

Year 10 learning options and advice

Students in Year 10 will be actively planning and mapping their options for completing the senior phase of learning and achieving a Queensland Certificate of Individual Achievement (QCIA) or a Queensland Certificate of Education (QCE), or equivalent.

The Year 10 learning options and advice explores other learning options that are available to prepare students for successful completion of the senior phase of learning. These include:

- the SET Plan (or equivalent) — a key strategy to encourage students to complete Year 12
- advice for planning a career development and work education course
- vocational education and training, and the qualifications that are suitable for students to complete or begin in Year 10.

It also contains information and advice on important aspects of the senior phase of learning that will help schools start students on their way to achieving their goals. Topics include:

- certification, and strategies that can start students on the road to achieving a QCE or a QCIA
- Queensland Core Skills (QCS) Test and the role of Year 10 in preparing students for success in Year 12.

SET Plan (or equivalent)

A Senior Education and Training (SET) Plan or equivalent 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 or carers and the school.

The plan encourages students to think about their future, consider their abilities and investigate their options for careers and further education. Through this process Year 10 students will make informed decisions about completing the senior phase of learning and about their future. It helps them to make immediate career and learning choices and to lay the foundations for lifelong learning and lifelong career development.

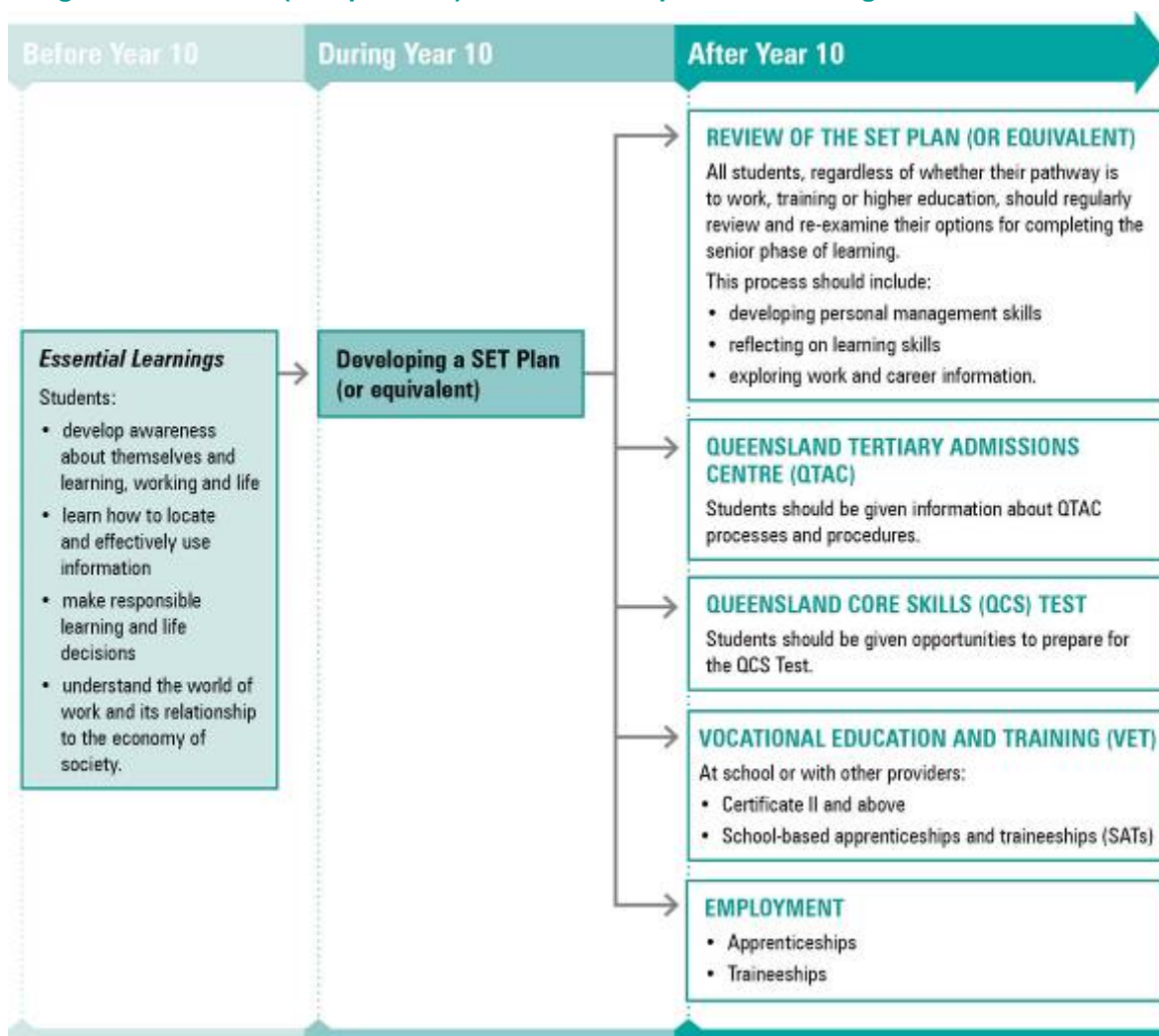
SET planning in Year 10 begins with a broad consideration of choices. Students consider questions that highlight the options that are achievable and appropriate to their individual strengths and interests. It leads students through decision-making processes so that they consider a range of possibilities, the suitability of these choices to their abilities, beliefs and aspirations, and the likelihood that they are opting for a pathway which, in the long term, is going to be rewarding and sustainable.

