their inquiry, they develop meaning about previous understandings and inquiry decisions. Consequently, students should be encouraged to view all key decisions and activities as formative and therefore worthy of reflection and revision (see Marzano & Kendall 2007, 2008).

**Forming**

- Describing the task and its components
- Developing questions about the task
- Writing the methodology

**Finding**

- Exploring sources
- Informing
- Locating and gathering data, information and sources



**Evaluating**

- Making decisions and judgments
- Drawing conclusions
- Synthesising findings
- Verifying findings

**Analysing**

- Matching
- Comparing
- Interpreting relationships, patterns and trends

## 1.2.5 Teaching and learning strategies

Career Education should be approached in a practical way, allowing for hands-on activities. As part of their learning, students have opportunities to be involved in practical experiences that reflect real-life and lifelike situations. Work experience and the Certificate I in Work Education are desirable complementary learning options.

By the end of the course, students should have been provided with the opportunity to:

- develop abilities to maintain a positive self-concept
- develop abilities for building positive relationships in life and work
- learn to respond to change that affects well being
- link lifelong learning to the career building process
- locate and evaluate a range of career information sources
- understand how societal needs and economic conditions influence the nature and structure of work
- develop abilities to seek, obtain, create and maintain work
- engage in career decision-making
- link lifestyles and life stages to career building
- understand and learn to overcome stereotypes in career building
- take charge of the career building process
- develop and apply, in the context of developing their career, each of the employability skills<sup>7</sup>
- learn, develop and use the inquiry approach
- learn, develop and use a range of strategies that promote decision-making and reflection.

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<sup>7</sup> See Section 2.2.4.

## 1.3 Course organisation

Career Education is a course of study consisting of two topics:

- My current skills and attributes
- My options for the future.

These topics provide a context for student learning and experiences.

The Short Course has been developed with a notional teaching, learning and assessment time of 55 hours.

The requirements for a course of study are:

- the syllabus objectives (see Section 2.1)
- the two topics and four related sub-topics
  - My current skills and attributes
    - Understanding myself
    - Understanding the world of work
  - My options for the future
    - My career options
    - My plans for the future.

### 1.3.1 Planning a course of study

When planning a course of study, teachers should:

- base learning and assessment activities on real-life work-related and career contexts
- provide choices in learning contexts and assessment, where possible, to cater for students' individual differences
- ensure learning and assessment opportunities are provided for all objectives at least once
- consider whether the delivery of this syllabus can be part of the Senior Education and Training (SET) Plan development process.

### Learning experiences

Learning experiences must be activity-based and life-related. They should cater for individual differences in personal development, abilities, learning styles and interests.

Teachers should expect to provide students with considerable assistance, especially when undertaking new tasks, activities or experiences. Familiarity with a range of work-related and career contexts and associated practices, as well as cooperative learning environments, will help students become more self-reliant and less dependent on their teacher's help.

Teachers should use modelling and guidance to enhance student confidence and develop positive attitudes. In all learning experiences, students should be encouraged to use a range of technologies where appropriate and available.

In Career Education there is a focus on providing opportunities for students to be exposed to work environments promotes learning in and about the world of work and future career possibilities. These opportunities are not intended to be restricted to the traditional practice of blocks of work experience, although work experience may take up part of work exposure.



Work exposure can take many forms including:

- direct involvement in the workplace
- visits to and from private and public enterprises, registered training organisations (RTOs), industry and community organisations
- visits to and from industry representatives, employers, employees and self-employed people
- ‘career taster’ days or career expos
- mentoring and work shadowing
- interviews with industry experts, employers, employees and self-employed people
- use of a variety of media sources
- labour market research
- use of work-related simulations and role plays
- virtual tours of industries and workplaces
- industry, community, career or problem-based projects
- use of part-time work, unpaid work or community-based volunteering.

Students’ knowledge of the dynamic nature of workplaces and understanding of workplace expectations are enhanced through interacting with employers, employees, self-employed people, entrepreneurs and community agencies.

### **Applied learning**

Applied learning is the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts. Contexts should be authentic and may encompass workplace, industry and community situations.

Applied learning values knowledge — including subject knowledge, skills, techniques and procedures — and emphasises learning through doing. It includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills.

Applied learning:

- links theory and practice
- integrates knowledge and skills in real-world or lifelike contexts
- encourages students to work individually and in teams to complete tasks and solve problems
- enables students to develop new learnings and transfer their knowledge, understanding and skills to a range of contexts
- uses assessment that is authentic and reflects the content and contexts.

## 1.4 Assessment — general information

### 1.4.1 Summative assessments

Students will complete two summative internal assessments that count towards their overall subject result. Schools develop these assessments based on the learning described in the syllabus.

#### Summative internal assessment — instrument-specific standards

This syllabus provides instrument-specific standards for the two summative internal assessments.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

#### Criteria

Each instrument-specific standards groups assessment objectives into criteria. An assessment objective may appear in multiple criteria, or in a single criterion of an assessment.

In Career Education, the following criteria are used:

- Knowledge and understanding
- [Analysis and application](#)
- Communication
- Learning.

#### Authentication

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own. Authentication strategies outlined in QCAA guidelines, which include guidance for drafting, scaffolding and teacher feedback, must be adhered to.

## 1.5 Exiting a course of study

### 1.5.1 Exit folios

The exit folio is the collection of evidence of student work that is used to determine the student's exit result.

Each folio must include:

- evidence from the two school-developed assessment instruments that demonstrates achievement in knowledge and understanding, analysis and application, communication, and learning, of which
  - one assessment consists of
    - a spoken/signed presentation (interview or survey)
    - a student learning journal, related to the development and progress of the investigation
  - one assessment consists of
    - an extended written response (career investigation)
    - a student learning journal, related to the development of the extended written response
- evidence of each objective being assessed at least once (assessment evidence of student achievement of all the objectives must be provided in the student folio)
- a completed student profile.

The 'evidence' includes actual student responses, teacher judgments, an instrument description, instrument-specific standards and annotated teacher comments that support the decisions made.

### 1.5.2 Student profile

The purpose of the student profile is to record student achievement over the course of study. Key elements on the profile include:

- the two topics studied
- the two assessment instruments
- the standard achieved for each instrument.

### 1.5.3 Determining an exit result

When each student exits the course of study, the school is required to determine an A–E exit result for them.

Exit results are summative judgments made when students exit the course of study. Judgments are based on exit folios that provide evidence of achievement in relation to all objectives of the syllabus and standards.

#### **Awarding an exit result**

The result awarded at exit is an on-balance judgment about how the qualities of the student's responses to the two assessments match the reporting standards. This means that it is not necessary for the student's responses to have been matched to every characteristic for a particular standard.

## 1.6 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the objectives of the course of study.

The primary purpose of reporting standards is to report on student progress. These descriptors can also be used to help teachers provide formative feedback to students and to align instrument-specific standards.

### Reporting standards

#### A

The student demonstrates thorough knowledge and understanding of self, work practices and career processes in a range of familiar and some less familiar contexts. They purposefully consider and examine their personal and interpersonal capacities, attributes, attitudes, personal management skills and work habits, recognising strengths and weaknesses. They identify and thoroughly describe features of the world of work, the skills necessary for success in a 21st century workplace, career pathways, and the processes involved in career development and management.

The student purposefully selects and effectively analyses and applies information related to work and career development. They gather and thoughtfully interpret data about work and careers, drawing meaning from their knowledge and effectively applying this to everyday life, work and career activities, in a range of familiar and some less familiar contexts. They clearly identify similarities, differences and patterns in data and apply career development knowledge to make thoughtful decisions and recommendations about the appropriateness of personal work and career options.

The student demonstrates control over oral and written language to communicate information about self, work practices and career development and management. They select and effectively apply their knowledge of vocabulary, punctuation, spelling, grammatical structures, genre and language conventions, and make appropriate choices about language and register. They produce coherent and cohesive texts, using recognised conventions of referencing where relevant. The results of inquiries, decisions and recommendations are presented in a convincing manner, consistently appropriate for the intended purpose, audience, context and text type.

