

# WORK RELATED SKILLS Applied Vocational Booklet

## VPC 1&2

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### VPC Units 1&2: From 2023

- ⇒ Literacy VPC 1&2 : Coursebook & Applied Vocational Booklet
- ⇒ Numeracy VPC 1&2: Coursebook & Skills Development Portfolio
- ⇒ Personal Development VPC 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VPC 1&2: Coursebook & Applied Vocational Booklet

### VCE: VM Units 1&2: From 2023

- ⇒ Literacy VM 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Numeracy VM 1&2: Coursebook & Skills Development Portfolio
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- ⇒ Numeracy VM 3&4: Coursebook & Skills Development Portfolio
- ⇒ Personal Development VM 3&4: Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VM 3&4: Coursebook & Applied Vocational Booklet

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	Done?	Date
1 Local Businesses	<input type="checkbox"/>	<input type="text"/>
2 Common Occupations	<input type="checkbox"/>	<input type="text"/>
3 Local Retailers	<input type="checkbox"/>	<input type="text"/>
4 Different Workplaces	<input type="checkbox"/>	<input type="text"/>
5 Have I Changed?	<input type="checkbox"/>	<input type="text"/>
6 Personal Values	<input type="checkbox"/>	<input type="text"/>
7 Employability Skills	<input type="checkbox"/>	<input type="text"/>
8 Emotional Intelligence	<input type="checkbox"/>	<input type="text"/>
9 Interpersonal Skills	<input type="checkbox"/>	<input type="text"/>
10 Industry-Specific Skills	<input type="checkbox"/>	<input type="text"/>
11 Technical Skills	<input type="checkbox"/>	<input type="text"/>
12 What Do I Bring?	<input type="checkbox"/>	<input type="text"/>
13 Employment Status	<input type="checkbox"/>	<input type="text"/>
14 Employment Histories	<input type="checkbox"/>	<input type="text"/>
15 Labour Force	<input type="checkbox"/>	<input type="text"/>
16 My Entry-Level Skills and Attributes	<input type="checkbox"/>	<input type="text"/>
17 Australian Apprenticeships	<input type="checkbox"/>	<input type="text"/>
18- My VET Skills	<input type="checkbox"/>	<input type="text"/>
19 My VET Skills	<input type="checkbox"/>	<input type="text"/>
20- Workplace Safety Responsibilities	<input type="checkbox"/>	<input type="text"/>
21 Workplace Safety Responsibilities	<input type="checkbox"/>	<input type="text"/>
22- Pay and Work Conditions	<input type="checkbox"/>	<input type="text"/>
23 Pay and Work Conditions	<input type="checkbox"/>	<input type="text"/>
24 What I Want from Working	<input type="checkbox"/>	<input type="text"/>
25 Employable Me	<input type="checkbox"/>	<input type="text"/>
26 Workplaces, Me and Industry	<input type="checkbox"/>	<input type="text"/>
27 Technical Skills Infographic	<input type="checkbox"/>	<input type="text"/>

	Done?	Date
28 Putting My Best Foot Forward	<input type="checkbox"/>	<input type="text"/>
29 Showing What I Can Do	<input type="checkbox"/>	<input type="text"/>
30 It's a Long Way to the Top	<input type="checkbox"/>	<input type="text"/>
31 They're Looking for Someone Who...	<input type="checkbox"/>	<input type="text"/>
32 Am I There Yet?	<input type="checkbox"/>	<input type="text"/>
33 Building My Network	<input type="checkbox"/>	<input type="text"/>
34 What About Me?	<input type="checkbox"/>	<input type="text"/>
35 Me in Teams	<input type="checkbox"/>	<input type="text"/>
36 Collaboration in Action	<input type="checkbox"/>	<input type="text"/>
37 Dealing with Others in Action	<input type="checkbox"/>	<input type="text"/>
38 Managing Time in Action	<input type="checkbox"/>	<input type="text"/>
39 Managing Time in Action	<input type="checkbox"/>	<input type="text"/>
40 Delegation in Action	<input type="checkbox"/>	<input type="text"/>
41 Achieving Goals In Action	<input type="checkbox"/>	<input type="text"/>
42 Reporting Information in Action	<input type="checkbox"/>	<input type="text"/>
43 Workplace Learning - Timesheet	<input type="checkbox"/>	<input type="text"/>
44 Workplace Learning: Daily Journal	<input type="checkbox"/>	<input type="text"/>
45 Workplace Learning: Daily Journal	<input type="checkbox"/>	<input type="text"/>
46 Workplace Learning: Daily Journal	<input type="checkbox"/>	<input type="text"/>
47 Workplace Learning: Daily Journal	<input type="checkbox"/>	<input type="text"/>
48 Workplace Learning: Daily Journal	<input type="checkbox"/>	<input type="text"/>
49 Workplace Learning: Daily Journal	<input type="checkbox"/>	<input type="text"/>
50 Evaluation - My Work-Related Skills	<input type="checkbox"/>	<input type="text"/>
51 Evaluation - My Specific Skills	<input type="checkbox"/>	<input type="text"/>
52 I Know Better Now	<input type="checkbox"/>	<input type="text"/>
53 My Work-Related Development	<input type="checkbox"/>	<input type="text"/>
54 Review and Reflection	<input type="checkbox"/>	<input type="text"/>

COMPLETE  
PREVIEW  
SAMPLE

1. List 15 organisations or workplaces that are a part of your local area. Outline what they do. Classify them by their industry.
2. Are they commercial businesses or not-for-profits?