At the end of the process, students are likely to have settled upon a few firm options for completing the senior phase of learning that will also contribute to their learning beyond school. Student choices should reflect the potential they have demonstrated and the personal resources they possess. In many cases students will want to keep their options open, deciding simply that their next step is to enrol in a course suited to their needs, abilities and interests and which allows them time to further consider their career pathways.

A key outcome from a career development and work education course is the development of a documented SET Plan (or equivalent) through a coordinated and supported process.

A SET Plan (or equivalent) has a critical role to play in encouraging young people to regularly review and plan to manage their own learning, as demonstrated in Diagram 1.

Diagram 1: SET Plan (or equivalent) and the senior phase of learning



Career development and work education in Year 10

Career development and work education is about life, work and learning. *Career* no longer refers to particular pathways through work or to an occupational title or a job. Rather it is the sequence and variety of work, paid and unpaid, life roles, leisure activities and learning that individuals undertake throughout a lifetime.

Careers are no longer chosen; they are constructed, through the series of choices people make throughout their lives, drawing on their dispositions and capabilities in order to live, learn and work creatively, innovatively and collaboratively, while managing life's future possibilities.

The process is unique to each individual and is understood in relation to each person's environment and the many factors affecting life, such as family, society, school, social policy and the labour market.

Career development learning is underpinned by the critical role of work in our lives. The world of work is complex and constantly changing, and is shaped by many aspects of our culture, society and personal circumstances including:

- personal interests, values and beliefs
- workplace systems and reforms
- technological advances that link economies and workplaces around the world
- global market demands for productivity and sustainability
- legal, financial and ethical considerations underpinning the rights and responsibilities of employers and employees.

Learning about career development and work has replaced traditional career education. It now takes a holistic approach recognising that people need to be proactive, enterprising career managers who take an interest in lifelong learning.

Career development competencies incorporated into the curriculum, along with career awareness and experiential career exploration, enable young people to construct their preferred career. This can be achieved through a separate subject, embedded in a broader subject or spread across the curriculum.

Career development and work education delivered by schools is greatly enriched when employers, parents and community agencies provide students with opportunities and experiences to:

- develop the skills, knowledge and behaviours that help them become competent self-managers of their futures
- make and implement decisions about life, learning and work options
- actively participate in work through access to workplace environments, work experiences and workplace learning programs
- recognise that work both reflects and shapes the culture and values of our society
- develop critical insights into the relationships between work, culture and the values of our own and other societies.

Career development and work education in Year 10 builds on learning in Years 1–9. Students are encouraged to:

- develop awareness of themselves and learning, work and life
- learn how to locate and effectively use information
- make responsible learning, work and life decisions
- understand the world of work and its relationship to the economy and society.

Year 10 learning option: career development and work education course

Advice about developing a Year 10 career development and work education course has been provided in these Guidelines in the section: Year 10 learning option: career development and work education . The advice includes learning statements expressed as knowledge and understanding and ways of working, Standards, assessment and suggestions for planning.

Career development course guideline

In 2010, the QSA published a career development course guideline on its website. This guideline provides advice to Queensland schools about the shape and content of a career development course that can be recognised by the QSA and contribute credit to the award of a QCE.

Vocational education and training in Year 10

Vocational education and training (VET) is an option for students in Year 10. Schools can offer a range of qualifications to help students proceed along a nominated pathway or to make decisions about future pathways not yet decided on.

The range of VET courses offered by schools in Year 10 is a school-based decision. Students in Year 10 can access VET qualifications as stand-alone courses.

Schools which are RTOs can register to offer qualifications under their own scope of registration. Students are also able to access other qualifications through TAFE and private VET providers.

