

DRAFT

MARKING KEY

DRAFT

EXAM MARKING KEY STAGE 2 DRAFT EXAM

SECTION ONE: SHORT ANSWER

QUESTION 1 [24 marks]

(a) Preferred work options—2 work options, one sentence about why chosen. At least one linked to study.
[6 marks]

6 marks	<ul style="list-style-type: none"> states 2 options with one sentence explanation for each taking into account interests, skills, personal qualities shows clear link between self and decisions about work options
4–5 marks	<ul style="list-style-type: none"> states 2 options links self and options
2–3 marks	<ul style="list-style-type: none"> states 1 option and supporting sentence lacks detail or does not include an option which requires further education/qual/training
1	<ul style="list-style-type: none"> states 1 option without supporting sentences

(b) Employability skills

Employability skills include: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning skills, leadership

I need for my most preferred employment/career options and why these are needed.
[4 marks]

4 marks	<ul style="list-style-type: none"> states 2 or 3 employability skills links these to work options with supporting reasons
2–3 marks	<ul style="list-style-type: none"> states 1 or 2 employability skills briefly links these with work options
1 mark	<ul style="list-style-type: none"> states 1 employability skill with no links

I have developed for my employment/career options and how I've demonstrated them
[4 marks]

5 marks	<ul style="list-style-type: none"> states 2 or 3 and gives appropriate examples of when demonstrated or states 1 or 2 with very detailed demonstration examples
3–4 marks	<ul style="list-style-type: none"> states 2 gives appropriate examples of when demonstrated
1-2 marks	<ul style="list-style-type: none"> states 1 skill with limited example of demonstration

(c) Qualifications/training
[4 marks]

4 marks	<ul style="list-style-type: none"> states qualifications/training required for both options clearly gives sufficient detail
2-3 marks	<ul style="list-style-type: none"> states qualification/training required for one option and not the other or gives few details
1-2 marks	<ul style="list-style-type: none"> states 1 option with limited or without detail

(d) Steps to take to achieve most preferred option.
[6 marks]

6 marks	<ul style="list-style-type: none"> states 4 or more steps with detailed explanation, links and accurate information clearly shows understanding and links between present and future
4-5 marks	<ul style="list-style-type: none"> states 2 or 3 steps with some explanation, links and accurate information detail indicates some aspects of transition understands present/future links but articulates these less clearly
2-3 marks	<ul style="list-style-type: none"> states 1 or 2 steps with little connection or clear idea of future transition or no reference to links between present and future
1 mark	<ul style="list-style-type: none"> makes 1 or 2 unrelated comments about their future with no links between steps

	•without reference to notion of transition
--	--

QUESTION 2 [11 marks]

(a) Using the statistics, explain the current employment trends in agriculture, forestry and fishing.
[3 marks]

3 marks	•state 3 points, explain and draw a link
2 marks	•state 2 points, briefly explain
1 mark	•state 1 point with little relevant explanation

Students may include/present any of the following:

- numbers of workers increases with increasing age in this industry
 - in most industries numbers peak in 35–44 and then decline
 - greatest number of workers in 55 and over age group
 - 54% have no post school qualifications
 - 25% have Certificates
 - 16% Diploma or above
 - drought over statistical period may be contributing to declining jobs
- } may refer to these in a variety of combinations

(b) What recommendations would you make to a person under 25 who was considering entering this industry area? Explain your advice and include in your answer your knowledge of today's labour market opportunities in other industry areas.
[8 marks]

8 marks	<ul style="list-style-type: none"> • 3 positives and 3 negatives and explained in detail • explains that pathways should be informed by labour market information • refers to labour market opportunities in a number of other areas and makes reference to source of knowledge • recommendation/conclusion clear and interrelated to factors above
6–7 marks	<ul style="list-style-type: none"> • 2 from one of positives/negatives and 3 from the other explained clearly • explains that labour market information can be used to inform pathways • explains that labour market different in other industries and gives two examples • makes recommendation and draws links to above
4–5 marks	<ul style="list-style-type: none"> • 2 positives and 2 negatives briefly explained • states that labour market information may help when choosing a career • mentions labour market differences with an example • makes recommendation based on facts
2–3 marks	<ul style="list-style-type: none"> • 1 from one of positives/ negatives and 2 from other outlined • mentions one other job area with different trend • makes recommendation
1 mark	•makes recommendation without supporting data

