The world of work

The sample unit of work provides teaching strategies and learning experiences that facilitate students’ demonstration of the dimensions and objectives of the Social and Community Studies SAS 2014.

This sample demonstrates:

- organisation and development of a unit that could be used within a course of study
- aspects of the underpinning factors particular to this unit
- learning experiences that support the achievement of the objectives described in the dimensions of this syllabus
- alignment between core subject matter, learning experiences and assessment.
Unit overview

Title of unit: The world of work

Unit description:
This purpose of this unit is to provide students with opportunities to gain an understanding of the fundamental concepts that underpin the world of work. Employee qualities, workplace structures and the changing nature of work are examined from personal, interpersonal and global perspectives.

Time allocation:
Semester 1, 2, 3 or 4; 55 hours

Dimensions and objectives

Knowing and understanding

By the conclusion of the course of study, students should:
• recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
• recognise and explain the ways life skills relate to social contexts
• explain issues and viewpoints related to social investigations.

Applying and examining

By the conclusion of the course of study, students should:
• organise information and material related to social contexts and issues
• analyse and compare viewpoints about social contexts and issues
• apply concepts and ideas to make decisions about social investigations
• use language conventions and features to communicate ideas and information, according to purpose.

Producing and evaluating

By the conclusion of the course of study, students should:
• plan and undertake social investigations
• communicate the outcomes of social investigations, to suit audiences
• appraise inquiry processes and the outcomes of social investigations.

Content to be taught

Concepts and ideas

People need to identify and understand the personal qualities and skills employees need for the workforce.
The ability to deal with diverse workplace structures and relationships is important in becoming an effective member of a workplace environment.
Negotiating and managing a work/life balance is integral to personal health and wellbeing, and to being an effective member of the workforce.
As the nature of work has changed over time, so have the demands made on employees/workers.
## Knowledge, understanding and skills

*The knowledge, understanding and skills listed should be developed, showing integration of the core areas.*

### Personal
- work readiness
- personal presentation skills
- employability skills
- work ethic
- proactive job search methods
- knowing personal rights and responsibilities in the workplace
- managing stress at work
- time management and balancing work and home

### Interpersonal
- decision-making processes
- protocols within an organisation
- managing workplace conflict
- handling difficult situations in the workplace
- problem solving at work

### Citizenship
- avenues of protection for employers and employees
- workplace legislation
- RTOs, AAC, recruitment companies, job network centres, Centrelink, universities, TAFE, career expos, Enterprise Bargaining, MyFuture [www.myfuture.com/careers](http://www.myfuture.com/careers)
- global employment opportunities

*Identified concepts and ideas, together with the relevant knowledge, understanding and skills, are from the syllabus.*
Learning experiences

- recognising and describing concepts and ideas
- related to the world of work and the development of the personal, interpersonal and citizenship skills necessary for the workforce, e.g. personal presentation skills, work ethic, rights and responsibilities in the workplace, problem solving at work
- exploring the nature of work and how it contributes to society by visiting local workplaces to help in understanding of work roles and to recognise expectations and accepted practices of work situations
- listening to a guest speaker from a local business to learn about job opportunities, work roles, workplace/legal rights and responsibilities, and communication protocols and etiquette
- recognising and explaining the difference between a social life and a work life, e.g. time management, how to negotiate and manage a work/life balance
- explaining issues and viewpoints related to the nature of work, e.g. the demands made on employees, employer/employee rights and responsibilities and avenues of protection for both parties, workplace legislation, strategies for managing stress at work
- developing proactive job search methods to maximise employment opportunities
- analysing different job types and accessibility to better prepare for entry into the workforce
- organising information and material related to possible work pathways and the requirements of particular jobs, e.g. qualifications and skills
- analysing and comparing viewpoints about social contexts and the difficulties this may present in obtaining different work options
- applying concepts and ideas to make decisions about a local work issue, e.g. youth unemployment
- identifying the features of an interview process for a job to develop the personal and presentation skills necessary for a successful interview
- role playing workplace scenarios, e.g. a workplace conflict situation (to practice conflict resolution skills), a situation involving discrimination in the workplace
- using language conventions and features to write a CV, application letter/s and a career portfolio
- planning and undertaking an investigation into a work issue in the local community, e.g. youth unemployment
- exploring the use of webpage design to communicate information about a local work issue and/or possible work opportunities, e.g. youth unemployment
- designing and producing a webpage to inform a particular audience regarding a workplace issue
- investigating job opportunities at local businesses and workplaces
- investigating the ability of certain people to obtain specific kinds of jobs based on their social situation/context and skills sets
- investigating the rights and responsibilities of an employee in the workplace
- communicating the outcomes of an inquiry into a work-related issue, e.g. a conflict situation, workplace discrimination, youth unemployment
- appraising inquiry processes and outcomes of social investigations related to a local community work
### Assessment