The student effectively plans, implements and adjusts processes to achieve learning outcomes in everyday situations and purposefully applies practical learning strategies in a range of familiar and some less familiar career and/or work-related contexts.

#### B

The student demonstrates fundamental knowledge and understanding of self, work practices and career processes in a range of familiar and some less familiar contexts. They consider and examine their personal and interpersonal capacities, attributes, attitudes, personal management skills and work habits, recognising strengths and weaknesses. They identify and describe features of the world of work, the skills necessary for success in a 21st century workplace, career pathways, and the processes involved in career development and management.

The student appropriately selects, analyses and applies information related to work and career development. They gather and logically interpret data about work and careers, drawing meaning from their knowledge and methodically applying this to everyday life, work and career activities, in a range of familiar and some less familiar contexts. They identify similarities, differences and patterns in data and apply career development knowledge to make feasible decisions and recommendations about the appropriateness of personal work and career options.

The student demonstrates some control over oral and written language to communicate information about self, work practices and career development and management. They select and competently apply their knowledge of vocabulary, punctuation, spelling, grammatical structures, genre and language conventions, and generally make appropriate choices about language and register. They produce organised texts, using recognised conventions of referencing where relevant. The results of inquiries, decisions and recommendations are presented in a straightforward manner, appropriate for the intended purpose, audience, context and text type.

The student logically plans, implements and adjusts processes to achieve learning outcomes in everyday situations and consistently applies practical learning strategies in a range of familiar and some less familiar career and/or work-related contexts.

## C

The student demonstrates knowledge and understanding of self, work practices and career processes in a range of familiar and some less familiar contexts. They identify and examine their personal and interpersonal capacities, attributes, attitudes, personal management skills and work habits, recognising strengths and weaknesses. They identify and describe features of the world of work, the skills necessary for success in a 21st century workplace, career pathways, and the processes involved in career development and management.

The student selects, analyses and applies information related to work and career development. They gather and interpret data about work and careers, drawing meaning from their knowledge and applying this to everyday life, work and career activities, in a range of familiar and some less familiar contexts. They identify similarities, differences and patterns in data and apply career development knowledge to make decisions and recommendations about the appropriateness of personal work and career options.

The student uses oral and written language to communicate information about self, work practices and career development and management. They select and apply their knowledge of vocabulary, punctuation, spelling, grammatical structures, genre and language conventions, and make choices about language and register. They produce texts using recognised conventions of referencing, where relevant. The results of inquiries, decisions and recommendations are presented in a manner generally appropriate for the intended purpose, audience, context and text type.

The student plans, implements and adjusts processes to achieve learning outcomes in everyday situations and applies practical learning strategies in a range of familiar and some less familiar career and/or work-related contexts.

## D

The student demonstrates some knowledge of self, work practices and/or career processes in familiar contexts. They identify aspects of their personal and interpersonal capacities, attributes, attitudes, personal management skills and work habits, sometimes recognising strengths and weaknesses. They sometimes identify and describe basic features of the world of work, the skills necessary for success in a 21st century workplace, career pathways, and/or the processes involved in career development and management.

The student selects some information related to work but narrowly applies this to everyday life, work and career activities, in some familiar contexts. They identify some similarities, differences and patterns in data and make decisions and/or recommendations about personal work and career options, although not always consistently.

The student uses simple oral and written language to partially describe some information about self, work practices and career processes. They make isolated use of appropriate vocabulary, punctuation, spelling, grammatical structures, genre and language conventions, language and register. The results of inquiries, decisions and/or recommendations are often incomplete or not cohesive, and may not be presented in a manner considered appropriate for the intended purpose, audience, context and text type.

The student occasionally plans and implements processes in straightforward everyday situations and applies some practical learning strategies in simple, familiar and predictable career and/or work-related contexts, with variable success.

## E

The student makes inconsistent statements about self, work practices and/or career processes in simple familiar contexts. They have difficulty identifying their personal and interpersonal capacities, attributes, attitudes, personal management skills and/or work habits. They rarely identify basic features of the world of work or the skills necessary for success in a 21st century workplace.

The student infrequently selects aspects of information related to work and/or career development but draws minimal meaning from this information, only applying it to everyday life and work activities under direction.

The student uses vague oral and written language to present information that is often disjointed and unclear.

The student rarely plans processes or applies strategies to achieve learning outcomes.

## 2 Topic 1: My current skills and attributes

### 2.1 Description

In this topic, students begin to develop the self-knowledge, contemporary work skills and resilience necessary to thrive in the 21st century.

They come to understand the skills and processes needed to adapt to multiple transitions in work and life, and use opportunities to transfer their developing knowledge, understanding and skills to a range of work-related and career contexts and activities.

The topic also aims to improve students' learning skills so that they become independent, lifelong learners. Students also come to understand that learning is a purposeful activity undertaken to achieve objectives that they value. It is an active process of gaining knowledge and understanding, and developing the skills that draw on their prior knowledge and experiences.

There are two sub-topics:

- Understanding myself
- Understanding the world of work.

### 2.2 Objectives

The objectives for this topic are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each objective must be assessed at least once.

Students will:

Objective	1A	1B
1. <u>demonstrate</u> knowledge and <u>understanding</u> of self, <u>work</u> practices and <u>career development</u> processes	•	
2. <u>select</u> , <u>analyse</u> and <u>apply</u> information <u>related</u> to work and career development	•	
3. <u>use</u> oral and written language to <u>communicate</u> information	•	
4. <u>plan</u> , <u>implement</u> and adjust processes to achieve learning outcomes in work-related and career contexts		•
5. apply learning strategies in work-related and career contexts.		•

## 2.3 Sub-topics

### 2.3.1 Sub-topic 1: Understanding myself

In this sub-topic, students understand the importance of self-knowledge in improving learning, accessing work opportunities, developing appropriate skills for work and career, and making more informed subject and career choices.

Students consider their personal and interpersonal capacities, attributes and attitudes, and identify and examine their personal management skills and work habits, recognising strengths and weaknesses.

#### Subject matter

##### Subject matter

In this sub-topic, students should:

- understand the personal attributes that contribute to overall employability<sup>8</sup>
  - loyalty, commitment, honesty and integrity, reliability, enthusiasm, personal presentation, common sense, positive self-esteem, a sense of humour, motivation, adaptability, ability to deal with pressure, and a balanced attitude to work and home life
- examine their own personal attributes, characteristics and behaviours, mapping them against those required by employers, and identifying strengths and weaknesses
- understand the nature of workplace productivity and employers' performance expectations
- understand the importance of a solid work ethic and the willingness to work hard
- examine their personal management skills and work habits, identifying strengths and weaknesses
- examine and evaluate their personal and interpersonal capacities and align with learning strategies and career information
- investigate the key elements of a positive self-concept
- identify and examine the interpersonal skills used in the workplace
- know, develop and use strategies for building positive relationships in life and work
- understand strategies for managing and resolving conflict
- know that change is part of life and that planning helps people cope with change
- examine the skills required to manage change and transition
- understand the importance of work–life balance.

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<sup>8</sup> Department of Education, Victoria, Australia, 2006, 'Employability Skills Framework'  
[www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/employabilityskills1.pdf](http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/employabilityskills1.pdf)

## 2.3.2 Sub-topic 2: Understanding the world of work

In this sub-topic, students learn about the world of work and the skills and attributes required for success in a work-related environment. They examine the 21st century skills, Core Skills for Work (CSfW), employability and lifelong learning skills, and other capacities needed for a successful work life. Students check these skills against their current skills and capacities, identifying strengths, weaknesses and avenues for improvement.