Students may include/present any of the following:

Positives

- few young people in the industry
- potential to stay in it once in
- don't need to study or if do study will be one of few who have qualifications
- drought should break soon

Negatives

- may be regional (far from home, expensive etc)
- don't know how hard to break into e.g. family farms, etc
- drought could continue with global warming and climate change
- not a boom industry according to labour market opportunities

Recommendation

- probably be better going into IT, commerce—check other leading industry area stats for this answer each year
- pathways should always be informed by labour market information
- show reasoned, balanced view, whatever recommendation made—as long as it can be supported by the data/information
- could mention other points e.g. related to people already living in rural areas

QUESTION 3 [12 marks]

- (a) Identify some advantages and disadvantages for teenagers combining full-time work and part-time study:
[6 marks]

6 marks	•3 advantages/disadvantages with brief explanation
4–5 marks	•2 advantages/disadvantages with brief explanation
2–3 marks	•1 advantage/disadvantage with explanation or 2 without explanation
1 mark	•1 advantage/disadvantage stated without explanation

Students may include/present any of the following:

Advantages

- getting on the job experience at the same time as you are achieving academically
- you can afford to study
- making progress in your life and education at the same time
- may be able to afford things which improve your lifestyle

Disadvantages

- hours of work and study may clash
- employers expect more of young workers e.g. making them work late nights/early mornings which adults don't want to do, filling in shifts for absent workers
- hard to balance work and study—one or both may suffer
- pay for young workers low—little financial advantage

+ any other reasonable and relevant answer

- (b) Propose 3 long term career benefits
[6 marks]

6 marks	•3 benefits with clear explanation of interrelationship between present and future
4–5 marks	•2 benefits with explanation of links between present and future
2–3 marks	•1 benefit with brief explanation and mention of present and future
1 mark	•1 benefit stated without explanation or reference to time

Students may include/present any of the following:

Long-term

- experience of the job will help you make career decisions more realistically
- less likely to choose an inappropriate career direction
- develop transferable skills
- experiences/references may help to get a job later
- make connections in an industry area/profession—mentors or future opportunities

QUESTION 4 [15 marks]

- (a) (i) Particular industry area/profession:
[2 marks]

2 marks	•states 2 hazards—MUST be specific to the workplace
1 mark	•states 1 hazard specific to the workplace

- (ii) Workplace design/layout which can affect efficiency
[2 marks]

2 marks	•states 2 aspects of design OR layout—MUST be specific to the workplace
1 mark	•states 1 aspect of design OR layout—MUST be specific to workplace

- (iii) Supervision/training
[2 marks]

2 marks	<ul style="list-style-type: none"> •supervision means people keep on task and take more care •training gives people the skills they need to do the job well and efficiently and also leads to less accidents
1 mark	<ul style="list-style-type: none"> •either response from above

- (b) Predict 3 outcomes if conditions in (i) and (ii) are not managed
[3 marks]

3 marks	<ul style="list-style-type: none"> •3 outcomes with explanation of each
2 marks	<ul style="list-style-type: none"> •2 outcomes with brief explanation
1 mark	<ul style="list-style-type: none"> •1 outcomes with short explanation

Students may include/present any of the following:

- accidents or injuries can occur
- inefficient work time due to layout/design issues e.g. walking to photocopier, incorrect temperature may make workers less efficient
- corresponding decrease in output/production
- down time increase
- workers have more sick/stress leave
- higher turnover of workers leading to more time spent recruiting/interviewing – less efficient
- the workplace will lose money due to inefficient processes
- possible unemployment

- (c) Opinion of OSH in agreements
[6 marks]

6 marks	<ul style="list-style-type: none"> • 3 reasons explained in detail • or more reasons with less detailed explanation • must express an opinion and support it for 6 marks
5 marks	<ul style="list-style-type: none"> • 3 reasons with less detailed information • must express an opinion
4 marks	<ul style="list-style-type: none"> • 2 reasons explained in detail • must express an opinion
3 marks	<ul style="list-style-type: none"> • 1 reason explained in detail and 1 mentioned
2 marks	<ul style="list-style-type: none"> • 1 reason explained in detail
1 mark	<ul style="list-style-type: none"> • 1 reason given without explanation

Students may include/present any of the following:

Either

Agree

- should refer to matters such as safety, productivity, efficiency being an agreed responsibility of all parties if specified in writing
- action can be taken if employer or employee do not follow OSH guidelines
- clear to everyone where they stand and that OSH is everybody's responsibility
- sends message that OSH valued by the industry/profession

OR

Disagree

- may choose to manage OSH in another way e.g. committees, OSH representative
- elected by choice from staff/management
- one more thing to include, this does not necessarily mean it will be carried out
- may be used inappropriately for litigation
- could send the wrong message about OSH, making it a liability rather than something constructive and positive

QUESTION 5 [18 marks]

- (a) Effects for Mark personally and future in the industry
[6 marks] – must refer to personal and industry

6 marks	<ul style="list-style-type: none">• 3 personal effects and 3 future effects• understanding of negative/damaging effects must be clearly expressed
5 marks	<ul style="list-style-type: none">• refers to 3 of one and 2 of the other and explains• states that the situation is harmful to Mark
4 marks	<ul style="list-style-type: none">• 2 effects for each and explained
3 marks	<ul style="list-style-type: none">• 2 effects for one and 1 for the other with only 2 explained
2 marks	<ul style="list-style-type: none">• 1 effect given for each but only one explained
1 mark	<ul style="list-style-type: none">• 1 effect given without explanation

Students may include/present any of the following:

Personal

[3 marks]

- physical—distressed, agitated, may become ill, sleep disturbed, blood pressure, feel sick, may become clumsy or unable to perform tasks
- emotional—moody, unhappy,
- social—uncommunicative, individual isolate themselves from other workers
- mental—lack of confidence, low self-esteem, skills may be harder to master

Industry/profession

[3 marks]

- no longer as attracted to the industry area
- may give up long-term aspirations
- could lose interest in the area permanently when it is their main area of skill/interest and become disillusioned/unemployable

- (b) (i) Mark's rights and responsibilities

[3 marks]

3 marks	<ul style="list-style-type: none">• states 3 points including at least 1 right and 1 responsibility
2 marks	<ul style="list-style-type: none">• states 3 but only rights OR responsibilities not both• states 2 with 1 right and 1 responsibility
1 mark	<ul style="list-style-type: none">• states 1 right or responsibility

Students may include/present any of the following:

Employee

Responsible for:

- informing management if there are any problems
- managing own safety and well being on all levels

Rights

- to be safe at work on all levels
- to take action if there is any inappropriate treatment occurring

- (b) (ii) employer's rights and responsibilities

[3 marks]

3 marks	<ul style="list-style-type: none">• states 3 including at least 1 right and 1 responsibility
2 marks	<ul style="list-style-type: none">• states 3 but only rights OR responsibilities not both• states 2 with 1 right and 1 responsibility
1 mark	<ul style="list-style-type: none">• states 1 right or responsibility

Students may include/present any of the following:

Employer

Responsible for

- well being of employees—mental, physical, emotional etc—on all levels
- providing a safe work environment
- taking note of what goes on in their own workplace (can be hard in a small place if the boss has many roles but on the other hand is easier in some ways)

Rights

- has a right to be informed if employees are having difficulties or they can't act to protect them
- has the right to take action against employees who are not following appropriate workplace procedures and practices

(c) 3 steps to resolve the conflict and in order
[6 marks]

6 marks	• must explain 3 steps which could be taken and state and must explain order
4–5 marks	• states 3 steps with no explanation or 2 steps with explanation • refers to order
2–3 marks	• states 2 steps with no explanation or 1 step with explanation • reference to order may be unclear
1 mark	• states 1 step without reference to order

Students may present/include any of the following:

- conflict resolution processes should include immediate then longer term – this should be included for full marks
- a number of strategies should be considered in case one doesn't work
- immediate action – either speak to other employee directly (depending on level of intimidation) or go to the person supervising his apprenticeship/job
- get advice from parents/guardian as to how to proceed, possibly have them contact his boss or supervisor or go to the workplace with Mark
- consider short term, internal processes versus external alternatives
- contact Union
- go to WorkSafe website for processes external to the company

QUESTION 6 [20 marks]

(a) Recent technological changes likely to affect most preferred work option
[5 marks]

(b) Global trends generally and in my preferred work option
[5 marks]