The following assessment tasks are **suggestions only**. Teachers may choose from techniques and the options that follow, or devise alternate instruments, to suit their students’ needs and school context.

#### Assessment instrument 1: Project

| Dimensions assessed: | Knowing and understanding  
|                      | Applying and examining  
|                      | Producing and evaluating |
| Assessment technique: | Project |
| Assessment conditions: | Semester 1–2  
|                       | Semester 3–4 |
| Spoken component: | 1½ – 3½ minutes  
|                   | 2½ – 3½ minutes |
| Performance component: | Schools provide students with some continuous class time to develop the performance components of the collection of work. The length of this component will depend upon the nature of the task. |
| Product component: | Schools provide students with some continuous class time to develop the product components of the collection of work. The length of this component will depend upon the nature of the task. |

**Part A (product component)**

Students identify and research their ‘dream job’ to produce a promotional stand at a school careers expo. Promotional materials could include a job description, education/training requirements, opportunities, successful role models or identities in the job.

**Part B (spoken component)**

In a promotional speech, sell your dream job to class members. The speech must culminate in a panel discussion or Q & A session.

#### Assessment instrument 2: Investigation (written response)

| Dimensions assessed: | Knowing and understanding  
|                      | Applying and examining  
|                      | Producing and evaluating |
| Assessment technique: | Investigation |
| Assessment conditions: | Semester 1–2  
|                       | Semester 3–4 |
| Written component: | 500–800 words  
|                    | 600–1000 words |

Students investigate local workplaces and job opportunities and write an article for a local community magazine. This article should outline (a) what job opportunities exist, and (b) discuss what a young person would need to do in order to obtain the job.
### Assessment instrument 3: Extended response to stimulus

| Dimensions assessed: | Knowing and understanding  
|                      | Applying and examining  
|                      | Producing and evaluating |
| Assessment technique: | Extended response to stimulus |
| Assessment conditions: | Semester 1–2  
|                          | Semester 3–4 |
| Written component: | 500–800 words  
|                          | 600–1000 words |

**Stimulus materials**: primary and secondary sources that address age, gender, racial and disability discrimination in the workplace.

With reference to the stimulus materials, students prepare an extended response, e.g. a feature article, in which they investigate the rights and responsibilities of an employee in the workplace regarding discrimination.

### Assessment instrument 4: Short response test

| Dimensions assessed: | Knowing and understanding  
|                      | Applying and examining |
| Assessment technique: | Examination |
| Assessment conditions: | Semester 1–2  
|                          | Semester 3–4 |
| Recommended duration: | 60–90 minutes  
|                          | 60–90 minutes |
| Short response test: | 50–150 words per item  
|                          | (diagrams and workings not included in word count)  
|                          | 50–250 words per item  
|                          | (diagrams and workings not included in word count) |

The short response test consists of a number of items that could require students to:

- recognise, describe and explain concepts, ideas, issues and viewpoints about work and employment issues
- analyse, interpret and apply ideas and information about local and global issues related to employee qualities, workplace structures and the changing nature of work
- respond to stimulus materials concerning work and employment issues, e.g. discrimination in the workplace, rights and responsibilities of employees and employers.