

# Career Education 2025 v1.2

Short Course senior syllabus

October 2024



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# Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects) and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

# Course overview

## Rationale

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

The course fosters the connection between school and post-school, as part of the lifelong process of managing life, learning and work. It helps students plan for and shape their futures in the rapidly changing world of work where students face different challenges and opportunities from those of the past. The course focuses on effectively preparing for employment and managing future careers.

In this course, students' learning skills are developed so that they become more independent, lifelong learners. Students focus on their own learning as a purposeful activity undertaken to achieve work and career objectives that they value. They experience and apply a variety of strategies to develop and monitor their own learning, drawing on their prior knowledge and experiences. They develop understanding of themselves as learners to effect control of their employment future. This learning is applied to their employment goals and future roles as workers, as well as the development of an awareness of employer expectations and the diversity of work opportunities.

Students 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 is necessary to thrive in the 21st century. In this course, students implement strategies and approaches for locating, organising and examining 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.

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. Such advice should only be provided by a qualified career counsellor, career guidance officer or other suitably trained professional.

# Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

## 1. **Demonstrate knowledge.**

Students demonstrate a knowledge of self, work practices and career opportunities to prepare for their working life by describing, explaining and using visual representations.

## 2. **Examine information.**

Students use information and workplace texts to identify common workplace activities and work-related and career opportunities, using provided information or information they have selected themselves. They explain the meaning of the information, in familiar and some less familiar work and career contexts.

## 3. **Apply knowledge to make recommendations.**

Students identify similarities and differences or advantages and limitations about their work and career options. They make recommendations related to self-development and work and career opportunities.

## 4. **Communicate using oral and written forms.**

Students use oral and written language to demonstrate communication conventions and convey information suitable to the purpose, audience and format. They reference their sources to demonstrate scholarship.

## 5. **Appraise learning strategies.**

Students apply their learning experiences, plans and outcomes to broaden personal decision-making and reflection skills. They develop personalised strategies to improve work and career opportunities.

# Designing a course of study in Career Education

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

## Course structure

Career Education is a Short Course senior syllabus. It contains two QCAA-developed topics from which schools develop their course of study.

This course has been developed with a notional time of 55 hours of teaching and learning, including assessment.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

## Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

## Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Short Course senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Topics 1 and 2. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Topics 1 and 2, schools develop two assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the *QCE and QCIA policy and procedures handbook*.

## Subject matter

Each topic contains a description, objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the objectives and provides statements of learning that have been constructed in a similar way to objectives.



## Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. 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
- 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.

## Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- 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 skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at [www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills](http://www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills).

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

## Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

### Applicable frameworks

The underpinning factors encompass the essential skill sets that will help students live and work successfully. 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 the Australian Blueprint for Career Development (the Blueprint).

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<sup>1</sup>

The Core Skills for Work Developmental Framework (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 uses a developmental approach that recognises students' progress from novices; therefore explicit instructions, processes and models for action, and systemic approaches are useful to develop the understanding and confidence of learners. The framework recognises that practical experience, reflection, motivation and support are important to developing workplace skills and career preparation. This approach is based on the *Novice to Expert Model of Skills Acquisition* developed by Dreyfus and Dreyfus (1985).

These aspects of the CSfW are embedded in the objectives, subject matter and instrument-specific standards for Career Education. For example, where students are required to investigate, information would be provided to students working at a novice level, and students develop their investigating skills to become more independent when locating, selecting information and examining information.

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<sup>1</sup> Departments of Industry, Innovation, Climate Change, Science, Research and Tertiary Education; and Education, Employment and Workplace Relations, Commonwealth of Australia 2013

## The Australian Blueprint for Career Development

The course structure aligns with the career management competencies identified in the Blueprint, where learning is designed around knowledge of self, learning and work exploration, and career building knowledge and skills. The Blueprint models contextualisation for career learning as learning must be student-centred and appropriate to the specific contexts of students and their surroundings. It also emphasises that career development learning is not a 'one-size fits all' approach<sup>2</sup>, so schools need to be cognisant of the diversity of students, their learning styles, work and career goals and attitudes, and that different cohorts will have an impact on the learning experiences chosen.

