Independent Research Project

Youth

unemployment

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Year 12
Mrs McCrorie
Katelyn Sloane

Youth unemployment is a growing concern

11th December 2015
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Figures and tables

Graph one-

AT WHAT AGE DID YOU START WORKING?

Graph two-

DO YOU BELIEVE YOUTH UNEMPLOYMENT IS A GROWING CONCERN?
Graph three-

DO YOU BELIEVE SEEKING EMPLOYMENT HAS BECOME MORE DIFFICULT FOR YOU?

- Yes
- No
- N/A

Graph four-

HOW IMPORTANT IS YOUTH UNEMPLOYMENT?

- Extremely low
- Low
- Average
- High
- Very high
Graph five-

What do you believe are the reasons for youth to be unemployed?

- societal
- disability
- restricted
- inexperience
- school
- extra
- more

Number 7's ■ Number 1's

Graph six-

Do you think the government and community are doing enough to eliminate the youth unemployment problem?

= yes  = no  = unknown
Results

All graphs were created by interpreting the questionnaires and interviews completed by employees and employers.

**Graph one**: Graph one shows which age people get their first go a job. The highest age is 14, this could be because many fast food shops, example McDonalds or KFC hire people at the age of 14. After the age of 14 the graph gradually goes down from there and by the age of 23 more than 90% of people are hired and have started work for their first job.

**Graph two**: Graph two shows that more than 50% of people believe that youth unemployment is a growing concern. Less than 5% of people are unsure where less than 20% say it isn’t a growing concern. Reasons for it not being a concern include; going into retail and fast food shops and see that majority of staff are youth. Reasons for it being a concern include; more youth have the pressure of school making them avoid a job and more jobs have less open positions. This graph shows that youth unemployment is a concern to the people of the Xavier community.

**Graph three**: Graph three shows if people think that seeking employment is difficult. Just more than 50% of people believe it is difficult to find employment. Less than 25% say it isn’t difficult for seeking employment. Around 50% of people didn’t answer this question which could mean they don’t care or they don’t know much about seeking employment as they could have been employed in the same industry or job for a long time. Most youth believe that is it harder to get employed now.

**Graph four**: Graph four show different peoples though on how important youth unemployment is. This was shown in the questionnaire through a Likert scale which is when the responder answers with extremely low, low, average,
high and extremely high. The graph shows that just less than 50% believe youth unemployment is important. Just more than 25% believe it is a very high. The last 25% is mostly average but low and extremely low aren’t very big. Most people believe that youth unemployment is an important and a growing problem.

Graph five- Graph five show which reason people believed was the most and least problem for youth unemployment in Australia. The highest reason for youth unemployment being a concern included school and inexperience. Which means people believe that school is making youth not becoming employed at there is a higher percentage of stress at school now a days. Inexperience means that youth haven’t done anything like this before preventing employers from hiring them. The lowest reason was because of disability which means people don’t believe this factor affects employment for youth. Many different reasons can prevent youth being employed.

Graph six- Graph six shows people’s option on the government’s contribution to the topic youth unemployment. Around 70% of people believe that the government could do more to help the youth of Australia become employed. On the other hand 25% believe they can’t do anything more as a lot have written ‘what could they do?’ .Youth unemployment is a concern and the government should contribute based on the statistics of people opinions shown.
Acknowledgements

I would like to acknowledge everyone who assisted, encouraged and supported me throughout the term when doing my IRP. Even though the IRP was a long and draining, the help of my teacher Mrs McCrorie has pushed me to do the best in this task. I’m thankful that you read over all our work and was checking that we were on the right track.

Thank you to both Mr Gardiner and Mrs McCrorie for gathering everyone’s surveys and distrusting them amongst the whole class. Without you this would be possible for any of us.

Also like to thank the people who contributed to the IRP, thank you for the time, patients and information. Without you we would have been able to prove or disprove the hypothesis.

Thank you to my family, who has pushed me to stay on task and helped me during the whole IRP.

Thank you everyone who assisted me!

Thank You
Abstract

Overview

The hypothesis was youth unemployment is a growing concern. This topic needed to be investigated because it’s becoming a growing concern in today’s society. By utilised both primary and secondary sources in order to successfully complete the IRP. Primary sources are sources which are found first hand. For example, interviews and questionnaires. Secondary sources are those collected and published by someone else. This includes electronic sources, libraries and printed sources.

Objectives

The objective was to prove the hypothesis; youth unemployment is a growing concern. By doing the research it helped make people aware of the growing problem of youth unemployment. To find accurate information for the study, keeping bias and favouritism out, ensured that was possible. To keep bias and favouritism out of the IRP, making sure the sample was random so each person has an equal chance. Asking people before they did the questionnaires and interview that they should be honest to help create a valid and reliable IRP. People’s privacy was taken into consideration when completing the IRP. To make this possible letting all volunteers know that everything they say or write down will be private. Not taking their name or other personal information ensured their safety.

Background

To find out some background information on the growing concern of youth unemployment, researching youth unemployment and looking at websites, newspaper articles and statistics make this possible. This was done because
Knowing if it was actually concern, would help prove hypothesis. To know that these sources were reliable, looking if it was published or not helped. Also looking at the date of each source for when it was made/created and published. Most website were reliable as they had most of the same information and their graphs had around about the same percentages of people unemployed across Australia. The point of the IRP was to prove the hypothesis about youth unemployment and how it is a concern.

Data used

<table>
<thead>
<tr>
<th>Data used</th>
<th>About data</th>
<th>When and why?</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature review</td>
<td>A literature review is a critical analysis of published sources. The literature review provides some background information about youth unemployment.</td>
<td>I use the literature review to compare and to summaries articles that talk about youth unemployment.</td>
<td>Gives a lot of detailed information</td>
<td>Time consuming Writer could interoperate data incorrectly</td>
</tr>
<tr>
<td>Articles</td>
<td>Articles are a piece of writing which contain facts, statistics and people’s opinions.</td>
<td>The articles are used for the literature review as we compare each and discuss each on their own</td>
<td>Variety of information e.g. peoples options, statistics and facts</td>
<td>They put what you want to hear</td>
</tr>
<tr>
<td>Statistics</td>
<td>The practice or science of collecting and analysing numerical data in large quantities, especially for the purpose of inferring proportions in a whole from those in a representative sample.</td>
<td>Statistics are used throughout my IRP. They are found in the articles and displayed in my literature review and the findings of my own. These include graphs and tables</td>
<td>Easy to read and to use to support evidence. analysed relatively quickly</td>
<td>Can be misinterpreted</td>
</tr>
<tr>
<td><strong>Internet websites</strong></td>
<td>Website contain different information which include; statistics, graphs, personal opinions and facts.</td>
<td>Websites were used to find background information on the topic and build up my own knowledge. They were also used to support my evidence.</td>
<td>No cost Easy and quick to access Huge range</td>
<td>May not be updated Bias Invalid could have been changed</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Questionnaires</strong></td>
<td>A questionnaire is a list of questions. These questions are answer by a volunteer or participant. The results are used as evidence to support issue.</td>
<td>The questionnaires are used in my IRP to help prove my hypothesis. The results from my questionnaires are displayed in the tables and results page.</td>
<td>easy and fast can gain a range of opinions</td>
<td>open to bias Can produce false information</td>
</tr>
<tr>
<td><strong>Interviews</strong></td>
<td>An interview is when you ask a person a series of question to do with your topic. We used a structured interview in our IRP as we already had the questions prepared and ready to be answered.</td>
<td>We did the interviews to gather more primary information on the topic- youth unemployment.</td>
<td>in depth Can be flexible Updated information Somewhat reliable</td>
<td>Can be bias Can cause ethical issues Time consuming May not want to answer a certain question</td>
</tr>
</tbody>
</table>