Organisations/workplaces	Industry	Commercial/NFP?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

COMPLETE  
PREVIEW  
SAMPLE

3. Would you like to work for any of these? Why so?

## 2 Common Occupations

- Here are the 20 most common occupations in Australia (as at Aug '22). Have a go at ranking them in order from most employees to the least.
- Estimate what you think to be the number of workers for each.
- Which industry do you think each job is more likely to be a part of?

- |                                                           |                                                   |                                                     |
|-----------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Accountants                      | <input type="checkbox"/> Electricians             | <input type="checkbox"/> Secondary school teachers  |
| <input type="checkbox"/> Advertising, PR & sales managers | <input type="checkbox"/> General clerks           | <input type="checkbox"/> Software & app programmers |
| <input type="checkbox"/> Aged and disabled carers         | <input type="checkbox"/> General sales assistants | <input type="checkbox"/> Storepersons               |
| <input type="checkbox"/> Checkout operators/cashiers      | <input type="checkbox"/> Kitchenhands             | <input type="checkbox"/> Truck drivers              |
| <input type="checkbox"/> Child-carers                     | <input type="checkbox"/> Office managers          | <input type="checkbox"/> Waiters (not gendered)     |
| <input type="checkbox"/> Commercial cleaners              | <input type="checkbox"/> Primary school teachers  |                                                     |
|                                                           | <input type="checkbox"/> Receptionists            |                                                     |
|                                                           | <input type="checkbox"/> Registered nurses        |                                                     |
|                                                           | <input type="checkbox"/> Retail managers          |                                                     |

Source: ABS, Labour Force, Detailed, National Skills Commission seasonally adjusted August 2022.

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.

4. Research current statistics to find out the 'rank' and number of employees for each occupation. Try: <https://labourmarketinsights.gov.au/>



1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.

## Local Retailers 3

Almost 1 in every 10 workers in Australia is employed in the Retail Trade industry. And about 1/3 of all retail workers are aged 15-24.

- 1. List retailers in your local area. What do they sell? Are they a large, medium or small business, and/or part of a retail chain?

Local retailers	Type of retail	Size/chain?

**COMPLETE  
PREVIEW  
SAMPLE**

- 2. Identify a retailer that employs a lot of young workers. What type of jobs do these young workers do and when do they work? How did they get these jobs?

## 4 Different Workplaces

1. Identify 3 people you know who work in **retail** workplaces. What is their job and who do they work for?

1	2	3
---	---	---

2. Identify 3 people you know who work in **office** workplaces. What is their job and who do they work for?

1	2	3
---	---	---

3. Identify 3 people you know who work in **teaching** and **training** workplaces. What is their job and who do they work for?

1	2	3
---	---	---

4. Identify 3 people you know who work in **health, medical** and **care** workplaces. What is their job and who do they work for?

1	2	3
---	---	---

5. Identify 3 people you know who work in **hospitality** workplaces. What is their job and who do they work for?

1	2	3
---	---	---

6. Identify 3 people you know who work in **manufacturing** or **industrial** workplaces. What is their job and who do they work for?

1	2	3
---	---	---

7. Identify 3 people you know who work in **transport** or **outdoors**. What is their job and who do they work for?

1	2	3
---	---	---

8. Identify 3 people you know who work in **other** types of workplaces. What is their job and who do they work for?

1	2	3
---	---	---

9. What about you? What type of workplace would you like to work in and why?

1. Have a think back to when you were in **Grade 2** at primary school. What 'jobs' did you want to have when you grew up? Why was that?

Back in Grade 2...	
Back then I wanted to be:	Because:

2. Have a think back to when you were in **Grade 6**. What 'jobs' did you want to have when you grew up? Why was that?

Back in Grade 6...	
Back then I wanted to be:	Because:

3. Have a think back to when you were in **Year 10**. What 'jobs' did you want to have when you grew up? Why was that?

Back in Year 10...	
Back then I wanted to be:	Because:

4. Now think about **right now**, today. What 'job(s)' do you want to have when you finish school? Why is that? So what is the same, and why? What has changed, and why?

5. What about **10 years in the future**? What might be the same, and what might have changed? Why might that be?

## 6 Personal Values

Personal values are an important factor in why people choose to do the jobs they do and what they expect to get from their career choices.

1. Interview 5 different workers and find out the values that they expect to get from working. Ask them how long they have been working in this job role.
2. Also ask them if their current job delivers on these personal values for them, and why or why not?

Worker // Job // How long?	Values they expect to get from working.	Does their job deliver these personal values? Why/why not?
Worker in their teens.		
Worker in their 20s.		
Worker in their 30s.		
Worker in their 40s.		
Worker 50+.		

**COMPLETE  
PREVIEW  
SAMPLE**



Think about your preferred occupation as part of your future career pathway.

1. List 5 of the most important job roles and responsibilities.
2. Describe how you would be expected to demonstrate a range of employability skills in day-to-day work roles for that occupation. Make sure you cover all 8 skills.