5 marks	• states 5 trends with sentence explanation • 2 or 3 trends mentioned with more detailed explanation
4 marks	• states 4 trends with sentence explanation • 2 trends mentioned with more detailed explanation
3 marks	• states 3 trends with some explanation • 1 trend stated with explanation
2 marks	• states 2 trends
1 mark	• 1 trend stated

Students may present/include any of the following:

General trends

- central importance of technology
- communication skills vital on all levels
- globalisation of goods, services and labour
- outsourcing by developed countries to third world countries
- workplaces changing

- nature of work—hours, contracts, pay—all changing
- environmental and ethical awareness

(c) Other considerations which could influence my work choices
[5 marks]

5 marks	<ul style="list-style-type: none"> • states 5 trends with sentence explanation • 2 or 3 trends mentioned with more detailed explanation
4 marks	<ul style="list-style-type: none"> • states 4 trends with sentence explanation • 2 trends mentioned with more detailed explanation
3 marks	<ul style="list-style-type: none"> • states 3 trends with some explanation • 1 trend stated with explanation
2 marks	<ul style="list-style-type: none"> • states 2 trends
1 mark	<ul style="list-style-type: none"> • 1 trend stated

Students may present/include any of the following:

- availability of my preferred work
- family influences
- region in which I live—whether I am prepared to travel/relocate
- world events
- relationships—single, get married, have children
- health and physical abilities
- world economic situation
- changing aspirations

(d) Maintain employability in my preferred work area
[5 marks]

5 marks	<ul style="list-style-type: none"> • states 5 with explanation • or 3 trends mentioned with more detailed explanation • mentions both general employability and industry specific
4 marks	<ul style="list-style-type: none"> • states 4 points with explanation • or 2 trends mentioned with clear explanation • refers to industry specific
3 marks	<ul style="list-style-type: none"> • states 3 points with brief explanation • or 1 point stated with explanation
2 marks	<ul style="list-style-type: none"> • states 2 points
1 mark	<ul style="list-style-type: none"> • 1 point stated

Students may present/include any of the following:

- general employability
- regular upskilling
- gain further qualification
- establish professional network
- mentors
- join professional associations
- stay abreast of changes and developments

+ make reference to their own particular work area

SECTION TWO: EXTENDED ANSWER

QUESTION 7

You are applying for one of the jobs above. Write an explanation outlining how you would prepare to apply for this job, including:

- **Three pieces of evidence which you would select from your portfolio to show the prospective employer. Explain your choices and why they would support your application for this position.**
[10 marks]

10 marks	<ul style="list-style-type: none">• refers to 3 pieces from portfolio• explains in detail why each was chosen• explains in detail how they support application – shows links• interrelationships clearly expressed
8–9 marks	<ul style="list-style-type: none">• refers to pieces from portfolio• explains why each chosen• explains how they support application—links drawn less explicitly than for full marks
6–7 marks	<ul style="list-style-type: none">• refers to 2 pieces from portfolio• states why each chosen• states that they support application—may give a reason why they are linked to job, without detail
4–5 marks	<ul style="list-style-type: none">• states 2 pieces from portfolio• explains what they are but no links to this particular job or why they support the application
2–3 marks	<ul style="list-style-type: none">• states 2 portfolio pieces• no explanation or links
1 mark	<ul style="list-style-type: none">• portfolio mentioned• without explanation or links

Explains how they support application

- show when you have demonstrated skill/s relevant to the job
- prove experience which is relevant or significant
- evidence of general employability e.g. able to work in team, punctuality, conscientious
- prove that you can acquire new skills readily
- prove excellence in a relevant area

- **Three possible questions the interviewer could ask which would give you the best opportunity to show that you would suit the position. You must consider ice-breaker type questions, job specific questions and skills questions; and also provide your answers to the questions.**
[10 marks]

10 marks	<ul style="list-style-type: none"> • three questions with one from each of the categories provided • question choice (at least 2) shows links with type of job being applied for • all questions answered in detail • reference made to portfolio evidence • interrelationships shown between attaining the job, questions and answers and portfolio
8–9 marks	<ul style="list-style-type: none"> • three questions with one from each of the categories provided • at least one question linked to job chosen • two questions answered in detail • reference made to portfolio evidence with two questions • draws some links between questions and answers and job
6–7 marks	<ul style="list-style-type: none"> • two questions provided from two categories • reference may be made to job chosen • one question answered in detail • reference made to portfolio evidence with one question • draws a link between questions and answers and job
4–5 marks	<ul style="list-style-type: none"> • two question provided from one category • no reference to questions being related to job chosen • one question answered in detail, the other in less detail • reference made to portfolio evidence with one question
2–3 marks	<ul style="list-style-type: none"> • one question provided • one question answered in detail • without evidence from portfolio
1 mark	<ul style="list-style-type: none"> • one question provided • answered in little detail • irrelevant details included