**Data used**

Different types of data were using throughout the IRP including primary and secondary data. Secondary data was data that was written or found by someone else. The secondary data was used as evidence to back up my finding on the concern of youth unemployment. The secondary data used was literature review, articles, statistics and internet websites. Primary data come from my own research findings such as questionnaires and interviews which were used to gain a lot of my information.
Ethical considerations

When constructing an IRP ethical issues need to be considered which include:

Voluntary participation and withdrawal rights- you should never demand someone to take part in your questionnaires or interviews. Any volunteer can withdraw from the research if they choose to.

Respect for subject- must remember that all volunteers and participants have rights. There rights must be respected at all times.

Deception- deception is when you don’t tell participant about the research as it could influence there results. In the IRP all volunteers were aware of the research, so deception wasn’t necessary.

Informed consents- making sure people are aware of the study/research and what’s involved in it. When asking volunteers to do questionaries or interviews make sure to inform them about the whole study.

HSC regulations- making sure it was my own work and related to the content. It also had to include a project plan, project diary and product.

Privacy- all volunteers have their rights to their own privacy. To make this possible in our study we didn’t get names or address. By doing this their privacy was safe.

Integrity- making sure to be honest. Asking the volunteer to please consider that this is to find accurate statistics and to prove or disprove hypothesis, to do this you need to be honest.

Types of sampling

When having a large population a sampling sample may be necessary as it’s hard for a small group to sample the whole of Australia. When taking a sample, we make an estimate of the population. To get results on youth unemployment for the IRP, the best option was to do a simple random sample. This means anyone has a chance of being chosen, it doesn’t matter if they are male or female. A random sample is representative of the population. Random sampling eliminates bias by giving all individuals an equal chance to be chosen.
Recommendations

For the next group that do their IRP, I recommend:

• Doing graphs first. By doing the graphs first it allows all student to work together as a group then go off and do their own IRP independently.
• Do as much of your IRP in class so there is less worry and stress when near the due date of the whole IRP.
• Following the scaffold that Mrs gives you as it helps manage your time and less stress when around due date.
  • Stay on task and be focused
• Complete the IRP in sections, complete one before stating another
• Always ask for help if you need it doesn’t matter if a stupid question or if you forget ask again.
  • Always stay up to date in your diary

Good things

Things which were good throughout the IRP which contributed to the result and standard of my IRP.

• Doing the literature review first as it’s the hardest part and once it’s done, most stress is released.
• Working as a group. When working as a group at the start everyone contributed and brought class together.
• The google doc. made it easier to distribute the results amongst the class.

Results

Results were disturbed by a google doc created by Mrs. Using the results I interrupted it into different graphs. The results were both qualitative and quantitative data. By interpreting the data into graphs made it easier to read and easier to compare to other results.

Conclusion

In conclusion, the whole IRP went quiet as we were able to prove the hypothesis; youth unemployment is a growing concern. This was able to be
achieved as we got evidence through the questionnaires and interviews. We were able to support these results with articles through the literature review and website, statistics and interviews through secondary sources. Youth unemployment is a growing concern across Australia.
Abbreviations

During my IRP I use some abbreviations to prevent repetition and to make it easier to read. Some of them include:

IRP- Independent research project
Pros- positives
Cons- negatives
Main body

Introduction

Youth unemployment has become a large concern across Australia. Youth are people aged from 14 to 24 years of age, over the years a growing number of youth people have been having problems with getting employed. The main reasons for youth unemployment include; lack of qualification, geographical location, cultural / social factors, and stress of other commitments for example school. Employment is important as it is a need which youth require in order to earn money and pay for other needs such as education and/or adequate standard of living. Youth unemployment is a growing concern.

Hypothesis

The hypothesis we were given was:
Youth unemployment is a growing concern.

Hypothesis overview

Youth unemployment is a growing concern as being at school many young people are having trouble looking for a job. As working at KFC we see many kids being turned away because of factors such as; too old, no experience or low knowledge and skills.

Literature review

Youth unemployment has become a concern across Australia. The following pieces of literature give evidence that it is a concern and may be also a concern in the future. These pieces of literature include; Brotherhood of St Laurence-
the teenage dream unravels trends in youth unemployment, issue in society-youth unemployment and underemployment, business spectacular-the silver lining in Australia's youth unemployment data. Its purpose it to demonstrate that youth unemployment is a concern and through these statics we can prove it, but how can it be fix?

The issue of society-youth unemployment and underemployment expresses that youth unemployment has had a high increase over the past years and will increase in future. This is evidence through their statistics e.g. Teenage unemployment has trended upwards from 13.2 per cent in January 2008 to 17.7 per cent l. April 2014. This piece of literature compare past statistics to recent ones which helps us get an idea of how much of a concern youth unemployment has become, this can be shown on the graph (rate of 15-24 year old youth unemployment - Australia). Throughout the piece it displays graphs to support their evidence and to compare statistics from October 2011 to October 2013. With this its shows that there has been a 3.2 per cent rate rise for people unemployed, aged between 15-24. This article talks about the rise of casual, part time and temporary work. Due to these possessions workers have less likely to receive access to training and developing opportunities, they may receive no paid leave entitlements, their tenure can be precarious and their work patterns irregular.

This piece of literature uses other people's options/comment in the piece which is by Dina Bowman and Commonwealth of Australia. It has graphs which are there to help support the writing piece, it also helps as it makes the data easy and quick to read and interpret.

