



Senior School Curriculum Posters

Unit 1

Area of Study 1: Literacy for Personal Use

Outcome 1

On completion of this unit the student should be able to demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives, including First Nations peoples' and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

In their study of visual and film texts, students will examine how purpose, language and structure influence the audience of a text.

Key knowledge

- structures and features of a range of different text types such as narrative, informative, persuasive, instructional, letters, media articles and releases, film, email, digital messaging and workplace reports
- ways in which purpose, context and audience influence the structure and language of different text types
- the way visual and auditory cues, language and other strategies are used to create meaning
- plagiarism and its ramifications
- the uses of paraphrasing, note taking and summarising
- the process of planning, drafting, revising, editing and proofreading both handwritten and digital texts
- the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

Key skills

- read, watch, listen to and understand a range of text types for a variety of audiences and purposes
- use the skills of annotation to identify the layouts, designs and structural elements of print, visual and film texts
- identify, through annotations and summaries, the purpose, audience and context of different text types
- infer the meaning of content from the context
- listen and contribute to small group and whole class discussions
- identify reliable sources to be used for research
- compare the structure, language and presentation of different text types
- evaluate the effectiveness of content in terms of purpose and audience
- plan, create, draft, edit and refine a range of individual responses to different text types
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Area of Study 2: Understanding and Creating Digital Texts

Outcome 2

On completion of this unit the student should be able to apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

In this area of study students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and also those of others.

As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Key knowledge

- the structure of different webpages and digital texts
- the purpose, audience and types of different digital texts
- the differences between digital texts such as webpages, podcasts and social media
- the features and importance of digital security
- the principles of copyright and the conventions of attribution
- safe and respectful practices in the digital world
- the etiquette and conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others in discussion
- the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

Key skills

- read, watch, listen to and understand digital texts
- plan, create and edit a range of digital texts appropriate to audience and purpose
- demonstrate respectful digital interactions
- compare and contrast online digital texts
- listen and contribute to small group and whole class discussions
- critically evaluate the reliability and effectiveness of a range of digital texts
- apply the conventions of referencing and acknowledge attribution, where applicable
- access and cite information from a variety of sources to create new content, reflecting personal interests or individual pathways
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Outcome 1 - Assessment Tasks

Demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:

- a reflective journal
- a narrative, expository or informative piece
- a performance.

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- research task
- a record and reflection of the presentations of guest speaker/s
- a record of discussion or debate
- a report, explanatory or instructional piece or article
- a record of interviews with members of the community and class
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.

Outcome 2 - Assessment Tasks

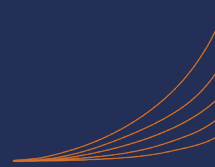
Apply their understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:

- a digital presentation
- an online report, explanatory or expository piece or article
- a video, podcast or oral presentation

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a digital reflective journal
- an online narrative, instructional or informative piece/content
- a digital presentation of guest speaker/s
- a recorded discussion or debate
- a visual presentation, such as a graphic organised concept/mind map or annotated poster



Unit 2

Area of Study 1: Understanding issues and voices

Outcome 1

On completion of this unit the student should be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations and written, oral and multimedia responses that reflect learning.

In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students will practise note-taking and responding to short-answer questions as well as formulating their own oral and written opinions.

Area of Study 2: Responding to opinions

Outcome 2

On completion of this unit the student should be able to interpret the values and opinions of others and present in oral form points of view supported by evidence.

In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

Key knowledge

- language and visuals used to influence an audience
- the elements of oral communication, including eye contact, tone, body language and intonation
- how the values and backgrounds of authors and speakers may influence opinions
- ways in which bias and perspective can influence authors, speakers and audiences
- ways in which different communities engage in debate or discussion
- the conventions of discussion and debate, including active listening and questioning
- the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

Key skills

- identify the purpose and intended audience of written, spoken and multimedia persuasive and influential texts
- identify main ideas and arguments in persuasive and influential content using skills such as note-taking and annotation
- identify and explain how language and visuals are used to influence an audience
- infer meaning from persuasive and influential content, including being able to identify the connotations of words
- compare and contrast how ideas and issues are presented in different persuasive text types
- use appropriate evidence to support personal points of view
- identify reliable and trustworthy sources for research
- listen and participate effectively in small group and whole class discussion
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Key knowledge

- the different structures of written, spoken and multimedia persuasive and influential content
- language and visuals that contribute to the effectiveness of an argument
- the way authors and speakers use logic, reasoning and emotion to influence the audience
- the principles of copyright and the conventions of attribution
- the elements of oral communication, including eye contact, tone, body language and intonation
- the conventions of discussion and debate, including active listening and questioning
- the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

Key skills

- draft, revise and edit persuasive responses to issues
- identify reliable and trustworthy sources for research
- sequence and structure persuasive texts to present a point of view logically
- provide evidence and argue a point of view persuasively
- present related pieces of information within a text, signalling these connections with appropriate semantic clues
- use body language, eye-contact, gestures, pace and intonation appropriately
- critically evaluate own work
- apply the conventions of referencing and acknowledge attribution, where applicable
- listen and participate effectively in small group and whole class discussions
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Outcome 1 - Assessment Tasks

Explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses reflecting that reflect learning.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:

- a case study
- a response to structured questions
- a digital presentation that offers a point of view

Assessment should also include a range of the following activities (or equivalent tasks) where students could apply and demonstrate learning:

- a research task
- a report
- a brochure
- a record and reflection of the presentations of guest speaker/s
- a record of a debate or discussion
- a visual presentation, such as a graphic organiser
- a concept/mind map or annotated poster
- a comparison of two persuasive pieces
- an animation or cartoon that provides a point of view.

