A Guide to the New Stage 6 Work Studies
Content Endorsed Course (CEC) Syllabus

Introduction
A new Stage 6 Work Studies Content Endorsed Course (CEC) Syllabus 2012 (endorsed by the Board of Studies, August 2012) replaces the existing Stage 6 Work Studies CEC Syllabus (1993). The new syllabus will be implemented for Year 11 students from 2013 and Year 12 students from 2014.

The revision of the Work Studies syllabus has occurred in the context of recent changes in secondary schooling. The raising of the school leaving age to 17 years means that the revised Work Studies syllabus is well placed to meet student and school needs for those students that may previously have left school. Work Studies can provide flexible and effective learning related to work and skills to assist students in the workplace. Many schools now offer non-ATAR patterns of study that include Work Studies.

The syllabus is contemporary and reflects the current work environment. It includes a core learning module, elective modules and work placement opportunities which provide options for community involvement. As this is a CEC there is no HSC examination.

The Work Studies syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.

Key aspects of the Work Studies CEC syllabus include

- The course is flexible, providing a range of indicative hours from 15 to 30 for each elective module to allow teachers to tailor their programs more specifically to meet the needs of particular groups of students.
- There are eight objectives and nine outcomes.
- Course themes have been identified and a table is included to show possible learning pathways through the course.
- The content is organised within ‘Key Issues’ and ‘Learning Experiences’ to clearly indicate the expected learning to teachers and students.
- The course reflects the contemporary world of work including a focus on: technology in the workplace and for job-seeking; the changing nature of the labour market and work; and issues in the modern workforce.
- There is an emphasis on knowledge and skills for work-readiness, teamwork and enterprise skills.
- Work health and safety (WHS) is covered in Module 10 Experiencing Work.
- A Personal Finance module has been developed, focusing on financial literacy, assisting students to manage their income and to develop an understanding of financial matters.
The Team Enterprise Project module provides the opportunity for students to engage in practical activities designed to develop their initiative, enterprise and teamwork skills. Such a project could include a community-based, work-focused initiative.

Provision for school-developed modules is provided, though limited to 25 percent of course time.

The course is suitable for the full range of students, including more able students.

Three modules require prior learning through prerequisite modules.

Experiencing Work is available as either one or two modules (up to 50 percent of course time) and allows for a diverse range of work-related experiences.

### Course structures

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Indicative Hours</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Core</td>
</tr>
<tr>
<td>1 year</td>
<td>1</td>
<td>60</td>
<td>30 hours</td>
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<tr>
<td>(Prelim or HSC)</td>
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<tr>
<td>1 year</td>
<td>2</td>
<td>120</td>
<td>30 hours</td>
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<tr>
<td>(Prelim or HSC)</td>
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<tr>
<td>2 year</td>
<td>1</td>
<td>120</td>
<td>30 hours</td>
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<tr>
<td>(Prelim then HSC)</td>
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<td></td>
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</tr>
<tr>
<td>2 year</td>
<td>2</td>
<td>240</td>
<td>30 hours</td>
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<tr>
<td>(Prelim then HSC)</td>
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### Course content

Some content appears across modules allowing a number of ‘Key Issues’ and ‘Learning Experiences’ to be addressed, some more than once if different patterns of modules are undertaken. Teachers can determine the emphasis given to ‘Key Issues’ and ‘Learning Experiences’ to be addressed within each module.

The specified outcomes for each module must be addressed. Due to the flexibility in the number of hours for each elective module (15–30 indicative hours), there is no prescribed number of modules for each 60-, 120- or 240-hour course.

Current programs may be modified to meet the requirements of the new syllabus and many existing units of work can form the basis of effective programs. Many existing resources will continue to be relevant.

The content is organised into one core module plus elective modules. It is a flexible structure designed to support the diverse needs of students. The 30-hour core must be completed whether the student is studying the 60-hour, 120-hour or 240-hour course.