Achievements in VET qualifications from Certificate I, II, III, and IV through to Diploma and Advanced Diploma can contribute credit towards a QCE.

In Year 10, entry-level Certificate I courses can be a component of:

- career development and work education courses (e.g. Certificate I in Work Education)
- a course based on an identified learning area (e.g. Certificate I in Business).

Students registered with the QSA may bank VET achievements into their learning accounts. Completed Certificate I qualifications contribute two or three credits to the QCE in preparatory learning.¹ Students may complete any amount of preparatory learning, but a maximum of six credits can contribute to the QCE.²

While many Year 10 students engage only at the entry levels of VET, the level of VET course appropriate to individual students in Year 10 will vary considerably.

For many Year 10 students, considering the full range of VET courses and pathways, including School-based Apprenticeships and Traineeships (SATs), will be an important part of preparing for participation in VET.

Offering VET in Year 10

There are two ways that schools can offer VET to students in Year 10 — schools may be registered as a registered training organisation (RTO), or schools can make arrangements with another RTO.

Schools registered as RTOs

Schools register through the QSA as delegate for the Australian Skills Quality Authority (ASQA) to deliver VET to students in Years 10–12.

The QSA's role is to:

- register schools as RTOs
- ensure that schools that are RTOs maintain compliance with the VET Quality Framework (VQF) including the *Standards for NVR Registration*

Schools engaging with an outside RTO

VET can be offered to the students through an RTO other than the school, or the student may elect to do VET on their own with an RTO.

The range and level of qualifications available through RTOs, in general, is extensive. It is important that the school staff, career advisers, parents and the RTO work closely

¹ See the QCE Planner on Student Connect <<https://studentconnect.qsa.qld.edu.au>> for information regarding two or three credits towards the QCE.

² A maximum of two Certificate I qualifications can count towards a QCE.

together to explore options that will place the student in the best position to stay engaged in school and create pathways for the future.

Suitable qualifications

The suitability of a VET qualification will depend on the student's situation, locality and the available options. The following qualifications are suitable for some students in Year 10 in Queensland schools. These qualifications are consistent with those nominated by other Australian education systems and have been selected because students can reasonably expect to complete a Certificate I in Year 10 in the nominal hours.

The suggested qualifications do not prevent schools from offering other VET qualifications or from encouraging students to commence other certificate levels in Year 10. Higher-level VET qualifications generally have clearer links to employers' needs and may be more appropriate for some students.

When advising students, consideration should be given to the:

- student's SET Plan (or equivalent) and aspirations for completing the senior phase of learning with a QCE
- level of support for implementing other qualifications
- capacity of the student to complete the qualification in Years 11–12, as complete qualifications are more valuable and worthwhile than an aggregation of units of competency
- appropriateness for some students to move beyond the entry level to secure the educational and vocational outcomes they seek.

Entry-level accredited courses for career development and work education

Table 1 below shows qualifications that incorporate the employability skills and would be suitable for students in Year 10.

Table 1: A selection of accredited courses* suitable for Year 10 students

Accredited course code	Accredited course title
30970QLD	Certificate I in Work Readiness*
30971QLD	Certificate I in Work Education

When students have successfully completed Certificate I in Work Education, they could be encouraged to begin Certificate II in Workplace Practices.

Further advice and guidance on VET-accredited career development related courses is available on the Department of Education, Training and Employment (DETE) website: <<http://education.qld.gov.au/students/placement/work/cert.html>>.

Industry Training Package qualifications

Table 2 below shows qualifications that link to a range of learning area courses and provide a foundation for further learning and careers in related industries. The certificates provide a pathway to higher level VET qualifications as well as other further study.

These qualifications can be started in Year 10 but may not necessarily be completed in the year, depending on the time required. This list is only a sample and a larger range of VET courses may be considered appropriate for some Year 10 students.

Table 2: A selection of qualifications* suitable for Year 10 students

Qualification code	Qualification title
CPC10111BCG10103	Certificate I in Construction
BSB10112	Certificate I in Business
CUF10107	Certificate I in Creative Industries
LMF10108	Certificate I in Furnishing
CUV10111	Certificate I in Visual Arts
CUV10211	Certificate I in Aboriginal or Torres Strait Islander Cultural Arts
ICA10111	Certificate I in Information, Digital Media and Technology
MSA10107	Certificate I in Manufacturing (Pathways)
AHC10210	Certificate I in AgriFood Operations
SIT10212	Certificate I in Hospitality
SIS10110	Certificate I in Sport and Recreation
* The qualifications listed are correct as at 5 February 2013.	