Outcome 2 - Assessment Tasks

Interpret the values and opinions of others and present in oral form points of view supported by evidence.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:

- an oral report
- a video, podcast or oral presentation
- a recorded debate or discussion

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a research task
- a reflective journal
- a report
- a brochure
- a record and reflection of the presentations of guest speaker/s
- a record of interviews with members of the community or class
- a comparison of two persuasive pieces.



Unit 3

Area of Study 1:

Accessing and understanding informational, organisational and procedural texts

Outcome 1

On completion of this unit the student should be able to demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.

In this area of study, students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature, reflecting real-life situations representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

Students will participate and engage in activities that equip them to access, understand and discuss these text types.

Area of Study 2:

Creating and responding to organisational, informational or procedural texts

Outcome 2

On completion of this unit the student should be able to create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Key knowledge

- the structures and features of different texts such as reports, tax forms and advice, insurance forms, community charters and promotional texts
- key elements of specific complex texts
- the way different organisations, groups and businesses develop their own use of language
- the elements of oral communication, including eye contact, tone, body language and intonation
- the conventions of discussion, including active listening and questioning
- the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

Key skills

- access relevant texts via the internet or other means
- read, infer and create meaning from texts
- identify key elements of complex, technical documents, including tables of contents, headings, sub-headings, paragraphs and indexes to locate relevant information
- engage with commonly encountered and technical documentation for a specific workplace, vocational setting or real-life situation
- compare and contrast texts designed for similar purposes, evaluating their effectiveness in delivering information
- listen and contribute to small group and whole class discussions
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling

Key knowledge

- the structure and language of different organisational, informational and procedural texts
- the purpose and intended audience of the text
- the characteristics of organisational, informational and procedural texts
- elements of oral communication, including eye contact, tone, body language and intonation
- the conventions of discussion and debate, including active listening and questioning
- the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

Key skills

- explain the purpose and intended audience of instructional, procedural and informational texts
- identify where to seek reliable and accurate sources of information
- recognise key elements of organisational, informational and procedural texts including table of contents, headings, sub-headings, paragraphs and indexes to locate relevant information
- create informative, procedural and instructional content for a chosen organisation or workplace taking into account the audience and purpose
- listen and contribute to small group and whole class discussions
- apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Outcome 1 - Assessment Tasks

Demonstrate the ability to locate, read and understand the purpose, audience and context presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:

- a series of annotations and summaries
- a research task
- a case study analysis

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a record and reflection of the presentations of guest speaker/s
- annotated photographs, signs or visuals
- a response to structured questions.

Outcome 2 - Assessment Tasks

Create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:

- a set of instructions including visuals/diagrams
- a brochure or report including visuals/diagrams
- a vlog.

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a series of annotations and summaries
- annotated photographs, signs or visuals
- a video, podcast or oral presentation
- a response to structured questions
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster



Unit 4

Area of Study 1:

Understanding and engaging with literacy for advocacy

Outcome 1

On completion of this unit the student should be able to illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student’s choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a ‘brand’ (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student’s choice.

Key knowledge

- the relationship between language choices, audience and purpose
- the impact of visual cues and presentation in influencing an audience
- elements of oral communication, including eye contact, tone, body language and intonation
- the structures and features of different influential and advocational texts, including webpages, brochures and social media
- the conventions of discussion, including active listening and questioning
- the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

Key skills

- identify the layout, design and structural elements of a variety of written, digital and visual texts
- identify appropriate communication techniques for different settings and contexts
- read, understand and infer meaning and context by evaluating promotional and influential material
- design and create influential or promotional material appropriate for context and audience
- critically evaluate the appeal and effectiveness of influential or promotional material from different individuals or organisations, considering purpose and the social and workplace values associated with them

Area of Study 2:

Speaking to advise or to advocate

Outcome 2

On completion of this unit the student should be able to negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

Option 1: Literacy for civic participation
Students deliver an informative or instructional presentation on an area of civic participation that is of personal interest.

Option 2: Literacy for everyday personal contexts
Students deliver an informative or instructional presentation on an area of personal management that is of interest.

In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: Literacy for civic participation or Literacy for everyday contexts.

Key knowledge

- the elements of oral communication, including eye contact, tone, body language and intonation
- the way language choice can influence an audience
- the way authors and speakers use logic, reasoning and emotion to influence their audience
- the principles of copyright and the conventions of attribution
- the conventions of discussion, including active listening and questioning
- the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

Key skills

- sequence and structure oral content to advocate or present advice to an audience
- provide evidence to support advice or information presented
- present related pieces of information within a text, signalling these connections with appropriate semantic clues
- use body language, eye-contact, gestures, pace and intonation appropriately
- critically evaluate own work
- apply the conventions of referencing and acknowledge attribution, where applicable
- listen and contribute to small group and whole class discussions

Outcome 1 - Assessment Tasks

Illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or chosen community group.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:

- a series of annotations and summaries
- a blog or vlog
- a multimodal presentation created for promotion

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a case study
- a brochure or pamphlet
- a video, podcast or oral presentation
- a digital presentation
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.

