



**REVISED DRAFT AUSTRALIAN  
CURRICULUM:  
WORK STUDIES, YEARS 9–10**

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## Introduction

The *Australian Curriculum: Work Studies, Years 9–10* has been written in response to key work-related issues facing young people today and into the future. This is a world-leading, future-oriented curriculum, equal in quality, value and rigour to more traditional academic programs. It is designed for all students, whether they pursue a vocational or an academic path.

Rapid technological advances are impacting on work and will reshape its future. Technological change has led to increased digitisation and automation, and influences the way we communicate. The resulting globalisation affects how, where, when and why people work.

Australian industries and enterprises face unprecedented global competition and pressure for increased productivity. This, in turn, contributes to an unpredictable work future for young people, where routine job opportunities are limited, and outsourcing, contract work and flexible work arrangements are the norm. School leavers can no longer anticipate a single job or single-track career for a lifetime and will be encountering jobs which currently do not exist.

The skills and capabilities needed to prosper in this new, knowledge-focused world will differ from those of the past. Young people will need a set of personal and interpersonal capacities, wide-ranging global awareness and the flexibility to manage rapid change and transition.

Work Studies Years 9–10 is an applied learning curriculum that adapts discipline-based learning to work contexts. This requires a variation in the approach to curriculum design and content descriptions and elaborations, as they need to be active. It also allows for a cross-curriculum disciplinary mode of delivery.

## Rationale

Work has intrinsic value and is a fundamental part of everyday life. It fosters human dignity, independence and a sense of personal worth. It is recognised as a right of all people.

In an increasingly globalised world, the nature of work is changing and the knowledge, skills and attributes needed to engage with the emerging challenges and opportunities differ from those of the past. The *Australian Curriculum: Work Studies, Years 9–10* concentrates on the capacities individuals need for full and effective participation in life, learning and work.

The curriculum helps young people plan for and shape their future and make a contribution to the wider community by providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.

Students begin preparation for the working world by developing understanding of themselves in relation to work, recognising their aspirations, their rights and responsibilities as workers, as well as employer expectations and the diversity of work opportunities. They learn to understand what work is, how and why it is changing and what this means for their future in

working for others or themselves. They engage with the career management processes needed to adapt to multiple transitions in work and life, and use opportunities to transfer their developing knowledge, understanding and skills to a range of work-related contexts and projects.

Through exposure to work-related learning, students develop the self-knowledge, contemporary work skills and entrepreneurial behaviours and resilience necessary to thrive in the 21<sup>st</sup> century. They appreciate the role of collaboration, creativity and analytical skills in workplaces and the importance of cultural diversity and ethical practices.

## Aims

The *Australian Curriculum: Work Studies, Years 9–10* aims to ensure that students in Years 9 and 10 develop:

- knowledge of the world of work and the importance of lifelong learning
- capacities to manage careers, change and transitions in an uncertain and changing future
- literacy, numeracy, ICT and interpersonal skills to work, interact and communicate successfully with others in diverse contexts, using appropriate behaviours and protocols
- skills and resilience to meet the demands of their present and future learning and work.

## Nature of work studies

### Applied learning

Practically-based learning in realistic contexts is recognised internationally as being important for students in preparing for the world of work.

Applied learning is essentially teacher-guided and student-centred. The role of the learner is integral to applied learning and the student plays an active role in managing the processes of applying knowledge. Through applied learning experiences, students broaden and deepen their understanding and are able to plan and guide their own learning.

The *Australian Curriculum: Work Studies, Years 9–10* engages students in transferring work-related knowledge and understanding to activities that involve the world of work. Students concentrate on learning and applying the knowledge, understanding and skills they need to solve a problem or implement a project relevant to work or workplaces.

As students take greater responsibility for managing the processes of applying their knowledge, they practise and further develop the critical skills and characteristics that are important for work and daily life in the 21<sup>st</sup> century. These include organisation, decision-making, collaboration and teamwork, problem-solving, risk-taking, critical thinking, creativity, adaptability and resilience.

By using their knowledge in realistic situations, students gain a better understanding of work and places of work. They see the relevance and purpose of their learning, which increases their motivation. By practising skills in complex realistic situations, students test and adjust their understandings in relation to what they learn at school.

Structured reflection and feedback are fundamental to the success of applied learning. Where students are given opportunities and time to reflect on learning and engage in feedback from peers and adults, their knowledge and understanding are deepened and broadened, and the relevance of learning becomes more apparent.

Activities such as debriefing sessions and keeping journals encourage students to review their work-related experiences methodically and reflect on their meaning and how knowledge and skills can be transferred to new situations. Transferability of knowledge and skills to different contexts is critical to the successful management of change and transition in the world of work.

### Work exposure

Work exposure promotes learning in a wide variety of environments, for example, by bringing the world of work into the classroom and taking the classroom to the world of work. It provides a platform for applied learning experiences and is an integral element of the Work Studies Years 9–10 curriculum. Work exposure is embedded in content descriptions and elaborations, making it integral to the curriculum. Work exposure opportunities are not intended to be restricted to the traditional practice of blocks of work experience, although work experience may take up part of work exposure.

Rather, work exposure can take many forms including:

- direct involvement in the workplace
- visits to and from private and public enterprises and community organisations

- visits to and from industry experts, employers, employees, self-employed people
- 'career taster' days
- mentoring and shadowing
- interviews with industry experts, employers, employees, and self-employed people
- use of various media sources
- labour market research
- use of work-related simulations and role plays
- virtual tours of industries and workplaces
- industry, community, career or problem-based projects
- use of part-time work, unpaid work or community-based volunteering currently undertaken by students
- engaging with work-related education programs.

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

Work exposure contributes to students' understanding of the changing nature and requirements of work, the variances between different occupations and industries, and the skills and personal qualities needed for work and life. It encourages students to identify and practise these skills in school and other environments and to recognise the relevance and importance of their ongoing learning. Work exposure provides the opportunities and impetus for students to explore and frame possible future work options and career pathways.

These opportunities require schools to develop and/or continue to expand ties with local industry, business and community agencies, as well as education and training institutions. These partnerships form the foundation for providing students with learning and real work exposure opportunities and allow students to explore traditional and non-traditional employment options.

Work exposure needs to be tailored to meet individual student and school needs, and reflect availability in the local and wider community. Remote schools or schools with limited options for access to such authentic learning experiences may require different solutions to broaden the range of offerings accessible to students such as the use of:

- internet research
- visits to remote and rural schools by businesses and community organisations
- virtual workplaces
- tours.

## Organisation and structure

The design, organisation and structure of the Work Studies Years 9–10 curriculum provides flexibility for schools to draw on the interests, capabilities and contexts of their students. It allows schools to accommodate school structures and processes, and support middle school approaches to curriculum delivery if appropriate. Work Studies enriches the learning of students who are working and those who are not.

The curriculum is built on two foundations that underpin learning: self-knowledge and understanding the world of work. The *Australian Curriculum: Work Studies, Years 9–10* is premised on students learning in applied ways, with work exposure an essential part of the curriculum and emphasising the link between learning and doing.

Knowledge, understanding and applied skills are developed through the general capabilities and core skills and the way they are embedded in the content descriptions and achievement standards.

Applied learning and work exposure are integral elements of the Work Studies curriculum. Statements on these elements help teachers to understand the positioning and significance of each within the curriculum.

The Work Studies Years 9–10 curriculum structure reflects the focus on learning, work and the development of work readiness within two strands: Skills for learning and work, and career and life design. The strands are interrelated, providing flexibility and opportunities for teachers to build their own curriculum, collaborate with teachers from other learning areas and construct integrated units of work incorporating the core and options. The strands build sequentially from Year 9 to Year 10.