### Subject matter

#### Subject matter

In this sub-topic, students should:

- develop a personal profile and link this to potential work and career opportunities
- investigate the education and training options offered by their school, local TAFE institute and/or registered training organisation (RTO)
- identify and analyse the 21st century skills<sup>9</sup> and CSfW<sup>10</sup>
- identify and analyse the skills and attributes valued by employers and what they expect of their employees, including
  - the capacity to work and learn independently
  - the ability and willingness to learn
  - initiative and enterprise
  - strong work values (work ethic)
  - analytic and problem-solving skills
  - personal management
  - leadership/management skills
  - teamwork and interpersonal effectiveness
  - planning and organising skills
  - communication, literacy and numeracy skills
  - computer and technical literacy
- identify and analyse the skills and capacities needed for 21st century work, including employability and lifelong learning skills
- conduct an audit of the 21st century skills and CSfW against their current skills, identifying strengths, weaknesses and avenues for improvement
- explore the implications of the changing world of work
- analyse emerging 21st century work arrangements and the resultant changing relationships between participants, the opportunities arising and the skills needed for these arrangements
- outline 21st century approaches to recruitment and selection, and the skills required to respond to them
- understand the skills necessary for preparing for and seeking employment, operating in a workplace, and entering a new work environment
- develop abilities to seek and obtain employment
- investigate and analyse job descriptions and selection criteria, and compare with employability skills
- understand how to prepare job application documents, e.g. curriculum vitae, cover letters, responses to position descriptions and selection criteria
- understand how societal needs and economic conditions influence the nature and structure of work
- explain the benefits of different cultural perspectives in managing work and problem-solving
- understand and explain the importance and value of culturally diverse workplaces to managing work, work relationships and productivity
- identify possible tensions arising in work-related contexts and understand the approaches to resolve conflicts.

<sup>9</sup> critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, information & communication technologies (ICT) skills; see Section 2.2.3.

<sup>10</sup> See Section 2.2.4.



## 2.4 Assessment

The assessment for this topic consists of two parts:

- a spoken/signed presentation — workplace interview or survey (Internal assessment 1A)
- a student learning journal (Internal assessment 1B).

### 2.4.1 Internal assessment 1A: Spoken/signed presentation — workplace interview or survey

#### Description

This assessment focuses on the collection, interpretation, analysis and/or evaluation of data, using an inquiry approach. It provides opportunities for assessment to be authentic and set in a real-world or lifelike context.

Students may support their response with visual, audio and/or digital elements appropriate to the text type.

#### Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. demonstrate knowledge and understanding of self, work practices and processes
2. select, analyse and apply information related to work
3. use oral and written language to communicate information.

**Note:** Objectives 4 and 5 are not assessed in this instrument.

#### Specifications

The presentation is an independent task that requires students to conduct an interview or survey relevant to work, workplaces or careers. Students are required to use spoken/signed language to communicate their findings to a live or virtual audience (i.e. through the use of technology).

#### Part A

Students will either:

- conduct a face-to-face interview with an employer/s or recruitment agency about employer/workplace views on
    - the 21st century skills, CSfW, and employability and lifelong learning skills
    - expectations and workplace issues
    - approaches to recruitment and selection
    - performance appraisals
    - opportunities for professional development and advancement in the workplace
- or
- develop and conduct a survey of employers or employees regarding their views on the same issues as above. The survey may be presented as a print copy or online version.

## Part B

Students are required to communicate their findings to a live or virtual audience (i.e. through the use of technology) using spoken/signed language.

Examples of spoken presentations include:

- oral presentations
- formal speeches or presentations
- one-to-one interviews or conversations
- small-group discussions
- debates
- podcasts
- seminars
- question and answer sessions
- role plays.

### Conditions

- **Duration:** Approximately three weeks' notification and preparation. Sufficient class time should be allowed for students to effectively undertake this assessment. Independent student time will also be required to complete the task.
- **Length:**
  - spoken/signed 2–4 mins
  - multimodal (live presentation) 3–5 minutes
  - digital presentation (e.g. digital book, slide show); six A4 pages max (or equivalent); 10–15 digital pages/slides.
- **Other:**
  - may be supported by additional audio, visual or digital media, but the focus of this assignment is the spoken/signed element
  - the spoken/signed mode may be live or recorded (audio or video)
  - individual task.

### Summary of the criteria to be assessed

The following table summarises the criteria and assessment objectives for the spoken/signed presentation.

Criteria	Objectives
Knowledge and <u>understanding</u>	1
<u>Analysis</u> and <u>application</u>	2
Communication	3

**Note:** Objectives 4 and 5 are not assessed in this instrument.

## Instrument-specific standards

Knowledge and understanding, Analysis and application, Communication	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> <li>• <u>thorough explanations</u> about self, <u>work</u> practices and processes, in <u>familiar</u> and some less familiar contexts</li> <li>• <u>effective selection, analysis and application</u> of information <u>related</u> to work, in familiar and some less familiar contexts</li> <li>• <u>controlled</u> use of oral and written language to <u>communicate</u> information related to self and work.</li> </ul>	<b>A</b>
<ul style="list-style-type: none"> <li>• <u>relevant</u> explanations about self, work practices and processes, in familiar and some less familiar contexts</li> <li>• <u>appropriate</u> selection, analysis and application of information related to work, in familiar and some less familiar contexts</li> <li>• some <u>control</u> in the use of oral and written language to communicate information related to self and work.</li> </ul>	<b>B</b>
<ul style="list-style-type: none"> <li>• explanations about self, work practices and processes, in familiar and some less familiar contexts</li> <li>• selection, analysis and application of information related to work, in familiar and some less familiar contexts</li> <li>• use of oral and written language to communicate information related to self and work.</li> </ul>	<b>C</b>
<ul style="list-style-type: none"> <li>• some descriptions about self and <u>identification</u> of <u>basic</u> work practices and processes, in familiar contexts</li> <li>• <u>variable</u> selection and <u>narrow</u> application of information related to work, in familiar contexts</li> <li>• use of <u>simple</u> oral and written language to <u>partially</u> communicate information related to self and/or work.</li> </ul>	<b>D</b>
<ul style="list-style-type: none"> <li>• <u>inconsistent</u> statements about self and/or basic work practices and processes, in simple familiar contexts</li> <li>• <u>infrequent</u> selection of information related to work, in simple familiar contexts</li> <li>• use of <u>vague</u> oral and written language to partially communicate information related to self and/or work.</li> </ul>	<b>E</b>

## 2.4.2 Internal assessment 1B: Student learning journal

### Description

As part of this assessment, students are required to maintain a learning journal that contains a range and balance of entries and activities that represent a selection of reflections on work and career-related contexts and processes (sociocultural, cognitive and metacognitive) encountered during this topic.

It is a purposeful collection of work/writings that helps define students' efforts and achievements in the core skill of 'learning'. The learning journal can be used to document a variety of information, ideas, thoughts, learning strategies and working processes, and should contain decisions made and justifications for these decisions.

The student learning journal for this topic could include feedback from the employer after the interview on how the student handled the interview, e.g. personal presentation skills, interpersonal skills, questioning technique.

A checklist or template for the interview might be provided for the employer.

### Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

4. plan, implement and adjust processes to achieve learning outcomes in work-related contexts
5. apply learning strategies in work-related contexts.

### Specifications

The learning journal consists of individual student responses to and personal reflections on their growing self-awareness and investigations into the world of work. It represents thinking and learning practices as they develop across the topic and includes the planning and completion of internal assessment 1A.

The learning journal comprises a range of entries and a record of activities that represents reflections on contexts and processes. It records a student's developing awareness of their personal skills, capacities and attributes, their interests and goals, their thoughts on work and careers, and their progress as a learner. It helps them make sense of what they have been learning as they move towards meeting the course objectives and allows them to practise their writing skills in an open-ended format that encourages the same thought processes that are used in analytical writing.