Performance standards

The performance standards applied in any VET qualifications must be those described in the training package. Year 10 students may take more time to achieve competency to industry standards than students in Years 11–12.

Structured work placement

Structured work placement in the related industry is strongly recommended in industry-specific qualifications. VET qualifications gained without quality structured work placements are less valued by industry. The QSA strongly recommends 10 days of structured work placement in the relevant industry for each industry-specific Certificate I. Advice relating to structured work placement in higher VET courses should be discussed with the registered training provider.

School-based apprenticeships and traineeships (SATs)

SATs allow secondary school students (typically those in Years 11–12) to enter into a contract of employment with an employer and undertake structured training, on and off the job, while continuing to be enrolled at school. Students spend some time at school, some time at work, and some time at training. A SAT may be commenced in Year 10 if it is appropriate to a student's pathway.

In exceptional circumstances, students may have been considered eligible in Years 8–9 and could therefore be continuing a SAT as part of their Year 10 studies.

Schools should note that age and citizenship restrictions apply to SATs.

Further advice and guidance on school-based apprenticeships and traineeships is available on the Department of Education, Training and Employment (DETE) website at <http://education.qld.gov.au/students/placement/vet/html/apprent.html>.

Advice on QSA-supported VET qualifications

The QSA provides schools with advice on many qualifications. This advice includes information on Training Package implementation and changes, available resources, learning and assessment strategies and assessment techniques. Much of this information is communicated through the QSA website.

VET qualifications are regularly updated by industry to reflect changes in occupations and skills. The official National register of information on VET in Australia is training.gov.au.

Certification and Year 10

During Year 10 some students will begin their individualised learning program leading towards a Queensland Certificate of Individual Achievement. For many students, their planning will concentrate on how to achieve a Queensland Certificate of Education (QCE).

Achieving a QCE

During Year 10, students can open their learning accounts and begin to bank credit towards their QCE. The QCE recognises courses that cater to a range of interests, abilities and readiness. Diagram 2 illustrates the variety of learning options that can be completed or started in Year 10.

Diagram 2: QCE learning options



QCE eligibility

To be eligible for a QCE, a young person must complete 20 credits in the required pattern. There is a minimum of 12 credits of core studies with at least one to be completed at school. In addition to the core courses, students can undertake:

- preparatory courses, or stepping stones to further education and training, which can contribute a maximum of six credits towards a QCE
- enrichment courses or opportunities to develop skills and knowledge at a higher level, which can contribute up to eight credits towards a QCE
- advanced courses that go beyond the scope and depth of what is considered senior secondary schooling and, when undertaken by school students, can contribute up to eight credits towards the QCE.

Once registration with the QSA is complete and their learning account is opened, students can begin to accumulate credit towards their QCE by successfully completing or beginning learning options in Year 10. These options include:

- completing VET Certificate I qualifications
- completing re-engagement courses or employment skills development programs
- undertaking recognised courses and awards
- working on workplace, community and self-directed learning projects
- beginning core courses such as Certificates II in VET, especially Certificate II in Workplace Practices.

Importantly, Year 10 is a time when students can fulfil their literacy and numeracy requirement.

For further information on QCE learning options, see the *QCE Handbook*, available on the QSA website <www.qsa.qld.edu.au> under Certificates > Queensland Certificate of Education > Guides and resources > QCE Handbook.

QCE literacy and numeracy requirements

A QCE is awarded when, in addition to achieving 20 credits in the required pattern of learning, the student has met the requirements for literacy and numeracy.

The short courses in literacy and numeracy developed by the QSA make available to schools a flexible option to design courses around real and lifelike circumstances that cater for the broad range of skills, attitudes and needs of their students. Both courses are shaped and influenced by the Level 3 competencies in the national framework of adult English language, literacy and numeracy (the National Reporting System, or NRS³).

Students gaining at least a Sound Achievement in the short courses in literacy and/or numeracy will be able to bank one credit for each towards their QCE as preparatory learning and fulfil the literacy and/or numeracy requirement. Achievement in these courses is recorded after registration and courses may be studied in or after the year of registration.

In Year 10, the short courses could be offered as:

- stand-alone semester-long courses
- companion courses that are delivered in conjunction with English or Mathematics (if schools choose this option, assessment must enable the school to make judgments about the NRS Level 3 outcomes)
- courses delivered over a longer period of time, for example, delivering the 55-hour courses over a year, either as a part of the normal school day or as a course run after school.