Brotherhood of St Laurence has a piece of literature which also tries to get the message across about youth unemployment and how it's becoming a concern each day. This piece of literature was written in March 2015 making it quite a recent piece, it uses many graphs to help support their information on how much of a concern youth unemployment actually is. By having different heading such as; fault lines the GFC effect, what is driving the rise in unemployment, exiting jobs and unemployed but more educated. The graphs
and tables use help support the information throughout the whole literature piece. The graphs compare from figure 15 years ago to help view/reader see that it has increase as a problem and we should do something about it.

The business spectacular publishes a literature piece by Patrick Carvalho talks about the silver lining in Australia's youth unemployment data. This piece of literature compares statistics but not from a long time ago recent ones e.g. September 2013 to June 2015. This piece is also quite recent and very relevant to the topic studying. It talks about the percentages of unemployed and how many are actually unemployed. This article agrees with the hypothesis as it says 'the increasing number of young Australians looking for a job should send a loud and clear message to both state and federal politician'. This helps make reader aware that youth unemployment is becoming a growing concern and needs to be fix soon as these people are willing to work.

All the literature reviews have similarities which includes; up to date, Australian, contains graphs and they are all relevant to topic. All these pieces of literature are up to date as they have data between 2012-2015. All statistics in each literature piece are reliable as percentages and graph scaling are very similar. All piece of literature are Australian which plays a large role in comparing and justifying statistics. Graphics play a large role when displaying data as they catch please eye and they can see the concern on youth unemployment without even reading the text. This is an advantage as it can still make people aware of the concern of youth unemployment without them even reading the piece of literature. All pieces of literature compare the statistics from different times to now. This helps the reader understand the growing problem we are having with youths being unemployed. In some of the graphs it compares from 2013 but on another it can be compared from 1990. Youth unemployment is a concern across Australia which is shown throughout all three pieces of literature. They all express on how there has been a rise in the numbers of youths who are unemployed and how this may rise in the future.
Differences are shown in each literature review. In the literature piece - youth unemployed and underemployment talks to the brotherhood of St Laurence and they explain the issue in youth unemployment. This literature piece has differences which includes someone's words in writing which is 'youth people with no or low level of qualification frequently find themselves in precarious, low paid roles that provide little or no opportunity for career progression. They are not a career travel lotion, not a career escalator', this why said by Dina Bowman from the Brotherhood of St Lawrence. Putting this in there helps the reader understand what others options are for this certain topic. This literature piece is also the only one with a graph about apprenticeships and traineeships and how these statistics have fallen for those under 20.

Brotherhood of St Laurence has many graphs throughout their piece. Their graphs include percentages/statistics on finding job probabilities, job exiting probabilities and it's also the only piece with a table which is called the composition of the unemployment pool. This data also helps to compare all age groups which no other piece of literature does. This literature piece is the only one who refers to other data sources such as the Australian bureau statistics (ABS), by using the ABS it helps them back their evidence of youth unemployment. These are differences which make this piece of literature stand out.

The silver lining in Australians youth unemployment data written by Patrick Carvalho shows more of a recent literature piece, with this said his statistics on his graphs compare on really 2 years a part unlike the other two which compare more than 10 year apart. This literature piece also shows a diary sort of thing with dates and a sentence which is titled more from Patrick Carvalho. This plan helps readers/researchers see the dates of certain thing which have happen e.g. 20th August the GFC's long shadow over growth. All these literature piece have certain traits which make them all different but help the reader/researcher broaden their findings.

Throughout these literature pieces we have proven that youth unemployment in a growing concern and may become an even bigger concern in the future. By
reading these pieces of literature people will understand that youth unemployment is a problem and it's not going away any time soon.

Methodologies

The methodologies are the set of procedures and methods that I used to conduct the IRP from start to finish. It first and foremost is what data I used from primary and secondary sources that then developed into my primary and secondary research. The primary sources include questionnaires and interviews. Secondary sources included articles, library books and internet website. It’s tells about the demographic of participation's and advantages/disadvantage encountered.

Primary sources-

Interview - an interview is when the interviewer talks to another person or group to answer questions to gain more knowledge on you investigation. I used the interview to gain evidence for my research on youth unemployment

Pros-

• in depth
• Can be flexible
• Updated information
• Somewhat reliable

Cons-

• Can be bias
• Can cause ethical issues
• Time consuming
• May not want to answer a certain question

Questionnaires- a questionnaire is a list of questions that are used to conduct a survey, it helps by getting evidence for your investigations.
We used the questionnaire to ask people about youth unemployment, the information is shown in the results and graphs.

**Pros-**
- easy and fast
- can gain a range of opinions

**Cons-**
- open to bias
- Can produce false information

**Secondary sources-**

**Articles** – articles are a secondary source which is used in my IRP during my literature review. An article is usually found in a magazine or in a newspaper. The articles used were relevant to the topic as they displayed.

**Pros-**
- Variety of information e.g. peoples options, statistics and facts
  - Contains others opinions

**Cons-**
- They put what you want to hear
  - Bias

**Library books**- library books are a common secondary source which was useful in my IRP. Books were used when getting some background information of the topic and were also used when looking for the articles for the literature review.

**Pros-**
- Reliable as they are published
- They are easy to read and see.

**Cons-**
• Limited stock may not have what you were looking for.
• Also their trading hours may not be suitable for you.

**Internet websites** - internet websites were used throughout my IRP when getting background information and for secondary sources. Internet websites had a lot of information which included statistics, graphs, people opinions and questions with answers.

**Pros-**

• Fast and easy to access
  • Huge range
  • No cost

**Cons-**

• Might not be updated
  • Invalided
• People could have changed it e.g. Wikipedia
• Peoples options making you change yours
Analysis and discussion

**Interviews**- is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. An interview is a qualitative research method. Throughout the IRP 2 different interviews were taken one for the employee and the other for the employer. This information helps to back up the hypothesis as its evidence towards the topic of youth unemployment in Australia.

Interview 1 ➔ the employer interview consist of questions which helped back up as evidence to see which types of people they look for when they hire young people. Question such as ideal age bracket, qualifications, benefits and experience were ask to help understand what employers are looking for.

Example-one interview consist of answers such as; age- 25-30, various qualifications, befits such as enthusiasm and new ideas and does hire without experience.

Interview 2 ➔ the employee interview consist of questions which talk about difficulties for youth when getting employed and how it is a concern to them and others within the community. This helps to see why different people are having trouble becoming employed and why they think it’s important to become employed.

**Questionnaires**- a questionnaire is like a survey as it consist of questions which are answered by the volunteer. Throughout the IRP 2 different types of questionnaires were completed which were used to survey employee and employees. The results from these questionnaires were interpreted into graphs and helped support/prove hypothesis of; youth unemployment is a growing concern.