Experiential learning theory, as outlined by Kolb in 1984 and 2015, provides the theoretical support for the Blueprint<sup>3</sup>, as learners should be actively engaged in the process of learning about, and for, career development. This learning foundation is entrenched in the objectives, subject matter and instrument-specific standards for Career Education. It is important for students to be actively engaged and experiencing elements of self-learning, work and career opportunities to develop their own career development action plans, and to begin to take ownership and control of their pathways from school and beyond.

### 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.

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<sup>2</sup> National Careers Institute, Department of Employment and Workplace Relations, Commonwealth of Australia 2022, p. 22.

<sup>3</sup> *ibid*, p. 25.

# Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

## Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

<b>A</b>
<p>The student demonstrates detailed knowledge of self, work practices and career opportunities in a range of familiar and less familiar contexts.</p> <p>The student effectively selects and examines information. They clearly identify similarities and differences and apply knowledge to make thoughtful recommendations.</p> <p>The student demonstrates control over communication to demonstrate their use of vocabulary, spelling, punctuation and grammatical structures. They effectively communicate for the purpose and format required, and systematically use conventions of referencing.</p> <p>The student effectively appraises plans and implementation of tasks to develop effective and very personalised strategies for their work and career.</p>
<b>B</b>
<p>The student demonstrates relevant knowledge of self, work practices and career opportunities in a range of familiar and some less familiar contexts.</p> <p>The student adequately selects and examines information. They sufficiently identify similarities, differences and patterns and apply knowledge to make adequate recommendations.</p> <p>The student demonstrates some control over communication to demonstrate their use of vocabulary, spelling, punctuation and grammatical structures. They clearly communicate for the purpose, audience and format required, and use conventions of referencing.</p> <p>The student appraises plans and implementation of tasks to develop relevant and detailed strategies for their work and career.</p>
<b>C</b>
<p>The student demonstrates knowledge of self, work practices and career opportunities in a range of familiar contexts.</p> <p>The student examines information. They identify similarities, differences and patterns and apply knowledge to make recommendations.</p> <p>The student demonstrates some control over communication to demonstrate their use of essential vocabulary, spelling, punctuation and grammatical structures. They communicate for a purpose, audience and format, and use referencing.</p> <p>The student appraises plans and implementation of tasks to develop strategies for their work and career.</p>

## D

The student provides a description of self, work practices and career opportunities in a range of familiar contexts.

The student identifies obvious components of information and uses superficial knowledge to make statements about recommendations.

The student demonstrates partial control over communication to demonstrate an awareness of vocabulary, spelling, punctuation and grammatical structures. They unevenly communicate for the purpose, audience and format required, and reference some sources.

The student partially appraises plans and implementation of tasks to develop limited strategies for their work and career.

## E

The student makes inconsistent knowledge of self, work practices and career opportunities in simple and familiar contexts.

The student identifies aspects of information and provides statements or opinions about the topic.

The student demonstrates limited control over communication. They attempt to communicate for the purpose, audience and format required, and reference limited or unrelated sources.

The student identifies limited strategies for their work and career.

## Determining and reporting results

Schools make A–E judgments on individual assessment instruments.

Schools also determine a final subject result by making an on-balance judgment using evidence in a folio matched to the reporting standards.

The folio includes responses to the two school-developed assessment instruments, which provide evidence of achievement in relation to the objectives of the syllabus and standards matched to the instrument-specific standards (ISS).

Schools report the subject result to the QCAA as an A–E or, where appropriate, a not rated (NR) in the case of an NR for one or both instruments.

# Topics

## Topic 1: My current skills and attributes

In this topic, students develop their self-knowledge, contemporary work skills and resilience necessary to thrive in the 21st century. They consider the attributes that contribute to employability, e.g. 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.

In Sub-topic 1, 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. They consider their personal and interpersonal capacities, attributes and attitudes, and identify and examine their personal management skills and work habits, recognising strengths and areas for improvement.

A range of employee skills and attributes can be examined, e.g. personal management and the capacity to work and learn independently; attitude to learning; flexibility, initiative and enterprise; work ethic; teamwork and interpersonal effectiveness; planning and organising skills, including leadership/management skills; oral communication, literacy and numeracy skills; digital literacy, collaboration, and analytic and problem-solving skills.

In Sub-topic 2, 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, lifelong learning skills, and other capacities needed for a successful work life. Students check these skills against their current skills and capacities, identifying strengths and avenues for improvement. They can develop a personal profile and link this to potential work opportunities.