<input type="checkbox"/> communication	<input type="checkbox"/> learning	<input type="checkbox"/> self-awareness
<input type="checkbox"/> initiative and enterprise skills	<input type="checkbox"/> planning and organising	<input type="checkbox"/> teamwork
	<input type="checkbox"/> problem-solving	<input type="checkbox"/> using technology

Occupation:		
Job role	Employability skill 1	Employability skill 2
	<b>ES1:</b>  ⇒	<b>ES2:</b>  ⇒
	<b>ES1:</b>  ⇒	<b>ES2:</b>  ⇒
	<b>ES1:</b>  ⇒	<b>ES2:</b>  ⇒
	<b>ES1:</b>  ⇒	<b>ES2:</b>  ⇒
	<b>ES1:</b>  ⇒	<b>ES2:</b>  ⇒

COMPLETE  
PREVIEW  
SAMPLE

## 8 Emotional Intelligence

As you know from PDS, interpersonal skills rely on having well-developed emotional intelligence. And some jobs, especially workers dealing with people, require applied emotional intelligence for nearly all their job tasks.

Give examples of how these types of workers will apply emotional intelligence in their day-to-day job roles. Add 1 more emotional intelligence skill.

Emotional intelligence	Police officer	Personal trainer	Vet nurse	Tradie (domestic)
Communication				
Empathy				
Patience				
Intuition				
Flexibility				
Initiative				
Motivation				
Trustworthiness				
Self-confidence				
Responsibility				
Teamwork				

**COMPLETE  
PREVIEW  
SAMPLE**

Working is often about dealing with other people - customers, clients, managers, colleagues, volunteers and so on. But sometimes issues and conflict can occur.

1. How could you apply positive interpersonal skills to handle these work-related situations that you might have to deal with in different work settings?

Today you are paired with a new co-worker who is 25 years older than you. <p style="text-align: center;"><b>Working with others</b></p>	You have to help a vision-impaired person choose an outfit for a wedding (as a guest). <p style="text-align: center;"><b>Communicating effectively</b></p>
A customer in the lunchtime queue is loudly repeating, "C'mon, hurry up." <p style="text-align: center;"><b>Conflict resolution</b></p>	The internet goes down in the burger shop and you can only process sales manually. <p style="text-align: center;"><b>Problem-solving</b></p>
You have a bunch of coffee orders still to do but your boss asks you to clean up a spill. <p style="text-align: center;"><b>Self-management</b></p>	A co-worker is off with COVID and you have to cover all the tables. <p style="text-align: center;"><b>Being resilient</b></p>

COMPLETE  
PREVIEW  
SAMPLE

2. Interview an experienced worker or manager and get their advice about how to apply interpersonal skills to day-to-day workplace issues that might occur.

<b>Interviewee:</b>	<b>Role:</b>
<b>Working with others:</b>	<b>Communicating effectively 1:</b>
<b>Communicating effectively 2:</b>	<b>Communicating effectively 3:</b>
<b>Self-management:</b>	<b>Your choice:</b>

## 10 Industry-Specific Skills

When you work, you are employed in an occupational role within an industry. This means that you have to develop and demonstrate industry-specific skills on an ongoing basis.

1. Reflect on work experience or work placement that you have undertaken. Identify the occupation, the industry and the job roles you performed.
2. Describe how you demonstrated industry-specific skills in these job roles. How did you learn these skills?

Occupation:		Industry:
Job roles	Industry-specific skill	How did I learn this?

**COMPLETE  
PREVIEW  
SAMPLE**

3. How could you transfer any of these skills to a totally different industry?

1. Reflect on your experience of work tasks as a worker and as a customer/client. Describe a job and job task in which a worker would need to demonstrate this technical skill. Do you need to have this skill? Add 2 more related to you.

Combining ingredients and inputs.	Assembling components and equipment.
Safely using hand tools, implements and equipment.	Safely using powered tools, equipment and machinery.
Identifying sequences, patterns and systems.	Designing, creating and making items and products.
Using analogue measuring tools.	Using digital measuring devices.
Using digital communication devices.	Following product specifications and safety guidelines.
Applying physical skills and manual dexterity to tasks.	Applying eye-hand coordination to tasks.

2. Source or create 3 images of these technical skills in action in work-related situations that you are, or have been, involved in.

## 12 What Do I Bring?

1. Have a think about the varied skills and competencies that you have developed in these different settings. Describe how these could be applied to an occupation in an industry in which you are interested.

Occupation:		Industry:	
From my Literacy studies.	From my Numeracy studies.		
⇒	⇒		
⇒	⇒		
⇒	⇒		
From my Personal Development Skills studies.	From my hobbies, interests and other activities.		
⇒	⇒		
⇒	⇒		
⇒	⇒		

2. Interview a manager/supervisor related to your occupation. Ask them the type of skills a young worker should 'bring' and apply to their job from these settings.

Person:		Occupation:	
Literacy skills	Numeracy skills		
⇒	⇒		
⇒	⇒		
⇒	⇒		
Personal Development Skills	Skills from hobbies, interests and other.		
⇒	⇒		
⇒	⇒		
⇒	⇒		

1. Interview people you know who are 'employed' under each of these different workplace arrangements (job status). Fill in the table based on their responses.

Employment status	Occupation	Usual work hours	What they like about their job	What they dislike about their job
full-time				
full-time				
full-time				
part-time				
casual				
casual				
(sub) contractor				
owner/operator				

COMPLETE  
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SAMPLE

2. Think about an industry that you are interested in. Give examples of the types of occupations that might commonly involve these different job statuses.

Industry:				
full-time	part-time	casual	(sub) contractor	owner/operator

## 14 Employment Histories

1. Interview 3 different workers and find out about each person's work history. Complete the table to summarise the information.
2. What advice do they have for you about that job?

Worker in their teens or 20s.					
Their jobs	How long in that job role?	How did they get that job?	What did they enjoy about that job?	What did they not enjoy about that job?	Advice for you about that job.

