



Year 10 Curriculum Mapping

Linking the Learning Tasks to the:

- [Australian Blueprint for Career Development - Career Management Competencies](#)
- [Australian Curriculum \(v9.0\)](#)
- [Victorian Curriculum \(v2.0\)](#)
- [New South Wales Curriculum](#)

Year 10 Curriculum Mapping: Linking the Learning Tasks to the ABCD Career Management Competencies			Personal Management				Learning and Work Exploration				Career Building			
Section	Themes	Learning Tasks	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
Learning Area A: Know yourself	Getting to Know You - Building Self-Awareness Through Attitudes and Behaviours - Understanding the Impact of Stress on Mood and Behaviour	Learning Task 1: About You	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 2: Exploring Behaviours and Attitudes	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 3: What Affects My Mood?	☒	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 4: Case Study - Harrison's Response to Stress	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐
	Change is Constant - Understanding What We Can and Can't Control - Growth Mindset and Expanding Your Circle of Control - Skills for Managing Change	Learning Task 5: Changing Perspectives	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 6: Timeline of Me - Past, Present & Future	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 7: Circles of Control	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 8: Reflecting on Circles of Control	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 9: Responding to Change	☐	☐	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 10: Case Study - Lucy's Changing Career and Life Goals	☐	☐	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐

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Learning Area A: Know yourself	Being a Good Communicator - Difficult Conversations - Communication Styles	Learning Activity 11: Reflecting on Difficult Conversations	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 12: Identifying Different Communication Styles	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 13: Role Play - Navigating Difficult Conversations	☒	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 14: Difficult Conversations Reflection	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Extension Activity: Communicating with Confidence - Creating a Resource for Younger Students	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐
Learning Area B: Know about and understand the world of work and the need to continue learning throughout life	Career Exploration - Work Experience - Identifying Work Experience Opportunities - Volunteering	Learning Task 1: Case Study Harper's Work Experience at a Law Firm	☐	☐	☐	☐	☒	☒	☒	☐	☐	☒	☐	☒
		Learning Task 2: Exploring Your Work Experience Options	☐	☐	☐	☐	☐	☒	☐	☐	☒	☐	☐	☒
		Learning Task 3: Volunteering Organisations	☐	☐	☐	☐	☒	☒	☒	☐	☒	☒	☒	☐
		Extension Activities: Create a Presentation/ Create a 'Volunteers Wanted' Video/ Role Playing Activity/ Interview a Volunteer	☐	☐	☐	☐	☒	☒	☒	☐	☒	☒	☒	☐

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Learning Area B: Know about and understand the world of work and the need to continue learning throughout life	Making Decisions About Your Future - Gathering Information - Understanding Qualifications and Entry Requirements - Thinking About the Future - Considering studying overseas?	Learning Task 4: Finding Out What Interests You	☐	☐	☐	☐	☒	☒	☐	☐	☐	☒	☐	☒
		Learning Task 5: Exploring the AQF	☐	☐	☐	☐	☒	☒	☐	☐	☐	☒	☐	☒
		Learning Task 6: Getting Qualified	☐	☐	☐	☐	☒	☒	☐	☐	☐	☒	☐	☒
		Learning Task 7: What Does it Cost?	☐	☐	☐	☐	☒	☒	☐	☐	☐	☒	☐	☒
		Extension Activity: Exploring Overseas Options	☐	☐	☐	☐	☒	☒	☐	☐	☐	☒	☐	☒
		Learning Task 8: Case Study - Nikau's Subject Choices	☐	☐	☐	☐	☐	☒	☒	☒	☐	☐	☐	☐
		Learning task 9: Subject Selection Career Action Plan	☐	☐	☐	☐	☒	☒	☐	☐	☐	☒	☐	☒