³ The NRS will be replaced by the Australian Core Skills Framework (ACSF) in 2010. Information about ACSF is available on the Department of Education, Employment and Workplace Relations website: <www.dest.gov.au> (search for Australian Core Skills Framework).

LITERACY SHORT COURSE

This course focuses on literacy for everyday living. The NRS describes standards using reading, writing, oral communication and learning strategies as criteria. The short course concentrates on aspects of literacy and does not replace the study of the subject English.

NUMERACY SHORT COURSE

This course focuses on developing students' mathematical literacy so that they can use mathematics effectively to meet the general demands of life at home, at work, and for participation in community and civic life. It includes aspects such as number sense; basic measurement such as length, mass and capacity; estimating quantities; aspects of location including map reading; properties of shapes; personal finance and budgeting; and aspects of graphical interpretation. The short course concentrates on aspects of numeracy and does not replace the study of the subject Mathematics.

Recognised courses and awards

Year 10 students can pursue learning options in addition to those managed by their school. The QSA recognises a range of awards and certificates in areas such as music, dance, drama, sport and community development that count towards the QCE.

Different recognised certificates and awards contribute different credit. Some are classified as preparatory, some as enrichment and some as advanced. An up-to-date list of recognised studies is available on the QSA website <www.qsa.qld.edu.au> under Certificates > Queensland Certificate of Education > Recognised studies > Lists of recognised studies.

Recognised structured workplace or community-based learning programs

Recognised structured workplace or community-based learning programs are developed and/or owned by workplace or community-based organisations that are recognised by the QSA. These programs can count towards QCE enrichment learning. An up-to-date list of recognised programs is available on the QSA website <www.qsa.qld.edu.au> under Certificates > Queensland Certificate of Education > Recognised studies > Lists of recognised studies.

Learning projects: community, self-directed and workplace

A learning project allows a student to design and undertake an independent and unique short program of learning that is separate from any established school, training or other educational program. A learning project is about achievable and demonstrable learning, not just participation; it is one of the options for enrichment courses of study, where *enriched* is defined as “more highly developed knowledge and skills”.

The student can develop employability or lifelong learning skills in one of three contexts: community, self-directed or workplace. There are specified conditions for learning projects which include:

- the project must be 60–80 hours in duration (including a minimum of 20 hours planning and 40 hours implementing and collating evidence)
- the project must be completed within 18 months of approval, and be submitted by the last day of Term 3, Year 12 for credit to be included in that year's QCE.

Successful completion of a learning project contributes one credit from the enrichment category towards the QCE. For further details, see Section 6 in the *QCE Handbook*, available on the QSA website <www.qsa.qld.edu.au> under Certificates > Queensland Certificate of Education > Guides and resources > QCE Handbook.

Employment skills development programs

Employment skills development programs help young people aged 15–17 to rejoin education, training or employment. Programs usually include literacy and numeracy, employment preparation activities and some basic vocational skills training.

A successfully completed program may contribute two credits to the QCE. One employment skills development program may count towards QCE preparatory learning.

Certificate I qualifications in VET

In Year 10, entry-level Certificate I courses that are a component of careers and pathways education or a component of a course based on an identified learning area are most appropriate.

Completed Certificate I qualifications contribute two or three credits to the QCE preparatory learning. While students may complete any amount of preparatory learning, a maximum of two Certificate I qualifications can contribute to the QCE. For further advice, see the section Offering VET in Year 10 on page 6.

Certificate II (and above) qualifications in VET

Some students will complete a VET Certificate I during Year 10. These students should be encouraged to begin Certificate II courses which will begin banking credit towards the core courses for the QCE. For further information see the section Vocational education and training in Year 10 on page 6.

Beginning Years 11–12 courses in Year 10

Some schools accelerate interested and talented Year 10 students and allow them to begin subjects that are usually offered in Years 11–12. Students who achieve a Sound level of achievement or higher will begin banking credit towards their core courses.

Re-engagement programs

Re-engagement programs are developed locally to help young people participate in education or training and are recognised by the QSA as preparatory learning. A successfully completed program may contribute two credits to the QCE. One re-engagement program can count towards QCE preparatory learning.

Achieving a Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of students who are on individualised learning programs. This certificate recognises the schooling achievements of students who have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers. The QCIA records the student's educational achievement in two areas:

- **Statement of Achievement.** This provides descriptions of the student's demonstrated knowledge and skills in areas of study and learning; communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities.
- **Statement of Participation.** This lists activities a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers.

To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Further information on achieving a QCIA is available on the QSA website <www.qsa.qld.edu.au> under Certificates > Queensland Certificate of Individual Achievement.