Worker in their 30s or 40s.					
Their jobs	How long in that job role?	How did they get that job?	What did they enjoy about that job?	What did they not enjoy about that job?	Advice for you about that job.

Worker aged 50+.					
Their jobs	How long in that job role?	How did they get that job?	What did they enjoy about that job?	What did they not enjoy about that job?	Advice for you about that job.



As you know, when it comes to the labour force, people may either be employed, unemployed or neither employed nor unemployed (not in the labour force). For each of these people state their correct labour force status, giving the reasons for your choice. (Remember just because someone is not employed, it doesn't mean they are unemployed!)

<p><b>Ahn, 18</b> Is doing an apprenticeship as a hairdresser/barber.</p>	<p><b>Bil, 21</b> Is not working but is out there every day looking for a job.</p>	<p><b>Cen, 21</b> Left school at 15 and has never had a job, so he doesn't bother now.</p>
<p><b>Dot</b> Is retired but does a lot of babysitting of her grandchildren.</p>	<p><b>Ell</b> Is doing her VPC and works at Hungry Jacks as a casual.</p>	<p><b>Fie</b> Is doing Year 12 but her parents want her to focus only on her studies.</p>
<p><b>Gac, 14</b> Helps out regularly in the family milk bar.</p>	<p><b>33</b> Is married to a barber and doesn't need to work.</p>	<p><b>Irm, 39</b> Has a serious medical condition and is unable to work.</p>
<p><b>Jai, 29</b> Is a stay-at-home parent but volunteers at the local foodbank.</p>	<p><b>Kay, 25</b> Is an online content creator (i.e. brand influencer).</p>	<p><b>Lin, 15</b> Helps her father on weekends in his concreting business.</p>
<p><b>Maz, 17</b> Is completing their VM and is doing a part-time ASbA.</p>	<p><b>Nan, 52</b> Runs her own business as a cat sitter.</p>	<p><b>Ole, 66</b> Drives old people in his town to appointments. They give him home-grown vegetables.</p>

## 16 My Entry-Level Skills and Attributes

It is very true that employers are looking for young workers with skills and qualifications. However, many employers, especially owners of smaller businesses, are looking for the right person to fit their 'team'. So it is important that you can communicate your generic personal skills and attributes to a potential employer.

Answer each of these questions from a potential employer honestly. Then describe an example of evidence that proves your response.

1. What could I always rely on you to do?

--	--	--

2. What can I trust you with?

--	--	--

3. What work tasks would you do, even if you didn't like doing them?

--	--	--

4. What extra expertise could you bring that I might not have?

--	--	--

5. How could I help you grow as a person?

--	--	--

6. If you were me, why should I employ you?

--	--	--

COMPLETE  
PREVIEW  
SAMPLE

Choose an industry in which you are interested.

1. Find out key information about Australian Apprenticeships available for different entry-level occupations in that industry. (Don't forget traineeships & ASbAs).

Industry:			
Occupation	Australian Apprenticeship Qualification	Duration	Other information
e.g. Jockey	Certificate IV in Racing (Apprentice Jockey)	4 years	Jockey's must be licensed and meet minimum age.

2. Interview a current Australian Apprenticeship (ASA) holder about these questions, and add others that are relevant to the particular occupation and industry.

Interviewee:		Date:	
Occupation	Qualification	Employer	Duration & stage
Pay rates	Allowances	Off-the-job training	On-the-job training
Main tasks			
What they like:		What they dislike:	
other:		other:	

## 18 My VET Skills

Gaining entry-level qualifications through your VET course will give you a boost into the labour market.

But sometimes younger job-seekers focus too much on getting to the end point, the qualification. They forget about the reasons for doing the qualification - all the employability skills, industry-specific skills, technical skills and work-related competencies they develop.

So it's time to do an audit of the skills you are developing through your VET course. Presenting these on your résumé, or communicating these in an application or interview, will really help you. You should also do another audit later in the year.

Use: <https://training.gov.au/home/TGA>



My VET course:		
Core unit	Core unit	Core unit
Elements	Elements	Elements
Key performance criteria	Key performance criteria	Key performance criteria
Key knowledge evidence	Key knowledge evidence	Key knowledge evidence
Key assessment conditions	Key assessment conditions	Key assessment conditions

Core unit	Core unit	Core unit
Elements	Elements	Elements
Key performance criteria	Key performance criteria	Key performance criteria
Key knowledge evidence	Key knowledge evidence	Key knowledge evidence
Key assessment conditions	Key assessment conditions	Key assessment conditions

Elective unit	Elective unit	Elective unit
Elements	Elements	Elements
Key performance criteria	Key performance criteria	Key performance criteria
Key knowledge evidence	Key knowledge evidence	Key knowledge evidence
Key assessment conditions	Key assessment conditions	Key assessment conditions

**COMPLETE  
PREVIEW  
SAMPLE**

## 20 Workplace Safety Responsibilities

The right to a safe workplace as part of OH&S/WH&S is always a shared responsibility by workers, managers, employers and other relevant work-related stakeholders.

1. Reflect on an industry in which you are interested. What are the key workplace safety hazards and issues that could impact on workers?
2. What are the responsibilities of employers and managers to ensure that they minimise the risk associated with these hazards?
3. What are the responsibilities of workers to ensure that they minimise the risk associated with these hazards on a day-to-day basis?
4. Find or create images to illustrate these examples of workplace safety in action.