- **Outline the non-verbal/body language which is important in a successful interview situation and how you would use it.**
[10 marks]

10 marks	<ul style="list-style-type: none"> • refers to 5 aspects of non-verbal and body language must refer to both • explains in detail what each is • explains in detail how each is relevant and important • interrelationships clearly expressed between non-verbal/body language and a successful job interview in detail
8–9 marks	<ul style="list-style-type: none"> • refers to 4 aspects of non-verbal and body language must refer to both • explains what each is • explains that each is relevant and important • expresses interrelationship between non-verbal/body language and job interviews
6–7 marks	<ul style="list-style-type: none"> • refers to 4 aspects of non-verbal and body language but may all be from one category • brief explanation of what each is • mentions relevance/importance • states that there is an interrelationship between non-verbal/body language and a job interview, but without detail
4–5 marks	<ul style="list-style-type: none"> • states 3 aspects of non-verbal/body language from one category • 2 explained briefly • mentions that they play a part in an interview • states that it could help get a job
2–3 marks	<ul style="list-style-type: none"> • states 2 aspects of non-verbal/body language • one explained briefly • mentions that they are in an interview
1 mark	<ul style="list-style-type: none"> • 1 aspect of non-verbal/body language stated

	• without explanation or links
--	--------------------------------

Body language

- introductory eye contact
- introductory hand shake
- seating position: feet a little apart, knees together (not crossed), hands on lap (arms not folded), sitting up straight (not slouching), chin up and eye contact

Non-verbal

- nodding
- attentiveness/appear to be listening
- facial expression

• **Job interviews today usually contain some reference to the internet, often asking whether you have examined the company’s website. What sort on information could you find on a company’s website that could help you with your job application?**

[10 marks]

- hierarchy/structure of the company organisation showing what type of management style they and how you feel about that and future progression within the company
- people employed by the company in management so you can use their names at the interview
- history of the company showing interest in the business itself
- company vision statement which could prepare you for questions or suggest some to ask
- interesting aspects of the business e.g. overseas offices, talent development structures, different
- branches, environmental matters

10 marks	<ul style="list-style-type: none"> • refers to 3 points in detail or 5 more briefly explained • explains how each is relevant and important • interrelationships clearly expressed between this information and the success of a job application
8–9 marks	<ul style="list-style-type: none"> • refers to 2 points in detail or 4 more briefly explained • states what each is • states that each is relevant and important • expresses that there is a relationship between this information and applying for jobs
6–7 marks	<ul style="list-style-type: none"> • refers to 1 point in detail or 3 more briefly explained • brief explanation of what each is • alludes to relevance/importance • states that there is an interrelationship between this information and job interviews, but without detail
4–5 marks	<ul style="list-style-type: none"> • briefly explains 3 points • mentions that they play a part in an interview • states that it could help get a job
2–3 marks	<ul style="list-style-type: none"> • states 2 points • mentions that they are something to do with an interview
1 mark	<ul style="list-style-type: none"> • states 1 point • without explanation or links

QUESTION 8

- **Is the internet an essential career management tool? Explain how you could use innovations like MySpace or Google—or any internet tool—in your career management.**
[10 marks]

10 marks	<ul style="list-style-type: none"> • must mention all 6 dot points below for full points • each should be explained clearly and in detail • links between vacancies, applying for them and job success must be drawn • personal career management referred to in regard to these points
8–9 marks	<ul style="list-style-type: none"> • 5 of 6 points discussed • some may lack complete detail • explain how vacancies, applications etc can be done on the net • mention that careers can be managed in this way, but not so much in reference to self
6–7 marks	<ul style="list-style-type: none"> • 4 of 6 points mentioned • some discussed in more detail than others • shows understanding of what an application and resume are, but not in as much detail as for higher marks • refers to managing jobs, but draws links to career management less clearly • without link to self
4–5 marks	<ul style="list-style-type: none"> • 3 of 6 points mentioned • outlined rather than explained in great detail • may focus on specific tool and not refer to management or vice versa
2–3 marks	<ul style="list-style-type: none"> • 2 of 6 points mentioned • a specific tool mentioned • may refer to what applications etc are with no link back to the importance of the internet
1 mark	<ul style="list-style-type: none"> • 1 of 6 mentioned • may explain briefly or just explain tool without drawing any links to career/management