Queensland Core Skills Test and Year 10

The Queensland Core Skills (QCS) Test is an important part of the senior phase of learning for many students. The QCS Test contributes information for the calculation of Overall Positions (OPs) and Field Positions (FPs), which are used to rank students for tertiary entrance.

Year 10 plays an important role in preparing students for the QCS Test, as the learning planned for students in Year 10 is the assumed standard of learning attained by students who are candidates for the QCS Test. The test assumes that candidates have basic levels of general knowledge and vocabulary and a working knowledge of mathematical operations that students can expect to encounter by the end of Year 10.

Schools can help Year 10 students prepare for the QCS Test by employing a range of strategies in their curriculum and assessment planning. Schools could:

- consider the literacy and numeracy requirements of the Year 9 *Essential Learnings* for all key learning areas as the baseline requirement for success
- use the 49 Common Curriculum Elements (CCEs) of the Queensland senior curriculum (listed overleaf) as part of curriculum planning and teaching strategies
- include in Mathematics and other learning area courses, basic calculations and concepts such as simple algebra, percentage, ratio, area, angle, powers and power-of-ten notation
- develop students' general knowledge by connecting learning in all areas to present-day events and phenomena, and by using real-world contexts for learning
- focus on the development of vocabulary across all learning areas and courses of study.

QCS Test toolkit

One useful resource for QCS Test preparation can be the development of a QCS Test toolkit. Such a toolkit may take the form of a journal that is commenced in Year 10 and added to throughout the senior phase of learning. The toolkit can be used to record skills, (e.g. mathematical operations and CCEs encountered during learning across all learning areas).

Year 10 should be viewed as the first step in maintaining and consolidating the *core skills* of the senior phase of learning. Whole-school and course planning processes should apply the guiding principle of Year 10 being a foundation for the senior phase of learning.

Common Curriculum Elements (CCEs)

The 49 Common Curriculum Elements (CCEs) of the Queensland senior curriculum are listed in the table below, organised into baskets of like elements.

Table 2: Common Curriculum Elements (CCEs)

COMPREHEND AND COLLECT	
<ul style="list-style-type: none"> • Recognising letters, words and other symbols • Recalling/remembering • Interpreting the meaning of words or other symbols • Interpreting the meaning of pictures/illustrations • Interpreting the meaning of tables or diagrams or maps or graphs • Empathising • Identifying shapes in two and three dimensions 	<ul style="list-style-type: none"> • Gesturing • Translating from one form to another • Finding material in an indexed collection • Searching and locating items/information • Compiling lists/statistics • Observing systematically • Recording/noting data • Manipulating/operating/using equipment
STRUCTURE AND SEQUENCE	
<ul style="list-style-type: none"> • Structuring/organising extended written text • Structuring/organising a mathematical argument • Comparing, contrasting • Classifying • Interrelating ideas/themes/issues 	<ul style="list-style-type: none"> • Applying strategies to trial and test ideas and procedures • Generalising from information • Perceiving patterns • Visualising
ANALYSE, ASSESS AND CONCLUDE	
<ul style="list-style-type: none"> • Reaching a conclusion which is necessarily true provided a given set of assumptions is true • Reaching a conclusion which is consistent with a given set of assumptions • Inserting an intermediate between members of a series • Extrapolating 	<ul style="list-style-type: none"> • Hypothesising • Criticising • Analysing • Synthesising • Judging/evaluating • Justifying
CREATE AND PRESENT	
<ul style="list-style-type: none"> • Using correct spelling, punctuation, grammar • Using vocabulary appropriate to a context • Summarising/condensing written text • Compiling results in a tabular form • Graphing 	<ul style="list-style-type: none"> • Setting out/presenting/arranging/displaying • Explaining to others • Expounding a viewpoint • Creating/composing/devising • Sketching/drawing
APPLY TECHNIQUES AND PROCEDURES	
<ul style="list-style-type: none"> • Calculating with or without calculators • Estimating numerical magnitude • Approximating a numerical value 	<ul style="list-style-type: none"> • Substituting in formulae • Applying a progression of steps to achieve the required answer

Year 10 learning option: career development and work education

Rationale

Career development and work education is about life, work and learning. Career development learning is underpinned by the critical role of work in our lives. The world of work is complex and constantly changing, and is shaped by many aspects of our culture, society and personal circumstances including:

- personal interests, values and beliefs
- workplace systems and reforms
- technological advances that link economies and workplaces around the world
- global market demands for productivity and sustainability
- legal, financial and ethical considerations underpinning the rights and responsibilities of employers and employees.

