



# Year 9 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 9 Curriculum Mapping:<br>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:<br><br>Know yourself                                                               | <b>Understanding Yourself</b><br><br>• Strengths, Values, and Influences<br>• Self-concept                                                                                                  | Learning Task 1: Self-Reflection                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>      | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                     |                                                                                                                                                                                             | Learning Task 2: My Values                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>      | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                     |                                                                                                                                                                                             | Learning Task 3: Strengths Snapshot                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>      | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                     |                                                                                                                                                                                             | Learning Task 4: Making Career Connections                               | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>      | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                     | <b>Making Important Decisions</b><br><br>• External Influences on Our Decision<br>• Evaluating Advice and Influences<br>• Evaluating Options and Making Decisions: Using the IDEAL Strategy | Learning Task 5: Making Decisions About the Future                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>      | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                     |                                                                                                                                                                                             | Learning Task 6: Who (or What) is Influencing You?                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>      | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                     |                                                                                                                                                                                             | Learning Task 7: Career Advice or Misconceptions?                        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>      | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                     |                                                                                                                                                                                             | Learning Task 8: Case Study - Grace's Changing Interests                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                     |                                                                                                                                                                                             | Extension Activity: Exploring Changing Career Interests and Pathways     | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>      | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                     |                                                                                                                                                                                             | Learning Task 9: Applying the IDEAL Strategy to Your Own Decision-Making | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Year 9 Curriculum Mapping:<br>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                                 |
| <b>Learning Area B:</b><br><br>Know about and understand the world of work and the need to continue learning throughout life | <b>Entering the Workforce for the First Time</b> <ul style="list-style-type: none"> <li>• Are You Job Ready?</li> <li>• How Do You Find Job Opportunities?</li> <li>• Getting Qualified</li> </ul> | Learning Task 1: Exploring the Benefits and Challenges of Getting Your First Job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                              |                                                                                                                                                                                                    | Learning Task 2: First Jobs - What Are the Facts?                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                              |                                                                                                                                                                                                    | Learning Task 3: What Skills Do You Already Have? What Might You Still Need?     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|                                                                                                                              |                                                                                                                                                                                                    | Learning Task 4: Sorting Out the Logistics                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                              |                                                                                                                                                                                                    | Learning Task 5: Identifying Opportunities                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                              |                                                                                                                                                                                                    | Extension Activity: Create a Local Job Directory                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                              |                                                                                                                                                                                                    | Learning Task 6: Training and Qualifications                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                              |                                                                                                                                                                                                    | Learning Task 7: Job Readiness Reflection                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