Questionnaire 1 ➔ the questionnaire for employees has questions which ask them more about what their option was on youth unemployment and about their own employment. This helped get the graphs and helped see other people’s view on the matter.
Questionnaire 2 - the questionnaire for employers was more about what employees look for when it comes to hiring youth. This questionnaire has a lot more evidence was most questions ask for why or why not as this helps support their decision of yes and no answers. This questionnaire helps understand what employers are looking for when it comes to hiring staff and what can make them turn these people down, example- presentation, experience or school they go to.

**Questionnaires' and interviews** - both of these are primary resource methods which were used to conduct the IRP. The interview gave more detailed information as many questions ended with why or why not. This help by giving more evidence towards the topic and knowing if people were actually caring about why they were writing rather than say yes or no.

**Literature review** - the literature review helps support the interviews and questionnaire as it helps prove the hypothesis; youth unemployment is a growing concern. The literature review uses articles which are about the topic youth unemployment these articles consist of graphs and other options which also can be used as evidence to back up the finding in our own results.

**Graphs** - the graphs are created using the results from the questionnaires. These results were interpreted and put into graphs to make it easier for reader to read and analyses themselves. These graphs have helped support the hypothesis; youth unemployment is a growing concern.
Summary and conclusion

The main focus of the IRP was to see if youth unemployment is a growing concern across Australia. To prove this hypothesis secondary sources were used as evidence to support primary sources. Throughout the investigations the hypothesis was prove which shows that youth unemployment is a growing concern. This was found through the use of primary source; questionnaires and interview and secondary source; articles and websites.

In order to prove the hypothesis the order below was conducted.

- Decided on a hypothesis
- In groups (secondary source) finding out information in order to start the IRP
  - Shared information amongst groups
    - Did literature review
    - Introduction completed
    - Abstract completed
- Had all graphs and interview complete and submitted to Mrs to spread amongst class.
  - Making graphs
- Finishing off whole IRP; analysis, discussion, conclusion, bibliography, appendix and acknowledgement.

Throughout the IRP a diary was complete and update regularly to see progress of student and to make sure task were up to date.

In conclusion, the whole IRP went quiet as we were able to prove the hypothesis; youth unemployment is a growing concern. The hypothesis was proven through the use of primary and secondary sources. The results were found through the questionnaires and interviews, these were backed up with evidence through the literature review and websites. Youth unemployment is a growing concern across Australia.
<table>
<thead>
<tr>
<th>Name</th>
<th>Author</th>
<th>Reference</th>
<th>Date published</th>
</tr>
</thead>
<tbody>
<tr>
<td>The young people facing Australia's growing youth unemployment figures</td>
<td>Matt Wordsworth reports.</td>
<td><a href="http://www.abc.net.au/7.30/content/2014/s3994585.htm">http://www.abc.net.au/7.30/content/2014/s3994585.htm</a></td>
<td>29/04/2014</td>
</tr>
<tr>
<td>High youth unemployment can't be blamed on wages</td>
<td>Julian Smith</td>
<td><a href="http://theconversation.com/high-youth-unemployment-cant-be-blamed-on-wages-39628">http://theconversation.com/high-youth-unemployment-cant-be-blamed-on-wages-39628</a></td>
<td>April 16, 2015 6.37am</td>
</tr>
</tbody>
</table>
Appendixes

Throughout the IRP we had to collect information and interpreted it to create graphs. The scaffold of the surveys are included as well as the interview questions. Articles were used in the IRP in the literature review which are also attached.

Interviews- 1. Employer

2. Employee

Surveys- 1. Employer

2. Employee

Literature article- 1. Brotherhood of St Laurence

2. The silver lining in Australians youth unemployment data

3. The business spectacular

Secondary sources- 1. Mrs McCrorie’s class

2. Mr Gardener’s class

Assessment notification which includes marking criteria
Youth Employment is a Growing Concern

1) Do you personally feel that youth employment is a growing concern? Why/Why not?

2) Would you hire someone with no experience? Why/Why not?

3) What is your ideal age bracket that you believe best suits your company when hiring and why is this?

4) What are the requirements/qualifications for working at your business/company?

5) If an individual does not fulfil these requirements do their personal qualities override this?

6) Do you hold the same responsibilities for youth employees as you do adult employees?

7) How does employing youth benefit your business/company?

8) What can your company provide youth employees?

9) Over your years of hiring has the number of youth seeking employment at your business/company increased or decreased and why do you think this is?

10) Do you believe that societal perceptions on youth employees effects your decision when hiring? Why/Why not?
Youth Employment is a Growing Concern

1) Do you personally feel that youth employment is a growing concern? Why/Why not?
   No, there are always opportunities available for those wanting to learn.

2) Would you hire someone with no experience? Why/Why not?
   Yes, depending on the role and the applicant's willingness.

3) What is your ideal age bracket that you believe best suits your company when hiring?
   28-30 - Responsible and willing to learn and accept change.

4) What are the requirements/qualifications for working at your business/company?
   Varies on the role being filled.

5) If an individual does not fulfil these requirements do their personal qualities override this?
   No, generally specific experience/qualifications are required for specific roles.

6) Do you hold the same responsibilities for youth employees as you do adult employees?
   No, they are supported and guided.

7) How does employing youth benefit your business/company?
   Apprentices play a role in bringing enthusiasm, new ideas, and help drive change with older employees.

8) What can your company provide youth employees?
   Training/qualifications in a trade.

9) Over your years of hiring has the number of youth seeking employment at your business/company increased or decreased and why do you think this is?

10) Do you believe that societal perceptions on youth employees effects your decision when hiring? Why/Why not?
    No, make judgements on individuals.
"Youth unemployment is a growing concern"

This interview is being conducted to collect data for Xavier College Year 12 Community and Family Studies. The findings will be used to discuss the topic of youth unemployment being a growing concern, in relation to our Independent Research Project. Signing this will ensure you are allowing students to use your answers/information you provide to conduct this project.

Signature: ____________________________

☐ Male ☐ Female

1) Do you believe youth unemployment is a growing concern?

__________________________________________________________________________

2) Are you gaining an education?

__________________________________________________________________________

3) Do you prioritise anything before employment? If so, what?

__________________________________________________________________________

4) Do you think employment is important for a young person? Why/why not

__________________________________________________________________________

5) Do you personally know many youth that are unemployed?

__________________________________________________________________________
“Youth unemployment is a growing concern”

This interview is being conducted to collect data for Xavier College Year 12 Community and Family Studies. The findings will be used to discuss the topic of youth unemployment being a growing concern, in relation to our Independent Research Project. Signing this will ensure you are allowing students to use your answers/information you provide to conduct this project.

