

VICTORIAN CAREERS CURRICULUM FRAMEWORK

The Victorian Careers Curriculum Framework (the Framework) focuses young people's attention on realising their aspirations by creating opportunities, making informed choices and defining their career goals. The Framework is based on the eleven competencies identified in the Australian Blueprint for Career Development.

The Framework is designed to assist teachers, trainers, careers practitioners and curriculum coordinators in the preparation of young people to make a successful transition into further education, training and employment.

Learning Outcomes in the Framework are focused on the three Stages of Career Development: Self Development, Career Exploration and Career Management. The focus for these Learning Outcomes is providing opportunities for young people to build their career skills, knowledge and capabilities.

Learning Outcomes for Year 11 are:

Stage	Self Development			Career Exploration			Career Management	
Learning Outcome	1. Understand and analyse how personal characteristics, interests, attitudes, values and beliefs and behaviours influence career decisions	2. Explore innovative interpersonal and group communication skills; including discovering the importance and benefits of being able to interact with diverse groups of people in all areas of life	3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace	4. Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments	5. Explore the importance of revisiting and fine tuning your preferred study, training and work options within your Career Action Plan	6. Engage in career planning and development that takes into account changing economic, social and employment trends	7. Use career information resources to identify career opportunities that are available to someone with your skills, knowledge, aspirations and assess the reliability of the information	8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level

The table below demonstrates alignment between the Framework Learning Outcomes and selected key knowledge and key skills from the VCE History Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE History Units 1-2 key knowledge and key skills relate to information required to pursue a career in history (e.g. Learning Outcome 4). Teachers may choose to design additional activities to embed the Framework into learning and teaching practice, such as asking students why they chose the subject (e.g. Learning Outcome 1) or using the Job Guide or myfuture website to identify career opportunities in the subject area (e.g. Learning Outcome 7).

As the table of alignment is against a selection of key knowledge and key skills only, teachers must refer to the VCE History Study Design for the complete list of key knowledge and key skills, available from the VCAA website at <http://www.vcaa.vic.edu.au>.

Victorian Careers Curriculum Framework		VCE History Study Design			
Stage	Learning Outcome	Unit	AOS	Key knowledge	Key skill
Self Development	3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace	1	1	<i>Conquest and resistance</i> <ul style="list-style-type: none"> The creation of an ideology to make the colonial relationship plausible in the eyes of both parties; for example, the presentation of the practices and culture of the colonisers as beneficial and progressive The ways in which the colonising power employed an understanding of the culture of the occupied people to control them; for 	

				example, the British use of Indian paternalism	
		1	1		<i>Twentieth century history 1900-1945</i> <ul style="list-style-type: none"> Use key concepts relevant to the selected historical context; such as culture, nationalism, internationalism, race, ideology, gender and class
		1	2	<i>Twentieth century history 1900-1945</i> <ul style="list-style-type: none"> The role of class, race, ethnicity, political affiliation, nationality and gender in social experience; for example, persecution of the Jews by the Nazis and the Kulaks by Stalin, male and female experiences of life during wartime, the political and economic role Vietnamese peasants played in French Indochina The way in which groups and communities organised to protect and advance their political, social and economic interests; for example, para-military groups, nationalist and patriotic groups, trade unions, suffragettes and feminists, resistance movements and religious communities 	
		1	3	<i>Conquest and resistance</i> <ul style="list-style-type: none"> The concept of nationalism and its problematic nature, for example, its desire to unify peoples which can result in denial of their community loyalties and affiliations; including ethnicity, religion and language 	<i>Conquest and resistance</i> <ul style="list-style-type: none"> Use concepts and terms such as nationalism, ethnicity, religion and language
		2	1		<i>Twentieth century history 1945-2000</i> <ul style="list-style-type: none"> Use key concepts relevant to the selected historical conflict; such as ideology, power, racism, communism, capitalism, imperialism, ethnicity and nationalism
		2	1		<i>Koorie history</i> <ul style="list-style-type: none"> Use concepts such as Koorie, identity, society and culture
		2	1	<i>People and power</i> <ul style="list-style-type: none"> Ideas and values used to support the established authority; for example, religion, theories of racial superiority, attitudes to gender roles, ideas about mutual obligations and rights 	
		2	2		<i>Twentieth century history 1945-2000</i> <ul style="list-style-type: none"> Use key concepts such as exploitation, equality, class, human rights, patriarchy
		2	2		<i>Koorie history</i> <ul style="list-style-type: none"> Use concepts such as land, justice, society and culture
Career Exploration	4. Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments	All	All	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All
	6. Engage in career planning and development that takes into account changing economic, social and employment trends	1	1	<i>Applied history in the local community</i> <ul style="list-style-type: none"> The impact of human activity on the local environment over time, for example farming, 	

				mining, migration, urbanisation	
		1	2	<p><i>Twentieth Century History 1900-1945</i></p> <ul style="list-style-type: none"> • Factors influencing changes in social life especially economic, political and technological developments; for example, increased state intervention in public and private life, economic boom and depression, warfare and invasion, the political and economic role Vietnamese peasants played in French Indochina 	<p><i>Twentieth Century History 1900-1945</i></p> <ul style="list-style-type: none"> • Compare different experiences of social life between groups from the selected historical context
		2	3	<p><i>Twentieth century history 1945-2000</i></p> <ul style="list-style-type: none"> • Factors which brought about change in the social experience of the community such as international, regional or local events, technological developments and/or environmental change; for example International Monetary Fund policy on African development, the fall of the Berlin Wall, civil war and famine in the Sudan, the break-up of the former Yugoslavia and subsequent civil war, Indonesian occupation of East Timor, the Chernobyl nuclear disaster, Taliban takeover in Afghanistan, the Intifada in the Middle East, genocide in Rwanda in 1993 to 1994 	
		2	3	<p><i>People and Power</i></p> <ul style="list-style-type: none"> • Changes in authority; for example, new structures which may provide a more liberal authority or which may be equally authoritarian, adjustments to existing structures such as equal pay for women, the dismantling of apartheid legislation in South Africa • Changes in the conditions of social groups as a result of the changing patterns of authority; for example, economic opportunities, working and living conditions, treatment under the law, family conditions 	
Career Management	8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level	1	3	<p><i>Applied history in the local community</i></p> <ul style="list-style-type: none"> • The different techniques used by historians and/or curators to present and interpret historical information to a wide audience, for example re-enactments, museum displays, websites 	

For more information about the Framework, please visit www.education.vic.gov.au/careersframework.