- globalization today means that the internet is an essential tool
- job vacancies found on the net
- resumes and personal information available online—discuss how/where
- applications submitted online—discuss how/where
- mention specific tool with detail of what it involves and how it can help you to manage your career
- networking—across organisations, industries and professions

- **Explain how you think globalisation could alter workplaces into the 21st century and how this could impact on your future work options.**
[10 marks]

10 marks	<ul style="list-style-type: none"> • 5 points explained clearly and in detail • must interrelate globalisation—workplaces and personal future options • shows evidence of creativity based on current predictions
8–9 marks	<ul style="list-style-type: none"> • 4 points explained fully • shows links between globalisation, workplaces and personal options • limited evidence of creativity
6–7 marks	<ul style="list-style-type: none"> • 3 points explained • explains globalisation in workplaces • mentions personal options and makes a link
4–5 marks	<ul style="list-style-type: none"> • 2 points briefly explained • globalisation explained • personal options stated
2–3 marks	<ul style="list-style-type: none"> • 2 points stated • limited knowledge of globalisation/workplace concept • personal options not linked to globalisation
1 mark	<ul style="list-style-type: none"> • 1 stated • personal option stated

- define globalisation in economic terms with reference to supply of goods, services, resources, labour
- global communication—may refer to ordering, obtaining
- explain future work options and whether they are local, domestic, global
- propose ideas about the above which are based on evidence, but may be varied in nature

- **Austral is addressing its skills shortage using workers from other countries. Explain how you think using 457 workers could benefit Western Australia.**

[10 marks]

10 marks	<ul style="list-style-type: none"> • refers to 5 points and explains each clearly OR refers to at least 3 in extensive detail • clearly indicates type of benefit e.g. economic • links between solving current problem and long term good clearly drawn
8–9 marks	<ul style="list-style-type: none"> • refers to 4 points and explains each OR refers to at least 2 in extensive detail • explains benefits and states some long term links
6–7 marks	<ul style="list-style-type: none"> • refers to 3 points and explains each OR refers to at least 1 in detail • briefly outlines benefits without drawing relationships
4–5 marks	<ul style="list-style-type: none"> • refers to 2 points and explains each briefly • refers to benefits but sees them in isolation from each other
2–3 marks	<ul style="list-style-type: none"> • refers to 1 point and explains it • mentions a benefit
1 mark	<ul style="list-style-type: none"> • states 1 point • without explanation or links

- skilled workers mean the jobs will get done and the contract money will come into WA
- contracts will be completed on schedule so the business will prosper, hence economic benefits
- required skills will ensure quality of finished product—our global reputation will benefit and so more business may come to WA
- upskilling of current unqualified staff by qualified migrants
- Austral would not have to pay to train workers

- **What other strategies could Austral employ to solve its labour shortages in the long-term which could have a positive impact on local career development opportunities?**

[10 marks]

10 marks	<ul style="list-style-type: none"> • refers to 5 points and explains each clearly OR refers to at least 3 in extensive detail • clear interrelationship between solution and local career development established
8–9 marks	<ul style="list-style-type: none"> • refers to 4 points and explains each OR refers to at least 2 in extensive detail • explains link between solutions and local career benefits
6–7 marks	<ul style="list-style-type: none"> • refers to 3 points and explains each OR refers to at least 1 in detail • briefly outlines benefits but doesn't interrelate them
4–5 marks	<ul style="list-style-type: none"> • refers to 2 points and explains each briefly • refers to benefits but sees them in isolation from each other
2–3 marks	<ul style="list-style-type: none"> • refers to 1 point and explains it • mentions a benefit
1 mark	<ul style="list-style-type: none"> • states 1 point • no explanation or links

- provide increased number of traineeships/apprenticeships to train up local people
- recruit from schools offering scholarships
- talent recognition programs
- open days/publicity to generate interest in long term prospective employees
- government assistance to set up the above so money available to develop careers within the industry
- recruit from other industry areas—offer incentives
- examine transferable skills from other skilled workers on site—people could enter the company with a career plan in mind which may not be connected to their entry level

Overarching consideration:

Could benefit local career development opportunities **if** people were willing to take up the options.