Industry:			
Workplace safety hazards and issues	Responsibilities of employers managers	Responsibilities of workers	Image

**COMPLETE  
PREVIEW  
SAMPLE**

Industry:

Workplace safety hazards and issues	Responsibilities of employers managers	Responsibilities of workers	Image

COMPLETE  
PREVIEW  
SAMPLE

- Find out how workers in an occupation you are interested in undertake workplace safety induction and training.

## 22 Pay and Work Conditions

You and your classmates are likely to have interviewed a worker about their rates of pay.

1. Find out the occupations of the workers interviewed by your classmates and list these in the table (up to 20).
2. Estimate how much pay you think each worker gets on an hourly, and on a weekly basis.
3. Talk with your classmates and find out the pay rates of the worker they interviewed.


**COMPLETE  
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4. Compare your estimates with the actual rates of pay. Are you surprised by any of the results?

5. Choose 3 different occupations investigated by your classmates. Find out the following information about each working condition.

**Occupation:**

<u>Junior pay rates</u>	<u>Penalty rates</u>	<u>Breaks</u>	<u>Leave</u>

**Occupation:**

<u>Junior pay rates</u>	<u>Penalty rates</u>	<u>Breaks</u>	<u>Leave</u>

**Occupation:**

<u>Junior pay rates</u>	<u>Penalty rates</u>	<u>Breaks</u>	<u>Leave</u>

6. In small groups, discuss which jobs have more favourable pay and conditions. Why is that? Are you interested in any of these? Report back to the class.

## 24 What I Want from Working

Now that you are getting near the halfway point of your VPC course this year, it's time to reflect on what you expect to get from working. Answer these questions honestly about you, your feelings, your expectations and your challenges.

1. Why do I want to work?

2. In relation to a job, what do I want to do and why?

3. How will working help me grow as a person?

4. How will me working help others?

5. At the end of my work day, I want to feel...

6. When I tell others what I do for work, I want to feel...

7. Steps I have taken to improve my work readiness include:

8. Actions I still need to take to improve my work readiness include:

**COMPLETE  
PREVIEW  
SAMPLE**

Workers need a range of skills and competencies to effectively perform their work tasks. So employers are on the lookout for potential workers who are more skilled. However, when it comes to skills development, the more you do yourself, prior to getting a job, then the more likely you are to become more employable.

1. What training and qualifications have I completed?

--	--	--

2. What training and qualifications could help me become more employable?

--	--	--

3. What volunteer and community experiences have I completed?

--	--	--

4. What volunteer and community experiences could help me become more employable?

--	--	--

5. What personal skills and attributes could I apply to work-related situations?

--	--	--

6. What could I do today, on the weekend, and next week to help me to boost my employability?

--	--	--

7. Who could help me become more employable, and how?

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PREVIEW  
SAMPLE**

## 26 Workplaces, Me and Industry

1. List the types of workplaces in which you would be interested in working. Why?

Workplaces I would like to work in include:	The reasons are:

2. List the types of workplaces in which you would not be interested in working. Why not?

Workplaces I would not like to work in include:	The reasons are:

3. What do your preferences show about the type of industry(ies) you should consider, and also which ones may not be for you?

Create a diagram or infographic that illustrates the type of technical skills needed by workers in a particular industry. Create and/or source images online and from workplaces. Present and explain this to the class.

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SAMPLE**

## 28 Putting My Best Foot Forward

1. List 6 positive statements about your abilities, skills and experience that should be included on your résumé right now.


2. List 6 more work-related skills, attributes or experience that you need to develop over the course of this year to include on your résumé. What actions will you take to develop these?


Create a photo-essay to illustrate you working effectively in work-related situations. Provide brief captions to annotate this. Include use of tools, equipment, machinery as relevant, as well as you working safely. Start storyboarding your ideas here.

A large empty grid for creating a photo-essay storyboard. The grid is composed of four rows and two columns, creating eight rectangular cells. The grid lines are thin and light gray. In the center of the grid, the text "COMPLETE PREVIEW SAMPLE" is written in a bold, black, sans-serif font, rotated 45 degrees counter-clockwise.

## 30 It's a Long Way to the Top

1. Find an ad for a job that you are interested in either now, or for when you finish study.
2. Summarise this, listing key duties, tasks, skills, qualifications and experience.
3. Explain whether you meet these requirements now; or what you can do to develop the skills, qualifications and experience to meet these requirements in the future.

Job details:

Key duties, tasks etc

Qualifications and experience:

What do you have to (or need to) do?

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1. Reflect on your preferred occupation that you would like to achieve as part of your career pathway. Describe what you think employers would be looking for in a young applicant for this job. Consider skills, training, experience, personal attributes and other relevant traits.

<b>Occupation:</b>				
<b>Personal skills and attributes</b>				
<b>Industry-specific skills</b>				
<b>Technical skills</b>				
<b>Training &amp; Qualifications</b>				
<b>Experience</b>				

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2. What evidence would you need to communicate, present or provide to an employer, to show you meet their expectations?

**Personal skills and attributes**

**Industry-specific skills**

**Technical skills**

**Training, qualifications & experience**

## 32 Am I There Yet?

1. Write a job advertisement for your ideal job. Include all the skills and abilities that an employer would be looking for in a young applicant as selection criteria. Start drafting ideas below, then complete this in your work folios.

Occupation:		

2. Do you meet these 'selection criteria' for your ideal job? Why/why not? What can you do about this, and from whom can you get advice?

Occupation and my readiness:		

1. Use the problem-solving tool of brainstorming to list 8-10 contacts who could be part of your job-seeking network.
2. Briefly explain why these people would be good network contacts for you.