Outcome 2 - Assessment Tasks

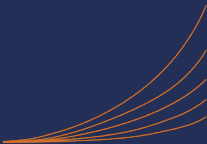
Negotiate the topic of choice for, and complete, an oral presentation that showcase reflections and evaluations of student learning.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:

- a video, podcast or oral presentation
- a digital presentation of a portfolio

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a series of summaries
- a reflective journal or diary



Unit 1/3

Area of Study

1. Number - Numbers, fractions, decimals, percentages, order of operations, place value, proportions, rounding (addition multiplication, subtraction & division)
2. Shape - 2D shapes, reflection, rotation, symmetry, patterns, scaling, plans, diagrams, photos, technology 3D printing + models
3. Quantity - measures - distance, parametre, volume, area, capacity, time & temperature, units of measurement, measuring tools and accuracy in measurement
4. Relationships - graphical information, table charts, cost p/hr, equations to figure out perimeter, diameter, values of change, \$/m, km/hr

****AOS**
1 - 8 at least once across units 1/3 & 2/4

5. Dimension & Direction - location, direction, maps, technologies, follow oral/written instructions
6. Data - data collection tools compass, tables, tables/graphs/axes/scales.
7. Uncertainty - predictions, chance, probability, estimates, informed decision making, gambling, predicting
8. Systematics - data inputs & outputs, data collection tools & computations collating, organising, planning, scheduling, table creation of info & data planners, calculators

Unit 2/4

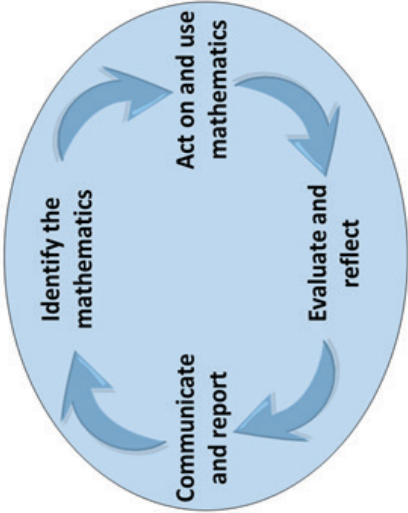
Area of Study

01 NUMERACY IN CONTEXT

- A. **Personal:** monetary value/exchange rates, planning events, cooking, shopping and savings
B. **Civic:** elections, government info, environmental/climate, basic economic date (unemployment/inflation/interests rates)
C. **Financial** - money mangement, banking/medicare/tax, loans
D. **Health** - nutrition & fitness, social health issues, health costs
E. **Recreational** - Activity & events, planning & costs, dimensions & specs/sporting areas
F. **Vocational** - digital and analogue measuring, OHS, workplace plans/diagrams, MSDS

**** All six must be covered accross U1 & U2 (at least 3 per unit)**
**** Select one or two AOS to support each selected numeracy**

02 PROBLEM SOLVING CYCLE



03 MATHEMATIC TOOLKIT

Analogue/equipment
&
digital/technological
&
Apps

NUMERACIES

Area of Study	
Unit 1, Outcome 1	
Select three of the following six numeracies for Unit 1:	Select one or two areas of study numeracy ensuring all four areas of study are covered in the unit.
a) Personal numeracy	- Area of Study 1: Number
b) Civic numeracy	- Area of Study 2: Shape
c) Financial numeracy	- Area of Study 3: Quantity and measures
d) Health numeracy	- Area of Study 4: Relationships
e) Vocational numeracy	
f) Recreational numeracy	
Unit 2, Outcome 1	
Select the three remaining numeracies for Unit 2:	Select one or two areas of study to support the chosen numeracy ensuring all four areas of study are covered in the unit
a) Personal numeracy	- Area of Study 5: Dimension and direction
b) Civic numeracy	- Area of Study 6: Data
c) Financial numeracy	- Area of Study 7: Uncertainty
d) Health numeracy	- Area of Study 8: Systematics
e) Vocational numeracy	
f) Recreational numeracy	
Ensure all numeracies have been covered across the two units.	

UNIT 1

Areas of study	1. Number	Numeracy 1 E.g. Health	Numeracy 2 E.g. Vocational	Numeracy 3 E.g. Recreational
	2. Shape		✓	
	3. Quantity and measures	✓	✓	
	4. Relationships	✓		

UNIT 2

Areas of study	5. Dimension and direction	Numeracy 4 E.g. Financial	Numeracy 5 E.g. Civic	Numeracy 6 E.g. Personal
	6. Data	✓	✓	
	7. Uncertainty		✓	
	8. Systematics	✓		

Unit 1: Healthy individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

Area of Study 1: Personal identity and emotional intelligence

On completion of this unit the student should be able to explain and discuss key concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity. To achieve this outcome the student will develop capacity in the key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the concept of personal identity
- personal identity and emotional intelligence within different contexts, such as education, employment, social, family and online
- the elements of emotional intelligence: self-awareness, self-regulation, motivation, empathy, social skills
- strategies to develop and apply the elements of emotional intelligence in relation to self, such as resilience, effective communication, a strengths-based approach, problem-solving, conflict resolution and self-management
- strategies to develop and apply metacognitive skills relating to personal identity and emotional intelligence.

Key skills

- identify and explain key concepts, factors and principles relating to personal identity and emotional intelligence
- apply the elements of emotional intelligence when working independently and/or collaboratively
- apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively
- discuss and evaluate key concepts relating to personal identity and emotional intelligence.