The act of reflecting on thoughts, ideas, feelings and their own learning encourages the development of metacognitive skills by helping students self-evaluate and sort what they know from what they do not know. The process of examining one's own thoughts and feelings is particularly helpful for students who are learning new concepts or beginning to grapple with complex issues that go beyond right and wrong answers. These reflections could include findings, solved and unsolved problems, and analytical and evaluative responses to stimulus materials such as cartoons, newspaper and magazine articles, photos and classroom video/audiotapes.

Through the items selected and the student's individual responses, the learning journal should demonstrate the student's increased awareness and understanding of their own identity as a learner and their ability to:

- identify strengths, weaknesses and needs as a learner
- take responsibility for their learning and reflect on actions and outcomes
- identify personal and career goals

- plan and organise new tasks, identifying the nature and scope of tasks and developing sequenced plans
- locate, evaluate and organise information, with due consideration to the validity and reliability of sources
- make connections between new information, ideas and their own prior knowledge and experience
- transfer key principles and concepts to new situations
- use strategies to organise and make connections between information and ideas
- use a range of techniques to reinforce learning
- identify own and others' roles in a group or team and make an active contribution
- demonstrate awareness of different personal and cultural perspectives
- consider and respond to advice and feedback on their own performance.

### Conditions

- Mode: The journal may be presented in a written or digital form.
- Other: The journal may use varied forms of writing such as bullet points, lists, continuous passages of text, quotations, tables, diagrams and pictures/illustrations. It may also contain annotated presentation notes, teacher observation sheets, and self and/or peer assessment.

### Teacher observations and interviews

This assessment strategy can provide opportunities for the teacher to record observations of students, assist them in completing tasks and authenticate their work.

To be able to communicate about issues involving work and career options, and future career plans and possibilities, students should explain how they are working with the skills and capacities needed for 21st century work. This enables teachers to not only assess learning and understanding, but also to diagnose difficulties and provide guidance. Records of observations of the student's explanations can contribute to evidence of their achievements and be included in their folio.

Teachers may wish to conduct interviews with students to determine their orientation towards learning; their ability to plan, implement and adjust processes to achieve learning outcomes; and the range of strategies they draw on to assist their learning.

A question and answer session (teacher and/or class members) at the conclusion of the spoken presentation can also provide information about students' learning and engagement with the task.

## Summary of the criterion to be assessed

The following table summarises the criterion and assessment objectives for the learning journal.

Criterion	Objectives
Learning	4, 5

**Note:** Objectives 1, 2 and 3 are not assessed in this instrument.

## Instrument-specific standards

Learning	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> <li>• <u>effective</u> planning, <u>implementation</u> and adjustment of processes to achieve learning outcomes in work-related contexts</li> <li>• <u>purposeful application</u> of learning strategies in work-related contexts.</li> </ul>	<b>A</b>
<ul style="list-style-type: none"> <li>• <u>logical</u> planning, implementation and adjustment of processes to achieve learning outcomes in work-related contexts</li> <li>• <u>consistent</u> application of learning strategies in work-related contexts.</li> </ul>	<b>B</b>
<ul style="list-style-type: none"> <li>• planning, implementation and adjustment of processes to achieve learning outcomes in work-related contexts</li> <li>• application of learning strategies in work-related contexts.</li> </ul>	<b>C</b>
<ul style="list-style-type: none"> <li>• occasional planning, implementation and adjustment of processes to achieve learning outcomes in work-related contexts</li> <li>• some application of learning strategies in work-related contexts, with <u>variable</u> success.</li> </ul>	<b>D</b>
<ul style="list-style-type: none"> <li>• <u>infrequent</u> planning, implementation and adjustment of processes to achieve learning outcomes in work-related contexts</li> <li>• <u>isolated</u> application of learning strategies in work-related contexts.</li> </ul>	<b>E</b>

## 3 Topic 2: My options for the future

### 3.1 Description

In this topic, students consider their future directions. They explore job and/or career options that incorporate their interests and skills, and set personal goals as they prepare to make successful transitions to work, career and further education and/or training.

Based on their developing self-knowledge, and aligning the learning requirements of potential careers with current subject choices, students implement the initial stages of career plans.

There are two sub-topics:

- My career options
- My plans for the future.

### 3.2 Objectives

The objectives for this topic are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each objective must be assessed at least once.

Students will:

Objective	2A	2B
1. <u>demonstrate</u> knowledge and <u>understanding</u> of self, <u>work</u> practices and <u>career development</u> processes	•	
2. <u>select</u> , <u>analyse</u> and <u>apply</u> information <u>related</u> to work and career development	•	
3. <u>use</u> oral and written language to <u>communicate</u> information	•	•
4. plan, <u>implement</u> and adjust processes to achieve learning outcomes in work-related and career contexts		•
5. apply learning strategies in work-related and career contexts.		•

### 3.3 Sub-topics

#### 3.3.1 Sub-topic 1: My career options

In this sub-topic, students investigate career options and opportunities.

They consider questions such as:

- What career pathways am I interested in? (e.g. education, finance and commerce, retail, tourism and hospitality, sport and recreation, fitness, early childhood)
- Where do I find information about careers and career planning?
- What are the requirements of particular careers?
- What do recruitment agencies do?

## Subject matter

### Subject matter

In this topic, students should:

- locate and evaluate a range of career information sources
- locate and use information about work, further education or training opportunities
- research a range of information and data to identify trends in work arrangements emerging over time
- identify and examine sources of information about careers, e.g. websites, printed materials, human resources, government sources, private organisations
- understand the roles of agencies associated with employment support
- research a range of print and digital career information resources to help with career decision-making
- evaluate agencies and organisations that support various employment situations
- understand how societal needs and economic conditions influence the nature and structure of work
- investigate the consequences of choosing a career path, e.g. prerequisite school subject requirements for further education or training, geographic location of learning providers, tuition fees or Higher Education Loan Program (HELP) repayments
- know the differences between traineeships and apprenticeships; full-time and part-time work; casual and permanent employment; unskilled, semi-skilled and skilled labour; and paraprofessional and profession occupations
- identify opportunities to develop and apply employability skills,<sup>11</sup> including considering complementary learning options
- know and use the inquiry process (Figure 1, Section 2.4) to research an area of career interest
- understand the nature and dynamics of the Australian (or overseas) workforce
- align the learning requirements of potential careers with current subject choices.

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<sup>11</sup> See Section 2.2.4.



### 3.3.2 Sub-topic 2: My plans for the future

In this sub-topic, students identify a potential post-school career pathway and develop a personal action plan for achieving their career goal.

They consider questions such as:

- What is my future? Where am I headed?
- What am I interested in? What are my goals and aspirations?
- What are my personal skills and attributes? What are my strengths and weaknesses?
- What am I prepared to do to achieve my goals?
- What are the steps I need to take to upskill?
- Where do I see myself in ten years?

#### Subject matter

##### Subject matter

In this topic, students should:

- take charge of their own career building process
- link lifelong learning to the career building process
- engage in career decision-making
- understand and learn to overcome stereotypes in career building
- link lifestyles and life stages to career building
- understand and learn to overcome stereotypes in their career building
- know different styles of learning, e.g. visual, auditory and kinaesthetic
- identify and investigate their preferred style of learning and assess their learning abilities, e.g. learning how to learn (metacognition)
- identify some possible future career pathways, based on their self-knowledge and research
- choose two potential post-school career paths
- map the career requirements of potential career pathways to their personal skills and attributes by identifying strengths and weaknesses
- assess their learning abilities for a chosen post-school pathway
- know the key features of an action plan
- access career planning tools and resources, e.g. online templates
- develop a personal action plan for achieving their chosen post-school pathway
- review, refine and/or develop a revised or new personal action plan based on self-reflection, feedback from a parent/carer, mentor, teacher or peers
- analyse the implications for planned secondary studies, training, tertiary studies or employment
- identify opportunities to develop and apply employability skills, including considering complementary learning options
- know and use a simple reflection process to review decisions.

## 3.4 Assessment

The assessment for this topic consists of two parts:

- extended written response — career investigation (Internal assessment 2A)
- a student learning journal (Internal assessment 2B).