Signature: [Signature]

☐ Male  ☑ Female

1) Do you believe youth unemployment is a growing concern?

☐ Yes,  ☐ No

2) Are you gaining an education?

[ ] Currently  [ ] Not currently

3) Do you prioritise anything before employment? If so what?

☐ Family concerns/issues

4) Do you think employment is important for a young person? Why/why not

☐ Yes as it prepares young employees for when they are required to work independently

5) Do you personally know many youth that are unemployed?

☐ Yes including myself  ☐ No
YOUTH UNEMPLOYMENT IS A GROWING CONCERN

Youth is people involved in the age bracket of 15-24 years

1. How old are you?
   □ 14-16 □ 17-19 □ 20-22 □ 23+

2. What is your gender?
   □ Male □ Female □ Other

3. Are you currently employed?
   □ Yes □ No

4. If so, what industry do you work in?
   □ Fast Food □ Retail □ Entertainment
   □ Hospitality □ Education □ Other: (please specify)

5. Do you think youth employment is important?
   □ Yes □ No Why? / Why not

6. Do you want your child to be employed during their youth?
   □ Yes □ No Why? / Why not

7. Did your parents / caregiver encourage you to be employed?
   □ Yes □ No

8. Hypothetically speaking, if you were an employer, would you consider schooling background, when hiring youth?
   □ Yes □ No
9. How many applications do you receive a year from 14-18 year olds?
   □ 1-10  □ 11-20  □ 21+

10. How many applicants get turned down a year?
    □ 1-20  □ 21-40  □ 41+

11. What do you look for when employing youth?

12. Do you believe youth rely too highly on their parents/care givers to support them finance wise?
    □ Yes  □ No  Why/why not?

13. Why do you think some applicants get turned down?

14. What do employers look for when employing youth?
16. At what age, did you start working? ________________

17. Do you believe youth unemployment is a growing concern?
   □ Yes   □ No   Why / Why not?
YOUTH UNEMPLOYMENT IS A GROWING CONCERN

Youth is people involved in the age bracket of 15-24 years.

1. How old are you?
   - 14-16
   - 17-19
   - 20-22
   - 23+

2. What is your gender?
   - Male
   - Female
   - Other

3. Are you currently employed?
   - Yes
   - No

4. If so, what industry do you work in?
   - Fast Food
   - Retail
   - Entertainment
   - Hospitality
   - Education
   - Other: (please specify)

5. Do you think youth employment is important?
   - Yes
   - No
   - Why? / Why not

6. Do you want your child to be employed during their youth?
   - Yes
   - No
   - Why? / Why not

7. Did your parents /caregiver encourage you to be employed?
   - Yes
   - No

8. Hypothetically speaking, if you were an employer, would you consider schooling background when hiring youth?
   - Yes
   - No
9. How many applications do you receive a year from 14-18 year olds?
  □ 1-10    □ 11-20    □ 21+

10. How many applicants get turned down a year?
  □ 1-20    □ 21-40    □ 41+

11. What do you look for when employing youth?

12. Do you believe youth rely too highly on their parents/care givers to support them finance wise?
    □ Yes    □ No    Why/why not?

13. Why do you think some applicants get turned down?

  School  they  go  to  
  How  they  look

14. What do employers look for when employing youth?

  positive  ready  to  work  people
16. At what age, did you start working? 15

17. Do you believe youth unemployment is a growing concern? ☑ Yes ☐ No Why / Why not? More youth out of work less jobs
9. How many applications do you receive a year from 14-18 year olds?
   □ 1-10  □ 11-20  □ 21+

10. How many applicants get turned down a year?
    □ 1-20  □ 21-40  □ 41+

11. What do you look for when employing youth?

12. Do you believe youth rely too highly on their parents/caregivers to support them financially?
    □ Yes  □ No  Why/why not?
    [Handwritten: parents are their and would never say no]

13. Why do you think some applicants get turned down?
    [Handwritten: no experience]

14. What do employers look for when employing youth?
    [Handwritten: someone willing to work]
16. At what age, did you start working? 15

17. Do you believe youth unemployment is a growing concern?

☑ Yes  □ No  Why / Why not?

More youths out of work
YOUTH UNEMPLOYMENT IS A GROWING CONCERN

Youth is people involved in the age bracket of 15-24 years

1. How old are you?
   □ 14-16  □ 17-19  □ 20-22  □ 23+

2. What is your gender?
   □ Male  □ Female  □ Other

3. Are you currently employed?
   □ Yes  □ No

4. If so, what industry do you work in?
   □ Fast Food  □ Retail  □ Entertainment
   □ Hospitality  □ Education  □ Other: (please specify)

5. Do you think youth employment is important?
   □ Yes  □ No  Why? / Why not
   
   less time to focus on study

6. Do you want your child to be employed during their youth?
   □ Yes  □ No  Why? / Why not
   
   focus on study to get into a well paid job after youth

7. Did your parents /caregiver encourage you to be employed?
   □ Yes  □ No

8. Hypothetically speaking, if you were an employer, would you consider schooling background, when hiring youth?
   □ Yes  □ No
9. How many applications do you receive a year from 14-18 year olds?
   □ 1-10    □ 11-20    ☑ 21+

10. How many applicants get turned down a year?
    □ 1-20    ☑ 21-40    □ 41+

11. What do you look for when employing youth?
    attitude   school
    experience presentation
    knowledge

12. Do you believe youth rely too highly on their parents/care givers to support them finance wise?
    □ Yes      ☑ No     Why/why not?
    the luxury of having there there

13. Why do you think some applicants get turned down?
    presentation   experience
    school

14. What do employers look for when employing youth?
16. At what age, did you start working?  

17. Do you believe youth unemployment is a growing concern?  

☐ Yes  ☐ No  Why / Why not?