Outcome 1 - Assessment Tasks

Explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:

- a recorded reflection on personal attributes
- a reflective journal
- a case study

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a performance
- a record and reflection of presentations by guest speaker/s
- a record of discussion or debate
- a video, podcast or oral presentation
- a response to structured questions
- a record of interviews with members of the community and class
- a digital presentation
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster

Outcome 2- Assessment Tasks

Plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:

- a project plan
- a research task
- annotated photographs

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a record and reflection on visit/s to a community-based program or organisation
- a record and reflection of presentations by guest speaker/s
- a record of discussion or consultation
- a video or oral presentation
- a record of interviews with members of the community
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster

Area of Study 3: Promoting a healthy life

On completion of this unit the student should be able to analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

Key knowledge

- the effect of technology on individuals and society, such as communication, lifestyle, employment, citizenship, democracy, culture, safety and security, social connectedness, transportation, environment, medicine and/or science
- the positive and negative impacts of technology on personal identity, health and wellbeing, cultural engagement and social connectedness
- strategies to assess the reliability, validity and accuracy of information relating to health and wellbeing
- health promotion programs that use technology to reach target audience
- strategies to determine the effectiveness of health-promotion programs.

Key skills

- describe and explain concepts relating to technology, assessing information and health-promotion
- discuss and analyse the impact of technology on personal identity, health and wellbeing and social connectedness
- apply strategies to critically analyse information relating to health and wellbeing
- apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to design, implement and evaluate a health-promotion activity.

Outcome 3 - Assessment Tasks

Analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following:

- a critical evaluation of an activity or program
- a digital or oral presentation reflecting on activity or program

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- annotated photographs
- a record of survey responses
- a record and reflection on visit/s to a community-based program or organisation
- a video, podcast or oral presentation

Area of Study 2: Community health and wellbeing

On completion of this unit the student should be able to plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.

Key knowledge

- the concept of personal identity
- personal identity and emotional intelligence within different contexts, such as education, employment, social, family and online
- the elements of emotional intelligence: self-awareness, self-regulation, motivation, empathy, social skills
- strategies to develop and apply the elements of emotional intelligence in relation to self, such as resilience, effective communication, a strengths-based approach, problem-solving, conflict resolution and self-management
- strategies to develop and apply metacognitive skills relating to personal identity and emotional intelligence.

Key skills

- identify and explain key concepts, factors and principles relating to personal identity and emotional intelligence
- apply the elements of emotional intelligence when working independently and/or collaboratively
- apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively
- discuss and evaluate key concepts relating to personal identity and emotional intelligence.



Unit 2: Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

Area of Study 1: What is community?

On completion of this unit the student should be able to describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.

Key knowledge

- the concept of community at a local, national and global level
- characteristics that influence the formation of community, such as geography and demographics
- different groups within the community
- the roles, rights and responsibilities of citizens
- community engagement, including active citizenship, leadership, empathy and connection to culture
- strategies to promote community participation
- the influence of social, cultural, environmental and economic factors on groups within the community, including indigenous communities.

Key skills

- describe and explain concepts relating to community and citizenship
- analyse the formation of community and the factors that influence groups within the community
- apply strategies to promote community participation
- apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to promote community participation.

Outcome 1 - Assessment Tasks

Describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:

- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
- an oral, digital or written report
- a record and reflection of guest speaker/s or interview with community member/s

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a reflective journal of participation in practical tasks
- annotated photographs
- a case study
- a video
- a digital presentation
- a record of survey result
- a website

Outcome 2- Assessment Tasks

Identify issues and challenges within the community, analyse different perspectives of diverse groups and apply learnt problem-solving strategies when working independently or collaboratively on a community-based activity.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:

- research task
- an oral, digital or written report
- a case study

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a written critical evaluation of community barriers
- a record and reflection on visit/s to a community-based program or organisation
- a record and reflection of presentations by guest speaker/s
- a record of discussion or debate
- a record of interview with community members or leaders
- a video, podcast or oral presentation
- a research task or case study analysis
- a record of interview with members of the community
- a digital presentation
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
- meeting minutes

Area of Study 3: Engaging and supporting community

On completion of this unit students should be able to discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

Key knowledge

- the concept of community engagement
- community engagement as an approach to address cultural, social, environmental and/or economic issues or initiatives
- key features of effective community engagement such as prioritising the needs of the community, building local autonomy, local leadership, capacity building, flexibility, developing partnerships and sharing information
- benefits and challenges of community engagement.

Key skills

- describe and explain concepts relating to community engagement
- compare, analyse and evaluate community features relating to community engagement
- propose and justify a suitable individual or group activity
- apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to develop, implement and evaluate a community engagement initiative.

Area of Study 2: Community cohesion

On completion of this unit the student should be able to identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.

Key knowledge

- overview of a range of challenges affecting local, national and global communities, within the current context and future challenges
- differing perspectives relating to cultural, social, environmental and/or economic issues
- the impact of particular issues on social cohesion and health and wellbeing within communities
- barriers and enablers to communities working together to solve problems
- strategies to foster diversity, inclusion and cohesion within communities.
-

Key skills

- outline concepts relating to issues and challenges within the community
- discuss and analyse differing perspectives relating to issues and the impact of issues on community cohesion
- apply and evaluate strategies relating to problem-solving and diversity, inclusion and cohesion within communities
- apply communicating, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to address issues or challenges affecting a local, national and global community.

Outcome 3 - Assessment Tasks

Discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following:

- a community engagement plan/ concept map
- a digital, oral, or written presentation

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a record and reflection on visit/s to a community-based program or organisation
- a reflective journal of participation in practical tasks
- a record and reflection of presentations by guest speaker/s
- annotated photographs
- a record of discussion or debate
- a video, podcast or oral presentation
- a record of survey results
- a record of interview with community engagement activity participants



Unit 3: Leadership and teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Area of Study 1: Social awareness and interpersonal skills

On completion of this unit the student should be able to apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.