**Figure 1: Work Studies Years 9–10 organisation diagram**



The curriculum consists of a core and options, and is described through content descriptions, and elaborations, achievement standards and content. It concentrates on building the skills needed for effective participation in the 21<sup>st</sup> century, including broad workplace skills, knowledge about and experience of work and work environments, and lifelong career design skills, knowledge and dispositions.

Options provide flexible frameworks for teachers and students to negotiate extra content relevant to student interests, and school and student circumstances. They are designed to maximise opportunities to connect the curriculum to the reality of students' lives and engagement with the local communities and regions. This should enhance opportunities for work exposure and self-directed and applied learning.

The order and detail in which the core and options within each year level are taught are programming decisions that schools may determine.

Options may also be taught in either year level. The curriculum may be studied for one year in Year 9 or Year 10 or as a two-year course across Years 9–10. It may also be taught on a semester basis.

To be deemed to have completed Work Studies for a given year level, students need to have studied the core and at least one option. If studied on a semester basis the core for the year and one option must be completed.

## **Year 9 and Year 10 core content**

### **Strand 1**

#### ***Skills for learning and work***

This strand focuses on the development of a student's understanding of self and a realistic appreciation of their individual interests, values, preferences and strengths. Across three sub-strands, the strand encompasses understanding of and managing self, the importance of communication in a range of contexts, working with others, planning and implementing tasks or projects, clarifying problems and proposing solutions and making decisions. It provides for investigation of work skills and entrepreneurial behaviours and their use in learning and work contexts.

#### ***Learning to learn***

This sub-strand introduces the key concepts of learning as a lifelong activity and its importance for sustaining working life in changing contexts. Lifelong learning is viewed as a personal capacity that is developed through creating awareness of self as a learner, developing the capacities needed to be a successful learner and acknowledging the influence of work, family and community on learning capacities and opportunities.

#### ***Work skills***

This sub-strand introduces and develops the work skills and attributes needed for 21<sup>st</sup> century workplaces and that can be transferred from one situation to another. These include the systematic study of a broad range of communication skills, the ways digital technologies are transforming workplaces and the importance of embracing cultural and social diversity.

### *Entrepreneurial behaviours*

This sub-strand introduces the idea of entrepreneurial behaviours. These behaviours are specifically about developing and valuing an entrepreneurial disposition to work including creativity, problem-solving, lateral thinking and using initiative. They are not limited to the narrow view of how to create or run a business.

This sub-strand is underpinned by a need to respond to changes brought about by globalisation, new technologies, the rapidly increasing significance of the Asia region and the need for a sustainable future. Students are exposed to these behaviours and how they might be developed and enacted in workplaces to drive innovation, productivity, global awareness and appreciation of cultural and social diversity.

## **Strand 2**

### *Career and life design*

This strand focuses on developing knowledge and understanding of, and experience in, the world of work; skills, knowledge and dispositions to manage careers; and skills and knowledge in managing transitions. The strand encompasses the importance of education, training and lifelong learning, the global context impacting on work and work opportunities and the personal qualities and attributes, such as awareness of opportunity, adaptability and responsiveness to change, needed to thrive in the 21<sup>st</sup> century work environment.

### *Career development and management*

This sub-strand embraces the reality that the world of work is changing and that there is no certainty regarding work and career paths. Throughout their lives, students need to be flexible and responsive to changing work and life circumstances. They develop skills that enable them to create career scenarios and prepare for career transitions. This sub-strand links to the 'Learning to learn' sub-strand, as the capacity for lifelong learning is intimately connected to managing careers in the 21<sup>st</sup> century.

### *The nature of work*

This sub-strand further explores the ways in which work is changing. Students analyse opportunities for work and the way it may be organised globally and in communities and explore the importance of work in all its forms to the economy, to communities and to self. Students should also understand the different work arrangements likely to be available to them, and the entitlements, rights and responsibilities that flow from these arrangements.

### *Gaining and keeping work*

This sub-strand focuses on building an awareness of the demands of work including those requiring creation of new ways of working. Students are exposed to the realities of working life including rights and responsibilities, the importance of work cultures, and appropriate behaviours and the dispositions needed for gaining and keeping work such as resilience and flexibility. They engage in strategies for seeking work opportunities, understanding recruitment processes and the importance of networking.

## Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all students in Australia.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the *Australian Curriculum: Work Studies, Years 9–10*. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests, and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

### Students with disability

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the *Australian Curriculum: Work Studies, Years 9–10*. Teachers can draw from content along the Year 9 to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Students with disability may need targeted preparation for any work exposure opportunities or activities and may need experiences that are personalised to suit their needs.

### English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language and have had little or no formal schooling.

While the aims of the *Australian Curriculum: Work Studies, Years 9–10* are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require extra time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need extra time and support in order to acquire skills for effective learning in formal settings.

A national English as an Additional Language or Dialect: Teacher Resource has been developed to support teachers in making the Australian Curriculum across Foundation to Year 10 in each learning area accessible to EAL/D students.

### Gifted and talented students

Teachers can use the Australian Curriculum flexibly to meet individual learning needs of gifted and talented students.

Teachers can enrich student learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua and/or focusing on cross-curriculum priorities: for example, gifted and talented students might engage in entrepreneurial projects and extended learning opportunities in conjunction with higher education providers and businesses.

Teachers can also accelerate student learning by drawing on content from local state and territory teaching and learning materials.

### General capabilities

In the Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, help students to live and work successfully in the 21<sup>st</sup> century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the *Australian Curriculum: Work Studies, Years 9–10*, general capabilities provide the foundation for the development of knowledge, understanding and applied skills. They are identified wherever they are developed or applied in content descriptions. They are also identified wherever they offer opportunities to add depth and richness to student learning through content elaborations.

In particular, they facilitate the development of work skills, career development processes and entrepreneurial behaviours in work exposure and the other key elements of the work studies curriculum. They enable students to transfer skills to a range of contexts and manage transitions in rapidly changing work and life environments.

The development of applied skills can also be supported through frameworks such as the *Core Skills for Work Developmental Framework* and the *Australian Blueprint for Career Development*.

## Literacy

Across the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts and using and modifying language for different purposes in a range of contexts.

In the Work Studies Years 9–10 curriculum, students develop literacy capability as they adopt an appreciation of the skills of listening, speaking, reading, writing and interacting with others. They are given opportunities to locate and evaluate information, express ideas, thoughts and emotions, justify opinions, interact effectively with others, debrief and reflect and participate in a range of communication activities to support the development of literacy skills.

The development of critical workplace-related literacy skills is essential for students to become effective workforce participants who can access, interpret, analyse, challenge and evaluate the knowledge and skills required in a constantly growing and changing world of work.

## Numeracy

Across the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

In the Work Studies Years 9–10 curriculum, students develop the knowledge and skills to use mathematics confidently across all learning areas at school, in the workplace and socially. This curriculum involves the use of mathematical knowledge, understanding and skills to achieve workplace and career development outcomes. Students strengthen their numeracy skills by making direct connections between their mathematical learning and the nature of mathematics required in workplaces and enterprises. They use numeracy in any situation that requires calculation and estimation, measurement, spatial understanding and design, the application and analysis of statistics and graphs and the identification of patterns, analysis of trends and making predictions based on these.

Students recognise that financial literacy is a requirement across enterprises and that numeracy helps them manage salaries and personal and workplace budgets and calculate personal and enterprise tax liabilities. They identify tasks that require numeracy and are able to select the skills, processes and tools, including digital technologies, that are needed to complete tasks to the desired standard.

## Information and communication technology (ICT) capability

Across the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas; solve problems and work collaboratively in all learning areas at school and in their lives beyond school. The capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

ICTs are key tools for communication, collaboration, content creation, seeking help, accessing knowledge and analysing performance in work and professional fields. In the Work Studies Years 9–10 curriculum, students have opportunities to become competent, discriminating and creative users of ICT. Students learn how to access online career, employment and work information and services effectively and safely. They can use a range of ICT tools to analyse, measure and enhance their pathways after Years 9–10. Students develop an understanding of the breadth of communication, collaboration and content creation protocols and legalities related to online and mobile technologies. They learn different workplace strategies to minimise the risk of harm through the use of ICT.