| Year 9 Curriculum Mapping:<br>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                      |
| <b>Learning Area B:</b><br><br>Know about and understand the world of work and the need to continue learning throughout life | <b>Fairness in the workplace</b> <ul style="list-style-type: none"> <li>Show Me the Money!</li> <li>Wage Theft and Young Workers</li> </ul> | Learning Task 8: Is It Fair?                                                  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                              |                                                                                                                                             | Learning Task 9: Fair Pay and Entitlements                                    | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                              |                                                                                                                                             | Learning Task 10: Fair Pay Scenarios                                          | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                              |                                                                                                                                             | Learning Task 11: Understanding Wage Theft                                    | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                              |                                                                                                                                             | Learning Task 12: Fishbowl Debate                                             | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                              |                                                                                                                                             | Learning Task 13: Reflecting on Fairness in the Workplace                     | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                              | <b>Exploring Your Local Area</b> <ul style="list-style-type: none"> <li>The Local Job Market and Building Stronger Communities</li> </ul>   | Learning Task 14: Exploring the Local Job Market and Support Services         | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                              |                                                                                                                                             | Learning Task 15: Changes Over Time                                           | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                              |                                                                                                                                             | Learning Task 16: Using Labour Market Information                             | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                              |                                                                                                                                             | Learning Task 17: Seek, Think, Wonder                                         | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                              |                                                                                                                                             | Extension Activity Option 1: Exploring Local Education and Training Providers | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                              |                                                                                                                                             | Extension Activity Option 2: Create a Regional Employment Pitch               | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Year 9 Curriculum Mapping:<br>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                      |
| <b>Learning Area C:</b><br><br>Have the knowledge, skills, and attitudes to effectively manage life, learning and work roles, decisions and transitions | <b>Being Job Ready</b> <ul style="list-style-type: none"> <li>• Making a great First Impression</li> <li>• Why Do I Need a Resume?</li> <li>• Why Words Matter on Your Resume</li> <li>• Why Do I Need a Cover Letter?</li> <li>• Getting Ready to Apply</li> <li>• Getting a Job Interview</li> <li>• Understanding Job Interview Questions</li> <li>• Bouncing Back and Moving Forward</li> <li>• When the Job Isn't What You Expected</li> </ul> | Learning Task 1: An Employer's Perspective                      | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning Task 2: Finding Suitable Candidates                    | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning Task 3: My Job Match                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning Task 4: What Makes a Resumé Effective?                 | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning Task 5: Making Stronger Statements                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning Task 6: What Makes a Cover Letter Effective?           | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Extension Activity: Preparing a Resumé and Cover Letter         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning Task 7: Case Study - Hannah's Job Interview Experience | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning Task 8: Responding to Interview Questions              | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning Task 9: Responding to Scenario-based Questions         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Year 9 Curriculum Mapping:<br>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                                 |
| <b>Learning Area C:</b><br><br>Have the knowledge, skills, and attitudes to effectively manage life, learning and work roles, decisions and transitions | <b>Being Job Ready</b>           | Learning Task 10: Interview Role Play Practice              | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                                                         |                                  | Extension Activity: Interview Preparation Guide             | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                                                         |                                  | Learning Task 11: Reasons for Unsuccessful Job Applications | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|                                                                                                                                                         |                                  | Learning Task 12: Dealing with Rejection                    | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|                                                                                                                                                         |                                  | Extension Activity: Role Play                               | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|                                                                                                                                                         |                                  | Learning Task 13: Case Study - Tyson's Disappointment       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|                                                                                                                                                         | <b>Thinking About the Future</b> | Learning Task 14: Exploring Future Possibilities            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|                                                                                                                                                         |                                  | Learning Task 15: Creating a Future Plan                    | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

## Year 9 Curriculum Mapping:

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

| Learning Area         | Content Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Economics<br>(Year 9) | <p><b>Skills</b></p> <p><i>Questioning and researching</i></p> <p><b>AC9HE9S01</b></p> <ul style="list-style-type: none"> <li>Develop and modify questions to investigate a contemporary economic and business issue <ul style="list-style-type: none"> <li>developing questions to investigate a complex issue, such as "How do participants in the global economy interact?" and "Why does international trade benefit Australian society?"</li> <li>developing and modifying questions to improve the focus of an investigation, using economic and business concepts and terms such as, "How can consumers protect themselves from risk?" and "How do businesses create and maintain a competitive advantage?"</li> </ul> </li> </ul> <p><b>AC9HE9S02</b></p> <ul style="list-style-type: none"> <li>Locate, select and analyse information and data from a range of sources <ul style="list-style-type: none"> <li>locating online sources using contextually specific terms (for example, "global markets") or criteria (for example, find "case studies related to trade between Australia and Asia")</li> <li>selecting and analysing information and data for relevance by asking questions such as "How will the data or information help answer this economic or business question?" or "How will the data or information inform a response to an economic or business issue?"</li> <li>selecting and analysing information and data for reliability by asking questions such as "How and when was it collected?", "Who collected the data?" and "For what purpose was the data collected?"</li> <li>selecting and presenting data in appropriate formats using specialised digital tools and processes; for example, a table and graph showing the composition and direction of trade between Australia and Asia</li> </ul> </li> </ul> |