Key knowledge

- characteristics of social awareness, such as appreciating diversity, understanding different perspectives, empathy, contribution to society, relationships and consideration of social, cultural and ethical norms
- Interpersonal skills to support effective and respectful interactions with others, including verbal and non-verbal communication, collaboration, negotiation, conflict resolution, decision making and leadership
- processes to engage in research of cultural, social, environmental and/or economic issues
- influences on the development of social awareness and interpersonal skills
- contexts and settings in which people demonstrate social awareness and interpersonal skills in everyday life
- characteristics of effective leadership
- strategies to demonstrate social awareness and apply interpersonal skills when using digital technologies.

Key skills

- describe concepts relating to social awareness and interpersonal skills
- compare and analyse characteristics, influences and settings, and contexts relating to social awareness and interpersonal skills
- apply and evaluate strategies relating to social awareness and interpersonal skills when using digital technologies
- demonstrate the skill of leadership in communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate social awareness and interpersonal skills in a real-life scenario or simulation.

Outcome 1 - Assessment Tasks

Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:

- a critical reflection on the use of interpersonal skills
- a digital, oral, or written presentation
- a report

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a reflective journal
- a record and reflection of presentations by guest speaker/s
- a record of discussion or debate
- a case study
- annotated photographs
- a video, podcast or oral presentation
- a response to structured questions

Area of Study 2: Effective leadership

On completion of this unit the student should be able to describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.

Key knowledge

- characteristics of effective leadership
- contexts and settings in which people demonstrate leadership to address issues or concerns in local and global communities
- contexts and settings in which people demonstrate leadership during times of change
- leadership styles, such as autocratic, charismatic, transformational, distributed and laissez-faire
- the influence of social awareness and application of interpersonal skills when demonstrating leadership
- critical and creative thinking relating to leadership, including ethics and democracy
- fostering innovation to address issues, solve problems and achieve goals
- processes to design, implement and evaluate an activity relating to a specific goal.

Key skills

- describe concepts relating to leadership
- discuss, compare and analyse contexts and settings related to leadership and leadership styles
- apply and evaluate leadership styles and related skills
- apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate leadership in a real-life scenario or simulation.

Outcome 2- Assessment Tasks

Describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:

- a personal reflection of participation in practical tasks
- a critical evaluation of a team activity
- a compilation and reflection on a variety of feedbacks

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a record and reflection on visit/s to a program or organisation
- a reflective journal of participation in practical tasks
- a record of discussion or debate
- a video, podcast or oral presentation
- a record of interviews with members of the community
- a digital presentation
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
- meeting minutes

Area of Study 3: Effective teamwork

On completion of this unit the student should be able to describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

Key knowledge

- attributes and skills required to lead a team, and to be an effective member of a team
- the development of key characteristics of effective teamwork, including communication, motivation, management, interpersonal relationships and ethical behaviours
- individual attributes when working within a team such as motivation, reliability, persistence and adaptability for the development of collective goals that benefit a community or group
- steps in problem-solving, including the stages of identifying a problem or issue; setting goals; researching and planning possible responses; and putting a solution into action
- metacognitive strategies for reflection and evaluation of individual contributions to a team, the effectiveness of teamwork and the overall outcome of an activity.

Key skills

- describe concepts relating to effective teamwork
- discuss, compare and analyse characteristics and attributes relating to effective teamwork
- analyse personal skills that contribute to effective teamwork
- apply and evaluate strategies relating to problem-solving, reflection and evaluation when working within a team
- apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working within a team as part of a real-life scenario or simulation.

Outcome 3 - Assessment Tasks

Describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following:

- an evaluation report of participation in practical tasks
- a critical reflection on team members' feedback

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a written critical evaluation of a leadership activity
- a record and reflection on visit/s to a program or organisation
- survey responses
- a skills audit
- a reflective journal
- a record of discussion or debate
- a blog or vlog
- a video, podcast or oral presentation
- a response to structured questions
- a record of interview/s with members of the community
- a digital presentation
- meeting minutes



Unit 4: Community project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Area of Study 1: Planning a community project

On completion of this unit the student should be able to investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.

Key knowledge	Key skills
<ul style="list-style-type: none">the process in of planning and designing a community project, including selecting and explaining an area of concern within a local, national or global communitykey considerations when selecting an area of concern to address in a community projectthe objectives to be achieved in the projectkey resources related to the project (such as time, materials, technology)methods for sourcing appropriate references to research the area of concern including articles, reports, data, tables and/or diagramsrelevant stakeholders and community partners, and appropriate methods to engage or consult with community stakeholdersprevious and current responses to the area of concernkey actions and strategies to be implemented in the projectprocesses for allocating team member responsibilitiesdeveloping a budget and timeline for the community projectdeveloping a contingency and risk management planthe type of evidence the team will collect during the implementation of the community project.	<ul style="list-style-type: none">outline and explain concerns of significance to a local, national and/or global communityanalyse considerations that influence the selection of an area of concern to address in a community projectidentify, describe and develop elements of the design process for a community projectapply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently or collaboratively to plan and design a community project in an appropriate formatdocument and communicate the community project design in an appropriate format.

Outcome 1 - Assessment Tasks

Investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern..

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:

- a research or investigation report
- a project plan.

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a record of survey results
- a record of discussion or debate
- a reflection on a site or organisation visit
- a video, podcast or oral presentation
- a digital presentation.

Area of Study 2: Implementing a community project

On completion of this unit the student should be able to use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.

