

MARKING KEY

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EXAM MARKING KEY STAGE 3 EXAM

SECTION ONE: SHORT ANSWER

QUESTION 1 [13 marks]

- (a) **Select an employability skill and show how it has been demonstrated in 3 settings [6 marks]**

Description	Marks
<ul style="list-style-type: none"> • chooses 3 examples relevant to job/career stated • explains clearly how the skill was demonstrated in each setting 	6 marks
<ul style="list-style-type: none"> • chooses 2 examples relevant to job/career stated • explains how the skill was demonstrated in each setting 	4–5 marks
<ul style="list-style-type: none"> • states 1 example relevant to job/career stated • states how the skill was demonstrated in each setting 	2–3 marks
States 1 example without relevance to job/career stated	1 mark

- Employability skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning skills, leadership
- demonstration details must be relevant to employability skill and setting, but will differ for each student

- (b) **Skills chosen ½ mark each [1 mark]**

Explain why the skill is important in this job and give 2 other employability skills important to this job [6 marks]

Description	Marks
<ul style="list-style-type: none"> • explain clearly in detail links between skill and job chosen • explain two most relevant skills and clearly identify links between these and job chosen 	6 marks
<ul style="list-style-type: none"> • explain links between skill and chosen job • explain any two skills relevant to job chosen 	4–5 marks
<ul style="list-style-type: none"> • states that there is a link between skill and chosen job • states two skills relevant to job chosen 	3–2 marks
States skills with limited relevance and no links	1 mark

- skills must be related to job student has chosen

QUESTION 2

- (a) **Explain four things an applicant aims to achieve in an interview? [4 marks]**

Description	Marks
• state 4 points, explain them clearly and show links	4 marks
• state 3 points, explain and draw a link	3 marks
• state 2 points, briefly explain	2 marks
• state 1 point with little relevant explanation	1 mark

Students may present any of the following:

- main objective is to gain the job
- this is achieved by:
 - ‘selling themselves’ – promoting their abilities and skills
 - promoting personal attributes which would be of value to the organisation
 - display enthusiasm, positive attitude and appropriate manner

(b) In an interview, explain how an applicant can demonstrate a positive willing attitude in way they act or say things, not just the words? [4 marks]

Description	Marks
•state 4 points, explain them clearly and show links	4 marks
•state 3 points, explain and draw a link	3 marks
•state 2 points, briefly explain	2 marks
•state 1 point with little relevant explanation	1 mark

Students may present/include any of the following:

- eye contact when first meeting and firm handshake
- attentive manner
- considered responses
- avoid negative body language e.g. crossed legs, folded arms, averted eyes, slouching
- be alert and ask questions where relevant

QUESTION 3 [17 marks]

(a) Describe three (3) age-related workplace trends that are illustrated in the graph above? [6 marks]

Decision	Mark
3 trends related to age with clear explanation of how this was ascertained	6 marks
2 trends related to age with explanation of how the graph was read	4–5 marks
1 trend related to age explained but no reference to how the graph was read	2–3 marks
1 advantage/disadvantage stated without explanation	1 mark

Students may present any of the following

- dramatic drop in 20–29 age groups show by steep shift in curve
- levelling off in middle age group where curve flattens out and intersects the 2002 line
- large increase in workers staying on from 55–59 to 60+ shown by large gap between the lines
- general impression of shift of lines across the axes showing general trend to higher age of workers in the workforce
- workers retiring later

(b) Identify three (3) strategies an employer could put in place to remain competitive given the age demographics for the future? [3 marks]

Decision	Mark
•3 strategies explained in detail •links drawn between increasing age of workers and need to manage the situation	3 marks
•2 strategies explained in detail •increasing age of workforce mentioned	2 marks
1 strategy stated	1 mark

Students may present any of the following:

- ongoing training/upskilling within company so workers can see a career path/future advancement and don't want to change jobs
- ergonomic design to ensure no physical issues
- health plans
- incentives to motivate workers
- bonuses for years of service
- mixed age teams
- creative work conditions e.g. varied hours, working off site

(c)

(i) Identify the career management issues raised in the above cartoon [2 marks]

Decision	Marks
• identifies the issue and explains clearly	2 marks
• states a point made by the cartoon	1 mark

(ii) Explain two (2) other strategies, which you could employ to ensure your personal employability as you get older. [6 marks]