## Year 9 Curriculum Mapping:

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

| Learning Area                                                     | Content Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Economics</b><br/><b>(Year 9)</b></p> <p><i>(cont.)</i></p> | <p><i>Communicating</i></p> <p><b>AC9HE9S05</b></p> <ul style="list-style-type: none"> <li>• Create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings <ul style="list-style-type: none"> <li>◦ developing a response to an issue that orients the audience; for example, peers or representatives of businesses, to the issue using relevant economic and business terms and concepts such as "interdependence," "trade," "comparative advantage," "competitive advantage," "globalisation," "supply chain," "financial risks and rewards," "return on investment," "debt," "savings buffer," "scams," "financial landscape," "corporate social responsibility," "financial planning" and "insurance"</li> <li>◦ explaining decisions and conclusions related to an economic or business issue supported by representations of relevant data; for example, visual displays, a graphic organiser or tables and graphs, and research in a range of formats such as explanations, procedures or reports</li> <li>◦ presenting a reasoned argument in relation to an economic or business issue, applying tone appropriate to the purpose; for example, using an authoritative tone when explaining trends in data to an audience such as peers or representatives of a business</li> </ul> </li> </ul> |

## Year 9 Curriculum Mapping:

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

| Learning Area                                                    | Content Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>Health and Physical Education<br/>(Years 9 and 10)</b></p> | <p><b>Personal, Social and Community Health</b></p> <p><i>Identities and Change</i></p> <p><b>AC9HP10P01</b></p> <ul style="list-style-type: none"> <li>Analyse factors that shape identities and evaluate how individuals influence the identities of others <ul style="list-style-type: none"> <li>evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences</li> <li>analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing</li> </ul> </li> </ul> <p><b>AC9HP10P02</b></p> <ul style="list-style-type: none"> <li>Refine, evaluate and adapt strategies for managing changes and transitions <ul style="list-style-type: none"> <li>practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans</li> <li>assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions</li> <li>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</li> </ul> </li> </ul> <p><i>Interacting with others</i></p> <p><b>AC9HP10P06</b></p> <ul style="list-style-type: none"> <li>Evaluate emotional responses in different situations to refine strategies for managing emotions <ul style="list-style-type: none"> <li>proposing strategies for managing emotional responses and resolving conflict in a family, school or social situation, or online environment</li> <li>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</li> </ul> </li> </ul> |

## Year 9 Curriculum Mapping:

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

| Learning Area                                                                     | Content Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| General Capabilities: Personal and Social Capabilities<br>(Level 6: Years 9 - 10) | <b>Self-Awareness</b> <ul style="list-style-type: none"> <li>• <i>Personal awareness</i> <ul style="list-style-type: none"> <li>◦ Devise personally appropriate strategies to achieve growth.</li> </ul> </li> <li>• <i>Emotional awareness</i> <ul style="list-style-type: none"> <li>◦ Reflect on their emotional responses to different situations.</li> </ul> </li> <li>• <i>Reflective practice</i> <ul style="list-style-type: none"> <li>◦ Evaluate goals set for their own personal, social and cognitive development, reflecting on feedback.</li> </ul> </li> </ul>                                                                        |
|                                                                                   | <b>Self-Management</b> <ul style="list-style-type: none"> <li>• <i>Goal setting</i> <ul style="list-style-type: none"> <li>◦ Adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness.</li> </ul> </li> <li>• <i>Emotional regulation</i> <ul style="list-style-type: none"> <li>◦ Regulate emotions in a range of contexts, evaluating and refining their own self-management strategies.</li> </ul> </li> <li>• <i>Perseverance and adaptability</i> <ul style="list-style-type: none"> <li>◦ Devise, evaluate and adapt strategies to engage with unexpected or challenging situations.</li> </ul> </li> </ul> |