3. Discuss your lists in small groups and report back to the class. Find 4 more contacts from the lists of your class members that you can add to your own network. Why might these people be good network contacts for you?

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4. Contact 3 people from these lists and note the advice that they give about starting out in industry and job-seeking.

## 34 What About Me?

1. Interview 2 people in your class and ask them to nominate 4 positive traits, skills, abilities or other benefits that you could contribute to vocational situations.

Person 1:			

Person 2:			

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SAMPLE

2. Using these responses, compile 5 concise positive statements about yourself that also include an example of evidence. (e.g. I am good in teams because I am able to organise people's rosters.)


1. Explain up to 6 skills, abilities or attributes that you can contribute to a team situation. Describe how these skills are useful in work-related situations.


2. In relation to your Work-Related Activity, which type of personalities would you be more likely to work well with, and which would you be less likely to work well with; and why so?

I would be more likely to work well with... because...	I would be less likely to work well with... because...

3. What multiple intelligences can you bring to apply to roles and responsibilities for your Work-Related Activity?


## 36 Collaboration in Action

Reflect on your experiences in work placements, or volunteer/community placements or in paid work.

1. Describe situations where you experienced or witnessed these collaborative behaviours taking place.

<b>A shared goal.</b>	<b>A united focus.</b>	<b>A willingness to accept responsibility.</b>
<b>Delegation.</b>	<b>Organising of your or other people's time.</b>	<b>Supporting and helping.</b>
<b>Combining people's strengths and weaknesses.</b>	<b>Respectful communication.</b>	<b>Learning and solving problems as a team.</b>

2. Choose 3 of these situations. List the skills, techniques and tools that were used to achieve these positive outcomes. Briefly describe how you and your team could apply these same types of skills, techniques and tools to collaborate for your Work-Related Activity.

i.	ii.	iii.
Skills, techniques and tools.	Skills, techniques and tools.	Skills, techniques and tools.
How we could apply these.	How we could apply these.	How we could apply these.

1. Reflect on your experiences in work placements, or volunteer/community placements or in paid work. Brainstorm key words/phrases for these situations.
2. Classify each as a positive, a negative, or as neutral, based on its impact on you.

i. Dealing with customers and clients.


ii. Dealing with colleagues, supervisors and managers.


iii. Dealing with tools, equipment, machinery and technology.


3. How could you and your team apply what you know about dealing with these situations to your Work-Related Activity?

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## 38 Managing Time in Action

Reflect on your experiences in work placements, or volunteer/community placements or in paid work.

1. What time constraints did you have to meet as a 'worker'?

2. How did you ensure that you were on time for work?

3. How did you ensure that you were back from breaks on time?

4. Did the time seem to pass slower, the same, or faster when at work? Why is that?

5. What skills did you use to manage your time so that you could complete work tasks?

6. Did you ever run out of time when working? What did you do in response?

7. What have you learned about managing time for work situations? How can you apply this to managing time in your Work-Related Activity?

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Reflect on your experiences in work placements, or volunteer/community placements or in paid work.

1. When did working with others save time and help to get work tasks done more efficiently? Why was that?

2. When did working with others waste time and cause work tasks to be done less efficiently? Why was that?

3. Describe a colleague who always seemed to be on top of their time commitments. What skills, techniques and tools did they use to achieve this?

4. Describe a colleague who always seemed to be struggling to meet their time commitments. What issues and problems seemed to cause this?

5. At your workplace, what type of task seemed to take the longest? Why so?

6. At your workplace, what type of tasks seemed to be the quickest? Why so?

7. What were you fastest at doing? Why was that?

8. What work task were you slowest at doing? Why was that?

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## 40 Delegation in Action

Reflect on your experiences in work placements, or volunteer/community placements or in paid work.

1. How did your workplace use delegation to organise task responsibilities?

2. Who was responsible for delegating tasks to others? Why them?

3. Which communication methods were used to delegate tasks? How effective were these?

4. What tasks were you delegated? How did you learn how to do these tasks?

5. If you didn't know what to do, or how to properly do tasks - who did you ask?

6. What skills, tools and techniques could your team apply to delegate work tasks for your Work-Related Activity?

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Reflect on your experiences in work placements, or volunteer/community placements or in paid work.

1. What goals did you have to meet at work? Who set these goals?

2. What specific objectives did you have to meet on a task-by-task basis? Who organised these objectives?

3. What did you spend most time 'doing' at work? Describe your regular roles and your responsibilities. Who communicated these roles and responsibilities?

4. How was your performance reviewed at work? How did you check that you were doing your work tasks properly, safely and effectively?

5. How was your performance reviewed at work? How did managers, supervisors, colleagues or other stakeholders feed back to you that you were doing your work tasks properly, safely and effectively?

6. What skills, tools and techniques could your team apply to review performance in work tasks for your Work-Related Activity?

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## 42 Reporting Information in Action

Reflect on your experiences in work placements, or volunteer/community placements or in paid work.

1. When did you have to report or present information to customers or clients?

2. What communication techniques did you use to present this information?

3. When did you have to report or present information to colleagues?

4. What communication techniques did you use to present this information?

5. When did you have to report or present information to supervisors?

6. What communication techniques did you use to present this information?

7. What communication skills, tools and techniques could your team apply to report or present information for your Work-Related Activity?