Elective modules may be studied:

- For times ranging between 15 and 30 indicative hours
- In any order or pattern, with the exception that some modules require the completion of prerequisite modules. Teachers can determine whether some students, through other learning opportunities and/or experiences, have completed appropriate prior learning which would allow them to undertake a module without completion of the prerequisite module.
Due to the flexibility in the number of hours for each elective module, the emphasis given to particular ‘Key Issues’ and the selection of ‘Learning Experiences’ is a matter for school decision.

The specified outcomes must be addressed in the core and in each elective module.

### Work Studies CEC Core and Modules

<table>
<thead>
<tr>
<th><strong>CORE</strong> (30 indicative hours) This core topic is mandatory for all students.</th>
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<tbody>
<tr>
<td>My Working Life</td>
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<table>
<thead>
<tr>
<th><strong>MODULES</strong> (15–30 indicative hours each)</th>
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</thead>
<tbody>
<tr>
<td>1. In the Workplace</td>
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<tr>
<td>2. Preparing Job Applications</td>
</tr>
<tr>
<td>3. Workplace Communication</td>
</tr>
<tr>
<td>4. Teamwork and Enterprise Skills</td>
</tr>
<tr>
<td>5. Managing Work and Life Commitments</td>
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<td>6. Personal Finance</td>
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<tr>
<td>7. Workplace Issues (the prerequisite module is In the Workplace)</td>
</tr>
<tr>
<td>8. Self-Employment (the prerequisite module is Managing Work and Life Commitments)</td>
</tr>
<tr>
<td>9. Team Enterprise Project (the prerequisite module is Teamwork and Enterprise Skills)</td>
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<tr>
<td>10. Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time)</td>
</tr>
<tr>
<td>11. School-developed Module (one or two of these modules may be undertaken, provided that they do not exceed 25 percent of course time).</td>
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Modules 7, 8 and 9 require the completion of prerequisite modules, or appropriate prior learning.

### Course themes

The themes: **Career planning, Performing work tasks, Working with others, Managing change** are integrated through each of the modules in the syllabus. They relate closely to the course outcomes and apply across a variety of employment and life contexts. They are required not only to gain work, but also to assist individuals to progress within the workplace and participate as active and informed citizens.

### Assessment

There is no external examination of students in the Stage 6 Work Studies Content Endorsed Course. When completed as an HSC course, *Work Studies* will have an unmoderated school assessment mark recorded on the HSC Record of Achievement. Schools are responsible for ensuring that marks submitted to the Board are aligned to the Stage 6 Board Endorsed Course Performance Descriptors. There should be three to five assessment tasks in Year 11 and Year 12 courses.

### Support to implement the revised syllabus

Many current resources may still be used to implement the revised syllabus. A Work Studies Stage 6 Support Document is planned for publication on the Board of Studies website. It will assist teachers to implement the revised syllabus and will include programming and assessment advice.
Sample syllabus module

**Core: My Working Life**

(30 indicative hours)

This module focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required.

**Outcomes**

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people’s working lives
9. evaluates personal and social influences on individuals and groups

**Key Issues**

**Transition from school to work**

- work phases in life
  - work responsibilities in home
  - school, other experiences and being ready for work
  - moving from school to work
  - working life
  - retirement
- current skills and interests
  - personal skill sets
  - awards, achievements, experiences and their relevance to employability
  - areas of career interest
- life and career goals
- the need to plan to achieve goals
- identifying pathways to achieve life and career goals
  - time needed to progress through pathways
  - work/life balance

**Learning Experiences**

Students:

- explain the transition process from school to work
- propose future changes to self, family and community over time
- explain the benefits to individuals of planning their transition from school to work
- identify personal skills and interests
- examine the main steps in the planning process and relate them to career planning
- investigate websites that are designed to assist the planning process
- examine the range of pathways from school to work
- investigate how family and friends identified their life and career goals
- discuss the options that people face throughout their lives with respect to their work-life balance