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Learning Area B: Know about and understand the world of work and the need to continue learning throughout life	Exploring Workplace Issues • Discrimination in the Workplace • When Can Workplace Discrimination Happen? • The Importance of Reasonable Workplace Adjustments • Can Discrimination Be Lawful?	Learning Task 10: Exploring Discrimination	☐	☒	☐	☐	☐	☐	☒	☒	☐	☐	☐	☐
		Learning Task 11: What is Workplace Discrimination?	☐	☒	☐	☐	☐	☐	☒	☒	☐	☐	☐	☐
		Learning Task 12: Is It Discrimination?	☐	☒	☐	☐	☐	☐	☒	☒	☐	☐	☐	☐
		Learning Task 13: Case Study - Ivy's New Job	☐	☒	☐	☒	☐	☐	☒	☒	☐	☐	☐	☐
		Learning Task 14: Discrimination in Job Ads	☐	☒	☐	☐	☐	☐	☒	☒	☐	☐	☐	☐
		Extension Activity: Workplace Discrimination Awareness Campaign Task	☐	☒	☐	☒	☐	☐	☒	☒	☐	☐	☐	☐

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Learning Area C: Have the knowledge, skills, and attitudes to effectively manage life, learning and work roles, decisions and transitions	Social Media and Your Future Career - Understanding Your Digital Footprint - Social Media and the Workplace - Personal Branding and Showcasing Your Strengths Online - Why Might Employers Use Introduction Videos and Phone Screenings?	Learning Task 1: My digital footprint audit	☐	☐	☐	☐	☐	☐	☐	☐	☒	☒	☐	☒
		Learning Task 2: Digital Footprints and Privacy	☐	☐	☐	☐	☐	☐	☐	☐	☒	☒	☐	☒
		Learning Task 3: Exploring the Consequences of Social Media at Work	☐	☐	☐	☐	☐	☐	☒	☐	☒	☒	☐	☒
		Extension Activity: Write Your Own Workplace Social Media Policy	☐	☐	☐	☐	☐	☐	☒	☐	☒	☒	☐	☒
		Learning Task 4: Creating A Brand	☒	☐	☐	☐	☐	☐	☒	☐	☒	☐	☐	☒
		Learning Task 5: Key Elements of a Personal Brand	☒	☐	☐	☐	☐	☐	☒	☐	☒	☐	☐	☒
		Learning Task 6: Create Your Personal Brand Introduction Video	☒	☐	☐	☐	☐	☐	☒	☐	☒	☐	☐	☒
	Exploring Employment Trends in Your State or Territory What Employers Are Looking For?	Learning Task 7: State Snapshot	☐	☐	☐	☐	☐	☒	☒	☐	☒	☒	☐	☐
		Learning Task 8: Researching the Labour Market in Your State	☐	☐	☐	☐	☐	☒	☒	☐	☒	☒	☐	☐
		Learning Task 9: Case Study - Relocating for Work and Career Opportunities	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☒	☒
		Learning Task 10: Planning for Your Future	☐	☐	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒

Year 10 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
Economics and Business (Year 10)	Knowledge and Understanding AC9HE10K01 - How and why the economic indicators influence economic decision-making - identifying examples of economic indicators, such as economic growth rates, unemployment trends, inflation rates or sustainability indexes - identifying an example of an economic indicator, such as employment statistics, and explaining how it influences government economic decision-making; for example, by providing support for new apprenticeships and training places
	Skills <i>Questioning and Researching</i> AC9HE10S02 - Locate, select and analyse information and data from a range of sources - locating online sources using contextually specific terms (for example, "global markets") or criteria (for example, using specific key words to find "case studies related to trade agreements") - selecting and analysing economic information and data for relevance by asking questions such as "How will information and data help answer the inquiry question?" - selecting and analysing economic information and data for reliability by asking questions such as "How and when was the data collected?", "Who collected the data?" and "For what purpose was the data collected?"

Year 10 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
Economics and Business (Year 10) (Cont.)	Skills <i>Interpreting and Analysing</i> AC9HE10S03 • Interpret information and data, explaining economic and business issues, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts ◦ interpreting information to explain the nature, extent and importance of the economic and business issue; for example, the relationship between standards of living, infant mortality and access to health services ◦ analysing the causes and effects of an economic issue on individuals or businesses; for example, the reasons for and implications of government intervention in the economy to improve living standards ◦ analysing trends to make predictions about who will be affected and how; for example, trends in productivity and implications for businesses