Decision	Mark
• 2 other strategies explained • all strategies linked back to personal employability	6 marks
• 2 other strategies mentioned • some linked back to personal employability	4–5 marks
• 1 other strategy mentioned • without links to personal employability	3–4 marks
• 1 strategy stated	2 marks
a fact stated	1 mark

Students may present/include any of the following:

CARTOON

- employees must keep up with constantly changing technology
- ongoing training/upskilling required

PERSONAL

- as for cartoon
- establish a network of support
- join professional associations
- have a career management plan with various options already in progress
- improve your ability to relate to all age groups

QUESTION 4

Analyse the extent to which the factors listed above will impact on a job/career you would like to pursue. If they do not impact on the job/career, explain why that is the case. [8 marks]

Decision	Mark
• explains 2 aspects of each of the workplace elements mentioned below • relates each to personal job/career	8 marks
• explains 2 aspects of 3 elements mentioned • relates these to job/career	6–7 marks
• explains 2 aspects of 2 elements mentioned • makes some links to personal job/career	4–5 marks
• states 1 aspect of 1 element • few links with personal job/career	2–3 marks
states some unrelated facts	1 mark

Students may include/present any of the following:

SHORTER CONTRACTUAL AGREEMENTS

- workplace agreements
- full time work being replaced with part-time, casual, contract, short-term
- makes workplaces less stable as people change jobs constantly

INDIVIDUALS IDENTIFY MORE WITH FELLOW WORKERS THAN THE COMPANY

- loyalty to a company no longer really exists
- this may be positive depending on the profession as it creates strength within the profession
- means boundaries previously holding employees in jobs no longer apply

NUMBER OF WOMEN INCREASING

- not the case in some industries, still very male dominated
- increasing number of women in trades and traditionally male dominated careers may be seen to destabilize or change the nature of the industry

AUTOMATION REPLACING JOBS AND REVEALING NEW ROLES

- boring, repetitive jobs may be replaced by machines
- positive if current workers retrained to handle management new roles
- aging workforce may struggle to keep up with new demands

QUESTION 5 [8 marks]

(a) Explain four (4) main elements of a management style which you feel would suit your future job/career direction. Why do you feel comfortable working in this style. [4 marks]

Decision	Mark
<ul style="list-style-type: none"> • explain 4 elements of preferred style in detail • interrelationship between management style, personal preferences and job/career direction clearly expressed in detail 	4 marks
<ul style="list-style-type: none"> • explain 4 elements of preferred style • links drawn between management style, personal preferences and job/career direction 	3 marks
<ul style="list-style-type: none"> • explain 3 elements of preferred style • mentions personal job/career 	2 marks
1 element stated but style not named	1 mark

- management styles could include laissez-faire, democratic or any style which they can explain adequately
- elements of the style must be key differentiators from other styles
- personal preferences will vary

(b) If you had the opportunity to gain a job in your desired future work/career option, would you consider working in a management style different from the one mentioned in part a? Explain your response. [4 marks]

Decision	Mark
<ul style="list-style-type: none"> • explain a number of considerations in detail • balanced view of considerations applying information to personal career choices • interrelationship between management style, personal preferences and job/career direction clearly expressed in detail 	4 marks
<ul style="list-style-type: none"> • explain a number of considerations • may show bias towards one set of considerations • links drawn between management style, personal preferences and job/career direction 	3 marks
<ul style="list-style-type: none"> • explains one or two considerations • lacks balanced consideration • mentions personal job/career 	2 marks
<ul style="list-style-type: none"> • one consideration stated • mentions personal opinion but no links or relevance 	1 mark

QUESTION 6 [14 marks]

(a) What does cartoon above suggest about the value/importance of workplaces reviewing processes and procedures constantly to maintain efficiency and production? [4 marks]

Description	Mark
<ul style="list-style-type: none"> ▪ explains 4 points ▪ refers to the situation depicted in the cartoon and links this to general management 	4 marks

<ul style="list-style-type: none"> ▪ explains 3 points ▪ states the situation depicted in the cartoon 	3 marks
<ul style="list-style-type: none"> ▪ states 2 points ▪ may not clearly understand the situation depicted 	2 marks
<ul style="list-style-type: none"> ▪ state 1 point with little relevant explanation 	1 mark

Students may include any of the following:

- the Leaning Tower of Pisa is a historical landmark famous for being poorly built
- it would be better if something was famous for its excellence/perfection than its faults
- if processes/procedures had been reviewed along the way, the faults could have been corrected before the problems became so severe
- efficiency relies on constantly evaluating processes/procedures and acting on what you find

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(c) Outline and explain two (2) processes/procedures which an employer could put in place to maintain efficiency and production. [4 marks]

Description	Mark
<ul style="list-style-type: none"> states 4 trends with sentence explanation OR 2 of the 4 trends mentioned with more detailed explanation 	4 marks
<ul style="list-style-type: none"> states 3 trends with some explanation OR 1 of the 3 trends stated with explanation 	2–3 marks
<ul style="list-style-type: none"> 1 trend stated 	1 mark

Students may include/present any of the following:

- performance management reviews conducted regularly
- the reviews have written reports and are actioned and followed up
- external reviewers brought in to undertake analysis
- organise workers into teams, each with a leader responsible for efficiency/productivity
- regular meetings to monitor progress
- bonuses for work finished early, or of a high standard
- penalties for work finished late or of an inferior standard

(c) Give an example of an organisation which uses creative and dynamic workplace practices to optimise efficiency, production, and profitability. Describe and explain the practices used. [6 marks]

Description	Marks
<ul style="list-style-type: none"> names an organisation explains in detail the practices used and what is creative about them links how these processes optimise efficiency and production 	6 marks
<ul style="list-style-type: none"> names an organisation explains practices use and mentions creativity states that the processes effect efficiency and production 	4–5 marks
<ul style="list-style-type: none"> mentions an organisation, but may not know name states some practices without mention of efficiency or production 	2–3 marks
<ul style="list-style-type: none"> 1 practice stated 	1 mark

Students may include/present any of the following:

- may use a number of organisations such as Microsoft, Nintendo as examples
- need to provide description of the organisation
- identify the practices which optimise efficiency, production and profitability

QUESTION 7 [16 marks]

(a) Identify three (3) lessons you could learn with regard to career management from Brendan's story. [6 marks]

Description	Marks
<ul style="list-style-type: none"> 3 strategies explained in detail links drawn between Brendan's story and personal management 	6 marks
<ul style="list-style-type: none"> 2 strategies explained in detail personal management mentioned 	4–5 marks
<ul style="list-style-type: none"> 1 strategy explained refers more to extract than self 	2–3 marks
<ul style="list-style-type: none"> 1 strategy stated 	1 mark

Students may include/present any of the following:

- basic training stands you in good stead for your future
- basic training can lead to other lateral career moves/ transferable skills
- take advantage of unforeseen circumstances when they occur
- opportunities may present themselves which you don't expect
- try to think laterally about yourself, your skills and what jobs are in demand

- (b) Give an example from your life of when you have handled failure, or an unexpected outcome, and how you managed the situation. What did you learn about yourself and your ability in handling these events? [6 marks]

Decision	Mark
<ul style="list-style-type: none"> •situation explained in detail •handling of the situation in detail •reflection on learning which took place should show understanding of the importance of being able to handle unexpected situations in your life 	6 marks
<ul style="list-style-type: none"> •situation explained •management of the situation explained •personal management mentioned but without further links drawn 	4–5 marks
<ul style="list-style-type: none"> •situation stated •some reference to attempts to manage situation •personal management omitted 	2–3 marks
parts of situation and management stated	1 mark

Students answers will show variety in:

- life examples
- unexpected events and management and the learning from these

- (d) What support mechanisms will you put into place in your future *career management* plan, to cope with unexpected eventualities? Explain [4 marks]

Description	Mark
<ul style="list-style-type: none"> •explains 4 mechanisms •shows understanding of importance of having plans for unexpected eventualities 	4 marks
<ul style="list-style-type: none"> •explains 3 mechanisms •states that they are necessary 	3 marks
<ul style="list-style-type: none"> •states 2 mechanisms •may not refer to necessity of a plan 	2 marks
•state 1 point with little relevant explanation	1 mark

Students may include/present any of the following:

- financial plan – savings, superannuation
- contract to ensure that you have legal right to recourse if employer fires you
- keep abreast of career options around you just in case you should need them
- mentors within the industry to advise you
- try to have a flexible attitude
- be prepared to retrain if needed

QUESTION 8 [16 marks]

- (a) To what extent are the workplaces of today environmentally aware? Discuss the role of environmental awareness in the workplace in the future. [8 marks]