Students 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 in the 21st century. They can consider the importance of culturally diverse workplaces to managing work, work relationships and productivity.

Selected or provided information can be used to examine education and training options offered by their school, local TAFE institute and/or registered training organisation (RTO). There are multiple opportunities and ways for collaboration and information sharing with communities, local employers and employees to enrich the experiences and understanding within this topic.

### Objectives

1. Demonstrate knowledge of self and work practices.
2. Examine information related to self and work practices.
3. Apply knowledge to make recommendations.
4. Communicate using oral and written forms.
5. Appraise learning strategies to develop work opportunities.

## Subject matter

### Sub-topic 1: Understanding myself

- Describe
  - personal attributes, characteristics and behaviours that contribute to overall employability, and reflect on personal strengths and areas for improvement
  - personal management, work skills and habits, and identify strengths and advantages relevant to different employment positions
  - different learning strategies and avenues for development of personal attributes, habits, and positive relationships
  - the key components of a positive self-concept.
- Explain
  - the role of instinct and intuition when considering choices, and the link to informed and well-reasoned decisions
  - how using structured metacognitive (reflection) strategies can improve learning outcomes
  - how life and work goals can change at different life stages
  - strategies for managing and resolving personal conflict and change, including acceptance of feedback.

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

- Describe
  - the 21st century skills, the CSfW, employability and lifelong learning skills.
  - how societal needs, economic conditions and technological change influence the nature and structure of work
  - various approaches to recruitment and selection
  - strategies to prepare for and seek employment, including entering new work environments
  - possible tensions arising in work-related contexts and approaches to resolve conflicts.
- Explain
  - job descriptions and selection criteria, and compare with employability skills
  - working conditions, including payment rates and employee/employer expectations
  - protocols for workplace face-to-face and online discussions, meetings and interviews
  - employers' performance expectations and being a productive employee
  - the importance of managing learning, work, and leisure to achieve balance
  - how to protect oneself from employment scams and challenging work situations.
- Communicate in
  - written and online job application documents, e.g. curriculum vitae, cover letters, responses to position descriptions and selection criteria
  - workplace face-to-face and online discussions, meetings or interviews.

## Topic 2: My options for the future

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

This is a practical topic where students map their career requirements and intended pathways post-school. Students implement the initial stages of career plans, based on their developing self-knowledge and alignment of learning requirements of potential work and careers with current subject choices. Discussions with local, regional, or state employment or education representatives, or workplace site visits are valid learning activities. Using relevant and authentic information sources adds depth to student learning experiences in this topic.

In Sub-topic 1, students investigate work and career options and opportunities. They research an area of interest, using a range of reliable sources, e.g. websites, printed materials, human resources, government sources, private organisations. Students can use selected or provided information to examine information about the implications of choosing a career path, e.g. prerequisite school subject requirements for further education or training, geographic location of learning providers, tuition fees or education loan programs or other financial assistance. A structured inquiry approach may be required to support students as they research.

Students consider questions such as:

- What work and career pathways am I interested in? For example, education, finance and commerce, retail, tourism and hospitality, sport and recreation, fitness, and early childhood
- Where do I find information about careers and career planning?
- What are the requirements of particular careers?
- How do my goals, aspirations, personal skills and attributes connect to different career opportunities and pathways?

In Sub-topic 2, students identify a potential post-school work and career pathway and develop a personal learning action plan for achieving their goals. They take charge of their own career building process and post-school pathway by making informed decisions based on evidence.

Students consider questions such as:

- 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?
- How can I enhance my work and career opportunities, now and in the future?

They should 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.

### Objectives

1. Demonstrate knowledge of self and career opportunities.
2. Examine information related to career opportunities.
3. Apply knowledge to make recommendations about self and career opportunities.
4. Communicate using written forms.
5. Appraise learning strategies to develop careers and career opportunities.