### 3.4.1 Internal assessment 2A: Extended written response — career investigation

#### Description

This assessment focuses on the interpretation, analysis, examination and/or evaluation of ideas and information. It is an open-ended task responding to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique.

Students must adhere to research conventions, e.g. citations, reference lists or bibliographies.

Students may support their responses with visual, audio and/or digital elements appropriate to the text type.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

#### Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. demonstrate knowledge and understanding of self, work practices and career development processes
2. select, analyse and apply information related to work and career development
3. use oral and written language to communicate information.

**Note:** Objectives 4 and 5 are not assessed in this instrument.

#### Specifications

In this assessment, through a structured inquiry approach, students investigate possible career pathways. They map the requirements of these potential pathways to their personal skills and attributes, decide on a chosen pathway and develop an action plan to achieve their career goal. Students present a written report on the results of their findings.

#### Part A

1. Establish the investigation and data collection (finding)

Students identify two possible career pathways they are interested in or that may lead to their achieving their future goals/aspirations.

For each career, students consider:

- the general career description
- duties or tasks involved
- work conditions
- personal attributes and skill requirements

- education and training
- employment opportunities
- related jobs
- any other relevant information.

## 2. Analyse and evaluate

Students consider their two chosen career areas.

Are they the same areas? Explain the differences, if relevant.

Students:

- compare the two careers in terms of
  - aspects of the career that appeal
  - aspects of the career that might prove difficult
  - reasons why they would or would not work towards this career
- assess their skills, personal attributes and learning abilities for each pathway
- choose what they consider to be the most appropriate or best career for them, giving reasons
- identify the personal skills and attributes, knowledge and experience that they already have that would contribute to this career
- identify what other skills, attributes, knowledge and/or experience that they might need to develop to follow this pathway.

## 3. Plan a career path (reflecting)

Students should:

- develop a personal action plan to achieve their chosen post-school pathway
- identify the actions they need to undertake to progress their plan towards their chosen career
- analyse the implications for planned secondary studies, training, tertiary studies or employment
- review, refine and/or develop a revised or new personal action plan based on self-reflection and feedback from a parent/carer, mentor, teacher or peers
- identify opportunities to develop and apply employability and lifelong learning skills, including consideration of complementary learning options
- know and use a simple reflection process to review decisions.

## Part B

This assessment requires students to use written language to communicate ideas and information to readers for a particular purpose. A written component may be supported by references or, where appropriate, photographs, data, tables, flow charts, drawings or diagrams.

Examples include:

- articles for magazines or journals
- essays
- reviews
- reports, which will normally be presented with section headings, and may include tables, graphs and/or diagrams, and analysis of data supported by references.

## Conditions

This assessment occurs over an extended and defined period of time.

- **Duration:** Approximately three weeks' notification and preparation. Sufficient class time should be allowed for students to effectively undertake this assessment. Independent student time will also be required to complete the task.
- **Length:**
  - written 400–700 words
  - digital presentation (e.g. digital book, slide show); six A4 pages max (or equivalent); 10–15 digital pages/slides.

## Summary of the criteria to be assessed

The following table summarises the assessment objectives for the extended written response.

Criteria	Objectives
Knowledge and <u>understanding</u>	1
<u>Analysis</u> and <u>application</u>	2
Communication	3

**Note:** Objectives 4 and 5 are not assessed in this instrument.

## Instrument-specific standards

Knowledge and understanding, Analysis and application, Communication	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> <li>• <u>thorough explanations</u> about self, <u>work</u> practices and <u>career development</u> processes, in <u>familiar</u> and some less familiar contexts</li> <li>• <u>effective selection</u>, <u>analysis</u> and <u>application</u> of information <u>related</u> to work and career development, in familiar and some less familiar contexts</li> <li>• <u>controlled use</u> of oral and written language to <u>communicate</u> information related to self, work practices and career development processes.</li> </ul>	A
<ul style="list-style-type: none"> <li>• <u>relevant</u> explanations about self, work practices and career development processes, in familiar and some less familiar contexts</li> <li>• <u>appropriate</u> selection, analysis and application of information related to work and career development, in familiar and some less familiar contexts</li> <li>• some <u>control</u> in the use of oral and written language to communicate information related to self, work practices and career development processes.</li> </ul>	B
<ul style="list-style-type: none"> <li>• explanations about self, work practices and career development processes, in familiar and some less familiar contexts</li> <li>• selection, analysis and application of information related to work and career development, in familiar and some less familiar contexts</li> <li>• use of oral and written language to communicate information related to self, work practices and career development processes.</li> </ul>	C
<ul style="list-style-type: none"> <li>• some descriptions about self, and <u>identification of basic</u> work practices and/or career development processes, in familiar contexts</li> <li>• <u>variable</u> selection and <u>narrow</u> application of information related to work and/or career development, in familiar contexts</li> <li>• use of <u>simple</u> oral and written language to <u>partially</u> communicate information related to self, work practices and/or career development processes.</li> </ul>	D
<ul style="list-style-type: none"> <li>• <u>inconsistent</u> statements about self, basic work practices and/or career development processes, in simple familiar contexts</li> <li>• <u>infrequent</u> selection of information related to work and/or career development, in simple familiar contexts</li> <li>• use of <u>vague</u> oral and written language that communicates <u>disjointed</u> and <u>unclear</u> information related to self, work practices and/or career development processes.</li> </ul>	E

## 3.4.2 Internal assessment 2B: Student learning journal

### Description

As part of this assessment, students are required to maintain a learning journal that contains a range and balance of entries and activities that represent a selection of reflections on work-related and career contexts and processes (sociocultural, cognitive and metacognitive) encountered during this topic.

It is a purposeful collection of work and writings that help define students' efforts and achievements in the core skill of 'learning'. The learning journal can be used to document a variety of information, ideas, thoughts, learning strategies and working processes, and should contain decisions made and justifications for these decisions.

### Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

4. plan, implement and adjust processes to achieve learning outcomes in career and/or work-related contexts
5. apply learning strategies in career and/or work-related contexts.

**Note:** Objectives 1, 2 and 3 are not assessed in this instrument.

### Specifications

The learning journal consists of individual student responses to, and personal reflections on, their use and application of literacy skills in communications about personal identity, achieving personal goals and interacting with the wider community. It represents thinking and learning practices as they develop across the topic and includes the planning and completion of internal assessment 2A, the extended written response.

The learning journal comprises a range of entries and a record of activities that represent reflections on contexts and processes. It records a student's learning progress and their developing literacy and communication skills. It helps them make sense of what they have been learning as they move towards meeting the course objectives and allows them to practise their writing skills in an open-ended format that encourages the same thought processes that are used in analytical writing.

The act of reflecting on thoughts, ideas, feelings and their own learning encourages the development of metacognitive skills by helping students self-evaluate and sort what they know from what they do not know. The process of examining one's own thoughts and feelings is particularly helpful for students who are learning new concepts or beginning to grapple with complex issues that go beyond right and wrong answers. These reflections could include findings, solved and unsolved problems, and analytical and evaluative responses to stimulus materials such as cartoons, newspaper and magazine articles, photos and classroom video/audiotapes.

Through the items selected and the student's individual responses, the learning journal should demonstrate the student's increased awareness and understanding of their own identity as a learner and their ability to:

- identify strengths, weaknesses and needs as a learner
- take responsibility for their learning and reflect on actions and outcomes
- identify personal and career goals
- plan and organise new tasks, identifying the nature and scope of tasks and developing sequenced plans

- locate, evaluate and organise information, with due consideration to the validity and reliability of sources
- make connections between new information, ideas and their own prior knowledge and experience
- transfer key principles and concepts to new situations
- use strategies to organise and make connections between information and ideas
- use a range of techniques to reinforce learning
- identify own and others' roles in a group or team and make an active contribution
- demonstrate awareness of different personal and cultural perspectives
- consider and respond to advice and feedback on their own performance.