<input type="text"/>	<input type="text"/>	<input type="text"/>
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**COMPLETE  
PREVIEW  
SAMPLE**

## Workplace Learning - Timesheet 43

**Summarise the time you worked for your workplace learning (or volunteer/community work).**

<b>Name:</b>		<b>Workplace:</b>		<b>Dates:</b>	
<b>Supervisor:</b>				<b>Total time worked:</b>	

Day/Date	Starting time	Ending time	Time at work	Breaks hrs/min	Total time hrs/min
Monday May 3rd	8.30am	4.45pm	8 hours/ 15 min	12-1pm 60 min	7 hours/ 15 min
<b>Total days:</b>			<b>Total time at work:</b>	<b>Total breaks:</b>	<b>Total time worked:</b>

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<b>Outline any other information to explain the times shown above.</b>	
------------------------------------------------------------------------	--

<b>Student signature:</b>	<b>Date:</b>
<b>Supervisor's signature:</b>	<b>Date:</b>

## 44 Workplace Learning: Daily Journal

You must complete one of these record pages for each day of your work placement.

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	
Times	Description of main tasks performed/duties undertaken.				
e.g 8-9am					
2 Skills developed	Description of how you developed these work-related skills. (Consider employability, and/or industry-specific skills as per your teacher's instructions.)				
Outline an example of technology used as part of your work tasks today.					
Describe an OH&S/ WHS practice you followed or observed in action.					
Outline any special arrangements or requirements for tomorrow.					
Student signature:				Date:	
Supervisor's signature:				Date:	

**COMPLETE  
PREVIEW  
SAMPLE**

**You must complete one of these record pages for each day of your work placement.**

<b>Name:</b>		<b>Day:</b>		<b>Date:</b>	
<b>Workplace:</b>		<b>Supervisor:</b>		<b>Time worked:</b>	
Times		Description of main tasks performed/duties undertaken.			
e.g 8-9am					
2 Skills developed		Description of how you developed these work-related skills. (Consider employability, and/or industry-specific skills as per your teacher's instructions.)			
<b>Outline an example of technology used as part of your work tasks today.</b>					
<b>Describe an OH&amp;S/ WHS practice you followed or observed in action.</b>					
<b>Outline any special arrangements or requirements for tomorrow.</b>					
<b>Student signature:</b>		<b>Date:</b>			
<b>Supervisor's signature:</b>		<b>Date:</b>			

COMPLETE  
PREVIEW  
SAMPLE

## 46 Workplace Learning: Daily Journal

You must complete one of these record pages for each day of your work placement.

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

Times	Description of main tasks performed/duties undertaken.
e.g 8-9am	

**COMPLETE  
PREVIEW  
SAMPLE**

2 Skills developed	Description of how you developed these work-related skills. (Consider employability, and/or industry-specific skills as per your teacher's instructions.)

Outline an example of technology used as part of your work tasks today.

Describe an OH&S/ WHS practice you followed or observed in action.

Outline any special arrangements or requirements for tomorrow.

Student signature:		Date:	
Supervisor's signature:		Date:	



**You must complete one of these record pages for each day of your work placement.**

<b>Name:</b>		<b>Day:</b>		<b>Date:</b>	
<b>Workplace:</b>		<b>Supervisor:</b>		<b>Time worked:</b>	

Times	Description of main tasks performed/duties undertaken.
e.g 8-9am	

COMPLETE  
PREVIEW  
SAMPLE

2 Skills developed	Description of how you developed these work-related skills. (Consider employability, and/or industry-specific skills as per your teacher's instructions.)

<b>Outline an example of technology used as part of your work tasks today.</b>	
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<b>Describe an OH&amp;S/ WHS practice you followed or observed in action.</b>	
-------------------------------------------------------------------------------	--

<b>Outline any special arrangements or requirements for tomorrow.</b>	
-----------------------------------------------------------------------	--

<b>Student signature:</b>	<b>Date:</b>	
<b>Supervisor's signature:</b>	<b>Date:</b>	

## 48 Workplace Learning: Daily Journal

You must complete one of these record pages for each day of your work placement.

Name:	<input type="text"/>	Day:	<input type="text"/>	Date:	<input type="text"/>
Workplace:	<input type="text"/>	Supervisor:	<input type="text"/>	Time worked:	<input type="text"/>

Times	Description of main tasks performed/duties undertaken.
e.g 8-9am	

**COMPLETE  
PREVIEW  
SAMPLE**

2 Skills developed	Description of how you developed these work-related skills. (Consider employability, and/or industry-specific skills as per your teacher's instructions.)

Outline an example of technology used as part of your work tasks today.	<input type="text"/>
-------------------------------------------------------------------------	----------------------

Describe an OH&S/ WHS practice you followed or observed in action.	<input type="text"/>
--------------------------------------------------------------------	----------------------

Outline any special arrangements or requirements for tomorrow.	<input type="text"/>
----------------------------------------------------------------	----------------------

Student signature:	<input type="text"/>	Date:	<input type="text"/>
Supervisor's signature:	<input type="text"/>	Date:	<input type="text"/>

**You must complete one of these record pages for each day of your work placement.**

<b>Name:</b>	<b>Day:</b>	<b>Date:</b>
<b>Workplace:</b>	<b>Supervisor:</b>	<b>Time worked:</b>

Times	Description of main tasks performed/duties undertaken.
e.g 8-9am	

COMPLETE  
PREVIEW  
SAMPLE

2 Skills developed	Description of how you developed these work-related skills. (Consider employability, and/or industry-specific skills as per your teacher's instructions.)