## Year 9 Curriculum Mapping:

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

| Learning Area                                                                                            | Content Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>General Capabilities: Personal and Social Capabilities<br/>(Level 6: Years 9 - 10)</b><br><br>(cont.) | <b>Social Awareness</b> <ul style="list-style-type: none"> <li>• <i>Community Awareness</i> <ul style="list-style-type: none"> <li>◦ Evaluate ways of contributing to communities at local, regional, national and global levels.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                          | <b>Social management</b> <ul style="list-style-type: none"> <li>• <i>Communication</i> <ul style="list-style-type: none"> <li>◦ Devise strategies that apply effective verbal and non-verbal communication in response to feedback.</li> </ul> </li> <li>• <i>Collaboration</i> <ul style="list-style-type: none"> <li>◦ Devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members.</li> </ul> </li> <li>• <i>Leadership</i> <ul style="list-style-type: none"> <li>◦ Propose, implement and evaluate strategies to address needs at local, regional, national or global levels.</li> </ul> </li> <li>• <i>Decision-making</i> <ul style="list-style-type: none"> <li>◦ Develop and apply criteria to evaluate the outcomes of individual and group decisions.</li> </ul> </li> <li>• <i>Conflict Resolution</i> <ul style="list-style-type: none"> <li>◦ Generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts.</li> </ul> </li> </ul> |

## Year 9 Curriculum Mapping:

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

| Learning Area                                                                           | Content Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>General Capabilities: Critical and Creative Thinking<br/>(Level 6: Years 9 - 10)</b> | <b>Inquiry</b> <ul style="list-style-type: none"> <li>• <i>Identify, process and evaluate information</i> <ul style="list-style-type: none"> <li>◦ Identify and clarify significant information and opinion from a range of sources, including visual information and digital sources.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                         | <b>Generating</b> <ul style="list-style-type: none"> <li>• <i>Create possibilities</i> <ul style="list-style-type: none"> <li>◦ Create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations.</li> </ul> </li> <li>• <i>Consider alternatives</i> <ul style="list-style-type: none"> <li>◦ Consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change.</li> </ul> </li> <li>• <i>Put ideas into action</i> <ul style="list-style-type: none"> <li>◦ Put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations.</li> </ul> </li> </ul> |
|                                                                                         | <b>Analysing</b> <ul style="list-style-type: none"> <li>• <i>Draw conclusions and provide reasons</i> <ul style="list-style-type: none"> <li>◦ Draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations.</li> </ul> </li> <li>• <i>Evaluate actions and outcomes</i> <ul style="list-style-type: none"> <li>◦ 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.</li> </ul> </li> </ul>                                                                                                                                            |

## Year 9 Curriculum Mapping:

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

| Learning Area                                                                                                 | Content Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>General Capabilities: Critical and Creative Thinking<br/>(Level 6: Years 9 - 10)</b><br><br><i>(cont.)</i> | <b>Reflecting</b> <ul style="list-style-type: none"> <li>• <i>Thinking about thinking (metacognition)</i> <ul style="list-style-type: none"> <li>◦ Reflect on the thinking and processes used when completing activities and drawing conclusions.</li> <li>◦ Identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback.</li> </ul> </li> <li>• <i>Transfer knowledge</i> <ul style="list-style-type: none"> <li>◦ Identify, plan and justify opportunities to transfer knowledge into new contexts.</li> </ul> </li> </ul> |
| <b>General Capabilities: Digital Literacy<br/>(Level 6: Years 9 - 10)</b>                                     | <b>Investigating</b> <ul style="list-style-type: none"> <li>• <i>Locate information</i> <ul style="list-style-type: none"> <li>◦ Locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                             |
|                                                                                                               | <b>Creating and exchanging</b> <ul style="list-style-type: none"> <li>• <i>Create, communicate and collaborate</i> <ul style="list-style-type: none"> <li>◦ Select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                |
|                                                                                                               | <b>Managing and Operating</b> <ul style="list-style-type: none"> <li>• <i>Select and operate tools</i> <ul style="list-style-type: none"> <li>◦ Select and operate advanced and emerging digital tools confidently.</li> <li>◦ Troubleshoot common problems systematically and seek to improve efficiency by developing new skills.</li> </ul> </li> </ul>                                                                                                                                                                                                                                  |