Key knowledge	Key skills
<ul style="list-style-type: none">key elements when implementing a community project, such as: emotional intelligence, interpersonal skills, effective leadership, effective team practicesprocess to achieve planned objectiveskey considerations when implementing a community project such as health, safety, wellbeing and ethical considerationsstakeholder engagement and relationship managementtime managementactive and proactive participationstrategies to achieve desired objectivescontingency planning and how to apply a contingency plan if requiredcollecting evidence relating to the implementation of the community projectdocumenting and communicating the community project implementation in an appropriate format.	<ul style="list-style-type: none">explain and apply key elements when implementing a community projectoutline, analyse and apply key considerations when implementing a community projectapply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and collaboratively to implement a community project in an appropriate format.

Outcome 2- Assessment Tasks

Use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:

- The assessment of Outcome 2 should include:
- a record of active implementation, participation and execution of a planned project
- Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:
- annotated photographs
- a reflective journal of participation in practical tasks
- a video
- a record of survey results
- a record of interviews with members of the community
- a digital presentation.

Area of Study 3: Evaluating a community project

On completion of this unit the student should be able to evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

Key knowledge	Key skills
<ul style="list-style-type: none">key components to evaluate the design and implementation of the community projectmetacognitive strategies and reflective processes relating to the design and implementation phases of the community projectcritical and creative thinking skills to identify strengths, weaknesses and opportunities relating to the overall outcomes of the community projecteffective strategies to communicate key evaluation points to a target audiencedocumenting and communicating the evaluation of the community project in an appropriate format.	<p>outline and apply reflective processes to evaluate the design and implementation phase of the community project</p> <p>explain and apply critical and creative thinking skills to evaluate the overall outcomes of the community project</p> <p>apply communication, critical thinking, problem-solving, decision-making and metacognitive skills when working independently or collaboratively to evaluate a community project in an appropriate format.</p>

Outcome 3 - Assessment Tasks

Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following:

- a presentation regarding individual or team effectiveness in executing planned project

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a video
- an audio recording
- a PowerPoint or Prezi
- a website.
- annotated photographs
-



Unit 1: Careers and learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Area of Study 1: Future careers

On completion of this unit the student should be able to identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.

Key knowledge	Key skills
<ul style="list-style-type: none">sources of reliable and credible employment information, such as government websites, careers specialists, industry publications, tertiary institutions and employment agencieslabour market information relating to a range of occupations, including skills shortage areas, geographic location, industry growth areas, emerging industries, green industries, and local, national and global trendsstrategies to analyse information relating to employment including research, summarising information, interpreting graphs, seeking multiple sources of information and applying logicthe advantages and disadvantages of pursuing employment in low-growth, medium-growth and high-growth industriesstrategies to engage in planning and decision-making relating to employment, such as SWOT analysis, decision-making models as well as consulting with trusted people such as careers specialists, mentors, employers and colleaguesthe interconnection between identifying personal skills and capabilities, finding and analysing information, and planning and decision-making for future employment.	<ul style="list-style-type: none">identify and explain key ideas and concepts relating to sources of information about employmentresearch, compare and evaluate concepts and strategies relating to sources of information about employmentpropose and justify strategies to improve future career prospects through the development, promotion and application of skills.

Outcome 1 - Assessment Tasks

Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:

- a record of data analysis
- a research task

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- job outlook, web scavenger hunt
- participation/discussion/questions during incursions by industry
- participation/discussion/questions during industry visits
- participation in career speed-interviews
- a reflection and collection of resources during career expos visits
- reflection and participation in industry immersion activities
- a case study
- a video, podcast or oral presentation
- a response to structured questions
- creation of a graph/chart.

Area of Study 2: Presentation of career and education goals

On completion of this unit the student should be able to forecast potential employment possibilities, and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

Key knowledge	Key skills
<ul style="list-style-type: none">goal setting for future employment, career possibilities and further education and trainingfuture employment and/or education opportunities based on a combination of personal aspirations, skills and capabilitiespersonal strengths and challenges relating to future employment and education opportunitiesstrategies for how to research and communicate research findings relating to:<ul style="list-style-type: none">an industry growth area or an industry of personal interestpotential employment possibilitieseducational pathway options necessary to develop skills and knowledge for the chosen career or industryentry-level pathwaysstrategies to critically reflect on goals and feedbackstrategies for communicating research findings to a target audience.	<ul style="list-style-type: none">identify, outline and explain key ideas and concepts relating to career and educational goalsdiscuss, compare, analyse, research and evaluate strategies relating to career and educational goalsapply knowledge and present findings of researchseek and act on feedback from a qualified source.

Outcome 2- Assessment Tasks

Forecast potential employment possibilities and evaluate several educational pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:

- a career and education report
- a career and education presentation
- a career and education research task
- a career action plan

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- creation of SMART goals
- record of meeting with careers advisor
- completion of career discovery quizzes
- record of interview with an employer or employee
- creation of a personal profile
- a record and reflection on visit/s to a community-based program or organisation
- a collection of annotated resources.
- a record and reflection of presentations by guest speaker/s
- a record of discussion or consultation
- annotated photographs



Unit 2: Workplace skills and capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Area of Study 1:
Skills and capabilities for employment and further education

On completion of this unit the student should be able to identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.

Key knowledge	Key skills
<ul style="list-style-type: none">the changing nature of workthe difference between specific occupations and broad skill and interestsstrategies to improve future career prospects and outcomesemployability skills including communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, technology, and commitment to continuous learningspecialist and technical skills for specific industry groups or occupationspersonal capabilities such as growth mindset, work ethic, self-regulation and conflict resolutionthe distinction between employability skills, specialist work skills and personal capabilities.	<ul style="list-style-type: none">identify and explain key ideas and concepts relating to personal skills and capabilitiesdiscuss, compare and evaluate concepts and strategies relating to the development of personal skills and capabilitiespropose and justify strategies to improve and enhance future career prospects relating to a chosen industry groupingcollect evidence and artefacts of personal skills and capabilities with relation to industry groupings.