<b>Outline an example of technology used as part of your work tasks today.</b>	
--------------------------------------------------------------------------------	--

<b>Describe an OH&amp;S/ WHS practice you followed or observed in action.</b>	
-------------------------------------------------------------------------------	--

<b>Outline any special arrangements or requirements for tomorrow.</b>	
-----------------------------------------------------------------------	--

<b>Student signature:</b>	<b>Date:</b>
<b>Supervisor's signature:</b>	<b>Date:</b>

## 50 Evaluation - My Work-Related Skills

This evaluation needs to be completed by your supervisor in relation to your work placement (or volunteer/community work). Your teacher might also instruct you to self-assess and/or have your colleagues/team member(s) complete an evaluation.

Student: \_\_\_\_\_

Workplace: \_\_\_\_\_

Student's role: \_\_\_\_\_

Evaluated by: \_\_\_\_\_ Position: \_\_\_\_\_

Ability to effectively:	Excellent	Very Good	Good	Basic	Not shown
⇒ Communicate within team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Communicate with others.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Plan and organise.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Manage time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Work safely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Demonstrate task skills .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Use technology appropriately .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Apply leadership strategies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Solve problems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Be adaptable .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Accept responsibility .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Contribute to the team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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SAMPLE

Briefly describe three of this student's most successful contributions/areas of involvement.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Briefly suggest areas that this student should aim to develop further.

1. \_\_\_\_\_
2. \_\_\_\_\_

Feel free to comment further. (Add another page or another evaluation if necessary.)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

This evaluation needs to be completed by your supervisor in relation to your work placement (or volunteer/community work). Your teacher might also instruct you to self-assess and/or have your colleagues/team member(s) complete an evaluation.

Student: \_\_\_\_\_

Workplace: \_\_\_\_\_

Student's role: \_\_\_\_\_

Evaluated by: \_\_\_\_\_ Position: \_\_\_\_\_

**Specific work-related skills or competencies successfully demonstrated by the student included:**

e.g. Safely used kitchen equipment including microwave, industrial dishwasher and peeling machine.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**COMPLETE  
PREVIEW  
SAMPLE**

Briefly suggest areas that this student should aim to develop further.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Feel free to comment further. (Add another page or another evaluation if necessary.)

\_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## 52 I Know Better Now

Explain 5 things or issues that you previously believed or thought were true about the world of work, but for which you've changed your mind, as a result of your VPC: WRS studies. For each, explain why you changed your mind/opinion.

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Now that you have completed your WRS: VPC units, create an 'after' representation of the new, and more work-ready, 'vocational' you. You might create an artwork, a graphic, an image, a song, a profile, a CV or some other representation.



**COMPLETE  
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SAMPLE**

## 54 Review and Reflection

Complete this journal to reflect on your study of the Work Related Skills units.

Journal of: \_\_\_\_\_ Date: \_\_\_\_\_

⇒ What did I most enjoy during this year as part of my Work Related Skills studies?

⇒ What major work-related skills did I develop and apply?

⇒ How did I use and apply what I learned from my personal and social activities?

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⇒ How did I use and apply what I learned in my career pathways planning?

⇒ What might be the most important things for me to focus on next, and why?

⇒ What other info can I share, and/or how would I summarise my experiences?



**VCE: Vocational Major**

	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
<b>*Note: 3&amp;4 due Nov &amp; Dec '23</b>				
*Literacy VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
*Numeracy VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
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*Work Related Skills VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
Literacy VM: 1&2	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
Numeracy VM: 1&2	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
Personal Development VM: 1&2	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
Work Related Skills VM: 1&2	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495

3&4 Interim masters

- Available now

- Available now

Available in Oct

- Available now

**Vocational Pathways Certificate**

	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
<b>*Note: 3&amp;4 due Dec '23 &amp; Jan '24</b>				
*Literacy VPC: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
*Work Related Skills VPC: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
Literacy VPC: 1&2	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
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Personal Development VPC: 1&2	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
Work Related Skills VPC: 1&2	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495

3&4 Interim masters

Available from Nov

Available from Nov

**Vocational and Work Education Resources**

	Printed Book	e-version Master license PDFs
Work Experience Journal	___ @ \$22	or ___ @ \$165
Work Placement Journal	___ @ \$33	or ___ @ \$220
PDS Planner: VPC 1&2	___ @ \$33	or ___ @ \$220
PDS Planner: VM 1&2	___ @ \$33	or ___ @ \$220
*PDS Planner: VM 3&4 (exp Jan '24)	___ @ \$33	or ___ @ \$220
Foundation Numeracy	___ @ \$44	na
Senior Numeracy	___ @ \$44	na

**WACE: Career and Enterprise**

	Printed Text Coursebook	e-version Master PDFs
Career and Enterprise		
CAE: General 11 2ed	___ @ \$60	or ___ @ \$660
CAE: General 12/ATAR 11 2ed	___ @ \$62	or ___ @ \$660
CAE: ATAR 12 2ed	___ @ \$68	or ___ @ \$770
CAE: Foundation 11	___ @ \$55	or ___ @ \$595
CAE: Foundation 12	___ @ \$55	or ___ @ \$595

**VCE: Industry and Enterprise**

**New editions were released in 2022**

I&E Unit 1: Workplace Participation 5ed - book	___ @ \$38
I&E Unit 1: Workplace Participation - e-master	___ @ \$550
I&E 1&2: Towards an Enterprising You 6ed - book	___ @ \$55
I&E 3&4: Towards an Enterprising Australia 5ed - book	___ @ \$68

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