## Year 9 Curriculum Mapping:

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

| Learning Area                                                   | Content Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Humanities: Business and Economics<br/>(Levels 9 and 10)</b> | <b>Knowledge and understanding</b><br><br><i>Work</i><br><b>VC2HE10K07</b> <ul style="list-style-type: none"> <li>The role of trade unions and employer groups in a workplace</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                 | <b>Skills</b><br><br><i>Investigating</i> <ul style="list-style-type: none"> <li><b>VC2HE10S01</b> <ul style="list-style-type: none"> <li>Develop and modify questions suitable for investigation of contemporary economic, business, work or financial issues.</li> </ul> </li> <li><b>VC2HE10S02</b> <ul style="list-style-type: none"> <li>Locate, select, organise and analyse relevant information from a range of sources.</li> </ul> </li> </ul> <i>Interpreting and analysing data and information</i> <ul style="list-style-type: none"> <li><b>VC2HE10S03</b> <ul style="list-style-type: none"> <li>Evaluate and use data and information to address economic, business, work or financial issues through recognition of trends and cause-and-effect relationships.</li> </ul> </li> <li><b>VC2HE10S04</b> <ul style="list-style-type: none"> <li>Draw logical conclusions based on data and information from verified sources.</li> </ul> </li> </ul> <i>Evaluating, concluding and decision-making</i> <ul style="list-style-type: none"> <li><b>VC2HE10S06</b> <ul style="list-style-type: none"> <li>Evaluate sources of data and information to determine authenticity and validity</li> </ul> </li> </ul> <i>Communicating</i> <ul style="list-style-type: none"> <li><b>VC2HE10S07</b> <ul style="list-style-type: none"> <li>Explain and present arguments about economics and business concepts and issues using subject-specific terminology, with reference to sources</li> </ul> </li> </ul> |

## Year 9 Curriculum Mapping:

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

| Learning Area                                                     | Content Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Health and Physical Education<br>(Levels 9 and 10)                | <p><b>Personal, Social and Community Health – Health Education</b></p> <p><i>Identities and change</i></p> <ul style="list-style-type: none"> <li>• <b>VC2HP10P01</b> <ul style="list-style-type: none"> <li>◦ Evaluate factors that shape identities and evaluate how individuals influence the identities of others.</li> </ul> </li> </ul> <p><i>Interacting with others</i></p> <ul style="list-style-type: none"> <li>• <b>VC2HP10P06</b> <ul style="list-style-type: none"> <li>◦ Evaluate emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeing.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |
| Capabilities: Critical and Creative Thinking<br>(Levels 9 and 10) | <p><b>Questions and Possibilities</b></p> <ul style="list-style-type: none"> <li>• <b>VC2CC10Q03</b> <ul style="list-style-type: none"> <li>◦ Strategies for generating new ideas and possibilities including identifying links and patterns across multiple information sources and perspectives</li> </ul> </li> </ul> <p><b>Metacognition</b></p> <ul style="list-style-type: none"> <li>• <b>VC2CC10M01</b> <ul style="list-style-type: none"> <li>◦ Ways to select, monitor and adapt general and context-specific learning strategies.</li> </ul> </li> <li>• <b>VC2CC10M02</b> <ul style="list-style-type: none"> <li>◦ The importance of critical analysis of thinking processes in different contexts, including for problem-solving, considering factors such as cognitive biases.</li> </ul> </li> <li>• <b>VC2CC10M03</b> <ul style="list-style-type: none"> <li>◦ The development and adaptation of criteria for evaluating the viability and sustainability of proposed solutions in different contexts.</li> </ul> </li> </ul> |

