# 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 | |
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| 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 Media Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Media Units 1-2 key knowledge and key skills relate to information required to pursue a career in media (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 Media 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 Media Study Design | | | |
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| Stage | Learning Outcome | Unit | AOS | Key knowledge | Key skill |
| Self Development | 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 | 2 | 1 | | • Describe the collaborative nature of stages and roles in the media production process<br>• Apply production techniques, practices and conventions in the collaborative production of media texts<br>• Work collaboratively with others in the production of media texts |
| | 3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in | 1 | 1 | • Representations within the context of values such as those related to gender, age, ethnicity | |

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| | the workplace | | | and socioeconomic status | |
| 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 | • All | All |
| | | 1 | 1 | • Representations present in media texts<br>• Media representation and its relationship to the selection and construction of reality in various media forms<br>• The nature of codes and conventions (such as visual, audio, technical and written) evident in media productions, and the meanings they create<br>• Different kinds of 'realism' in media texts; for example, newspaper reporting, fantasy genres, lifestyle and documentary programs, radio news reports<br>• Influence of institutional practices on the nature of representations, their availability and accessibility | • Describe representations in media texts<br>• Compare the construction of different representations in media texts and across media forms<br>• Use concepts of representation, selection and construction in the evaluation of media texts<br>• Discuss how audiences make judgements about how realistic specific media texts are |
| | | 1 | 2 | • The nature and use of media technology, materials and applications in two or more media forms<br>• Techniques and processes used in the production of media representations<br>• Ways in which codes and conventions (such as visual, audio, technical and written) are used to convey ideas and meanings | • Identify and explain the characterisation and potential of media technology and materials<br>• Operate media technology and use materials, techniques, applications and processes to produce representations in two or more media forms |
| | | 2 | 1 | • Stages in media production process from planning and/or pre-production to final audience reception | |
| | | 2 | 2 | • Characteristics of stages of media production within the context of the overall production process of a particular media product; for example, marketing of a film, broadcasting a television program, post-production of a computer game, shooting a music video, newspaper layout, designing a website | • Describe characteristics of the stages of a media production within the context of the overall production process of a particular media product |
| | 6. Engage in career planning and development that takes into account changing economic, social and employment trends | 1 | 1 | • Representations within the context of media history; for example, the way in which media representations of social stereotypes, presentation styles or generic conventions have emerged and changed | • Analyse representations within the context of institutional practices, media history and cultural values |
| | | 1 | 3 | • The nature of new media technologies, such as cable, satellite, broadband, streamed, networked. Interactive and other computer-based systems, and the relationship between new media technologies and existing media technologies<br>• Changes in media production and consumption that the emergence of new media technologies introduce; for example, mobile telephone downloads, use of digital printing processes in photography, home entertainment systems, participation in virtual and responsive media environments, digital media transfer such as SMS, MP3 and streamed video and the | • Identify and describe characteristics of new media technologies<br>• Analyse the relationships between new and existing media technologies<br>• Discuss how the emergence of new media technologies have affected media production and the circulation and consumption of media products<br>• Analyse the creative and cultural impact of new media technologies |

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| | | | | availability of video and digital information and entertainment on mobile and fixed display screens <br> • Creative and cultural changes, possibilities and/or problems occurring in society as a result of the emergence of new media technologies; for example, interactive an digital television data-streaming, copyright issues related to online file sharing, digital video installations and networked galleries on the Internet | |
| | | 2 | 2 | • Australian ,overseas and/or global media industry issues and/or developments relating to the stages of a media production and specialist roles; for example, production issues concerning the making of a film, program or other media text, training and employment pathways for specialist media roles, industry practices at stages of a production process <br> • Media industry issues and/or developments and their impact on production stages and specialist roles | • Analyse the impact of Australian, overseas and/or global media industry issues and/or developments on stages of a production process and the specialist roles undertaken |
| | | 2 | 3 | • Ways in which Australian media organisations produce and distribute media texts, for example, through film production, Internet programming, exhibition outlets, broadcasting sites, television transmission, newspaper and/or magazine production <br> • Source(s) of income and/or finance of Australian media organisations <br> • Audiences of Australian media organisations and/or texts; for example, audience size and demographics, ratings or circulation figures <br> • The nature and range of media texts produced by Australian media organisations, and where appropriate, similar overseas organisations, which are distributed in Australia; for example, music and current affairs programming on radio, film production budgets and genres, commercial and non-commercial television station programming <br> • The relationship between the nature and/or range of texts produced by Australian media organisations and the funding and management of these organisations <br> • Historical, cultural, legal, political, economic and/or institutional factors affecting the conduct and operation of Australian media organisations | • Describe features of Australian media organisations <br> • Compare the nature and operation of Australian media organisations <br> • Discuss the impact of the funding and/or management of Australian media organisations on the nature and/or range of media texts produced by Australian media organisations <br> • Analyse the conduct and operation of Australian media organisations within the historical, cultural, legal, political, economic and/or institutional framework in which they produce, distribute and/or exhibit media texts |
| Career Management | 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 | 2 | 1 | • The specialist roles in each stage of media production within the context of the collaborative nature of media production | • Identify specialist stages and roles in the media production process <br> • Undertake specialist roles in media production and apply the relevant technical skills |
| | | 2 | 2 | • Specialist roles performed and production skills applied in the stages of media production by | • Discuss the specialist roles and production work performed in stages of a media production |

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| | 8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level | 1 | 2 | • Implications of different media technologies and processes for the production, distribution and/or consumption of media representations | • Discuss how the use of different media technologies affect the production, distribution and/or consumption of media representations |
| | | 2 | 1 | • Production techniques, practices and conventions used to structure media texts and to engage audiences | |

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