Many jobs available for youths.
Youth Unemployment Is a Growing Concern

1. Have you completed this questionnaire previously? Yes / no

2. Do you believe unemployed youth is a growing concern? Yes / no

3. How important do you think it is for youth to be employed? (Mark 'X' on scale below)

<table>
<thead>
<tr>
<th>Extremely low</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>Very high</th>
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</thead>
</table>

4. What do you believe are the reasons youth are unemployed?
Number 1-7 in order of preference 1 being most important

____ More adults working casual/part time
____ Extra-curricular activities (e.g. sporting activities)
____ School commitments
____ Inexperience
____ Restricted by parents
____ Disability
____ Societal perceptions

(Tick one option for questions 5 & 6)

5. Gender?
____ Male
____ Female

6. Age?
____ 12-24 years (if ticked go to Q7)
____ 25-50 years (if ticked go to Q8)
____ 50+ years (if ticked go to Q8)

7a. Are you currently studying? (Secondary or tertiary education) Yes / no

7b. Are you currently employed? Yes / no

8a. At what age were you first employed? __________________

8b. Do you believe seeking employment has become more difficult for youth? Yes / no

9. Do you think the Government and community are doing enough to eliminate the youth unemployment problem? Why?

___________________________________________________________

___________________________________________________________
Youth Unemployment Is a Growing Concern

1. Have you completed this questionnaire previously? Yes / no

2. Do you believe unemployed youth is a growing concern? Yes / no

3. How important do you think it is for youth to be employed? (Mark 'X' on scale below)

| Extremely low | Low | Average | High | Very high |

4. What do you believe are the reasons youth are unemployed?
Number 1-7 in order of preference 1 being most important

7. More adults working casual/part time
6. Extra-curricular activities (e.g. sporting activities)
5. School commitments
4. Inexperience
3. Restricted by parents
2. Disability
1. Societal perceptions

(Tick one option for questions 5 & 6)

5. Gender?
   - Male
   - Female

6. Age?
   - 12-24 years (if ticked go to Q7)
   - 25-50 years (if ticked go to Q8)
   - 50+ years (if ticked go to Q8)

7a. Are you currently studying? (Secondary or tertiary education) Yes / no

7b. Are you currently employed? Yes / no

8a. At what age were you first employed? 14

8b. Do you believe seeking employment has become more difficult for youth? Yes / no

9. Do you think the Government and community are doing enough to eliminate the youth unemployment problem? Why?

[Handwritten response: They aren't doing enough advertising and notice to young employees]
Youth Unemployment Is a Growing Concern

1. Have you completed this questionnaire previously?  
   Yes / no

2. Do you believe unemployed youth is a growing concern?  
   Yes / no

3. How important do you think it is for youth to be employed? (Mark 'X' on scale below)

<table>
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   Number 1-7 in order of preference  1 being most important

   7. More adults working casual/part time
   6. Extra-curricular activities (e.g. sporting activities)
   5. School commitments
   4. Inexperience
   3. Restricted by parents
   2. Disability
   1. Societal perceptions

   (Tick one option for questions 5 & 6)

5. Gender?
   Male
   Female

6. Age?
   12-24 years (if ticked go to Q7)
   25-50 years (if ticked go to Q8)
   50+ years (if ticked go to Q8)

7a. Are you currently studying? (Secondary or tertiary education)  
   Yes / no

7b. Are you currently employed?  
   Yes / no

8a. At what age were you first employed?  
   15

8b. Do you believe seeking employment has become more difficult for youth?  
   Yes / no

9. Do you think the Government and community are doing enough to eliminate the youth unemployment problem? Why?
   They aren't doing enough\n   They aren't doing enough because they don't help young people get a job at an early age

   (If ticked)
Youth Unemployment Is a Growing Concern

1. Have you completed this questionnaire previously? Yes/ no

2. Do you believe unemployed youth is a growing concern? Yes/ no

3. How important do you think it is for youth to be employed? (Mark ‘X’ on scale below)

Extremely low  Low  Average  High  Very high

4. What do you believe are the reasons youth are unemployed?
Number 1-7 in order of preference 1 being most important

7. More adults working casual/part time
6. Extra-curricular activities (e.g. sporting activities)
5. School commitments
4. Inexperience
3. Restricted by parents
2. Disability
1. Societal perceptions

(Tick one option for questions 5 & 6)

5. Gender?
   - Male
   - Female

6. Age?
   - 12-24 years
   - 25-50 years
   - 50+ years

7a. Are you currently studying? (Secondary or tertiary education) Yes/ no

7b. Are you currently employed? Yes/ no

8a. At what age were you first employed? __________

8b. Do you believe seeking employment has become more difficult for youth? Yes/ no

9. Do you think the Government and community are doing enough to eliminate the youth unemployment problem? Why?

Yes/ no if they showed enough care
Youth Unemployment Is a Growing Concern

1. Have you completed this questionnaire previously? Yes / no

2. Do you believe unemployed youth is a growing concern? Yes / no

3. How important do you think it is for youth to be employed? (Mark ‘X’ on scale below)

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   7. More adults working casual/part time
   6. Extra-curricular activities (e.g. sporting activities)
   5. School commitments
   4. Inexperience
   3. Restricted by parents
   2. Disability
   1. Societal perceptions

(Tick one option for questions 5 & 6)

5. Gender?
   - Male
   - Female

6. Age?
   - 12-24 years (if ticked go to Q7)
   - 25-50 years (if ticked go to Q8)
   - 50+ years (if ticked go to Q8)

7a. Are you currently studying? (Secondary or tertiary education) Yes / no

7b. Are you currently employed? Yes / no

8a. At what age were you first employed? 19

8b. Do you believe seeking employment has become more difficult for youth? Yes / no

9. Do you think the Government and community are doing enough to eliminate the youth unemployment problem? Why?
   Honestly what could they do?
Youth Unemployment Is a Growing Concern

1. Have you completed this questionnaire previously? Yes / no

2. Do you believe unemployed youth is a growing concern? Yes / no

3. How important do you think it is for youth to be employed? (Mark ‘X’ on scale below)

4. What do you believe are the reasons youth are unemployed?
Number 1-7 in order of preference 1 being most important

6  More adults working casual/part time
5  Extra-curricular activities (e.g. sporting activities)
4  School commitments
2  Inexperience
1  Restricted by parents
3  Disability
1  Societal perceptions

(Tick one option for questions 5 & 6)

5. Gender?
   _ Male
   _ Female

6. Age?
   _ 12-24 years (if ticked go to Q7)
   _ 25-50 years (if ticked go to Q8)
   _ 50+ years (if ticked go to Q8)

7a. Are you currently studying? (Secondary or tertiary education) Yes / no
7b. Are you currently employed? Yes / no

8a. At what age were you first employed? ___________
8b. Do you believe seeking employment has become more difficult for youth? Yes / no

9. Do you think the Government and community are doing enough to eliminate the youth unemployment problem? Why?
   No, because the world wasn't able to change since the early 90's.
The Teenage Dream Unravels
Trends in Youth Unemployment

It can't be said enough, amid a steady rise in the overall unemployment rate, Australia's youth continue to bear the brunt – and teenagers are faring worst of all.

More than 280,000 Australian youth aged 15 to 24 were categorised as unemployed in January. The worst hit were the 15 to 19 year olds, with the unemployment rate for this group hitting 20 per cent – a level not seen since the mid-1990s. Nearly 160,000 Australians aged 15 to 19 were unemployed in January, out of an overall pool of more than 780,000 unemployed.