Description	Mark
<ul style="list-style-type: none"> •clearly explains at least 4 aspects of environmental awareness in detail •shows understanding of importance of the role today •shows understanding of importance of the role in the future •creativity is an element of the answer 	8 marks
<ul style="list-style-type: none"> •explains at least 4 aspects of environmental awareness •refers to importance of the role today •refers to importance of the role in the future 	6-7 marks
<ul style="list-style-type: none"> •explains 3 aspects of environmental awareness •mentions that it is important today •mentions that it is important in the future 	4-5 marks

<ul style="list-style-type: none"> • states 2 aspects of environmental awareness • refers briefly to the future 	2-3 mark
<ul style="list-style-type: none"> • states an aspect of environmental awareness 	1 mark

Students may include understandings of:

- environment includes physical, human, resources
- environment should be comfortable, productive (e.g. not too hot or too cold, etc)
- ergonomics
- green house emissions
- can no longer work in isolation from these elements

(b) assess the value of 'virtual workplaces' [8 marks]

Description	Mark
<ul style="list-style-type: none"> • detailed explanation of at least 4 aspects • includes reference to both positive and negative aspects • assessment must be made and opinion justified • analysis and interpretation clearly evident in assessment 	8 marks
<ul style="list-style-type: none"> • explanation of 4 aspects • states positive and negative aspects • assessment made • analysis and interpretation evident 	6-7 marks
<ul style="list-style-type: none"> • states 3 aspects • may include imbalance of positive and negative points • attempt made at assessment 	4-5 marks
<ul style="list-style-type: none"> • states 2 aspects • no conclusive assessment stated 	2-3 marks
1 aspect stated no assessment	1 mark

Students may include/present any of the following:

- virtual workplace can mean many things
- most common definition refers to jobs where the workers do not come to a set workplace in the traditional sense

POSITIVE ASPECTS

- save money on buildings and infrastructure
- de-centralization
- resources wasted when businesses are closed
- traffic and transport money saving and time saved
- people can work from anywhere in the world
- physical disabilities can be overcome with special equipment at home

NEGATIVE ASPECTS

- disconnection of people – team work more complex
- monitoring of progress of workers essential for productivity
- communication must be orderly and available
- confidentiality

SECTION TWO: EXTENDED ANSWER

QUESTION 9

Write a script for a job interview. The interview will be for a job that you may seek when you make the transition from education/training to work.

Specific job you would be seeking _____

The interview script should contain:

- (a) **PREPARATION**
[10 marks]

Description	Mark
<ul style="list-style-type: none"> explains document and information preparation in detail explains personal preparation in detail explains logistics preparation in detail all 3 areas included for full marks 	10 marks
<ul style="list-style-type: none"> explains document and information preparation explains personal preparation explains logistics preparation all 3 areas referred to 	8–9 marks
<ul style="list-style-type: none"> describes document and information preparation describes personal preparation describes logistics preparation may focus more on 2 of 3 areas, but mentions all 	6–7 marks
<ul style="list-style-type: none"> states document and information preparation states personal preparation states logistics preparation 2 areas only referred to 	4–5 marks
<ul style="list-style-type: none"> mentions some document or information preparation mentions some personal preparation mentions some logistics preparation 1 area only referred to 	2–3 marks
<ul style="list-style-type: none"> 1 of 3 aspects only referred to with partial information 	1 mark

Students may include/present any of the following:

Document and information preparation

- career portfolio with resume and supporting certification/documents
- specific work samples/materials/portfolios
- internet research about the company, which could include:
 - 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

Personal preparation

- organise clothes, shoes, haircut, and other personal items
- lay out and iron the night before
- set alarm
- rehearse

Logistics

- double check time of interview and day and alarm
- transport to and from interview
- support e.g. take a friend/parent

**(b) THE INTERVIEW ITSELF. Questions and response
[10 marks]**

Description	Mark
<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 	10 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 	8–9 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 	6–7 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 • no links drawn between questions, answers and job 	4–5 marks
<ul style="list-style-type: none"> • one question provided • one question answered in detail • without evidence from portfolio 	2–3 marks
<ul style="list-style-type: none"> • one question provided • answered in little detail • irrelevant details included 	1 mark

Students may include/present any of the following:

- questions show progression from introductory ice-breakers, personal (family, interests), school,
- workplace experience. skills, aptitude for the job,
- organisation of questions important
- questions show that they understand what an employer would be looking for
- 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

(c) **NON-VERBAL [5 marks]**

Description	Mark
<ul style="list-style-type: none">refers to 5 aspects of non-verbal and body language must refer to bothexplains each in detailexplains in detail how each is relevant and importantinterrelationships clearly expressed between non-verbal/body language and a successful job interview in detail	5 marks
<ul style="list-style-type: none">refers to 4 aspects of non-verbal and body language must refer to bothexplains eachexplains that each is relevant and importantexpresses interrelationship between non-verbal/body language and job interviews	4 marks
<ul style="list-style-type: none">refers to 3 aspects of non-verbal and body language but may all be from one categorybrief explanation of eachmentions relevance/importancestates that there is an interrelationship between non-verbal/body language and a job interview, but without detail	3 marks
<ul style="list-style-type: none">states 2 aspects of non-verbal/body language from one category1 explained brieflymentions that they play a part in an interviewstates that it could help get a job	2 marks
<ul style="list-style-type: none">1 aspect of non-verbal/body language statedwithout explanation or links	1 mark

Students may include/present any of the following:

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

Question 10

'There are serious ethical and economic realities when developed countries use third world labour to maximise efficiency and productivity.'

Discuss this statement. In your response you need to consider:

- (a) **the viewpoint of both the countries outsourcing the work, and the less developed countries. [10 marks]**

Description	Mark
<ul style="list-style-type: none">must include 3 or more from ethical and 3 or more from economiceach should be explained clearly and in detailclear understanding of cultural differences and points of view should be expressed - response	10 marks
<ul style="list-style-type: none">includes 3 from ethical and 3 from economiceach explained clearlycultural differences discussed	8–9 marks
<ul style="list-style-type: none">includes 2 from ethical/economic and 3 from the otherbriefly explained	6–7 marks
<ul style="list-style-type: none">includes 2 from ethical and 2 from economic	4–5 marks
<ul style="list-style-type: none">includes 1 from ethical/economic and 1 from the other	2–3 marks
<ul style="list-style-type: none">states 1 of ethical or economicwithout explanation	1 mark

COUNTRIES OUTSOURCING WORK

ETHICAL

- meaning of ethical is moral or just
- one culture's definition of ethical may not match with another's
- 'the means justifies the end' may be the reasoning
- may feel they are contributing towards helping less developed countries

ECONOMIC

- developed countries have much higher labour costs than less developed countries
- developed countries may also have a more limited population size but production may require a higher number of workers
- education level of people in developed countries may mean they don't want to do what they might consider menial, repetitive or boring tasks
- profits will be much higher as the infrastructure is not required – buildings, machinery, equipment, furniture, etc – as well as cheaper labour
- management savings
- motives of management

- (b) Include reference to other ways of maximising profit in these times when there is an increasing emphasis on corporate and social responsibility**
[15 marks]

Description	Mark
<ul style="list-style-type: none"> • 7 points explained clearly and in detail • must show interrelationships and links • shows evidence of creativity based on current practice and predicted futures 	15 marks
<ul style="list-style-type: none"> • 6 points explained fully • shows links • less evidence of creativity but solid discussion and reference to technological change 	12–14 marks
<ul style="list-style-type: none"> • 5 points explained • explains that the options are complex but discusses links with less clarity • refers more to present and immediate future 	9–11 marks
<ul style="list-style-type: none"> • 4 points briefly explained • identifies some links • present mainly discussed 	6–8 marks
<ul style="list-style-type: none"> • 3 points stated • limited knowledge of detail • timeframes not discussed 	3–5 marks
<ul style="list-style-type: none"> • 2 points stated • limited explanation 	1–2 marks

- corporate responsibility (business/company, but also corporate meaning shared/group)
- social responsibility (public, shared or community) – different communities may have different values as far as working conditions, child labour, etc
- rapid changes in technology mean production processes can be used to replace human labour
- technology is expensive to develop, but reduces costs long term
- equipment is more reliable than human labour
- quality is constant with machinery but can vary with labour, especially if children are working or the working conditions are poor
- transporting resources to another country to be constructed and transporting finished products back again can be expensive and time consuming
- could continue to outsource, but improve the pay
- continue to outsource, but improve the conditions
- limit the age of workers in the less developed country
- management in a developed country is more efficient/productive