Knowledge of how ICTs impact on the individual, the workplace and society supports students to be successful lifelong learners in an environment of e-work, e-business and e-commerce.

### **Critical and creative thinking**

Across the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking is integral to activities that require students to think broadly and deeply, using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation, in all learning areas at school and in their lives beyond school.

In the Work Studies Years 9–10 curriculum, students develop an ability to think logically, critically and creatively in relation to concepts of work and workplaces contexts. These capabilities are developed through an emphasis on critical thinking processes that encourage students to question assumptions and empower them to create their own understanding of work and personal and workplace learning.

Students' creative thinking skills are developed and practised through learning opportunities that encourage innovative, entrepreneurial and project-based activities, supporting creative responses to workplace, professional and industrial problems. Students also learn to respond to strategic and problem-based challenges using creative thinking. For example, a student could evaluate possible job scenarios based on local labour market data and personal capabilities.

### **Personal and social capability**

Across the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. This capability involves students in a range of practices, including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, developing personal resilience and determination, working effectively, independently or in teams, and handling challenging situations constructively.

In the Work Studies Years 9–10 curriculum, students work cooperatively with others in teams when undertaking project-based activities. Students develop interpersonal skills (such as communication, teamwork and leadership) and learn to appreciate the different strengths and abilities of themselves and their peers. Students are given opportunities to explore their own personal identity and develop an understanding of the influences that form their sense of identity.

## Ethical understanding

Across the Australian Curriculum, students develop their ethical understanding as they identify and investigate the nature of ethical concepts, values, character traits and principles and understand how reasoning can assist ethical judgement. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them manage context, conflict and uncertainty and develop an awareness of the influence that their values and behaviour have on others.

In the Work Studies Years 9–10 curriculum, students learn how ethical understanding focuses on the importance of treating others with honesty, integrity, consideration, compassion and respect. Students are given opportunities to explore moral principles and codes of practice appropriate to different contexts such as, in building relationships at school, in the workplace and in the broader community; and to develop the commitment and capacity to be consistently guided by these principles.

## Intercultural understanding

Across the Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

In the Work Studies Years 9–10 curriculum, students are given opportunities to explore similarities and differences in cultural values, beliefs and practices in the context of work and enterprise and reflect on intercultural experiences. In doing so, students develop an understanding of the dynamic and variable nature of culture and its influence on people's identities and ways of thinking, speaking and interacting. They appreciate the importance of negotiating and managing intercultural relations in the workplace in order to produce positive and shared outcomes. Students learn to recognise that their own cultural framework is not the only one and that cultural diversity brings great value to themselves, others, workplaces and their community.

## Cross-curriculum priorities

The Australian Curriculum has been written to equip young Australians with the skills, knowledge and understanding that enable them to engage effectively with and prosper in a globalised world. Students gain personal and social benefits and are better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

Accordingly, the Australian Curriculum must be relevant to the lives of students and address the contemporary issues they face. With these considerations and the *Melbourne Declaration on Educational Goals for Young Australians* (2008) in mind, the curriculum gives special attention to the following three priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

In the Work Studies Years 9–10 curriculum, these priorities have a strong but varying presence, depending on the nature of school and workplace context. The cross-curriculum priorities are defined on the Australian Curriculum website.

### **Aboriginal and Torres Strait Islander histories and cultures**

The Work Studies Years 9–10 curriculum incorporates Aboriginal and Torres Strait Islander histories and cultures from a number of perspectives.

As students explore concepts of self-identity, they have opportunities to develop understanding of the unique sense of identity of Aboriginal and Torres Strait Islander Peoples. They learn how identity is strongly linked to Aboriginal and Torres Strait Islander Peoples' unique belief systems and their spiritual connection to the land, sea, sky and waterways, and the influence these have on relationships within the world of work.

When exploring how social and cultural factors can influence work behaviours and the expectations and prosperity of population groups, students gain an understanding of the lived experiences of a range of different population groups including Aboriginal and Torres Strait Islander Peoples. In doing so, students explore a range of practices and strategies used within different communities to maintain and balance work and family life.

Students may explore Aboriginal and Torres Strait Islander experiences of employment by engaging with role models and reflecting on historical perspectives in Aboriginal and Torres Strait Islander employment.

### **Asia and Australia's engagement with Asia**

This priority provides a regional context for learning in all areas of the curriculum. Countries of the Asia region are growing rapidly and the power and influence they have in all areas of global endeavour is extensive. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens, working together to build harmonious local, regional and global communities.

The Work Studies Years 9–10 curriculum enables students to explore and appreciate the diversity of ethnic backgrounds, cultures and traditions within the countries of the Asia region, including Australia. In this curriculum, students develop communication and interpersonal skills that reflect intercultural understanding, building awareness of and respect for the diverse range of beliefs and customs that are important to the peoples of Asia.

Students are provided with opportunities to explore the concept of the 21<sup>st</sup> century as the Asian century and examine the implications for workplaces in Australia and the importance of Asia-relevant skills to 21<sup>st</sup> century workforce. They investigate the way work culture and patterns are informed by and impact on the cultures and beliefs of the peoples of Asia.

### **Sustainability**

Sustainability addresses the ongoing capacity of Earth to maintain all life. Sustainable patterns of living meet the needs of the present population without compromising the ability of future generations to meet their own needs.

Work Studies provides opportunities for students to observe and reflect on ways individuals apply workplace practices that value and protect environments as well as the health and welfare of themselves and other workers. In reviewing work-related experiences, students reflect on personal behaviours and practices that contribute to more sustainable enterprises.



Students recognise the relationship between social and environmental sustainability and how one is necessary for the other. They investigate the role of work in maintaining and supporting social sustainability by exploring the rights and responsibilities of employers and workers.

Through study of the operation of organisations, students appreciate the interdependence of economic, social and environmental factors in moving towards more sustainable industries. When applying their skills and knowledge to solve problems or implement projects, they take into account sustainability as a key factor in realising solutions. They recognise the need for respecting diversity and social justice to achieve outcomes that lead to a more sustainable future.

### **Links to other areas of the curriculum**

By being explicit about possible links with other learning areas, the Work Studies Years 9–10 curriculum enriches the learning in those areas and contributes to the level of student work readiness.

The curriculum provides opportunities for schools to develop an interdisciplinary approach to learning and teaching which draws on teacher expertise and provides students with modelling of skills such as creativity, innovation, problem-solving, collaboration and flexibility.

The curriculum has very strong links with English and Mathematics. Language, literacy and numeracy skills are basic requirements of any workplace and the curriculum specifically targets their further development. The Australian Curriculum enables English and Mathematics teachers to make connections to the Work Studies Years 9–10 curriculum by choosing work-related and workplace contexts in which to develop the learning area knowledge, understanding and skills. In English, this may involve analysing and responding to workplace reports, or preparing texts for specific workplace requirements. In Mathematics, teachers could contextualise learning by asking students to analyse and respond to data relating to productivity or employment, salaries, income, expenditure, budgets and taxation. All of these are relevant to personal finance and project management.

There is a strong synergy between Economics and Business and Work Studies. The two subjects are complementary in the way they approach work. While the emphasis in Economics and Business is on the creation and maintenance of profitable and sustainable enterprises, Work Studies concentrates on the knowledge and skills required of individuals to be successfully engaged in work.

In Science, the strand ‘Science as a human endeavour’ enables students to apply science in a work setting and allows for exploration of the range of career paths in the science field.

The History curriculum explores how the nature of work changed following the Industrial Revolution. It looks at the history of trade and employment across time and regions of the world.

In Geography, students learn about reasons behind migration, within and between countries, and the economic and employment factors that contribute to migration. The integration of population and economic geography leads to consideration of the factors that create wellbeing and also factors that lead to inequalities in human development and welfare.

The study of languages can develop an appreciation of cultural diversity and intercultural understanding. Work Studies considers both of these in relation to workplaces.

The links between Health and Physical Education are most apparent through the development of self-knowledge, self-management, self-confidence and resilience.

Students can identify the importance of skills associated with working in the domains of the Arts, including creativity, flexibility and innovation. They may also investigate the career, work and business opportunities these domains can provide.

Technologies provide much of the reason for change in workplaces. The knowledge and skills students gain from digital and design technologies equip them well to explore their use in workplaces and apply them appropriately.

Civics and Citizenship provides opportunities to examine the nature of laws relating to workplaces and why these laws are promulgated. It also allows for consideration of the benefits of work for individuals and communities.

### **Implications for teaching and assessment**

The *Australian Curriculum: Work Studies, Years 9–10* aims to build knowledge, understanding and skills of students to prepare for and manage the world of work and life more broadly.

The embedding of work-related learning, authentic experiences and contemporary workplace and employment issues will be supported through the interrelated elements of applied learning and work exposure in the Work Studies Years 9–10 curriculum.

Partnerships between schools, local businesses, community organisations and industry are fundamental to providing successful outcomes for students undertaking Work Studies. The diversity of schools, local economies, workplaces and industries across Australia will require schools to customise work exposure opportunities for students. There are an array of work-related programs that can provide a segue into forging such relationships.

Opportunities for professional development/learning of teachers and careers advisers and guidance, support and resources for teaching staff rest with the relevant state and territory authorities and professional associations.

## Curriculum content – core

Year 9	
<p><b>Year level description</b></p> <p>The content of this year level is organised into two main interrelated strands: skills for learning and work, and career and life design. Each strand in turn contains three sub-strands outlining the content descriptions and elaborations that contain the knowledge, understanding and skills and form the core content of the curriculum for that year level. In Year 9 students are exposed to concepts and contexts, and focus on familiarising themselves with skills, knowledge and capacities required to build foundations for learning and work in the 21<sup>st</sup> century. Within this context, students explore their preferences as learners and engage in a range of activities to develop understanding of work, careers and post-school destinations.</p>	
<p><b>Skills for learning and work</b></p>	
Content descriptions	Elaborations
<p><b>Learning to learn</b></p>	
Outline how past learning experiences influence attitudes towards, and outcomes of, learning	<ul style="list-style-type: none"> <li>• reflecting on how their actions and attitudes contributed to past learning outcomes</li> <li>• determining what personal actions and attitudes are most effective in supporting learning</li> <li>• reflecting on how they might use their knowledge of self to understand how to learn most effectively</li> </ul>
Describe the implications of individual learning preferences for learning at home, school, work and in the community	<ul style="list-style-type: none"> <li>• identifying personal learning preferences</li> <li>• explaining how these preferences can inform choices about where, when and how learning can be undertaken</li> <li>• creating a personal profile of individual strengths and challenges for learning at home, school, work and in the community</li> </ul>
Identify the attitudes and skills required for self-directed and lifelong learning	<ul style="list-style-type: none"> <li>• outlining the benefits of self-directed and lifelong learning</li> <li>• explaining that the primary responsibility for lifelong learning and personal development rests with the individual</li> </ul>
Explain the importance of active and lifelong learning for personal and community development	<ul style="list-style-type: none"> <li>• identifying the skills required to be a lifelong learner</li> <li>• describing how lifelong learning contributes to personal and community wellbeing and can improve sustainability of communities</li> </ul>
Plan and implement strategies and processes to improve their learning and enhance the potential to realise their aspirations and personal wellbeing	<ul style="list-style-type: none"> <li>• identifying suitable study and time management skills</li> <li>• planning and organising workload in an efficient and effective manner</li> <li>• reflecting on and reviewing priorities regularly</li> </ul>

<b>Work skills</b>	
Investigate a wide range of occupations, and the skills and personal qualities required in these fields	<ul style="list-style-type: none"> <li>• identifying and defining work skills</li> <li>• comparing identified sets of work skills with those required in a variety of workplaces</li> <li>• mapping individual skills against those valued in the workplace and planning strategies for strengthening individual skills</li> <li>• mapping literacy and numeracy skills against workplace demands</li> </ul>
Identify types of workplace communication and the effect of context on the choice of communication	<ul style="list-style-type: none"> <li>• contrasting the types of communication used among peers, in the classroom, within schools, across cultures and in workplaces</li> <li>• categorising types of communication according to their suitability in work contexts</li> <li>• describing the value of cross-cultural communication in 21<sup>st</sup> century workplaces, both in the context of regional engagement with Asia and reconciliation in Australia</li> </ul>
Differentiate between work-related and personal use of social media	<ul style="list-style-type: none"> <li>• determining the types of social media used in workplaces and the reasons for their use</li> <li>• explaining why personal and workplace online identities differ</li> <li>• investigating online identities and determining which would appeal to a future employer</li> <li>• investigating the implications for future career paths of unwise use of social media</li> </ul>
Explain the importance of teamwork and collaboration in school, community and work-related contexts	<ul style="list-style-type: none"> <li>• practising techniques for establishing connections with others and building positive relationships in a range of contexts</li> <li>• identifying the skills needed to work collaboratively</li> <li>• identifying projects for which teamwork is well suited and determining how to assign team roles</li> </ul>
<b>Entrepreneurial behaviours</b>	
Identify types of entrepreneurial behaviours and their opportunities for application to 21 <sup>st</sup> century work and enterprise	<ul style="list-style-type: none"> <li>• identifying types of entrepreneurs</li> <li>• investigating the skills and attributes common to regional intrapreneurs and business, social and policy entrepreneurs</li> <li>• exploring local and national challenges and opportunities, as well as those from the Asia region, that might benefit from entrepreneurial approaches</li> <li>• examining Aboriginal and Torres Strait Islander entrepreneurial models</li> </ul>
Explain how the application to of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community	<ul style="list-style-type: none"> <li>• identifying successful young entrepreneurs in the private, public and community sectors and outlining the risks they took in establishing themselves</li> <li>• determining the work or community challenges identified by a successful young entrepreneur, how these were addressed and the benefits for individuals, the community or environmental sustainability</li> </ul>

Practise the skills and attributes underpinning entrepreneurial behaviours	<ul style="list-style-type: none"> <li>exploring various project management skills such as problem-solving techniques, generating and evaluating ideas and organising activities and resources including people and finances</li> <li>identifying risk management strategies to maximise success</li> <li>identifying the need for sound financial management, both personal and business</li> </ul>
<b>Career and life design</b>	
<b>Content descriptions</b>	<b>Elaborations</b>
<b>Career development and management</b>	
Recognise the importance of self-awareness in career and life design	<ul style="list-style-type: none"> <li>developing an understanding of personal talents, interests and opportunities</li> <li>reflecting on the meaning of their growing self-awareness for their aspirations and career directions and life design</li> <li>appraising their academic achievement and comparing this with their post-school aspirations</li> </ul>
Source career information and resources	<ul style="list-style-type: none"> <li>researching and filtering a range of career information and services designed to help with career and decision-making</li> <li>creating a portfolio of possible career scenarios</li> <li>identifying diverse learning pathways into preferred career destinations</li> </ul>
<b>The nature of work</b>	
Describe the nature of work in Australia and the implications for current and future work opportunities	<ul style="list-style-type: none"> <li>determining why people work</li> <li>defining employment, self-employment, unemployment, underemployment, contract work, volunteering, casual work and working remotely</li> <li>collecting and interpreting data about how people work</li> <li>exploring initiatives to build employment and enterprise opportunities in their community/region</li> <li>researching the types of work available, the changes occurring at a local level and the implications for future employment</li> <li>investigating the impact of the Asian region on the skills required for employment</li> </ul>
Recognise the effects of work culture on ways of working	<ul style="list-style-type: none"> <li>defining the term 'work culture'</li> <li>explaining that different workplaces have different ways of working</li> <li>describing the types of behaviours that could contribute to a positive work culture</li> </ul>

<b>Gaining and keeping work</b>	
Investigate formal and informal recruitment processes	<ul style="list-style-type: none"> <li>• defining the term 'recruitment'</li> <li>• researching the variety of processes employers use for recruitment</li> <li>• practising a range of activities required of a job applicant</li> </ul>
Investigate the contribution of diverse cultures to work and workplaces	<ul style="list-style-type: none"> <li>• gathering and comparing data about cultural diversity in the Australian workforce over time</li> <li>• describing the benefits of culturally diverse workplaces</li> <li>• exploring how the growing influence of countries of the Asia region has contributed to work and workplaces in Australia</li> </ul>
Identify the importance of rights and responsibilities for employers and workers	<ul style="list-style-type: none"> <li>• identifying legislation that outlines different entitlements, responsibilities of workers and employers</li> <li>• investigating the expectations of appropriate professional protocols, behaviour and presentation in workplaces</li> <li>• identifying ways that workers and employers take responsibility for environmental quality</li> </ul>

## Year 9 achievement standard

By the end of Year 9:

Students understand the importance and components of self-directed and lifelong learning. They investigate the skills and personal qualities associated with a range of occupations and explain the importance of teamwork and collaboration. They identify the types and purposes of communication in workplaces, including social media. Students understand entrepreneurial behaviours and their importance for work and in addressing a range of challenges. They explain the relationships between self-awareness and career planning resources. They investigate the changes occurring in work, workplaces and work-related relationships and the factors contributing to the changes. They identify opportunities associated with these changes. Students identify the contribution of diverse cultures to work and workplaces. They describe formal and informal recruitment processes.

Students plan and implement strategies to improve their learning and strengthen their individual learning skills. Students research and analyse information, organise teams, and communicate effectively using appropriate types of communications in a given context. They propose explanations and predict outcomes. Students practise entrepreneurial skills and attributes and propose actions in response to identified work and community challenges. They research and filter relevant career information resources. Students create career scenarios and identify the skills to manage career transitions. Students collect and evaluate data and information to draw conclusions about changes to work arrangements and their potential impact on their future. Students synthesise data and information to form reasoned conclusions. Students present their findings and explanations.

## Year 10

### Year level description

The content of this year level is organised into two main interrelated strands: skills for learning and work, and career and life design. Each strand contains three sub-strands outlining the content descriptions and elaborations which contain the knowledge, understanding and skills that form the core content of the curriculum for that year level. In Year 10 the concepts and skills introduced in Year 9 are investigated and developed at a higher level. Students are encouraged to be increasingly independent and self-directed learners.

### Skills for learning and work

#### Content descriptions

#### Elaborations

#### Learning to learn

Explain how potential changes in circumstances impact on when, how and why you might learn	<ul style="list-style-type: none"> <li>mapping changes in personal circumstances over the past 12 months and how this has impacted on learning</li> <li>predicting changes to personal circumstances in the short and medium term and developing relevant strategies to support their learning</li> </ul>
Link personal profiles with potential work opportunities	<ul style="list-style-type: none"> <li>updating their personal profile</li> <li>using their personal profile to identify potential careers</li> </ul>
Assess the value of self-directed and lifelong learning in responding to changes and challenges in circumstances	<ul style="list-style-type: none"> <li>using guided reflection in developing strategies to enhance capacity as a self-directed and lifelong learner</li> <li>monitoring the impact of change on potential learning pathways and the implications for learning and work options</li> <li>adjusting goals, priorities and aspirations in response to change</li> </ul>
Explain the relationship between lifelong learning and work in the 21 <sup>st</sup> century and its importance for future work opportunities	<ul style="list-style-type: none"> <li>reflecting on the demands of work and further learning, including the costs and benefits, both financially and personally</li> <li>investigating the need to be a lifelong learner in the context of their current and future aspirations for learning and work</li> <li>identifying the factors that contribute towards successful transition from school to work</li> </ul>
Focus their learning strategies on personal and work-related aspirations	<ul style="list-style-type: none"> <li>aligning the learning requirements of potential careers with subject choices</li> <li>designing and implementing strategies and processes to target identified learning requirements</li> <li>organising and prioritising work and personal commitments in an achievable timeframe</li> </ul>

<b>Work skills</b>	
Explain the range of skills and attributes necessary to work effectively in the 21 <sup>st</sup> century	<ul style="list-style-type: none"> <li>investigating rapidly changing work arrangements and the need to be adaptable to change</li> <li>analysing the relationship between rapidly changing work environments and the need to develop these emerging skills and the mindset to work effectively</li> <li>developing an understanding of the need for Asia-relevant capabilities in preparation for the world of work</li> </ul>
Select and use appropriate protocols for communication in workplace contexts	<ul style="list-style-type: none"> <li>recognising and evaluating the effectiveness of day-to-day workplace communications</li> <li>evaluating the effectiveness of different ways of presenting and communicating information and ideas</li> <li>adhering to confidentiality protocols in work contexts</li> <li>using appropriate language, tone and non-verbal behaviours in workplaces including cross-cultural contexts</li> </ul>
Evaluate a range of online communication tools used in work contexts	<ul style="list-style-type: none"> <li>identifying the risks of online communication such as identity theft and phishing scams</li> <li>determining the strategies used to protect work-related information</li> <li>examining the various methods used by employers to recruit and select staff including the use of social media and online mediums</li> </ul>
Analyse the skills needed for effective teamwork in varying work contexts, for example, working remotely	<ul style="list-style-type: none"> <li>compiling and justifying a set of criteria to select team members to undertake a project</li> <li>outlining processes and methods to manage the project, including negotiation and conflict resolution</li> <li>using team members' strengths and diverse perspectives to maximise project outcomes</li> </ul>
<b>Entrepreneurial behaviours</b>	
Assess the benefits of developing an 'entrepreneurial mindset' and its relevance to 21 <sup>st</sup> century work and enterprise	<ul style="list-style-type: none"> <li>examining the knowledge, understanding and skills required to be entrepreneurial in ways that add value to self, communities, bring innovation to existing businesses and create personal employment</li> <li>recognising the need to develop their own distinct profile by investing in their skills and capabilities to enhance future work prospects</li> </ul>
Examine the creative and problem-solving techniques used within workplaces to resolve the tensions arising in business and community projects	<ul style="list-style-type: none"> <li>researching regional and online businesses or community projects and identifying how they balance organisational needs with human and community wellbeing and environmental sustainability</li> <li>explaining the importance of work–life balance</li> <li>identifying the requirements of various stakeholders and the strategies used to resolve conflicting interests</li> </ul>



	<ul style="list-style-type: none"> <li>determining how businesses or community projects, both within Australia and from the Asia region, balance organisational needs with human and community wellbeing and environmental sustainability</li> </ul>
Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity	<ul style="list-style-type: none"> <li>choosing a local or national business or community challenge or one from the Asia region and justifying their choice</li> <li>developing a project proposal designed to address the challenge</li> <li>completing a project plan that covers timelines, deliverables and resources; assigns team roles for the project; evaluates risks and develops contingences in response to risks</li> <li>using digital tools to assist with planning and providing a tracking mechanism for potential progress, for example, expenditure and budget forecasting and cost-benefit analysis</li> </ul>
<b>Career and life design</b>	
<b>Content descriptions</b>	<b>Elaborations</b>
<b>Career development and management</b>	
Apply knowledge of self to career decision-making processes	<ul style="list-style-type: none"> <li>applying learning from work exposure activities to self-awareness and career decision-making</li> <li>comparing knowledge of self with possible career and life scenarios</li> <li>evaluating their current learning and identifying future learning needs</li> <li>investigating the implications of career options for financial management and lifestyle</li> <li>investigating the costs of post-school learning and the different options available to cover these costs</li> </ul>
Use career decision-making processes to filter career scenarios	<ul style="list-style-type: none"> <li>identifying people who can support career decision-making</li> <li>researching a range of print and digital resources to help career decision-making</li> <li>investigating what local and global labour market data and information trends mean for career opportunities, including in the Asia region</li> <li>examining how external, cultural and local factors impact on individual career decision-making</li> <li>refining their set of career planning scenarios based on their knowledge of self and research into factors affecting career opportunities and decision-making</li> <li>implementing initial stages of career plans in relation to immediate decisions around senior years of school and beyond</li> </ul>

<b>The nature of work</b>	
Analyse emerging approaches to work and the implications these have for workers to be flexible, proactive and responsive	<ul style="list-style-type: none"> <li>• investigating trends in ways of working</li> <li>• examining the implications of changes in work for future work opportunities and ways of working</li> <li>• exploring factors impacting on work challenges and opportunities, including globalisation, the increasing economic influence of the Asia region, the need for more sustainable patterns of living, technological advances and knowledge-intensive service industries</li> </ul>
Investigate the relationships between work cultures, work arrangements and the individual	<ul style="list-style-type: none"> <li>• comparing workplace cultures and identifying common characteristics of effective and positive workplace cultures</li> <li>• exploring the implications of various working arrangements such as self-employment, contract work and working remotely on work culture from individual and business perspectives</li> <li>• building scenarios of what work culture and arrangements might look like in the future by examining the factors contributing to their evolution, including the need for sustainable patterns of living</li> <li>• understanding that personal attributes and dispositions have implications for the 'right fit' within an organisation and future work opportunities</li> </ul>
Explain the roles of a range of services and agencies that support employment, self-employment and unemployment	<ul style="list-style-type: none"> <li>• investigating support structures for employed, self-employed and unemployed people such as professional associations, government agencies and non-government organisations in their community</li> <li>• exploring the implications of the changing world of work on support structures relating to work contexts</li> <li>• analysing the changes in support structures within the workplace such as employee assistance schemes, child care and training, and identifying the factors contributing to these changes</li> </ul>
<b>Gaining and keeping work</b>	
Use a range of tools, methods and skills for accessing work relevant to 21 <sup>st</sup> century recruitment and selection processes	<ul style="list-style-type: none"> <li>• preparing and maintaining the relevant personal documentation for accessing work opportunities</li> <li>• distinguishing criticism from constructive feedback and the importance of feedback for self-improvement and applying this in a range of work scenarios</li> <li>• practising self-advocacy, understanding appropriate negotiation skills and applying these in a range of work scenarios</li> <li>• practising networking in its various forms including virtual and other social media</li> </ul>

Examine the implications for work when work relationships are cross-cultural and can be local, national, regional or global	<ul style="list-style-type: none"> <li>• explaining the importance of knowledge of and respect for diverse cultures and languages in a global labour market</li> <li>• identifying essential attributes for individuals working in culturally diverse work contexts</li> <li>• investigating the growth of workplaces and enterprise partnerships between Australia and countries of the Asia region</li> </ul>
Explain how diverse work arrangements are impacting on the rights and responsibilities of employers and workers	<ul style="list-style-type: none"> <li>• identifying the challenges for maintaining entitlements and defining responsibilities of workers and employers</li> <li>• investigating the factors that impact on professional protocols, behaviour and presentation in diverse work arrangements</li> <li>• investigating the effects of diverse working arrangements on how workers and employers take responsibility for environmental quality</li> </ul>

### Year 10 achievement standard

By the end of Year 10:

Students explain the relationship between changing circumstances, learning and 21<sup>st</sup> century work opportunities and identify the skills needed to manage changes. They evaluate work-related communication tools and analyse the skills and capacities needed for 21<sup>st</sup> century work including appropriate communication skills, collaboration and teamwork. Students explain the importance of developing entrepreneurial skills and a distinct profile to access and manage 21<sup>st</sup> century work opportunities and challenges. Students understand the importance of growing self-awareness in improving learning, accessing work opportunities and developing appropriate skills and making more-informed subject and career choices. They analyse emerging 21<sup>st</sup> century work arrangements and the resultant changing relationships between participants, the opportunities arising and the skills needed for these emerging work arrangements. Students explain the roles of agencies associated with employment support. They outline 21<sup>st</sup> century approaches to recruitment and selection, and skills required in responding to them. Students explain the benefits of different cultural perspectives in managing work and problem-solving. They identify possible tensions arising in work-related contexts and understand the approaches to resolve conflicts and tensions.

Students process the skills required to manage change and transition. They select learning strategies and career information and sources and evaluate and align their personal capacities. They select and apply appropriate communication methods in a range of contexts. Students form and work in teams on a range of work-related tasks and observe and incorporate the skills needed to work collaboratively. They apply entrepreneurial skills to plan, implement and complete a negotiated action project. Students evaluate their findings, propose actions, make recommendations and present these to an audience of stakeholders. They synthesise increased self-knowledge and career information to school and career-based decisions and create potential career scenarios. Students research a range of information and data to identify trends in work arrangements emerging over time and evaluate agencies and organisations that support various employment situations. Students practise using and responding to 21<sup>st</sup> century recruitment and selection tools, methods and skills for accessing real and created work

opportunities. Students collect and interpret information on different cultural approaches to ways of working. They explain the importance of culturally diverse workplaces to managing work, work relationships and productivity. Students apply conflict resolution methods and skills to work-related contexts.

## Curriculum content – options

Options provide opportunities for teachers and students to customise the curriculum based on students' aspirations and interests and local circumstances. The order and detail in which the strands, sub-strands and options are taught are programming decisions and can be studied in any order or pattern. Core content can be integrated within an option.

<b>Option 1: School–industry cooperative project</b>	
<b>Overview</b>	
Schools form a partnership with businesses and other community organisations whereby business, industry or educational representatives advise or liaise with students doing a practical work-related or community-based project. The project may involve an existing school–industry program, or schools may establish a new school–industry program such as a workplace induction program.	
<b>Content descriptions</b>	<b>Elaborations</b>
Collaborate with industry/business and/or community, individuals or groups to plan a work-related project	<ul style="list-style-type: none"> <li>• collaborating with industry partners, team members and other stakeholders to identify and plan a work-related project, including recognising and responding appropriately to different perspectives and identifying resources (for example, time, information, materials and equipment, financial considerations)</li> <li>• establishing appropriate communication protocols such as the professional use of social media and other online communication</li> <li>• using digital tools to develop project plans including goals, methodology, communication, timelines, roles and responsibilities, and finances</li> </ul>
Complete the work-related individual or group project plan in collaboration with industry/business and/or community partners, individuals or groups	<ul style="list-style-type: none"> <li>• applying decision-making processes in relation to their roles and responsibilities in the collaborative project and adapting to changing situations as required</li> <li>• using digital tools and technologies for communicating, tracking progress, conducting progress meetings, clarifying problems and generating solutions</li> <li>• locating, gathering, evaluating and organising relevant information and resources to implement the project and delegating work tasks in accordance with project plans</li> </ul>
Communicate the school–industry cooperative project outcomes to an audience	<ul style="list-style-type: none"> <li>• reflecting on decisions made and identifying what can be learned</li> <li>• reflecting on the meaning of the collaborative project for their career development and updating their personal profile</li> <li>• reporting on the school–industry cooperative project to an audience</li> </ul>

## Option 2: Contemporary work challenges and opportunities

### Overview

Students identify and explore contemporary work challenges and opportunities, and generate innovative solutions for a particular industry/business. Students investigate the background of the contemporary work challenges/opportunities and factors that have contributed to it, and explore and propose innovative approaches to address it in the future. Challenges/opportunities might include: job losses in a particular industry or large organisation; work health and safety legislation; outsourcing; the influence of fly-in, fly-out on individuals, families and communities; changing workplace relationships; the 21<sup>st</sup> century worker and increasing use of digital technologies in work.

Content descriptions	Elaborations
Identify contemporary work challenges and opportunities relevant to changing 21 <sup>st</sup> century work contexts and arrangements	<ul style="list-style-type: none"> <li>identifying contemporary work challenges and opportunities at the local, national, regional or global level from a range of sources</li> <li>analysing the factors contributing to the challenge or opportunity</li> <li>identifying the stakeholders involved and assessing how they are affected</li> <li>engaging in stakeholder consultation to seek their views on the opportunities and challenges they perceive and possible solutions they propose to address the challenges</li> </ul>
Investigate responses from stakeholders to address the challenge/opportunity	<ul style="list-style-type: none"> <li>outlining the current response(s) to manage the challenge or opportunity</li> <li>explaining the impacts of the challenge/opportunity on stakeholders and of the responses to it on stakeholders</li> </ul>
Analyse alternative responses and their likely impact over the short to medium and long term	<ul style="list-style-type: none"> <li>communicating the results of the investigation and recommendations</li> <li>preparing a detailed report outlining the scope and breadth of the challenge/opportunity, methods used to gather and assess information and data, evidence-based conclusions and recommendations</li> <li>delivering the findings to relevant stakeholders in appropriate communication forums</li> </ul>

## Option 3: Cross-cultural enterprise

### Overview

Students work in collaboration with a class of students of similar age and year level in another school; for example, a school in Asia and, using digital technologies, identify, plan and run an enterprise in collaboration. For example, students may choose a social enterprise such as fundraising to supply milk or other needs to an orphanage in an Asian country, or a sustainability project, or a product such as an electronic resource on a work-related topic.

Content descriptions	Elaborations
Use digital technologies to communicate with their peers to identify and agree on a collaborative project	<ul style="list-style-type: none"> <li>exploring cultural similarities and differences and their implications for communicating with their peers via digital technologies, including consideration of audience, purpose and contextual factors</li> </ul>

	<ul style="list-style-type: none"> <li>communicating with students in a class in regions, states or countries to identify possible enterprises and using decision-making processes to choose an enterprise project</li> <li>using digital tools for collaboratively developing project plans, including goals, methodology, communication, timelines, roles and responsibilities, and finances</li> </ul>
Negotiate project outcomes and plans and their implementation	<ul style="list-style-type: none"> <li>using digital tools to monitor project progress, conducting meetings, clarifying problems and generating solutions, adjusting plans and related actions with team members, tracking finances and projected expenditure</li> <li>liaising with mentors to help with cross-cultural communication and translation</li> <li>evaluating and reporting project outcomes</li> </ul>
Communicate the cross-cultural project and its outcomes to an audience	<ul style="list-style-type: none"> <li>preparing a report describing the cross-cultural collaborative enterprise and its outcomes</li> <li>communicating a summary of the cross-cultural collaborative enterprise to an audience</li> </ul>

#### Option 4: Aboriginal and Torres Strait Islander Peoples and work

##### Overview

Students explore the contribution of Aboriginal and Torres Strait Islander Peoples to work and investigate achievements and challenges overcome. They identify the opportunities presented through developing a greater understanding of Aboriginal and Torres Strait Islander cultures and histories regarding work and work-related practices.

Content descriptions	Elaborations
Investigate concepts of self-identity from Aboriginal and Torres Strait Islander perspectives and the significance of these in work, life and culture	<ul style="list-style-type: none"> <li>explaining Aboriginal and Torres Strait Islander belief systems and practices in land, air, and water management (such as 'Caring for Country') and how these relate to work and workplaces</li> <li>comparing and contrasting differing views of Aboriginal and Torres Strait Islander People to various industries, such as mining, and explaining reasons for opposition or support</li> </ul>
Identify Aboriginal and Torres Strait Islander Peoples' connections to communities and working life	<ul style="list-style-type: none"> <li>identifying traditional Aboriginal and Torres Strait Islander approaches to work and community life</li> <li>identifying a variety of Aboriginal and Torres Strait Islander contemporary professionals, role models and workers, both at a community and individual level</li> <li>developing a portfolio of case studies, presenting the portfolio and evaluating contributions of individuals and communities to the world of work</li> <li>using digital tools to present information about Aboriginal and Torres Strait Islander professionals and associations, including backgrounds, aims, achievements, and challenges confronted</li> </ul>

Investigate the impact of a significant work-related event on employment and work opportunities for Aboriginal and Torres Strait Islander Peoples	<ul style="list-style-type: none"> <li>• using sources of online information, written text, audio-visual, and other data research tools and outlining the context of the work-related event; for example, the Wave Hill Strike in the Northern Territory or the Stolen Wages and Savings reparations case in Queensland</li> <li>• analysing any positive and unintended consequences of the event and its impact on Aboriginal and Torres Strait Islander employment and community wellbeing</li> <li>• identifying ongoing challenges faced by Aboriginal and Torres Strait Islander People in work and the strategies designed to overcome them</li> </ul>
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## Option 5: Gender and work

**Overview**

Students critically examine relationships between gender and work by investigating occupational aspirations, participation and attainment in education and training courses, qualifications attained, employment by occupation and/or industry and unpaid work. Students reflect on the role that gender and stereotyping can play in the choices that people make in relation to work and careers. They identify the barriers and challenges this presents for informed career and life decision-making and planning. Students identify and assess existing support structures, including relevant legislation and associated agencies. They recognise and develop the dispositions, attitudes and behaviours that support males and females pursuing non-traditional educational and career pathways. Students analyse future needs regarding support structures.

Content descriptions	Elaborations
Investigate the effects of socialisation and culture on education and career choices	<ul style="list-style-type: none"> <li>• examining 'traditional' perceptions of male and female and the impact of stereotyping and expectations on education and career choices in society</li> <li>• identifying the factors contributing to the perpetuation of these perceptions and formulating ideas to redress the perceptions</li> <li>• reflecting on own perceptions and misconceptions relating to education and career choices and how these may inhibit personal choices and options</li> <li>• revising career preferences and plans by expanding the range of career and course options being considered to include non-traditional options on the basis of gender</li> </ul>
Analyse the impact of gender on subject choice, work aspirations, further education, career choices and resultant outcomes	<ul style="list-style-type: none"> <li>• analysing education and employment data indicating the breakdown into male and female participation in a range of subjects/courses and occupations</li> <li>• exploring the implications for the individual and society of non-participation by males and females in certain subjects/courses and occupations</li> </ul>
Analyse the impact of gender imbalance on the workplace and the community	<ul style="list-style-type: none"> <li>• identifying the types of gender imbalance occurring in the workplace such as career advancement opportunities, earnings capacity</li> </ul>



- examining the factors that contribute to gender imbalance in the workplace
- exploring the relevant legislation and the associated agencies that deal with gender imbalance such as equal opportunity and anti-discrimination
- proposing strategies to address gender imbalance in the workplace

## Option 6: School-developed option

### Overview

This option provides students with opportunities to develop their knowledge, understanding and skills in a particular work- and career-related area and to design and develop strategies for effective learning. Students and teachers are encouraged to negotiate an area of content of relevance and interest to them that is either not studied through the other core content or options, or one they would like to explore in greater depth. Examples may include:

- literacy and numeracy for work
- community and unpaid work
- financial management and work
- cultural diversity and work.

A school-developed option must follow the structure of the Work Studies curriculum. Only **one** school-developed option may be studied across the two years.

- General capabilities must be identified in each of the content descriptions or content elaborations where appropriate.
- The cross-curriculum priorities must be identified in each of the content descriptions or content elaborations where appropriate and align with at least one organising idea.
- Content descriptions must align with the achievement standards of Year 9 and/or 10. The option must reflect an applied learning approach and provide opportunities for work exposure activities.

### Content descriptions

A maximum of 4–5 content descriptions  
Content description must commence with a verb

### Elaborations

- A maximum of 4–5 elaborations for each content description

## Scope and sequence

### Skills for work and learning

<b>Learning to learn</b>	
<b>Year 9</b>	<b>Year 10</b>
Outline how past learning experiences influence attitudes towards, and outcomes of, learning	Explain how potential changes in circumstances impact on when, how and why you might learn
Describe the implications of individual learning preferences for learning at home, school, work and in the community	Link personal profiles with potential work opportunities
Identify the attitudes and skills required for self-directed and lifelong learning	Assess the value of self-directed and lifelong learning in responding to changes and challenges in circumstances
Explain the importance of active and lifelong learning for personal and community development	Explain the relationship between lifelong learning and work in the 21 <sup>st</sup> century and its importance for future work opportunities
Plan and implement strategies and processes to improve their learning and enhance the potential to realise their aspirations and personal wellbeing	Focus their learning strategies on personal and work-related aspirations
<b>Work skills</b>	
<b>Year 9</b>	<b>Year 10</b>
Investigate a wide range of occupations, and the skills and personal qualities required in these fields	Explain the range of skills and attributes necessary to work effectively in the 21 <sup>st</sup> century
Identify types of workplace communication and the effect of context on the choice of communication	Select and use appropriate protocols for communication in workplace contexts
Differentiate between work-related and personal use of social media	Evaluate a range of online communication tools used in work contexts
Explain the importance of teamwork and collaboration in school, community and work-related contexts	Analyse the skills required for effective teamwork in varying work contexts, for example, working remotely
<b>Entrepreneurial behaviours</b>	
<b>Year 9</b>	<b>Year 10</b>
Identify types of entrepreneurial behaviours and their opportunities for use in 21 <sup>st</sup> century work and enterprise	Assess the benefits of developing an 'entrepreneurial mindset' and its relevance to 21 <sup>st</sup> century work and enterprise
Explain how the use of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community	Examine the creative and problem-solving techniques used within workplaces to resolve the tensions arising in business and community projects
Practise the skills and attributes underpinning entrepreneurial behaviours	Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity

## Career and life design

<b>Career development and management</b>	
<b>Year 9</b>	<b>Year 10</b>
Recognise the importance of self-awareness in career and life design	Apply knowledge of self to career decision-making processes
Source career information and resources	Use career decision-making processes to filter career scenarios
<b>The nature of work</b>	
<b>Year 9</b>	<b>Year 10</b>
Describe the nature of work in Australia and the implications for current and future work opportunities	Analyse emerging approaches to work and the implications these have for workers to be flexible, proactive and responsive
Recognise the effects of work culture on ways of working	Investigate the relationships between work cultures, work arrangements and the individual
	Explain the roles of a range of services and agencies that support employment, self-employment and unemployment
<b>Gaining and keeping work</b>	
<b>Year 9</b>	<b>Year 10</b>
Investigate formal and informal recruitment processes	Use a range of tools, methods and skills for accessing work relevant to 21 <sup>st</sup> century recruitment and selection processes
Investigate the contribution of diverse cultures to work and workplaces	Examine the implications for work when work relationships are international and cross-cultural as well as local and national
Identify the importance of rights and responsibilities for employers and workers	Explain how diverse work arrangements are impacting on the rights and responsibilities of employers and workers

## Glossary

The following terms are defined to reflect their proposed use in the *Australian Curriculum: Work Studies, Years 9–10*.

### **Aboriginal and Torres Strait Islander People and Aboriginal and Torres Strait Islander peoples**

Upper-case ‘P’ is used when reference is to all Aboriginal and Torres Strait Islander People

Lower-case ‘p’ is used when reference is made to a range of groups or tribes in a collective sense

### **applied learning**

the use of skills, knowledge and understanding to complete tasks, solve problems and/or implement projects in a particular context or environment

### **Asia-relevant capabilities**

the universal capabilities for the 21<sup>st</sup> century contextualised within the Asian region, including open-mindedness, observation, creative thinking, analytical thinking, respectful interaction, effective communication, and knowledge and understandings of the countries of Asia and its peoples

### **career**

the sequence and variety of work roles (paid and unpaid) undertaken throughout a lifetime, including life roles, leisure activities, learning and work

### **career development and management**

individuals managing learning, work and life and the ever-changing contexts that occur throughout their lifespan

### **community-based project**

the connection between meaningful community activity and classroom experiences and then addressing specific community problems, issues or practices

### **dispositions**

the tendencies to act or think in a particular manner under given circumstances; a state of mind regarding something; an inclination or characteristic attitude

### **distinct profile**

building an inventory of work skills, personal strengths, values, talents, motivations, goals, and experience that highlights personal attributes, skills and distinctiveness and can be used to enhance access to work opportunities

### **enterprise**

an organisation such as a business, community or government agency

### **entrepreneur**

someone who undertakes a significant project or activity finding new and better ways of doing things; they are opportunity aware, take risks and utilise a range of behaviours, such as initiative and innovation, that create value and contribute to their success

### **entrepreneurial behaviours**

behaviours that demonstrate confidence, initiative, innovation and creativity, global competency and empathy, an awareness of opportunity and a willingness to take risks that can all be applied to a range of contexts

### **entrepreneurial mindset**

the group of personal dispositions which contribute to identifying and/or creating opportunities, and implementing these dispositions in a productive way in a work context

### **intrapreneur**

a highly self-motivated, proactive and action-oriented individual who displays initiative, leadership, risk-taking and creative thinking within an organisation or workplace for the benefit of the organisation or workplace

### **life design**

career management that pursues contextual possibilities, responds to dynamic processes and change, non-linear progression and personal patterns

### **lifelong learning**

the ongoing, voluntary and self-motivated pursuit of knowledge, understanding and skills development for either personal or professional reasons – enhancing personal development, competitiveness and employability

### **project-based activity**

any activity that involves students working on a real-world task or challenge, typically with a public outcome

### **reconciliation**

the respect for Aboriginal and Torres Strait Islander heritage, valuing justice and equity for all Australians and the unity and respect between Aboriginal and Torres Strait Islander Peoples and other Australians

### **reflection**

the capacity for individuals to exercise introspection to learn more about their fundamental nature and purpose, their skill set, to learn from mistakes and gain deeper insight, to develop self-awareness and grow personally and professionally, to help with clarifying priorities, strengths and goals, and build resilience

### **self-advocacy**

an individual's ability to communicate effectively, convey, negotiate or assert their interests, know their rights and responsibilities, make choices and decisions and take responsibility for themselves and their decisions

### **social and policy entrepreneur**

an entrepreneur with a social mission to create and sustain social value; they pursue new opportunities to serve the social mission and engage innovation, adaptation and learning to add social value

**unemployment**

a situation in which an individual is without paid work and is actively seeking work

**work**

a set of activities with an intended set of outcomes, from which it is hoped that an individual will derive personal satisfaction; it is not necessarily tied to paid employment and can encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering

**work culture**

the work environment including the policies, protocols and accepted practice of a particular workplace. It includes the way people interact with others in the workplace, go about their work and the practices they undertake in this environment.

**work-related learning**

learning that predominantly provides the key work-related knowledge, skills and competencies needed to participate effectively in the world of work

**Work Health and Safety (WHS)**

legislation (2011) that covers the physiological and psychological wellbeing of people engaged in work and employment; employers and employees have a common law duty to take reasonable care to guard everyone's health and safety in the workplace

**work skills**

the broad knowledge, skills and attributes required to gain work and become an effective participant in work including the skills related to career development and managing transitions