

THE SCOUT'S FILE

The summative, wearing a card game's clothes. The rigour is untouched — sourced stats, an honest catch per career, an evidence-cited call — but it feels like the best kind of hobby. Protect that feeling.

WE ARE LEARNING

To build an evidence-based comparison of two resource-sector careers against two outside — pay, training route, rhythm and lifestyle — and to make a reasoned, honest call.

CURRICULUM • VERBATIM

“The factors that influence the decisions people make about where to live and their perceptions of the liveability of places” and “The influence of accessibility to services and facilities on the liveability of places” — Y7 Geography (SCSA, implementation 2026) • plus Career Learning.

SPARK

EQUIPMENT CHECK + THE SPRINT BRIEFING

- **Desks loaded:** draft picks, starting stats, scout report, meters, caught quotes, a device. The whole unit physically on the table — students see their own evidence trail before they use it. Missing picks? Two minutes to draft on the spot; don't let it stall the room.

CORE

THE EVIDENCE SPRINT (15 MIN) + CARD CRAFTING

- **Live boards, four picks, stats harvested with sources.** Circulate for THE CATCH — it's the differentiator: “the ad won't print it. Where else did we learn hard truths this unit?” (The meters. The guest. The diaries.) A catch-less card is the most common weakness; catch it before the honesty check does.
- **Scout's honour swap:** pairs inspect one card each for hype and missing sources before anything reaches the table. Repairs are normal, not shameful — say so.

PLAY

THE TABLE

- **Round one, pair vs pair:** strongest cards, stat by stat, circle the winner per stat — nobody sweeps. **Round two is the unit's point:** each student plays their OWN inside pick against their OWN outside pick. The trade-off sentence they write afterwards is the profile's thesis in miniature.

ASSESS

THE SCOUT'S CALL

- **Silent, individual, open-book, about half a page.** Four moves: the call named in sentence one • three sourced stats • the catch faced and answered • the runner-up and its separating stat. The Assessment Pack carries the rubric — and the integrity rule: **no right career**. Mark the evidence and the honesty, never the choice.
- **The bridge to Term 4** (say it as the files close): “You know this industry now — the jobs, the money, the life. Next term it stops giving you answers, because it's run out of some. Next term, it's hiring inventors.”

■ WHAT GOOD CARDS LOOK LIKE — CALIBRATION FOR YOUR MARKING EYE

A strong catch is specific and sourced: “night shifts on a 7/7 roster (seven days on, seven off) — the guest said day four is the wall” beats “it can be hard sometimes.” **A strong first-step-at-17 is checkable:** “Cert II at TAFE, applications open in Year 11” beats “work hard at school.” **A strong meter prediction has a reason attached** when it surfaces in the Scout's Call — the meters are predictions, and predictions need grounds.

■ OUTSIDE PICKS — KEEP THE PLAYING FIELD LEVEL

Outside picks deserve the same evidence standard — a real ad for a graphic designer, nurse, chef or game developer, with pay, door and rhythm harvested identically. If a student's outside pick has thin WA ads (professional athlete, astronaut), the fix is the evidence standard itself: what do the NUMBERS say about how many people hold that job here? That's a finding, and an honest card can carry it.

■ DIFFERENTIATION

Support: the nine card items double as a checklist — work down it in order; pre-loaded job-board tab; the Scout's Call can be four sentences, one per move. **Extend:** a fifth card — the career nobody in the class picked that deserves scouting, argued in one paragraph. Or: design the “rarity” system — which of the four careers is genuinely hardest to reach, using evidence?

■ THE GALLERY — OPTIONAL, TEN GOLDEN MINUTES

If time allows before the Call: cards face-up on desks, class walks the room, each student leaves one tick next to the best CATCH they read (not the flashiest career — the best catch). It rewards exactly the right thing, and the winners are rarely who the room expects.

■ MARKING LOAD — THE HONEST ESTIMATE

Skim the cards against the nine-item checklist (fast — the honesty swap already policed them); mark the Call deeply against the rubric. The Call is half a page: expect a class set in a couple of sittings, not a weekend.

■ HOME CONNECTION — THE FILE TRAVELS

Send the cards home with one instruction to students: “ask someone at home to pick their favourite card — then tell them its catch.” It turns the kitchen table into a second Q&A, and it's the unit's whole argument in one conversation: real interest survives contact with reality.

■ RUNNING SHORT — THE CUT LINE

Round one of THE TABLE can go; round two cannot — inside-vs-outside is the assessment's engine. The sprint can compress to two picks live and two for homework IF sources are still required. The Scout's Call is untouchable.

■ MISCONCEPTIONS TO WATCH

“The catch makes the career bad” (every career has one — including the teacher's; tell them yours) · “inside picks should win” (the rubric never asks which side won — and say that aloud) · “cards are the assessment” (cards are the evidence; the CALL is the assessment).