This means one in five unemployed Australians today is a teenager.

Overall unemployment, across the age groups, continues the upward trend that began in the aftermath of the global financial crisis (GFC) in 2008. The crisis was not a sledgehammer to Australia, but its impact has been long-lasting and insidious, especially on the fringes of the labour force.
If you are 15 to 24 and looking for work, your probability of finding a job has steadily declined since the global financial crisis. Compared with other Australians, teenagers are less likely to move into a job from month to month and are more likely to fall into unemployment from month to month.

We calculated the monthly flows from unemployment into work using the Australian Bureau of Statistics data. Calculating the month-to-month moves from the ranks of the unemployed into the employed exposes some of the underlying faultlines of the unemployment problem in Australia.

From the considerable economics research on this issue we know that changes in unemployment fundamentally turn on two issues: the job-finding probability – the rate at which those looking for jobs move into employment, which tends to pull down the unemployment rate – and the job-exit probability – the percentage of employed people who become unemployed at a given point in time, which tends to increase the unemployment rate.

The graphs on the following pages (Figures 2 and 3) show our estimates of job-finding and job-exit probabilities for the period 1992 to 2015.
Our analysis shows that young people are more likely to exit jobs than the rest of the population (Figure 3). This is especially true for the 15 to 19 year olds, for whom this probability is now more than 2.5 times that of the overall population.

From the early 1990s until the GFC, the overall probability of exiting a job declined. Since then, our results suggest, the job-exit rate has remained at levels similar to the level just before the GFC. In contrast, since the GFC there has been a sharp decline in the job-finding rate, which has clearly contributed to the rise in unemployment.

This result is consistent with the evidence for previous recessions in Australia and from countries such as the United Kingdom and the United States, where the probability of finding a job is the main driver of the fluctuations in the unemployment rate.

Figure 3: Job-exit probabilities (%) in Australia 1992 to 2015
Our findings on the educational levels of unemployed people are striking.

Since the GFC, based on the HILDA data we found the proportion of the pool of unemployed people with less than Year 12 has declined. This group made up more than 44 per cent of the unemployed in every year up to 2010, then dropped sharply to 32 per cent in 2011 and 36 per cent in 2012. Meanwhile, the proportion of unemployed people with some tertiary education has increased since 2010.

These results provide some preliminary evidence to counter the hypothesis proposed by some economists that job-finding probability has been declining because of the changed characteristics of the pool of unemployed (the composition effect). This suggests that the explanation for the decline in Australia's job-finding rate is far more complicated than just deterioration in the profile of the unemployed.

REFERENCES


NOTE

The report was written by J. Beath and reviewed by the Research Committee of the Victorian Government Department of Social Services (DSS). The views presented are those of the authors and not necessarily endorsed by DSS or the Victorian Government.
Despite recent easing, youth unemployment remains worryingly high following a flood of jobless youngsters since the start of 2014. Yet underlying data shows youth unemployment has spiked not through outright lay-offs, but due to the positive activation of young Australians, with increasing labour market participation and employment figures.

Momentum should be built in Australia to assist low-skilled, unexperienced youth to secure a toehold in the job market. Measures to enhance productivity and reduce regulatory burdens should be a top priority.

Since the global financial crisis, unemployment rates for young people aged between 15 and 24 years old have surged from a record low trend of 8.7 per cent in early 2008 to over 13.4 per cent in recent months. Although not as high as the levels experienced in 1980s/90s, the escalation of the problem has completely wiped out the gains made throughout the mining boom years of mid-2000s.

Yet microanalysis of the latest trend burst (chart above) reveals some new silver linings in Australia’s youth labour market dynamics. Not only have youth unemployment rates probably passed the recent peak, but the increase since last year was mainly due to more people looking for work — and therefore now officially being counted as unemployed — at the same time as youth employment figures were actually rising.
For instance, some prohibitive regulatory pay floors -- such as an entry-level minimum casual pay for a 20-year-old in the fast food industry of up to $29/hr on a Sunday, or a substantial $46/hr on public holidays -- should be dropped, paving the way to more job creation for the youth.

Additionally, some of the Harper competition policy review recommendations demand serious consideration. For example, trading hour restrictions should be abolished, accommodating Gen-Y's propensity to want to work outside the traditional 9-to-5 schedule. Proper regulation of new markets and disruptive technologies, such as ride-sharing ventures, could unleash entrepreneurial spirits among youth. Less restrictive planning laws would add demand for a whole new horde of young workers on the construction industry.

There is a silver lining in the youth unemployment issue. The increasing number of young Australians looking for a job should send a loud and clear message to both state and federal politicians for a shake-up in the workplace regulations and the competitive environment. Let the kids work -- and they will.

Dr Patrick Carvalho is a Research Fellow at the Centre for Independent Studies.
YOUTH UNEMPLOYMENT AND UNDEREMPLOYMENT: THE ISSUES
BROTHERHOOD OF ST LAURENCE EXPLAINS THE ISSUES IN THIS EXTRACT FROM THE REPORT, INVESTING IN OUR FUTURE

High youth unemployment and underemployment

The unemployment rate for young people is unacceptably high and is forecast to further increase. Youth unemployment shot up during the Global Financial Crisis and has not recovered. Teenage unemployment has trended upwards from 13.2 per cent in January 2008 to 17.7 per cent in April 2014. For 20-24 year olds, unemployment has risen from 6.1 per cent in January 2008 to 9.7 per cent in April 2014.

Young people are experiencing unemployment at almost three times the rate of those aged over 25 years, up from around twice the rate in earlier years.

The number of young people experiencing long-term unemployment has tripled since 2008. In April 2014, more than 50,500 young people had been on the unemployment treadmill for more than a year – nearly 19 per cent of unemployed young people.

Underemployment is also growing. In April 2014, the underemployment rate for 15 to 24 year olds was 14.9 per cent. Over a quarter of employed 15 to 24 year olds report that they want more hours of work or more regular patterns of work.

The rise of casual, part-time and temporary work

The entry-level job opportunities available to young people are increasingly casual, temporary or part-time.

Workers in these roles are less likely to have access to training and development opportunities, they may receive no paid leave entitlements, their tenure can be precarious and their workload patterns irregular. They are also more vulnerable to job losses. While these jobs can provide a stepping stone to more permanent employment, this is much more likely for those young people who are combining work and study.

Since 1990 we have seen a steep rise in the proportion of young people who are solely engaged in part-time work (i.e. are not studying at the same time): from one in ten in 1990 to nearly one in four in 2012. In 1990, two-thirds of teenagers who had left full-time education held a full-time job. Now, less than half do. Recent estimates are that 27.3 per cent of young people are not fully engaged in employment, education or training, up from 23.7 per cent in 2008. For young people from low socioeconomic backgrounds, 41.7 per cent are not fully engaged.