Year 10 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
Health and Physical Education (Year 9 and 10)	Personal, social and community health <i>Identities and Change</i> AC9HP10P01 - Analyse factors that shape identities and evaluate how individuals influence the identities of others - evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences - analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing AC9HP10P02 - Refine, evaluate and adapt strategies for managing changes and transitions - practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans - assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions - rehearsing strategies to respectfully assert their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others <i>Interacting with Others</i> AC9HP10P06 - Evaluate emotional responses in different situations to refine strategies for managing emotions - proposing strategies for managing emotional responses and resolving conflict in a family, school or social situation, or online environment - reflecting on the possible consequences of not recognising their own or others' emotions in a range of challenging situations, including responses to rejection, failure, harassment and violence

Year 10 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
General Capabilities: Personal and Social Capabilities (Level 6: Years 9 - 10)	Self-awareness <i>Personal Awareness</i> - Devise personally appropriate strategies to achieve growth. <i>Emotional Awareness</i> - Reflect on their emotional responses to different situations. <i>Reflective Practice</i> - Evaluate goals set for their own personal, social and cognitive development, reflecting on feedback.
	Self-management <i>Goal Setting</i> - Adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness. <i>Emotional Regulation</i> - Regulate emotions in a range of contexts, evaluating and refining their own self-management strategies. <i>Perseverance and Adaptability</i> - Devise, evaluate and adapt strategies to engage with unexpected or challenging situations.
	Social Awareness <i>Community Awareness</i> Evaluate ways of contributing to communities at local, regional, national and global levels.

Year 10 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
General Capabilities: Personal and Social Capabilities (Level 6: Years 9 - 10)	Social Management <i>Communication</i> - Devise strategies that apply effective verbal and non-verbal communication in response to feedback. <i>Collaboration</i> - Devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members. <i>Leadership</i> - Propose, implement and evaluate strategies to address needs at local, regional, national or global levels. <i>Decision-making</i> - Develop and apply criteria to evaluate the outcomes of individual and group decisions. <i>Conflict Resolution</i> - Generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts.

Year 10 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
General Capabilities: Critical and Creative Thinking (Level 6: Years 9 - 10)	Inquiry <i>Identify, process and evaluate information</i> Identify and clarify significant information and opinion from a range of sources, including visual information and digital sources.
	Generating <i>Create possibilities</i> - Create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations. <i>Consider alternatives</i> - Consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change. <i>Put ideas into action</i> - Put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations.
	Analysing <i>Draw conclusions and provide reasons</i> - Draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations. <i>Evaluate actions and outcomes</i> - Evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions.

Year 10 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
General Capabilities: Critical and Creative Thinking (Level 6: Years 9 - 10) <i>(Cont.)</i>	Reflecting <i>Thinking about thinking (metacognition)</i> - Reflect on the thinking and processes used when completing activities and drawing conclusions. - Identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback. <i>Transfer knowledge</i> - Identify, plan and justify opportunities to transfer knowledge into new contexts.
General Capabilities: Digital Literacy (Level 6: Years 9 - 10)	Investigating <i>Locate information</i> Locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria.
	Creating and exchanging <i>Create, communicate and collaborate</i> Select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups.
	Managing and Operating <i>Select and operate tools</i> - Select and operate advanced and emerging digital tools confidently. - Troubleshoot common problems systematically and seek to improve efficiency by developing new skills.

Year 10 Curriculum Mapping:

Linking the Learning Tasks to the Victorian Curriculum (v2.0)

Learning Area	Content Description
Humanities: Business and Economics (Levels 9 and 10)	Knowledge and understanding <i>Work</i> VC2HE10K07 The role of trade unions and employer groups in a workplace
	Skills <i>Investigating</i> VC2HE10S01 - Develop and modify questions suitable for investigation of contemporary economic, business, work or financial issues. VC2HE10S02 - Locate, select and organise relevant data and information from a range of sources. <i>Interpreting and analysing data and information</i> VC2HE10S03 - Evaluate and use data and information to address economic, business, work or financial issues through recognition of trends and cause-and-effect relationships. VC2HE10S04 - Draw logical conclusions based on data and information from verified sources. <i>Evaluating, concluding and decision-making</i> VC2HE10S06 - Evaluate sources of data and information to determine authenticity and validity <i>Communicating</i> VC2HE10S07 - Explain and present arguments about economics and business concepts and issues using subject-specific terminology, with reference to sources