Outcome 1 - Assessment Tasks

Identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:

- a skills audit
- participation in mock interview
- a further education and/or training plan

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a collection of curated artefacts
- completion of a careers quiz
- completion of a personality type indicator survey
- a reflective journal of participation in practical tasks
- a record and reflection of presentations by guest speaker/s
- annotated photographs
- a video
- a role play.

Area of Study 2: Transferable skills and capabilities

On completion of this unit the student should be able to demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.

Key knowledge	Key skills
<ul style="list-style-type: none">the relationship between transferable skills and employabilitythe role of ongoing training and development in the growth of essential and technical skills, such as industry exposure, formal education and informal education.the relationship between ongoing training and development, and increasing the transferability of employability and specialist skillsthe application of employability and specialist skills in a range of careers, jobs and broader industry groupingsan overview of recruitment and selection processes, including job design, job advertisements, job applications, shortlisting and interviewsjob advertisements and job applications, including different ways to advertise for jobs and common processes involved in applying for a jobthe features of a resume and strategies to effectively promote relevant skills, knowledge, qualifications and experience in a resumeappropriate evidence and artefacts required to support a job applicationpreparing for a job interview and strategies to communicate and promote relevant skills, knowledge, qualifications and experiences in a job interview.	<ul style="list-style-type: none">identify, define and explain key ideas and concepts relating to the development of employability and technical skillsdiscuss, compare, analyse and evaluate concepts and strategies relating to the development of tangible and intangible skillspropose and justify strategies to improve future career prospects through the development, promotion and application of skillscollect evidence and artefacts relating to transferable skillsapply knowledge to simulated workplace scenarios through evidence and examples, including writing resumes, applying for mock jobs and participating in mock interviews.

Outcome 2- Assessment Tasks

Forecast potential employment possibilities and evaluate several educational pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:

- a cover letter
- a resume
- a mock interview

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:

- a plan of action/response to feedback
- a collection of annotated position description or advertisements
- participation in mock job interview
- a video, podcast or oral presentation
- a role-play or performance
- a record of survey responses
- a digital presentation
- a visual presentation, such as a graphic organiser, concept/mind map or annotated posters



Unit 3: Industrial relations, workplace environment and practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Area of Study 1: Workplace wellbeing and personal accountability

On completion of this unit the student should be able to analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment.

Key knowledge

- overview of common workplace structures
- the role of statutory and national policy bodies including Safe Work Australia, WorkSafe Victoria, the Fair Work Ombudsman, Victorian Equal Opportunity and Human Rights Commission and the Australian Human Rights Commission
- the role of advocacy organisations including unions and employer associations
- workplace culture and the characteristics of a supportive, harmonious, safe and healthy workplace
- characteristics of work-life balance and strategies to achieve a work-life balance and reduce mental fatigue for employees and employers
- employer expectations and individual responsibility in a workplace, including work ethic, loyalty, professional behaviour and conduct, punctuality, wearing the appropriate clothing, safe use of equipment, complying with internal business policies and respectful treatment of colleagues
- employee rights in a workplace, including: flexible work arrangements; opportunities for training, development and promotion; a safe workplace and inclusive, respectful relationships with colleagues and managers; appropriate pay and conditions in exchange for skills, knowledge, labour and experience; and appropriate mechanisms for resolving conflict
- the relationship between employee and employer expectations, and the impact of work habits, culture and commitment to the success of the workplace
- effective and appropriate collaboration, teamwork and communication
- diversity and inclusion in the workplace.

Key skills

- propose the relevant evidence that will be included in a portfolio
- explain key characteristics relating to physical and digital, and/or hybrid portfolios
- compare the key characteristics and purpose of physical and digital portfolios
- research the current industry practices for portfolios in a chosen field
- collect current, relevant artefacts relating to career and/or education goals
- justify the selection of a specific portfolio
- discuss portfolio relevance to current industry practice or further education.

Outcome 1 - Assessment Tasks

Analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace, and identify and explain strategies to contribute to a healthy workplace environment.

Assessment tasks should provide opportunities for practical application of the outcome.

One task for the assessment of Outcome 1 should be selected from the following:

- a case study
- a research task
- a presentation
- a report

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning

- participation in discussion and questions during excursions to:
 - Trades Hall Council
 - The Human Rights Commission
 - Union or advocacy body
- a record and reflection of pres
- presentations by guest speaker/s
- a record of discussion or debate
- a response to structured questions
- a digital presentation
- a role-play or performance
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster

Area of Study 2: Workplace responsibilities and rights

On completion of this unit the student should be able to outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.

Key knowledge

- overview of the National Employment Standards and the role of the Fair Work Commission in workplace disputes
- worker classifications including: employees, contactors, apprentices and trainees
- awards, agreements and individual contracts as methods for determining pay and conditions of work
- employee advocates, including unions and professional associations
- characteristics of workplace bullying
- individual employee responsibilities in relation to colleagues and community health and wellbeing
- Commonwealth and state anti-discrimination and equal opportunity laws; freedom from discrimination on the basis of race, disability, age, sex and other protected factors
- characteristics of workplace sexual harassment
- overview of the legal consequences of workplace bullying, workplace discrimination, and sexual harassment for employees and employers
- overview of common issues that affect young workers, such as underpayment of wages, processes relating to termination and employment classification
- grievance procedures and processes for reporting issues within the workplace and how to escalate unresolved or unlawful issues
- the role statutory bodies play in the enforcement of workplace rights.