### Conditions

- Mode: The journal may be presented in written or digital form.
- Other: The journal may use varied forms of writing such as bullet points, lists, continuous passages of text, quotations, tables, diagrams and pictures/illustrations. It may also contain annotated presentation notes, teacher observation sheets, and self and/or peer assessment.

### Teacher observations and interviews

This assessment strategy can provide many opportunities for the teacher to record observations of students, assist them in completing tasks and authenticate their work.

To be able to communicate about issues involving work and career options and future career plans and possibilities, students should be encouraged to explain how they are working the skills and capacities needed for 21st century work. This enables teachers to not only assess learning and understanding, but also to diagnose difficulties and provide guidance. Records of observations of the student's explanations can contribute to evidence of their achievements and be included in their folio.

Teachers may wish to conduct interviews with students to determine their orientation towards learning; their ability to plan, implement and adjust processes to achieve learning outcomes; and the range of strategies they draw on to assist their learning.

A question and answer session (teacher and/or class members) at the conclusion of the written response can also provide information about students' learning and engagement with the task.

### Summary of the criterion to be assessed

The following table summarises the criterion and assessment objectives for the student learning journal.

Criterion	Objectives
Learning	4, 5

**Note:** Objectives 1, 2 and 3 are not assessed in this instrument.

## Instrument-specific standards

Learning	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> <li>• <u>effective</u> planning, <u>implementation</u> and adjustment of processes to achieve learning outcomes in <u>career</u> and/or work-related contexts</li> <li>• <u>purposeful</u> <u>application</u> of learning strategies in career and/or work-related contexts.</li> </ul>	<b>A</b>
<ul style="list-style-type: none"> <li>• <u>logical</u> planning, implementation and adjustment of processes to achieve learning outcomes in career and/or work-related contexts</li> <li>• <u>consistent</u> application of learning strategies in career and/or work-related contexts.</li> </ul>	<b>B</b>
<ul style="list-style-type: none"> <li>• planning, implementation and adjustment of processes to achieve learning outcomes in career and/or work-related contexts</li> <li>• application of learning strategies in career and/or work-related contexts.</li> </ul>	<b>C</b>
<ul style="list-style-type: none"> <li>• occasional planning, implementation and adjustment of processes to achieve learning outcomes in career and/or work-related contexts</li> <li>• some application of learning strategies in career and/or work-related contexts, with <u>variable</u> success.</li> </ul>	<b>D</b>
<ul style="list-style-type: none"> <li>• <u>infrequent</u> planning, implementation and adjustment of processes to achieve learning outcomes in career and/or work-related contexts</li> <li>• <u>isolated</u> application of learning strategies in career and/or work-related contexts.</li> </ul>	<b>E</b>



## 4 Glossary

Term	Explanation
<b>A</b>	
<b>accomplished</b>	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
<b>accuracy</b>	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; in science, the extent to which a measurement result represents the quantity it purports to measure; an accurate measurement result includes an estimate of the true value and an estimate of the uncertainty
<b>accurate</b>	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known fact; free from error or defect; meticulous; correct in all details
<b>ACSF</b>	Australian Core Skills Framework; a tool that assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy; developed to facilitate a consistent national approach to the identification and development of the core skills in diverse personal, community, work, and education and training contexts
<b>adept</b>	very/highly skilled or proficient at something; expert
<b>adequate</b>	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
<b>analyse</b>	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
<b>applied learning</b>	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
<b>Applied subject</b>	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
<b>apply</b>	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation

Term	Explanation
<b>appraise</b>	evaluate the worth, significance or status of something; judge or consider a text or piece of work
<b>appreciate</b>	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
<b>appropriate</b>	acceptable; suitable or fitting for a particular purpose, circumstance, context etc.
<b>apt</b>	suitable to the purpose or occasion; fitting; appropriate
<b>area of study</b>	a division of, or a section within, a unit
<b>argue</b>	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
<b>aspect</b>	a particular part of a feature of something; a facet, phase or part of a whole
<b>assess</b>	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
<b>assessment</b>	purposeful and systematic collection of information about students' achievements
<b>assessment instrument</b>	a tool or device used to gather information about student achievement
<b>assessment objectives</b>	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
<b>assessment technique</b>	the method used to gather evidence about student achievement, (e.g. examination, project, investigation)
<b>astute</b>	showing an ability to accurately assess situations or people; of keen discernment
<b>ATAR</b>	Australian Tertiary Admission Rank
<b>Australian Core Skills Framework</b>	ACSF; a tool that assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy; developed to facilitate a consistent national approach to the identification and development of the core skills in diverse personal, community, work, and education and training contexts
<b>authentic learning</b>	learning that is based in real-life or lifelike contexts and that has meaning and purpose in the life of students
<b>authoritative</b>	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed
<b>B</b>	
<b>balanced</b>	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
<b>basic</b>	fundamental

Term	Explanation
<b>C</b>	
<b>calculate</b>	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
<b>career</b>	the sequence and variety of work roles (paid and unpaid) undertaken throughout a lifetime; more broadly, it includes life roles, leisure activities, learning and work
<b>career development</b>	the ongoing process of managing life, learning and work and the ever-changing contexts that occur throughout a person's lifespan; involves developing the skills and knowledge that enable a person to plan and make informed decisions about their education, training and career choices Source: Department of Education and Training <a href="http://www.education.gov.au/career-development">www.education.gov.au/career-development</a>
<b>career education</b>	the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings, which will assist students to make informed decisions about their study and/or work options and enable effective participation in working life; Source: Queensland Government <a href="http://education.qld.gov.au/students/placement/work/career.html">http://education.qld.gov.au/students/placement/work/career.html</a> part of a comprehensive career development strategy
<b>career guidance</b>	a range of interventions, including career education and counselling, that helps people to move from a general understanding of life and work to a specific understanding of realistic life, learning and work options for them
<b>career information</b>	print, electronic, personal contacts and other resources that assist the process of career development; includes occupational and industry information, education and training information, and social information related to the world of work
<b>career management</b>	a continuous process that combines structured planning and active management of one's own professional career; a phase of career development
<b>career planning</b>	a process of assessing a person's career, setting new learning goals and creating new career visions; a phase of career management
<b>categorise</b>	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
<b>challenging</b>	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements
<b>characteristic</b>	a typical feature or quality
<b>clarify</b>	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible

Term	Explanation
<b>clarity</b>	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
<b>classify</b>	arrange, distribute or order in classes or categories according to shared qualities or characteristics
<b>clear</b>	free from confusion, uncertainty or doubt; easily seen, heard or understood
<b>clearly</b>	in a clear manner; plainly and openly, without ambiguity
<b>coherent</b>	having a natural or due agreement of parts; connected; consistent; logical; orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
<b>cohesive</b>	characterised by being united, bound together or having integrated meaning; forming a united whole
<b>comment</b>	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
<b>communicate</b>	convey knowledge and/or understandings to others; make known; transmit
<b>compare</b>	display recognition of similarities and differences and recognise the significance of these similarities and differences
<b>competent</b>	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding
<b>competently</b>	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
<b>complex</b>	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
<b>comprehend</b>	understand the meaning or nature of; grasp mentally
<b>comprehensive</b>	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
<b>concise</b>	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct and clear, without repetition of information
<b>concisely</b>	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
<b>conduct</b>	direct in action or course; manage; organise; carry out