The majority of job placements made through Job Service Australia agencies are for short-term, casual
and seasonal work, which makes it challenging for young people to remain in steady employment or stay off income support.

Young people with no or low levels of qualifications frequently find themselves in precarious, low-paid roles that provide little or no opportunity for career progression. They are on a career traveller, not a career escalator.

Dina Bowman, Brotherhood of St Laurence (2014)

Rising youth inactivity – the invisible unemployed
There are a growing number of young people who can be described as the ‘invisible unemployed’: they are not studying, not in work and not looking for a job. They do not show up in our unemployment figures and are not receiving income support or welfare benefits. While the Learn or Earn approach has focussed young people on the importance of acquiring knowledge and skills, its implementation may be contributing to the increasing number of young people who are disengaging altogether. Frustrated by the system’s increasing complexity and its lack of responsiveness to their individual circumstances, it appears some young people are essentially giving up and opting out.

Using June 2012 data, it is estimated that around 30,000 young people under the age of 20 may fall into this group. Their absence from the labour market cannot be readily explained by other factors. There will be longer-term social and economic consequences if these hard-to-reach young people cannot be re-engaged.

The changing labour market: the importance of post-school qualifications
Earlier generations of young people could walk into a job without finishing school. Today it is much harder to do so. Technological change has resulted in the disappearance of many entry level jobs that existed a generation ago in the banking, government and services sectors. Increasingly, these sectors require tertiary qualifications. Traditionally male-dominated occupations such as manufacturing and agriculture that have typically been taken up by early school leavers and members of newly-arrived communities have also steadily declined over the past 30 years. In the early 1980s, three-quarters of unskilled men had full-time jobs; today fewer than 60 per cent do.

There is an increasing emphasis on qualifications as a prerequisite for work, and a growing demand for higher skills. It is predicted that 70 per cent of the new jobs created by 2017 will require at least a Certificate III qualification, with more than half requiring a diploma-level qualification or higher.

Growth of low-skilled jobs will effectively flat-line.
Commonwealth of Australia, Skills for all Australians (2012)

Many of these new jobs will be in traditionally female-dominated occupations such as community and personal care work. There are a number of factors driving growth in the care and social assistance occupations: the National Disability Insurance Scheme, Australia’s ageing population and the growing demand for childcare as well as community and home-based care services. Strong growth over the next five
Secondary Sources for IRP

http://www.tradingeconomics.com/australia/youth-unemployment-rate
sunrise- global youth unemployment crisis interview
Secondary research articles – Mr Gardiner’s class

ONLINE ARTICLES


http://www.theguardian.com/society/2015/feb/22/youth-unemployment-jobless-figure

ASSESSMENT NOTIFICATION
Year 12 - Community and Family Studies

GENERAL DETAILS
Total Marks: 50 marks
Date issued: 19th October 2015
Due Date: Friday 11th December 2015
Weighting: 25%

OUTCOMES TO BE ASSESSED
H4.1 Justifies and applies appropriate research methodologies
H4.2 Communicates ideas, debates issues & justifies opinions

CRITERIA FOR ASSESSING LEARNING
You will be assessed on your ability to:
- Use various primary and secondary research methodologies to prove or disprove the hypothesis
- Implement graphs, data and statistics
- Use your knowledge for relevant information and concepts
- Communicate ideas and findings using relevant terms and concepts
- Present a well-structured answer to the question

CONTEXT FOR THE TASK
During the term students will be learning about researching and the methods used to research in order to achieve reliable outcomes. The Independent Research Project allows students to put their knowledge and understanding of research methods into practice.

TASK DESCRIPTION
Task: Students are to develop an independent research project related to the issues of youth employment.

The research project consists of three parts:
A. The Project Plan – to be handed in for informal feedback
B. The Diary – to be handed in with the completed IBP as a working document (there is no need to rewrite or retype for presentation).
C. The Product – the final report is to be submitted

ADDITIONAL INFORMATION
Students will be working collaboratively to complete their Independent Research Project. During this term, lessons will be set aside each week to work on the task. Each week students will need to submit their diaries for checking.

Mr P. Kennedy
Leader of Learning and Pedagogy - PDHPE

Lisa A. Roach
Director of Learning and Pedagogy
The Product

**RESEARCH INTENTIONS** - Incorporating explanation of methodologies used, sampling and bias issues, ethical considerations, project aims within the contents page, abstract and Acknowledgements.

<table>
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<tr>
<th>Criteria</th>
<th>Marks Available</th>
<th>Marks Achieved</th>
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<td>* Demonstrates superior understanding and application of the research</td>
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<td>the research settings</td>
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<td>Accounts well for issues of bias and sampling relevant to the project</td>
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<tr>
<td>Specific ethical procedures explained and evident</td>
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<tr>
<td>Clearly articulates the intentions and aims of the project and relates</td>
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<td>specifically to the syllabus content</td>
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<td>Clearly sets out contents page with correctly numbered headings and</td>
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<td>* Demonstrates sound understanding and application of the research</td>
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Proof needs grammar error evident.

Relate aim to the syllabus.
Includes a brief introduction
- Satisfactory literature review with some references that summarise the findings.
- Primary research methodology is inappropriate, poorly structured and has limited relevance to the research proposal.
- Limited data collected and recorded in a mostly relevant way in Results and Findings.
  - Basic use of tables and graphs, with some inaccuracies
  - Demonstrates limited Analysis and Discussion of data with elementary interpretation.
  - Primary and secondary data outlined superficially.
- A brief summary and conclusion of a few relevant points included.
  - Attempts to reference sources in text but some plagiarism is evident.
  - Includes a limited account of positive and negative experiences.
  - Makes limited recommendations.
- No Introduction Included
  - Elementary literature review that attempts to summarise relevant findings, with evidence of plagiarism.
  - Primary research methodology is limited and of little relevance.
  - Limited data collected and recorded in Results and Findings, often irrelevant and disjointed
  - Basic use of tables and graphs, with inaccuracies
- Demonstrates very limited Analysis and Discussion with little interpretation of data
  - Limited outline of primary and secondary data.
  - Brief and narrow summary and conclusion, with little relevance to the research questions.
- Little or no in text referencing of sources evident.
  - No account of positive and negative experiences.
  - No recommendations made or validated

Comments:
Intro - should be third person

You have discussed the methodologies but not what was said in the interviews, what was the main findings in the questionnaires

You did not proof read this and therefore there are a lot of grammatical errors
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COMMENTS:


