



CAIRNS
State High
The best we can be.

**CONNECT CAREER
EDUCATION 2023**

CONNECT CAREER EDUCATION – ASSESSMENT COMPLIANCE

- To be granted the ONE QCE Point for exiting Career Education 2023, students are required to have participated in the program to a satisfactory level (min C Standard).

CONNECT CAREER EDUCATION

Students must have completed:

- Resume
- Interviewed by external provider VPG for work/job (by VPG Term 1 Week 7)
- VPG Work Experience (WEX) program (Term 3, Week 3) OR another WEX program OR have had Work Experience
- Attended BLA Career Expo (Term 3) and/or Career Pathways Morning CSHS (Week 4, Term 3)
- CCE Workbook Activities and reflections/notes
- Viewed and Reviewed all CAREER video content – class notes
- Completed MyFuture Career Profile
- Viewed Subject Selection presentations and SET/Plan Interview
- SET/Plan fully completed in OneSchool

CONNECT CAREER EDUCATION ASSESSMENT

- 1. Student Learning Journals (TOPIC 1 & TOPIC 2)
- 2. IA1: Workplace Interview – The Interview Process (Spoken/Signed)
- 3. IA2: Written – Career Investigation of post-school CAREER Pathways (Written)

CONNECT CAREER EDUCATION QLEARN



Connect Career Education

- All students are to complete journaled reflections and notes – at key junctures as part of their assessment.
- CISSA , SMX AND NEW STUDENTS – Yes, they are required to complete the activities and journal

STUDENT LEARNING JOURNAL – OBJECTIVE 4&5

Objective 4 — Plan, implement and adjust processes to achieve learning outcomes in career and/or work-related contexts

The student work shows planning, implementation and adjustment of processes to achieve learning outcomes in work-related contexts across the entire student learning journal. This is seen through:

- demonstrating an awareness of themselves as learners
- planning and managing their learning through understanding their learner identity, setting goals and pathways
- planning and organising to achieve their work and career goals
- applying self-knowledge to work-related processes
- showing flexibility in being able to adjust their goals, priorities and aspirations in response to changes in circumstances
- making decisions about the appropriateness of work and career options
- evaluating their current learning and identifying future learning needs.

Objective 5 — Apply learning strategies in career and/or work-related contexts

The student work shows application of learning strategies in career and/or work-related contexts across the entire student learning journal. This is seen through:

- locating, evaluating and organising information
- using prior knowledge and scaffolding
- learning with and from others
- using guided reflection in developing strategies to enhance their capacity as self-directed and lifelong learners.

STUDENT JOURNAL - C STANDARD

Task

In a learning journal, explore your thoughts and reflect on the learning strategies and processes you are adopting to achieve the learning outcomes encountered in this topic. Your learning journal will demonstrate your thinking and learning practices as they develop throughout the subject. You will also document the processes you undertake in your career investigation.

Your journal may be presented in written or digital form. You may use varied forms of writing such as bullet points, lists, continuous passages of text, quotations, tables, diagrams and pictures/illustrations. The journal may also contain annotated presentation notes, teacher observation sheets, and self and/or peer assessment.

Sample response

Objectives	Result
<ul style="list-style-type: none"> plan, implement and adjust processes to achieve learning outcomes in work-related contexts 	C
<ul style="list-style-type: none"> apply learning strategies in work-related contexts 	

The annotations show the match to the instrument-specific standards characteristics.

Learning	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> effective planning, implementation and adjustment of processes to achieve learning outcomes in career and/or work-related contexts purposeful application of learning strategies in career and/or work-related contexts. 	A
<ul style="list-style-type: none"> logical planning, implementation and adjustment of processes to achieve learning outcomes in career and/or work-related contexts consistent application of learning strategies in career and/or work-related contexts. 	B
<ul style="list-style-type: none"> <u>planning, implementation and adjustment of processes to achieve learning outcomes in career and/or work-related contexts</u> <u>application of learning strategies in career and/or work-related contexts.</u> 	C
<ul style="list-style-type: none"> occasional planning, implementation and adjustment of processes to achieve learning outcomes in career and/or work-related contexts some application of learning strategies in career and/or work-related contexts, with variable success. 	D
<ul style="list-style-type: none"> infrequent planning, implementation and adjustment of processes to achieve learning outcomes in career and/or work-related contexts isolated application of learning strategies in career and/or work-related contexts. 	E

SAMPLE RESPONSE

Wed 14th March **Who AM I?**

What happened today? What did I learn?

Who am I? Attributes traits

There are differences between a personal trait and a skill or attribute.
 (You can develop your skills but the personal traits are individual)

- Today we had to think about our own characteristics that make us unique.
- I'm generally happy & positive
- I usually work hard at school because I want to do well in life.
- We did some activities to see our strengths and what type of personality we have, it was a bit fun!
- My top strengths were:
 - 1) I can stick with things most of the time
 - 2) I can get along with most people
 - 3) I have a positive attitude and usually pretty upbeat!
- I like to be organised, neat and tidy.
- I often rush to get things done & I need to work on managing my time better!!!
- I really find it hard to concentrate on things I don't find interesting.
- I found it hard to think about who I am, but I think I learned a lot about myself.
- It was really interesting when we were asked to share with others. All of us had things we had to improve about. I don't think we did well!

These strengths could help me get a good job!!

Learning planning, implementation and adjustment of processes to achieve learning outcomes in work-related contexts.

Learning application of learning strategies in work-related contexts.

Learning planning, implementation and adjustment of processes to achieve learning outcomes in work-related contexts.

Learning application of learning strategies in work-related contexts.

Monday 19th March **Employment Interview**

What happened today? What did I learn?

How do I get \$\$\$ across here? School - Job

Just like with a real job you need to be organised and prepared - so this interview ran smoothly because of that.

* When we learned about our selves last week, I found out I need to do this better!!

• Today was a chance I got to do an interview with a man from an employment agency.

• We had been preparing for this in class over the last few days.

• I wrote a list of questions that would help me understand what most employers are looking for.

• Need to have a good CV. Even font size matters.

• Traditional V modern recruiting
 seek, newspaper → Social recruiting & headhunting eg. LinkedIn

• This is why I chose a recruitment agency instead of a single employer.

• The interview went for about 30 minutes and the man I spoke to was really friendly.

• He said how important lots of the skills were that we have been learning in class.

Need to be careful of social media use!!

Must HAVE SKILLS:

- * Communication (listening, speaking, writing)
- * Work ethic
- * ICT skills
- * Analytical thinking & Problem solving
- * Interpersonal skills
- * Honesty/numeracy

Yay! you get an interview - what do I do?

- Arrive on time, personal presentation be happy & confident.
- Sell yourself eg: use examples to answer Q.
- Be an active listener
- Show an understanding of the role!

IA1 - INTERVIEW (SPOKEN/SIGNED)

ASSESSING OBJECTIVES 1,2,& 3

Knowledge and understanding
explanations about self, work practices and processes

Objective 1 — demonstrate knowledge and understanding of self, work practices and processes

The student work shows explanations about self, work practices and processes, in familiar and some less familiar contexts, across the entire spoken/signed presentation. This is seen through:

- considering their personal and interpersonal capacities, attributes and attitudes
- identifying and examining their personal management skills and work habits, recognising strengths and weaknesses
- identifying and describing features of the world of work and the skills necessary for success in a modern workplace, including 21st century skills, Core Skills for Work (CSfW), and employability and lifelong learning skills
- identifying and describing the skills that relate to preparing for and seeking employment, operating in an existing workplace and entering a new work environment.

Objective 2 — select, analyse and apply information related to work

The student work shows selection, analysis and application of information related to work, in familiar and some less familiar contexts, across the entire spoken/signed presentation. This is seen through:

- gathering work-related information and determining its suitability for, and relevance to, personal work options
- analysing the skills and capacities needed for 21st century work, including appropriate communication skills, collaboration and teamwork
- gathering and interpreting data to build knowledge about an area of work
- identifying trends in work arrangements emerging over time

Objective 3 — use oral and written language to communicate information

The student work shows use of oral language to communicate information related to self and work across the entire spoken/signed presentation. This is seen through:

- conveying information about inquiries into work practices and the development and management of careers
- making choices about language and register
- organising and sequencing ideas
- presenting the results of inquiries in a manner appropriate for the intended purpose, audience, context and text type.

C STANDARD SAMPLE

Task

You are to conduct an interview or survey relevant to work, workplaces or careers. You are to communicate your findings using spoken/signed language to a live or virtual audience (i.e. through the use of technology).

Sample response

Objectives	Result
<ul style="list-style-type: none">• Demonstrate knowledge and understanding of self, work practices and processes	C
<ul style="list-style-type: none">• Select, analyse and apply information related to work	
<ul style="list-style-type: none">• Use oral and written language to communicate information	

The annotations show the match to the instrument-specific standards characteristics.

PLEASE NOTE ...

Students are being interviewed rather than having to interview someone.

VPG will provide feedback, which will form the basis of their assessment grade and which they will use in their journal.

C STANDARD IA RESPONSE

PLEASE NOTE ...

Student response is talking about careers.

Knowledge and understanding
explanations about self, work practices and processes

The person I interviewed about workplaces said that there are lots of ways to find the right employees and for people to look for jobs. They work at a recruitment company that helps companies find people for jobs and helps people get jobs. It was a really nice office — blue is one of my favourite colours — and there was an awesome view!

Analysis and application
selection, analysis and application of information related to work.

Most employers advertise on TV or the internet. I've seen jobs advertised on the internet before, like McDonald's have a website and you can apply for jobs. And it's a really good idea to get a reference from a job you've had before or a teacher or someone like that.

Employers use something called 'social recruiting'. This is when companies use sites like Facebook and Twitter to advertise jobs and hire people. The guy I spoke to said to make sure you don't post inappropriate messages or images on your Facebook or Twitter pages because they can be looked at by the employer and then you won't get the job.

Knowledge and understanding
explanations about self, work practices and processes

Online job searches and employment websites are the best way to get a job. SEEK is a really popular one. You should also look at some of the other job search websites like CareerOne.

You can also talk to a recruitment agency. They match people to jobs and send the applicants' details through to the company.

Communication
use of oral and written language to communicate information related to self and work.

I found out that the 21st century skills we have learnt about really do matter in the workplace. I think I really need to work on my computer skills. And I often have to rush things at the last minute so I guess I'll have to manage my time a bit better.

They want people who can solve problems and make decisions and work in a team. You need to have good personal and social skills. It is important that employees can communicate using lots of different ways like speaking and writing. They want people who can get along with others, who are loyal, committed, honest and reliable and want to be there.

Knowledge and understanding
explanations about self, work practices and processes

I think I'm good at sticking with things I find interesting and I can get along with most people. I am not good at doing things I don't like so will only get a job that I want to do.

Analysis and application
selection, analysis and application of information related to work.

As jobs are always changing, employees need to be able to cope with pressure and adapt to changes. They need to be willing to learn new things and pick them up quickly. If you work hard and can understand and use new stuff, you will probably get a job.

Knowledge and understanding
explanations about self, work practices and processes

He gave some very useful tips for going for a job interview, like arriving on time, or even a bit earlier, so that you can put your thoughts together — and don't forget to turn off your mobile! The way you look is really important because it sends a message straightaway to the interviewer. So wear tidy clothes and smile!

Analysis and application
selection, analysis and application of information related to work.

You need to have good communication and presentation skills. It's a good idea to prepare some questions in advance to ask the interviewer. You also need to be an active listener which means you give the speaker all your attention and show that you really are listening to them.

I'm really glad I have been able to talk to someone about this because understanding how to get employed is important.

Knowledge and understanding

explanations about self, work practices and processes

Objective 1 — demonstrate knowledge and understanding of self, work practices and processes

The student work shows explanations about self, work practices and processes, in familiar and some less familiar contexts, across the entire spoken/signed presentation. This is seen through:

- considering their personal and interpersonal capacities, attributes and attitudes
- identifying and examining their personal management skills and work habits, recognising strengths and weaknesses
- identifying and describing features of the world of work and the skills necessary for success in a modern workplace, including 21st century skills, Core Skills for Work (CSfW), and employability and lifelong learning skills
- identifying and describing the skills that relate to preparing for and seeking employment, operating in an existing workplace and entering a new work environment.

Objective 2 — select, analyse and apply information related to work

The student work shows selection, analysis and application of information related to work, in familiar and some less familiar contexts, across the entire spoken/signed presentation. This is seen through:

- gathering work-related information and determining its suitability for, and relevance to, personal work options
- analysing the skills and capacities needed for 21st century work, including appropriate communication skills, collaboration and teamwork
- gathering and interpreting data to build knowledge about an area of work
- identifying trends in work arrangements emerging over time

Objective 3 — use oral and written language to communicate information

The student work shows use of oral language to communicate information related to self and work across the entire spoken/signed presentation. This is seen through:

- conveying information about inquiries into work practices and the development and management of careers
- making choices about language and register
- organising and sequencing ideas
- presenting the results of inquiries in a manner appropriate for the intended purpose, audience, context and text type.

IA2 - EXTENDED WRITTEN RESPONSE

Task

You are to present a written report that:

- analyses two potential post-school career pathways
- identifies your most appropriate career pathway
- details an action plan that demonstrates how you will achieve your career goal.

Sample response

Objectives	Result
• demonstrate knowledge and understanding of self, work practices and career development processes	C
• select, analyse and apply information related to work and career development	
• use oral and written language to communicate information	

The annotations show the match to the instrument-specific standards characteristics.

C STANDARD

Knowledge and understanding, Analysis and application, Communication	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> thorough explanations about self, work practices and processes, in familiar and some less familiar contexts effective selection, analysis and application of information related to work, in familiar and some less familiar contexts controlled use of oral and written language to communicate information related to self and work. 	A
<ul style="list-style-type: none"> relevant explanations about self, work practices and processes, in familiar and some less familiar contexts appropriate selection, analysis and application of information related to work, in familiar and some less familiar contexts some control in the use of oral and written language to communicate information related to self and work. 	B
<ul style="list-style-type: none"> explanations about self, work practices and processes, in familiar and some less familiar contexts selection, analysis and application of information related to work, in familiar and some less familiar contexts use of oral and written language to communicate information related to self and work. 	C
<ul style="list-style-type: none"> some descriptions about self and identification of basic work practices and processes, in familiar contexts variable selection and narrow application of information related to work, in familiar contexts use of simple oral and written language to partially communicate information related to self and/or work. 	D
<ul style="list-style-type: none"> inconsistent statements about self and/or basic work practices and processes, in simple familiar contexts infrequent selection of information related to work, in simple familiar contexts use of vague oral and written language to partially communicate information related to self and/or work. 	E

- | | |
|--|---|
| <ul style="list-style-type: none"> explanations about self, work practices and processes, in familiar and some less familiar contexts selection, analysis and application of information related to work, in familiar and some less familiar contexts use of oral and written language to communicate information related to self and work. | C |
|--|---|

C

SPOKEN/SIGNED
MULTIMODAL – VOICE
RECORD ONTO POWERPOINT

QCAA WEBSITE SAMPLES

Analysis and application

selection, analysis and application of information related to work

Employers use something called 'social recruiting'. This is when companies use sites like Facebook and Twitter to advertise jobs and hire people. The guy I spoke to said to make sure you don't post inappropriate messages or images on your Facebook or Twitter pages because they can be looked at by the employer and then you won't get the job!

Online job searches and employment websites are the best way to get a job. SEEK is a really popular one. You should also look at some of the other job search websites like CareerOne.

Knowledge and understanding

explanations about self, work practices and processes

You can also talk to a recruitment agency. They match people to jobs and send the applicants' details through to the company.

I found out that the 21st century skills we have learnt about really do matter in the workplace. I think I really need to work on my computer skills. And I often have to rush things at the last minute so I guess I'll have to manage my time a bit better.

Communication

use of oral and written language to communicate information related to self and work

They want people who can solve problems and make decisions and work in a team. You need to have good personal and social skills. It is important that employees can communicate using lots of different ways like speaking and writing. They want people who can get along with others, who are loyal, committed, honest and reliable and want to be there.

Video presentation

A video recording of the spoken presentation is available here:

www.qcaa.qld.edu.au/downloads/portal/media/snr_career_edu_short_course_18_ia1a_asr.mp4.

EXTENDED WRITTEN RESPONSE ASSESSING OBJECTIVES 1,2 & 3

Knowledge and understanding
explanations about self,
work practices and
processes

Objective 1 — demonstrate knowledge and understanding of self, work practices and processes

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Objective 2 — select, analyse and apply information related to work

The student work shows selection, analysis and application of information related to work, in familiar and some less familiar contexts, across the entire spoken/signed presentation. This is seen through:

- gathering work-related information and determining its suitability for, and relevance to, personal work options
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- gathering and interpreting data to build knowledge about an area of work
- identifying trends in work arrangements emerging over time

Objective 3 — use oral and written language to communicate information

The student work shows use of oral language to communicate information related to self and work across the entire spoken/signed presentation. This is seen through:

- conveying information about inquiries into work practices and the development and management of careers
- making choices about language and register
- organising and sequencing ideas
- presenting the results of inquiries in a manner appropriate for the intended purpose, audience, context and text type.

IA2 - C SAMPLE RESPONSE

Knowledge and understanding
explanations about self, work practices and career development processes

Introduction

The two careers that I investigated are something in the hospitality industry or becoming a soldier with the Australian Defence Force (ADF).

Hospitality industry

There are lots of interesting and fun jobs in the hospitality industry and I like that. Its also not a 9–5 job, so that means there is lots of flexibility in hours and even what you do during those hours.

On the down side, working in the hospitality industry means long hours, i.e. early starts and late finishes, working shifts and extended hours. There are often tight deadlines so you need to be able to cope with pressure. Because the industry is all about satisfying customers, standards are high and this can be tough.

Qualifications you can get at school are Certificate I and Certificate II in Hospitality. You also need to have literacy and numeracy skills. You can get these skills either through doing the Short Courses in Literacy and Numeracy or Certificate II in Skills for Work and Vocational Pathways.

Australian Defence Force

There are also lots of career opportunities in the ADF and you get all the training you need there, like a trade qualification — and get paid!

To become a soldier you have to pass the recruitment process and complete basic training. There are a series of checks that you have like physical fitness and medical checks and you have interviews.

You have to be 17 when you enter and be an Australian citizen. The minimum requirement is at least Year 10 with passes in English and Maths. Some jobs require a pass in Year 10 Maths and Science.

Analysis and application

selection, analysis and application of information related to work and career development

Analysis of knowledge, skills and attributes

In hospitality and the ADF the skills are in line with skills we learnt in class. Things like communication and being able to communicate with colleagues and customers and being able to speak and write clearly.

Analysis and application

selection, analysis and application of information related to work and career development

You need to understand computers and how to use equipment safely. In both careers you need to be willing to learn new things.

My choice of career

After comparing these two I choose the army because the pay and working conditions are good. There is job security and lots of opportunities for promotion. I think it would be a rewarding career with a lot of great benefits now and later. The skills I learn will also be an advantage in lots of jobs, even if I don't stay in the Army. I could learn a trade and get an industry qualification, which I could still use if I decided not to stay.

I already have a part-time job at Macca's that I really like.

Communication

use of oral and written language to communicate information related to self, work practices and career development processes

Planning my career path

My plan is to complete Year 12. I must include English, Maths and Science in my subject choices and do as well as I can in them.

I want to join the Australian Army Cadets while I'm at school to give me an idea of what army life might be like. This might help me when I get to the recruitment stage. Anyway, I can't join the army till I'm 17! To join the army cadets you must be at least 13. Army cadets usually meet once a week after school at their Army Unit or on weekends. You get to go on drill and ceremonial parades, learn survival techniques and how to use service firearms. You'll even get to visit army camps.