Career and Enterprise Stage 3 Exam Scope and Sequence 3A		3B		2B
CAREER MANAGEMENT				
Self-understanding and management	<ul style="list-style-type: none"> refinement of self-understanding and management strategies as a continual process response to predictable changes in work patterns and settings recognise these underpinning factors in the ability to self-promote and interact effectively with others to create opportunities for preferred independence. 	1 2 3 5 7 L1	<ul style="list-style-type: none"> continual evaluation of self-management strategies in response to unpredictable changes in work patterns and settings ability to capitalise on personal attributes and self-promote; interact confidently with others and make proactive decisions when risk-taking for preferred independent futures. 	1 2 3 5 7 L1
Career building	<ul style="list-style-type: none"> flexible career pathways are generated by adapting and using personal attributes and career competencies work search techniques and resources can be used to accommodate changing labour markets beyond the local environment. 	1 2 3 4 5 7 L1	<ul style="list-style-type: none"> creative scenarios for preferred futures in times of unpredictable changes in personal circumstances webs of flexible career pathways, built by adapting personal attributes, career competencies and learning experiences building scenarios/pathways with reference to trends in predicted global use of resources and labour. 	1 2 3 4 5 7 L1
Lifelong Learning	<ul style="list-style-type: none"> management of long-term career development is supported by continual personal growth professional development learning opportunities ensure that skills and knowledge are up-to-date. 	1 2 3 4 5 7 L1	<ul style="list-style-type: none"> flexible management of career development plans and strategies taking advantage of unpredictable circumstances characteristic of a changing world continual engagement in up-to-date, challenging, personal and professional learning opportunities. 	1 3 4 5 7 L1
CORPORATE CITIZENSHIP				
Workplace Operations	<ul style="list-style-type: none"> complex workplaces support operations through management and operational practices these practices use information communication technologies and resources effectively compliance with local, national and international industry standards of quality and safety. 	3 4 5 6 8 L2	<ul style="list-style-type: none"> operations in enterprising and innovative workplaces respond to global pressures management and operational practices that are supported by cutting edge information communication technologies development of innovative standards of quality and safety. 	4 5 6 8 L2
Efficiency, productivity and sustainability	<ul style="list-style-type: none"> management theories and models are able to inform and support processes and procedures these processes and procedures lead to efficient, productive, sustainable and satisfying workplaces resulting opportunities for career development beyond a local environment. 	3 4 5 6 8 L2	<ul style="list-style-type: none"> management of change processes involved in innovative workplace reforms maintaining satisfying workplaces and opportunities for career development fostering efficiency, sustainability, productivity and international competitiveness. 	3 4 5 6 7 8 L2
Rights and responsibilities	<ul style="list-style-type: none"> protection of contractual rights and responsibilities of employers and employees management of global changes through state and national legal, financial and ethical processes and practices. 	4 6 8 L2	<ul style="list-style-type: none"> uncertainty of contractual rights and responsibilities of employers and employees in unpredictable futures management through socially just, legal, financial and ethical processes and practices. 	4 6 L2
ENVIRONMENTAL INFLUENCES AND TRENDS				
Organisation of workplaces	<ul style="list-style-type: none"> systemic and structural reforms change workplace culture these are related to international market competitiveness and government imperatives the need to maintain a flexible and responsive labour force, capable of meeting demands beyond the local market. 	3 4 6 8 L2	<ul style="list-style-type: none"> how organisational restructuring is embedded in the culture of modern workplace systems, structures and processes restructuring is a dynamic iterative process integral to remaining internationally competitive in a global market. 	3 4 6 8 L2
Globalisation	<ul style="list-style-type: none"> globalisation of world economies creates competitive relationships in the marketplace driven by a culture of continuous improvement system of internationally recognised benchmarks challenges and opportunities posed for corporations, individuals and work environments. 	6 8 L2	<ul style="list-style-type: none"> the increasing trend towards integration of national economies through the activities of multinational corporations social justice, financial and cultural implications for the dynamic relationships that exist between members of the global community. 	8 L2
Constant change	<ul style="list-style-type: none"> societal, cultural and technological demands drive changes at different rates imbalances in individual and workplace relations and circumstances consequences for individuals, communities and nations. 	3 4 5 6 8 L2	<ul style="list-style-type: none"> different rates of change associated with predicted changes in, and demands of, society, culture and technology implications for the nature of work and the network of interactions between individuals, local, national and global communities. 	3 4 5 6 8 L2