## Subject matter

### Sub-topic 1: My work and career options

- Describe
  - a range of relevant career paths and different opportunities provided by work, further education, or training alternatives
  - working in the 21st century, including the need for flexibility, a positive attitude to learning and to change, enterprise, working with others in a range of ways and contexts, communication and problem solving
  - the nature of work in different careers, from beginning positions to the development of experience, in different roles
  - trends in work arrangements and the nature of work
  - the push and pull employment factors relevant to the local context
  - the roles of agencies associated with employment support
  - how work opportunities and careers change over a lifetime.
- Explain
  - 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 professional occupations
  - the financial implications of different training and career choices, in terms of costs and future income potential
  - how to differentiate between fact and opinion about work and career information
  - strategies for locating and selecting reliable and current information about work and career choices to support informed and evidence-based decisions.

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

- Describe
  - the impact of lifestyle goals and life stages to personal work and career aims
  - possible future career pathways, based on personal self-knowledge and research
  - post school pathways and career building approaches, making links to lifelong learning and further development of employment skills over time.
- Explain
  - requirements of potential work and career pathways and how these connect to personal skills and attributes, including the identification of strengths and potential areas for development
  - key features of an action plan to achieve work and career goals
  - implications for planned secondary studies, training, tertiary studies or employment to make a determination related to work and career development
  - opportunities to develop and apply employability skills, including considering complementary learning options.

# Assessment

## Internal assessment 1: Presentation

Students conduct an interview or survey relevant to work or workplaces and communicate their findings to an audience. They keep a learning journal of key learning experiences during this assessment.

### Assessment objectives

1. Demonstrate knowledge of self, work practices and processes.
2. Examine information about work.
3. Apply information to make recommendations about work.
4. Communicate in an oral form about a workplace interview or survey.
5. Appraise learning strategies to develop work opportunities.

### Specifications

This task requires students to:

- complete an interview or survey by
  - developing 6–8 questions to find out about views on topics related to work or workplaces
  - examining background information about the work or workplace relevant to the interview or survey
  - conducting one of the following
    - face-to-face interview with employer/s or recruitment agency
    - survey of employer/s or employees
  - communicating to an audience in a presentation that explains key findings from the interview or survey responses
- present a learning journal that
  - reflects on the planning, conducting and communicating of the interview or survey
  - develops strategies or approaches for work that can be applied in the future.

It is recommended that this task is designed so that students can develop a response in approximately 15 hours of class time.

### Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

## **Response requirements**

### **Interview or survey findings**

One of the following:

- Multimodal (at least two modes, one spoken, delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media
- Spoken (live or recorded): up to 3 minutes, or signed equivalent

### **Learning journal**

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media
- Spoken (live or recorded): up to 3 minutes, or signed equivalent
- Written: up to 300 words

## Instrument-specific standards (IA1)

Explaining, Examining, Applying and Communicating	Appraising	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> <li>• effective and detailed explanations and effective examination of relevant work practices and processes</li> <li>• effective and relevant application of information related to work</li> <li>• effective and well-organised oral communication</li> </ul>	<ul style="list-style-type: none"> <li>• effective and very personalised reflection, including               <ul style="list-style-type: none"> <li>– preparing and planning the interview or survey</li> <li>– conducting and communicating the interview or survey</li> <li>– strategies to achieve learning outcomes in future work-related contexts</li> </ul> </li> </ul>	A
<ul style="list-style-type: none"> <li>• relevant explanations and sufficient examination of work practices and processes</li> <li>• relevant application of information related to work</li> <li>• effective oral communication</li> </ul>	<ul style="list-style-type: none"> <li>• relevant and personalised learning journal, including               <ul style="list-style-type: none"> <li>– preparing and planning the interview or survey</li> <li>– conducting and communicating the interview or survey</li> <li>– strategies to achieve learning outcomes in future work-related contexts</li> </ul> </li> </ul>	B
<ul style="list-style-type: none"> <li>• explanations and examination of work practices and processes</li> <li>• application of information related to work</li> <li>• use of oral communication</li> </ul>	<ul style="list-style-type: none"> <li>• personal learning journal, including               <ul style="list-style-type: none"> <li>– preparing and planning the interview or survey</li> <li>– conducting and communicating the interview or survey</li> <li>– strategies to achieve learning outcomes in future work-related contexts</li> </ul> </li> </ul>	C
<ul style="list-style-type: none"> <li>• some descriptions of basic work practices and processes</li> <li>• partial application of information related to work to make narrow recommendations</li> <li>• limited oral communication with elements of obvious miscommunication.</li> </ul>	<ul style="list-style-type: none"> <li>• partial learning journal, including               <ul style="list-style-type: none"> <li>– preparing and planning the interview or survey</li> <li>– conducting and communicating the interview or survey</li> <li>– strategies to achieve learning outcomes in work-related contexts.</li> </ul> </li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

## Internal assessment 2: Investigation

Students investigate career pathways for themselves and communicate their findings and decisions. They keep a learning journal of key learning experiences during this assessment.