Career development and work education in Year 10 builds on learning in Years 1–9. Students are encouraged to:

- develop awareness of themselves and learning, work and life
- learn how to locate and effectively use information
- make responsible learning, work and life decisions
- understand the world of work and its relationship to the economy and society.

Career development competencies incorporated into the curriculum, along with career awareness and experiential career exploration can be achieved through a separate subject, embedded in a broader subject or spread across the curriculum.

Learning statements

The learning statements are structured around ways of working and knowledge and understanding.

Ways of working are developed from inquiry processes relevant to investigating career development and work education. The inquiry processes include:

- investigating
- communicating
- participating
- reflecting.

The organisers for knowledge and understanding are:

- career and enterprise
- personal development
- work and society.

In planning a course for career development and work education, refer to the Business learning area “Work environments” learning statements.

Ways of working

Students are able to:

- identify learning goals, needs and personal abilities by investigating career and personal development opportunities
- identify issues or problems to focus research and organise an investigation of career and personal development using an inquiry process
- locate, gather and select career and personal development information from reliable written, nonwritten and multimodal sources
- organise information to identify high-interest areas, career goals, and training and education needs
- analyse, synthesise and evaluate career and personal development information and relevant data to draw conclusions
- communicate decisions and conclusions about career and personal development opportunities in written and nonwritten formats for different audiences (peers, employers), including interviews, presentations, portfolios, graphic organisers, letters, résumés and personal profiles
- participate in enterprises related to career and personal development using initiative, self-management, planning, organisational and teamwork skills
- reflect on investigations to develop a career and personal development audit and plan strategies for developing personal capabilities.

Knowledge and understanding

Students know and understand:

Career and enterprise

- Employment opportunities and specific occupational tasks are linked to particular areas of learning and skills development.
- Resources and people, including career and employment services, are available and can be accessed to support career development.
- Print-based, computer-based and online resources disseminate information about jobs and careers, industry, skills shortages and other labour market demographic information, courses of study, and vocational training that will help them make career choices.

Personal development

- Beliefs, values and attitudes influence career development opportunities and work performance.
- Personal and external resources require management for career development and work performance.
- Skills and attitudes are required for effective work–life participation.

Work and society

- Workplace practices and procedures influence career development.
- Technological developments and change influence career development opportunities.
- Government legislation and policy affect career development opportunities.
- Work is connected to the economic system at local, regional, national and global levels.
- Labour market trends from national, state and regional perspectives indicate job opportunities and skills for the future.

Standards: Career development and work education

A	B	C	D	E
The student work has the following characteristics:				
Clear and accurate recall of a wide range of personal attributes, workplace practices and procedures	Accurate recall of a range of personal attributes, workplace practices and procedures	Recall of personal attributes, workplace practices and procedures	Recall of a narrow range of personal attributes, workplace practices and procedures	Recall of some personal attributes, workplace practices or procedures
Clear and thoughtful identification of learning goals, needs and personal abilities, and issues or problems to focus research	Effective identification of learning goals, needs and personal abilities, and issues or problems to focus research	Competent identification of learning goals, needs and personal abilities, and issues or problems to focus research	Identification of basic learning goals, needs and personal abilities, and issues or problems to focus research	Identification of some learning goals, needs and personal abilities, and issues or problems to focus research
Extensive and relevant career and personal development information located, gathered, critically selected and organised	A wide range of relevant career and personal development information located, gathered, selected and organised	A range of relevant career and personal development information located, gathered and organised	Some relevant career and personal development information located and gathered	Limited relevant career and personal development information located and gathered
Discerning analysis, synthesis and evaluation of career and personal development information and relevant data to draw insightful conclusions	Logical analysis, synthesis and evaluation of career and personal development information and relevant data to draw effective conclusions	Competent analysis, synthesis and evaluation of career and personal development information and relevant data to draw sound conclusions	Narrow analysis, synthesis and evaluation of career and personal development information and relevant data to draw some conclusions	Superficial analysis, synthesis and evaluation of career and personal development information and data
Fluent and coherent communication of decisions and conclusions about career and personal development opportunities in written and nonwritten formats for different audiences	Clear and coherent communication of decisions and conclusions about career and personal development opportunities in written and nonwritten formats for different audiences	Coherent communication of decisions and conclusions about career and personal development opportunities in written and nonwritten formats for different audiences	Uneven communication of decisions and conclusions about career and personal development opportunities in written and nonwritten formats for different audiences	Disjointed communication of decisions and conclusions about career and personal development opportunities in written and nonwritten formats for different audiences
Thoughtful and effective participation in enterprises related to career and personal development using initiative, self-management, planning, organisational and teamwork skills	Effective participation in enterprises related to career and personal development using initiative, self-management, planning, organisational and teamwork skills	Participation in enterprises related to career and personal development using some initiative, self-management, planning, organisational and teamwork skills	Participation in enterprises related to career and personal development using some skills	Partial participation in enterprises related to career and personal development with limited skills
Considered and thorough reflection on investigations to develop a career and personal development audit, and planning of effective and relevant strategies for developing personal capabilities	Thorough reflection on investigations to develop a career and personal development audit, and planning of useful and relevant strategies for developing personal capabilities	Reflection on investigations to develop a career and personal development audit, and planning of sound strategies for developing personal capabilities	Narrow reflection on investigations to develop a career and personal development audit, and planning of some strategies for developing personal capabilities	Superficial reflection on investigations to develop a career and personal development audit, and planning of some strategies for developing personal capabilities