Term	Explanation
<b>consider</b>	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
<b>considerable</b>	fairly large or great; thought about deliberately and with a purpose
<b>considered</b>	formed after careful and deliberate thought
<b>consistent</b>	agreeing or accordant; compatible; not self-opposed or self-contradictory; constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
<b>construct</b>	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
<b>contrast</b>	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
<b>controlled</b>	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
<b>conventions</b>	(of language and communication) rules that govern the way we write and speak and that suit the purpose of the text and the intended audience (e.g. formal or informal language)
<b>convincing</b>	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
<b>core skill</b>	an ability or specific competence considered essential for individuals to participate effectively in society and the workplace; linked to the physical, social and economic wellbeing of individuals, workplace productivity, safety, community interaction and capacity; the five core skills described in the Australian Core Skills Framework (ACSF) are learning, reading, writing, oral communication, and numeracy
<b>Core Skills for Work</b>	CSfW; a set of knowledge, understanding and non-technical skills that underpins successful participation in work; often referred to as generic or employability skills; they contribute to work performance in combination with technical skills, discipline-specific skills and core language, literacy and numeracy skills; the CSfW describes performance in ten skill areas grouped under three skill clusters: <ul style="list-style-type: none"> <li>• navigate the world of work</li> <li>• interacting with others</li> <li>• getting the work done</li> </ul>
<b>course</b>	a defined amount of learning developed from a subject syllabus or alternative sequence

Term	Explanation
<b>create</b>	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
<b>creative</b>	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
<b>credible</b>	capable or worthy of being believed; believable; convincing
<b>criterion</b>	the property or characteristic by which something is judged or appraised
<b>critical</b>	involving skilful judgment as to truth, merit etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
<b>critique</b>	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
<b>cursory</b>	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial
<b>D</b>	
<b>decide</b>	reach a resolution as a result of consideration; make a choice from a number of alternatives
<b>deduce</b>	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
<b>defensible</b>	justifiable by argument; capable of being defended in argument
<b>define</b>	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
<b>demonstrate</b>	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
<b>derive</b>	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
<b>describe</b>	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
<b>design</b>	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)

Term	Explanation
<b>detailed</b>	executed with great attention to the fine points; meticulous; including many of the parts or facts
<b>determine</b>	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
<b>develop</b>	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
<b>devise</b>	think out; plan; contrive; invent
<b>differentiate</b>	identify the difference/s in or between two or more things; distinguish; discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
<b>discerning</b>	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
<b>discriminate</b>	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
<b>discriminating</b>	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment
<b>discuss</b>	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
<b>disjointed</b>	disconnected; incoherent; lacking a coherent order/sequence or connection
<b>distinguish</b>	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
<b>diverse</b>	of various kinds or forms; different from each other
<b>document</b>	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
<b>draw conclusions</b>	make a judgment based on reasoning and evidence
<b>E</b>	
<b>effective</b>	successful in producing the intended, desired or expected result; meeting the assigned purpose
<b>efficient</b>	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
<b>element</b>	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity

Term	Explanation
<b>elementary</b>	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
<b>erroneous</b>	based on or containing error; mistaken; incorrect
<b>essential</b>	absolutely necessary; indispensable; of critical importance for achieving something
<b>evaluate</b>	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
<b>examination</b>	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
<b>examine</b>	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
<b>experiment</b>	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
<b>explain</b>	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
<b>explicit</b>	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
<b>explore</b>	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
<b>express</b>	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict
<b>extended response</b>	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while students may undertake some research when writing the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
<b>Extension subject</b>	a two-unit subject for which a syllabus has been developed by the QCAA, that is an extension of one or more General or Alternative sequence subject/s, studied concurrently with, or after the completion of, the final two units of that subject
<b>extensive</b>	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale



Term	Explanation
<b>external assessment</b>	summative assessment that occurs towards the end of a course of study and is common to all schools; developed and marked by the QCAA according to a commonly applied marking scheme
<b>external examination</b>	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
<b>extrapolate</b>	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
<b>F</b>	
<b>factual</b>	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence
<b>familiar</b>	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
<b>feasible</b>	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
<b>fluent</b>	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; polished; flowing smoothly, easily and effortlessly
<b>fluently</b>	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily
<b>formative assessment</b>	assessment whose major purpose is to improve teaching and student achievement
<b>fragmented</b>	disorganised; broken down; disjointed or isolated
<b>frequent</b>	happening or occurring often at short intervals; constant, habitual, or regular
<b>fundamental</b>	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
<b>G</b>	
<b>General subject</b>	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
<b>generate</b>	produce; create; bring into existence

Term	Explanation
<b>H</b>	
<b>hypothesise</b>	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise or speculate, especially on uncertain or tentative grounds
<b>I</b>	
<b>identify</b>	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
<b>illogical</b>	lacking sense or sound reasoning; contrary to or disregarding the rules of logic; unreasonable
<b>implement</b>	put something into effect, e.g. a plan or proposal
<b>implicit</b>	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
<b>improbable</b>	not probable; unlikely to be true or to happen; not easy to believe
<b>inaccurate</b>	not accurate
<b>inappropriate</b>	not suitable or proper in the circumstances
<b>inconsistent</b>	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible; incongruous
<b>independent</b>	thinking or acting for oneself, not influenced by others
<b>in-depth</b>	comprehensive and with thorough coverage; extensive or profound; well-balanced or fully developed
<b>infer</b>	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
<b>informed</b>	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
<b>innovative</b>	new and original; introducing new ideas; original and creative in thinking
<b>infrequent</b>	happening or occurring at long intervals or not often; not constant, habitual or regular
<b>insightful</b>	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
<b>instrument-specific marking guide</b>	ISMG; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>instrument-specific standards</b>	describe the characteristics evident in student responses and align with the identified assessment objectives

Term	Explanation
<b>integral</b>	<i>adjective</i> necessary for the completeness of the whole; essential or fundamental; <i>noun</i> in mathematics, the result of integration; an expression from which a given function, equation, or system of equations is derived by differentiation
<b>intended</b>	designed; meant; done on purpose; intentional
<b>internal assessment</b>	assessments that are developed by schools; summative internal assessments are endorsed by the QCAA before use in schools and results externally confirmed contribute towards a student's final result
<b>interpret</b>	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
<b>investigate</b>	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
<b>investigation</b>	an assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
<b>irrelevant</b>	not relevant; not applicable or pertinent; not connected with or relevant to something
<b>ISMG</b>	instrument-specific marking guide; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>isolated</b>	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
<b>J</b>	
<b>judge</b>	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
<b>justified</b>	sound reasons or evidence are provided to support an argument, statement or conclusion
<b>justify</b>	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable

Term	Explanation
<b>L</b>	
<b>lateral</b>	(of thinking) a way of thinking that seeks the solution to a problem by making associations with other apparently unrelated areas, rather than by pursuing one logical train of thought
<b>learning area</b>	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, sciences, languages
<b>lifelong learning</b>	the ongoing, voluntary and self-motivated pursuit of knowledge, understanding and skills development for either personal or professional reasons to enhance personal development, competitiveness and employability
<b>logical</b>	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
<b>logically</b>	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
<b>M</b>	
<b>make decisions</b>	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
<b>manipulate</b>	adapt or change to suit one's purpose
<b>mental procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge'; there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
<b>methodical</b>	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
<b>minimal</b>	least possible; small; the least amount; negligible
<b>modify</b>	change the form or qualities of; make partial or minor changes to something
<b>multimodal</b>	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response
<b>N</b>	
<b>narrow</b>	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
<b>non-verbal communication</b>	communication without the use of words; may include gestures, body language or posture, facial expressions, touch or eye contact

Term	Explanation
<b>nuanced</b>	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value
<b>O</b>	
<b>objectives</b>	see 'syllabus objectives', 'unit objectives', 'assessment objectives'
<b>obvious</b>	clearly perceptible or evident; easily seen, recognised or understood
<b>optimal</b>	best, most favourable, under a particular set of circumstances
<b>organise</b>	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
<b>organised</b>	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
<b>outstanding</b>	exceptionally good; clearly noticeable; prominent; conspicuous; striking
<b>P</b>	
<b>partial</b>	not total or general; existing only in part; attempted, but incomplete
<b>particular</b>	distinguished or different from others or from the ordinary; noteworthy
<b>perceptive</b>	having or showing insight and the ability to perceive or understand; discerning (see also 'discriminating')
<b>performance</b>	an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time
<b>persuasive</b>	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also 'convincing')
<b>perusal time</b>	time allocated in an assessment to reading items, tasks and associated assessment materials; no writing is allowed; students may not make notes and may not commence responding to the assessment in the response space/book