## Year 9 Curriculum Mapping:

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

| Learning Area                                                             | Content Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Capabilities: Personal and Social Capability<br/>(Levels 9 and 10)</b> | <p><b>Self-awareness and Management</b></p> <p><i>Emotional awareness and management</i></p> <ul style="list-style-type: none"><li>• <b>VC2CP10S01</b><ul style="list-style-type: none"><li>◦ Ways to analyse and evaluate emotional complexity in different contexts and from different perspectives.</li></ul></li><li>• <b>VC2CP10S02</b><ul style="list-style-type: none"><li>◦ 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.</li></ul></li></ul> <p><i>Self-efficacy and sense of purpose</i></p> <ul style="list-style-type: none"><li>• <b>VC2CP10S03</b><ul style="list-style-type: none"><li>◦ 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.</li></ul></li><li>• <b>VC2CP10S04</b><ul style="list-style-type: none"><li>◦ 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.</li></ul></li><li>• <b>VC2CP10S05</b><ul style="list-style-type: none"><li>◦ The significance of individual responsibility and adaptability in decision-making when completing challenging tasks and planning for the future.</li></ul></li></ul> |

## Year 9 Curriculum Mapping:

### Linking the Learning Tasks to the New South Wales Curriculum

| Learning Area                                                                 | Content Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Human Society and its Environment (HSIE):<br/>Work Education (Stage 5)</b> | <p><b>Knowledge and understanding</b></p> <p><i>The world of work</i></p> <ul style="list-style-type: none"> <li>• <b>WE5-1</b> <ul style="list-style-type: none"> <li>◦ Analyses employment trends and changes in the nature of work.</li> </ul> </li> <li>• <b>WE5-2</b> <ul style="list-style-type: none"> <li>◦ Analyses current workplace issues and their implications.</li> </ul> </li> </ul> <p><i>Roles of individuals and diverse organisations within the local and Australian community</i></p> <ul style="list-style-type: none"> <li>• <b>WE5-3</b> <ul style="list-style-type: none"> <li>◦ Examines the roles of diverse organisations in the Australian community.</li> </ul> </li> </ul> <p><i>The role of education, employment and training in planning and managing transitions.</i></p> <ul style="list-style-type: none"> <li>• <b>WE5-5</b> <ul style="list-style-type: none"> <li>◦ Explains the roles of education, employment and training organisations.</li> </ul> </li> <li>• <b>WE5-6</b> <ul style="list-style-type: none"> <li>◦ Assesses personal goals, attributes and values in the context of education, training and employment.</li> </ul> </li> </ul> |
|                                                                               | <p><b>Skills</b></p> <p><i>Skills related to workplace contexts, entrepreneurship and managing transitions</i></p> <ul style="list-style-type: none"> <li>• <b>WE5-7</b> <ul style="list-style-type: none"> <li>◦ Explains skills, attributes and entrepreneurial behaviours in a range of contexts</li> </ul> </li> <li>• <b>WE5-8</b> <ul style="list-style-type: none"> <li>◦ assesses options for career development and managing transitions</li> </ul> </li> </ul> <p><i>Research and communication skills that relate to the world of work</i></p> <ul style="list-style-type: none"> <li>• <b>WE5-9</b> <ul style="list-style-type: none"> <li>◦ Selects and analyses relevant information from a variety of sources.</li> </ul> </li> <li>• <b>WE5-10</b> <ul style="list-style-type: none"> <li>◦ Selects and uses appropriate forms to communicate information about the world of work for different audiences.</li> </ul> </li> </ul>                                                                                                                                                                                                                                             |

## Year 9 Curriculum Mapping:

Linking the Learning Tasks to the New South Wales Curriculum

| Learning Area                                                                                | Content Description                                                                                                                                                                                                                                                                                                                               |
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| <b>Human Society and its Environment (HSIE):<br/>Work Education (Stage 5)</b><br><br>(cont.) | <b>Core Study topics:</b> <ul style="list-style-type: none"><li>• Core 1: What is Work?</li><li>• Core 2: Transitions and Wellbeing</li><li>• Core 6: Workplace Rights and Responsibilities</li></ul>                                                                                                                                             |
|                                                                                              | <b>Options:</b> <ul style="list-style-type: none"><li>• Option 1: Exploring Post-school Pathways</li><li>• Option 2: Managing Transitions</li><li>• Option 3: Workplace Environments</li><li>• Option 4: Enterprise and Entrepreneurial Behaviours</li><li>• Option 5: Preparing for the Workplace</li><li>• Option 7: Workplace Issues</li></ul> |