### Assessment objectives

1. Demonstrate knowledge of self and career opportunities.
2. Examine information related to career opportunities.
3. Apply knowledge to make recommendations.
4. Communicate using oral or written forms.
5. Appraise learning strategies to develop careers and career opportunities.

### Specifications

This task requires students to:

- investigate two chosen career pathways by
  - examining background information about the two careers
  - comparing the two careers in terms of advantages and limitations from their personal perspective
  - deciding on the most appropriate or best career for them, giving reasons.
  - communicating a personal action plan to achieve their chosen pathway that
    - identifies other skills, attributes, knowledge and/or experience that they might need to develop to follow and progress in this career pathway
    - explains implications for planned secondary studies, training, tertiary studies or employment
    - creates a flow chart of steps to achieve and progress their career pathway
- present a learning journal that
  - reflects on planning, conducting and communicating the investigation
  - develops strategies or approaches that can be used in their future career path.

It is recommended that this task is designed so that students can develop a response in approximately 15 hours of class time.

### Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

## Response requirements

### Investigation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media
- Written: up to 300 words

### Learning journal

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media
- Spoken (live or recorded): up to 3 minutes, or signed equivalent
- Written: up to 300 words

## Instrument-specific standards (IA2)

Explaining, examining, applying and communicating	Appraising	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> <li>• effective and detailed explanations and effective examination of career opportunities</li> <li>• effective and detailed application of information relevant to a targeted action plan focused on a career path</li> <li>• effective and well organised communication, including a detailed flow chart</li> </ul>	<ul style="list-style-type: none"> <li>• effective and very personalised reflection, including               <ul style="list-style-type: none"> <li>– preparing and planning the investigation</li> <li>– conducting and communicating the investigation</li> <li>– strategies to achieve learning outcomes in a career path context</li> </ul> </li> </ul>	A
<ul style="list-style-type: none"> <li>• relevant explanations and sufficient examination of career opportunities</li> <li>• relevant application of information relevant to a targeted action plan focused on a career path</li> <li>• effective communication, including a relevant flow chart</li> </ul>	<ul style="list-style-type: none"> <li>• relevant and personalised learning journal, including               <ul style="list-style-type: none"> <li>– preparing and planning the investigation</li> <li>– conducting and communicating the investigation</li> <li>– strategies to achieve learning outcomes in a career path context</li> </ul> </li> </ul>	B
<ul style="list-style-type: none"> <li>• explanations and examination of career opportunities</li> <li>• application of information relevant to an action plan focused on a career path</li> <li>• use of communication, including a flow chart of at least two steps</li> </ul>	<ul style="list-style-type: none"> <li>• personal learning journal, including               <ul style="list-style-type: none"> <li>– preparing and planning the investigation</li> <li>– conducting and communicating the investigation</li> <li>– strategies to achieve learning outcomes in a career path context</li> </ul> </li> </ul>	C
<ul style="list-style-type: none"> <li>• some descriptions about career opportunities</li> <li>• partial application of information to make broad statements that link to a career path</li> <li>• limited communication with elements of obvious miscommunication.</li> </ul>	<ul style="list-style-type: none"> <li>• partial learning journal, including               <ul style="list-style-type: none"> <li>– preparing and planning the investigation</li> <li>– conducting and communicating the investigation</li> <li>– strategies to achieve learning outcomes in a career path context.</li> </ul> </li> </ul>	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

# Glossary

The syllabus glossary is available at [www.qcaa.qld.edu.au/downloads/senior-qce/common/snr\\_glossary\\_cognitive\\_verbs.pdf](http://www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf).

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See the QCAA website ([www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)) for other resources.

## Version history

Version	Date of change	Information
1.0	January 2024	Released for familiarisation and planning (with implementation starting in 2025)
1.1	July 2024	Released for implementation with minor updates
1.2	October 2024	ISBN removed