Term	Explanation
<b>planning time</b>	time allocated in an assessment to planning how to respond to items, tasks and associated assessment materials; students may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement
<b>polished</b>	flawless or excellent; performed with skilful ease
<b>precise</b>	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
<b>precision</b>	accuracy; exactness; exact observance of forms in conduct or actions
<b>predict</b>	give an expected result of an upcoming action or event; suggest what may happen based on available information
<b>product</b>	an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time
<b>proficient</b>	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something
<b>project</b>	an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
<b>propose</b>	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
<b>prove</b>	use a sequence of steps to obtain the required result in a formal way
<b>psychomotor procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
<b>purposeful</b>	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional
<b>Q</b>	
<b>QCE</b>	Queensland Certificate of Education
<b>R</b>	
<b>realise</b>	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to

Term	Explanation
<b>reasonable</b>	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
<b>reasoned</b>	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
<b>recall</b>	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or one's mind
<b>recognise</b>	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
<b>refined</b>	developed or improved so as to be precise, exact or subtle
<b>reflect</b>	think carefully; ponder or meditate on
<b>reflection</b>	the capacity for individuals to exercise introspection to learn more about their fundamental nature and purpose, and their skill set; to learn from mistakes and gain deeper insight; to develop self-awareness and grow personally and professionally; to help with clarifying priorities, strengths and goals, and build resilience
<b>reflect on</b>	think about deeply and carefully
<b>rehearsed</b>	practised; previously experienced; practised extensively
<b>related</b>	associated with or linked to
<b>relevance</b>	being related to the matter at hand
<b>relevant</b>	bearing upon or connected with the matter at hand; to the purpose; applicable and pertinent; having a direct bearing on
<b>reliability</b>	able to be relied on; trustworthy (of sources) may be determined by asking, for example: Who produced the source? What did they produce? Why did they produce it? Where does it come from? How it is presented?
<b>repetitive</b>	containing or characterised by repetition, especially when unnecessary or tiresome
<b>reporting</b>	providing information that succinctly describes student performance at different junctures throughout a course of study
<b>resolve</b>	in the Arts, consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
<b>routine</b>	often encountered; previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason
<b>rudimentary</b>	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form

Term	Explanation
<b>S</b>	
<b>SAE</b>	Standard Australian English; the form of Australian English that conforms to the perceived notion of appropriate usages for serious writing; it is English which, in its spoken and written forms, is the English of more formal communication throughout the Australian community; it adheres to broadly accepted rules of syntax and pronunciation and uses vocabulary that is more formal than colloquial; SAE operates to facilitate communication across ethnic, social, occupational and cultural groups, and can be used as a benchmark against which to recognise Australian dialects and cultural varieties of English
<b>safe</b>	secure; not risky
<b>secure</b>	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail
<b>select</b>	choose in preference to another or others; pick out
<b>sensitive</b>	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
<b>sequence</b>	place in a continuous or connected series; arrange in a particular order
<b>SET</b>	Senior Education and Training Plan; a document that helps students structure their learning around their abilities, interests and ambitions; the plan is developed by the end of Year 10 and is agreed between the student, their parents/carers and the school
<b>Short Course</b>	a one-unit or 55-hour course developed to meet a specific curriculum need; results from Short Courses contribute one credit to a Queensland Certificate of Education (QCE)
<b>show</b>	provide the relevant reasoning to support a response
<b>significant</b>	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
<b>simple</b>	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
<b>simplistic</b>	characterised by extreme simplification, especially if misleading; oversimplified
<b>sketch</b>	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features



Term	Explanation
<b>skilful</b>	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert; dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
<b>skilled</b>	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
<b>solve</b>	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
<b>sophisticated</b>	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated
<b>specific</b>	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
<b>sporadic</b>	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
<b>Standard Australian English</b>	SAE; the form of Australian English that conforms to the perceived notion of appropriate usages for serious writing; it is English which, in its spoken and written forms, is the English of more formal communication throughout the Australian community; it adheres to broadly accepted rules of syntax and pronunciation and uses vocabulary that is more formal than colloquial; SAE operates to facilitate communication across ethnic, social, occupational and cultural groups, and can be used as a benchmark against which to recognise Australian dialects and cultural varieties of English
<b>straightforward</b>	without difficulty; uncomplicated; direct; easy to do or understand
<b>structure</b>	<i>verb</i> give a pattern, organisation or arrangement to; construct or arrange according to a plan; <i>noun</i> in languages, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions
<b>structured</b>	organised or arranged so as to produce a desired result
<b>subject</b>	a branch or area of knowledge or learning defined by a syllabus or alternative sequence; school subjects are usually based in a discipline or field of study (see also 'course')
<b>subject matter</b>	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for students' learning and engagement within that subject

Term	Explanation
<b>substantial</b>	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
<b>substantiated</b>	established by proof or competent evidence
<b>subtle</b>	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
<b>successful</b>	achieving or having achieved success; accomplishing a desired aim or result
<b>succinct</b>	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
<b>sufficient</b>	enough or adequate for the purpose
<b>suitable</b>	appropriate; fitting; conforming or agreeing in nature, condition, or action
<b>summarise</b>	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
<b>summative assessment</b>	assessment whose major purpose is to indicate student achievement; summative assessments contribute towards a student's subject result
<b>superficial</b>	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
<b>supported</b>	corroborated; given greater credibility by providing evidence
<b>sustained</b>	carried on continuously, without interruption, or without any diminishing of intensity or extent
<b>syllabus</b>	a document that prescribes the curriculum for a course of study
<b>syllabus objectives</b>	outline what the school is required to teach and what students have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
<b>symbolise</b>	represent or identify by a symbol or symbols
<b>synthesise</b>	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
<b>systematic</b>	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system

Term	Explanation
<b>T</b>	
<b>test</b>	take measures to check the quality, performance or reliability of something
<b>text</b>	a communication of meaning, produced in any medium, that incorporates language, including sound, print, film, digital and multimedia representations; texts include written, spoken/signed, non-verbal and visual communications of meaning; they may be extended unified works or a series of related pieces; in the ACSF, texts include written, diagrammatic, visual and oral texts, and real life objects and materials
<b>text type</b>	the particular structure, convention and pattern of a piece of text; the text type chosen is determined by the text's purpose, audience, context and culture; text types include procedural, persuasive, narrative, creative, report, informative, technical, descriptive and argument
<b>textual features</b>	micro-features of text (e.g. spelling)
<b>thorough</b>	carried out through or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
<b>thoughtful</b>	occupied with or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
<b>topic</b>	a division of or sub-section within a unit; all topics/sub-topics within a unit are interrelated
<b>U</b>	
<b>unclear</b>	not clear or distinct; not easy to understand; obscure
<b>understand</b>	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
<b>uneven</b>	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
<b>unfamiliar</b>	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
<b>unit</b>	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
<b>unit objectives</b>	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
<b>unrelated</b>	having no relationship; unconnected
<b>use</b>	operate or put into effect; apply knowledge or rules to put theory into practice

Term	Explanation
<b>V</b>	
<b>vague</b>	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
<b>valid</b>	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable
<b>variable</b>	<i>adjective</i> apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain; <i>noun</i> in mathematics, a symbol, or the quantity it signifies, that may represent any one of a given set of numbers and other objects
<b>variety</b>	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
<b>W</b>	
<b>wide</b>	of great range or scope; embracing a great number or variety of subjects, cases etc.; of full extent
<b>with expression</b>	in words, art, music or movement, conveying or indicating feeling, spirit, character etc.; a way of expressing or representing something; vivid, effective or persuasive communication
<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

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ISBN: 978-1-74378-070-1

Career Education 2018: A Short Course syllabus

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