DRAFT

Career and Enterprise Stage 2 Exam Scope and Sequence 2A		2B	
Career Management			
Self understanding and management			
<ul style="list-style-type: none"> self understanding and management strategies shape self –image, interactions with others and the ability to become independent 	1 2 3 4 6 L1 L2	<ul style="list-style-type: none"> self-understanding and management strategies change throughout life how the strategies drive changes in self-image and interactions with others decision-making processes about preferred independent futures 	1 2 3 4 6 L1 L2
Career Building			
<ul style="list-style-type: none"> use of current resources and work search techniques as career building tools identifying career competencies and personal attributes when making choices for a preferred future 	1 2 3 6 L1 L2	<ul style="list-style-type: none"> career pathways are generated by making choices informed by continually examining preferred futures ongoing examination of personal profiles and refinement of career competencies pathways are informed by current work search techniques, resources and labour market information 	1 2 3 6 L1 L2
Lifelong learning			
<ul style="list-style-type: none"> ongoing learning experiences that extend current personal and professional situations link between management of career development and learning opportunities 	1 2 3 4 6 L1 L2	<ul style="list-style-type: none"> management of long-term career development is informed by, and related to, career success access to learning opportunities and career options that challenge and extend current perceptions and assumptions 	1 2 3 4 6 L1 L2
Corporate Citizenship			
Workplace operations			
<ul style="list-style-type: none"> workplace operations are complex and based on effective communication systems use of technology and practices are guided by OSH regulations and industry standards 	4 5 6 L1	<ul style="list-style-type: none"> workplaces are a web of operations, which require efficient management of information and resources achieving national industry standards of quality and safety in a rapidly changing world 	2 4 5 6 L1 L2
Efficiency, productivity and sustainability			
<ul style="list-style-type: none"> interrelationships exist between individual efficiency, workplace productivity and sustainability industry and government standards and processes are also an interrelated factor 	3 4 5 6 L1 L2	<ul style="list-style-type: none"> relationship between personal efficiency and work satisfaction workplace productivity and sustainability may be evaluated by performance management processes data can be used to inform improvements 	2 4 5 6 L1 L2
Rights and responsibilities			
<ul style="list-style-type: none"> contractual rights and responsibilities of employees and employers conflict resolution processes are underpinned by legal, financial and ethical considerations conflict resolution processes are governed by statutory bodies and procedures 	2 4 5 L1	<ul style="list-style-type: none"> changing contractual rights and responsibilities of employers and employees, conflict resolution processes and alignment of these to changing legal, financial and ethical considerations statutory bodies and processes 	4 5 L1
Environmental influences and trends			
Organisation of workplaces			
<ul style="list-style-type: none"> organisational systems, structures and processes are multidimensional 	2 4	<ul style="list-style-type: none"> organisation of workplaces into systems, structures and processes 	2 4

<ul style="list-style-type: none"> • impacts on the roles, rights and responsibilities of employees • links between individual career development and workplace patterns and settings 	5 6 L1 L2	<ul style="list-style-type: none"> • specialised roles, rights and responsibilities of employees and how these influence work patterns and settings 	5 6 L1 L2
Globalisation			
<ul style="list-style-type: none"> • connections between global economies create a network of work patterns, settings and processes • opportunities and challenges for individual career development that connections provide 	6 L1 L2	<ul style="list-style-type: none"> • connections and interactivity between global economies • how globalisation influences the supply of goods, services and labour to meet the needs and functions of societies • implications of globalisation for workplace patterns, settings and processes and career 	6 L2
Constant change			
<ul style="list-style-type: none"> • changes driven by past cultural, social and technological agents • how these changes are reflected in modern-day work patterns, settings and processes • consequences of the changes for individual career development pathways 	2 4 5 6	<ul style="list-style-type: none"> • rates of change, driven by technology advances increase pressures for cultural and social changes • consequences for the nature of work patterns, settings and processes • consequences for career development planning and the community 	2 4 5 6 L2

DRAFT