Key skills

- identify and explain key ideas and concepts relating to workplace relations
- discuss, compare, analyse and evaluate concepts and strategies relating to the workplace environment, processes and practices
- propose and justify strategies to improve the workplace environment
- apply knowledge to real and simulated workplace scenarios, and case studies.

Outcome 2- Assessment Tasks

Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.

Assessment tasks should provide opportunities for practical application of the outcome.

One task for the assessment of Outcome 2 should be selected from the following:

- a case study
- a role play or performance
- a presentation

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning

- participation in discussion and questions during excursions to:
 - Fair Work Australia
 - The Fair Work Commission
 - Community Legal Centre
- a mock hearing
- a record and reflection of presentations by guest speaker/s
- a record of discussion or debate
- a response to structured questions
- a research task
- a digital presentation
- a graphic organiser, concept/mind map or annotated poster

Area of Study 3: Communication and collaboration

On completion of this unit the student should be able to apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

Key knowledge

- the roles individuals play in workplace teams
- the methods and mechanisms for communicating with teams and individuals in the workplace, taking individual differences and industries into account
- active listening techniques in relation to understanding team and individual roles and responsibilities in the workplace
- the benefit of developing diverse teams and networks
- the benefit of supporting and sharing relevant information and ideas with colleagues to achieve workplace outcomes
- the benefit of appropriate open-question techniques to understand workplace requirements and to solve problems
- the benefit of establishing and maintaining effective working relationships within teams
- the characteristics and benefits of building formal and informal networks
- the benefits of digital and electronic collaboration and communication.

Key skills

- research, discuss and identify the roles that individuals play in workplace teams
- identify, justify and apply a variety of appropriate and inclusive methods and mechanisms for workplace communication
- identify, explain and apply active listening techniques appropriate for both teams and individuals in the workplace
- research, discuss and identify the benefits of developing diverse teams and networks
- identify the benefits of supporting and sharing relevant information and ideas with colleagues to achieve workplace outcomes
- identify, justify and apply a variety of appropriate open questioning techniques for clarification and problem-solving purposes
- discuss, propose and justify strategies for establishing and maintaining effective professional workplace relationships and networks
- identify and apply digital and electronic collaboration and communication.

Outcome 2- Assessment Tasks

Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

Assessment tasks should provide opportunities for practical application of the outcome.

One task for the assessment of Outcome 3 should be selected from the following:

- a record of observed active listening techniques
- a role play of performance
- a presentation

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning.

- participation in school council meetings
- membership of student representative groups
- committee membership
- a case study
- a record of interview
- a record of discussion with guest speakers and/or community groups

Unit 4: Portfolio preparation and presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Area of Study 1: Portfolio development

On completion of this unit the student should be able to analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.

Key knowledge	Key skills
<ul style="list-style-type: none">• overview of the purpose of a portfolio and its intended audience and uses in different contexts• types of portfolios including physical, digital and/or hybrid• types of evidence and artefacts included in a portfolio: cover letter, resume, photographic evidence, written artifacts• characteristics of a high-quality portfolio, including: relevance to target industry, layout, aesthetic, adherence to spelling and grammar conventions, adherence to set criteria and/or entry requirements• practice and requirements, employer preference and tertiary education application• strategies to continually develop, update and curate a portfolio• the advantages and disadvantages of digital, physical and hybrid portfolios• the similarities and differences of digital, physical and hybrid portfolios• reasons for selection and use of a physical, digital and/or hybrid portfolio, including different industry requirements• the use of portfolios in current relevant industry practice or further education• the current industry practice for a portfolio in a chosen field.	<ul style="list-style-type: none">• propose the relevant evidence that will be included in a portfolio• explain key characteristics relating to physical and digital, and/or hybrid portfolios• compare the key characteristics and purpose of physical and digital portfolios• research the current industry practices for portfolios in a chosen field• collect current, relevant artefacts relating to career and/or education goals• justify the selection of a specific portfolio• discuss portfolio relevance to current industry practice or further education.

Outcome 1 - Assessment Tasks

Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.

The assessment of Outcome 1 will include:

- evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts.

Area of Study 2: Portfolio presentation

On completion of this unit the student should be able to communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study.

Key knowledge	Key skills
<ul style="list-style-type: none">• employability and personal skills• appropriate evidence and artefacts included within a physical, digital and/or hybrid portfolio• methods of presenting a portfolio to a target industry and audience, including verbal presentation• strategies to communicate personal skills in a physical, digital and/or hybrid portfolio• process of developing a portfolio to enhance and validate application and presentation• strategies to evaluate the composition and presentation of a portfolio, including self-assessment, feedback from different sources and comparison to selection criteria and/or entry requirements.	<ul style="list-style-type: none">• employability and personal skills• appropriate evidence and artefacts included within a physical, digital and/or hybrid portfolio• methods of presenting a portfolio to a target industry and audience, including verbal presentation• strategies to communicate personal skills in a physical, digital and/or hybrid portfolio• process of developing a portfolio to enhance and validate application and presentation• strategies to evaluate the composition and presentation of a portfolio, including self-assessment, feedback from different sources and comparison to selection criteria and/or entry requirements.

Outcome 2- Assessment Tasks

Present personal skills and attributes in the form of a physical and/or digital portfolio in a formal interview with a panel and evaluate evidence and artefacts for future enhancements.

The assessment of Outcome 2 will include

- presentation of a portfolio related to a target industry or target audience panel.
- evaluation of presented portfolio