Assessment

Planning an assessment program

Schools should refer to these Guidelines when planning an assessment program. For career development and work education, an effective assessment program includes a range and balance of assessment techniques providing opportunities for students to demonstrate their learning across:

- the Standards
- types of assessment
- a range of assessment conditions.

Assessment techniques and instruments

The following advice has been designed to help schools build student learning towards assessment techniques that are valued in the senior phase of learning.

Investigations

Format	Students plan, conduct and communicate the findings of an investigation (e.g. investigation of workplaces, industries, occupations, employers and employees, and issues. The findings may be communicated in any appropriate format — written, oral, graphical or multimodal).
Conditions	<ul style="list-style-type: none">• Types of evidence may include written reports, observation checklists, diary/journal or oral presentation (PowerPoint presentation or video) or evaluation tools (self or peer)• Class time and student time used• Referencing appropriate to the genre• Research notes/record of research• Length depends on the complexity of the response required (e.g. 600–1000 words)

Responses to stimuli

Format	Students apply their knowledge and understanding by analysing and responding to a series of stimuli, prompts, scenarios or by exploring primary sources inside and outside class time.
Conditions	<ul style="list-style-type: none">• Types of evidence may include: diagnostic, formative and summative tests and examinations; interpretation and analysis exercises using qualitative and quantitative information; oral and written responses to questions; and evaluation tools (self or peer)• Supervised test conditions• Sources used provided before the test• Students may have assistance from teacher with comprehension and interpretation of sources• Length depends on the complexity of the response required (e.g. 60–90 minutes; 400–500 words)

Productions or performances (workplace)

Format	Production project in which students explore ideas, controlling the quality of production. Students engage in an activity in the workplace demonstrating understanding of styles, structures, codes and conventions, and developing confidence and competence in the use of technologies, skills and processes in a range of contexts, using primary and secondary sources.
Conditions	Types of evidence may include observation checklists or evaluation tools (self or peer); evaluation of experiences of work through performance; evaluation forms (self, peer or external); journals; sign-off by workplace supervisor of relevant skills from the course skills list; and logbook.

Course advice

Planning a course of study

The development of a course of study is a school-based decision. A school may decide to use all or part of the information to construct a course of study. The Guidelines may be used to plan:

- the final year of a Years 8–10 career development and work education course
- part of a specialised Years 9–10 or Year 10 career development and work education course
- an integrated multidisciplinary or transdisciplinary course of study that combines learning statements from other learning areas
- term- or semester-length units of work.

Considerations for planning courses of study in career development and work education

Career development and work education delivered by schools is greatly enriched when employers, parents and community agencies provide students with opportunities and experiences to:

- develop the skills, knowledge and behaviours that help them become competent self-managers of their futures
- make and implement decisions about life, learning and work options throughout life
- actively participate in workplace environments through access to workplaces, work experiences and workplace learning programs
- recognise that work both reflects and shapes the culture and values of our society
- develop critical insights into the relationships between work, culture and the values of our own and other societies.

Examples of courses of study

Diagram 3 illustrates some options for ongoing career development and work education during Year 10. These examples do not preclude other ways of planning and packaging the learning statements. The examples are described as:

- units — referring to term- or semester-length units planned around a particular topic, theme or study area (contexts)
- courses — involving VET certificates and recognised programs and courses that would be undertaken over a longer period
- integrated within curriculum across learning areas — involving the use of workplace contexts to develop the ways of working in a particular learning area, for example Business.

Diagram 3: Planning a Year 10 career development and work education course of study