Year 10 Curriculum Mapping:

Linking the Learning Tasks to the Victorian Curriculum (v2.0)

Learning Area	Content Description
Health and Physical Education (Levels 9 and 10)	Personal, Social and Community Health – Health Education <i>Identities and change</i> • VC2HP10P01 ◦ Evaluate factors that shape identities and evaluate how individuals influence the identities of others. • VC2HP10P02 ◦ Refine, evaluate and adapt strategies for managing changes and transitions <i>Interacting with others</i> • VC2HP10P05 ◦ Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities • VC2HP10P06 ◦ Evaluate emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeing.
Capabilities: Critical and Creative Thinking (Levels 9 and 10)	Questions and Possibilities • VC2CC10Q03 ◦ Strategies for generating new ideas and possibilities including identifying links and patterns across multiple information sources and perspectives Metacognition • VC2CC10M01 ◦ Ways to select, monitor and adapt general and context-specific learning strategies. • VC2CC10M02 ◦ The importance of critical analysis of thinking processes in different contexts, including for problem-solving, considering factors such as cognitive biases. • VC2CC10M03 ◦ The development and adaptation of criteria for evaluating the viability and sustainability of proposed solutions in different contexts.

Year 10 Curriculum Mapping:

Linking the Learning Tasks to the Victorian Curriculum (v2.0)

Learning Area	Content Description
Capabilities: Personal and Social Capability (Levels 9 and 10)	Self-awareness and Management <i>Emotional awareness and management</i> • VC2CP10S01 ◦ Ways to analyse and evaluate emotional complexity in different contexts and from different perspectives. • VC2CP10S02 ◦ When and how to identify and use help-seeking and other productive coping strategies suited to different contexts; strategies for providing peer support, peer referral and empathetic communication in different contexts. <i>Self-efficacy and sense of purpose</i> • VC2CP10S03 ◦ Strategies for reflecting on, using and further developing personal strengths to support themselves and others in challenging contexts; strategies for connecting personal strengths and interests to plan for the future. • VC2CP10S04 ◦ How to identify and adapt strategies for improving confidence, adaptability and perseverance in response to challenges in different contexts, considering personal and social enablers and barriers. • VC2CP10S05 ◦ The significance of individual responsibility and adaptability in decision-making when completing challenging tasks and planning for the future.

Year 10 Curriculum Mapping:

Linking the Learning Tasks to the New South Wales Curriculum

Learning Area	Content Description
Human Society and its Environment (HSIE): Work Education (Stage 5)	Knowledge and understanding <i>The world of work</i> • WE5-1 ◦ Analyses employment trends and changes in the nature of work. • WE5-2 ◦ Analyses current workplace issues and their implications. <i>Roles of individuals and diverse organisations within the local and Australian community</i> • WE5-3 ◦ Examines the roles of diverse organisations in the Australian community. <i>The role of education, employment and training in planning and managing transitions.</i> • WE5-5 ◦ Explains the roles of education, employment and training organisations. • WE5-6 ◦ Assesses personal goals, attributes and values in the context of education, training and employment.
	Skills <i>Skills related to workplace contexts, entrepreneurship and managing transitions</i> • WE5-7 ◦ Explains skills, attributes and entrepreneurial behaviours in a range of contexts • WE5-8 ◦ assesses options for career development and managing transitions <i>Research and communication skills that relate to the world of work</i> • WE5-9 ◦ Selects and analyses relevant information from a variety of sources. • WE5-10 ◦ Selects and uses appropriate forms to communicate information about the world of work for different audiences.

Year 10 Curriculum Mapping:

Linking the Learning Tasks to the New South Wales Curriculum

Learning Area	Content Description
Human Society and its Environment (HSIE): Work Education (Stage 4) (cont.)	Core Study topics: • Core 1: What is Work? • Core 2: Transitions and Wellbeing • Core 4: Technology in the Workplace • Core 5: Workplace Safety • Core 6: Workplace Rights and Responsibilities
	Options: • Option 1: Exploring Post-school Pathways • Option 2: Managing Transitions • Option 3: Workplace Environments • Option 5: Preparing for the Workplace • Option 7: Workplace Issues