

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 Philosophy Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Philosophy Units 1-2 key knowledge and key skills relate to information required to pursue a career in philosophy (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 Philosophy 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 Philosophy Study Design			
Stage	Learning Outcome	Unit	AOS	Key knowledge	Key skill
Self Development	1. Understand and analyse how personal characteristics, interests, attitudes, values and beliefs and behaviours influence career decisions	1	1	<ul style="list-style-type: none"> Debates and questions that arise from exploration of at least two metaphysical problems 	<ul style="list-style-type: none"> Formulate philosophical questions arising from metaphysical problems
	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	1	3	<ul style="list-style-type: none"> The roles of reasoning and argument, imagination, metaphor, emotion and experience in philosophical thinking about metaphysical and epistemological problems 	<ul style="list-style-type: none"> Analyse the roles of reasoning and argument, imagination, emotion and experience in examples of philosophical thinking Apply philosophical thinking, including techniques of reason and argument, to analysis of philosophical viewpoints and arguments, including those in metaphysical

					and epistemology
		2	1		<ul style="list-style-type: none"> Formulate independent ideas about ethical problems, and explain and defend those ideas in philosophical exchanges with others
	3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace	1	2	<ul style="list-style-type: none"> Debates and questions that arise from exploration of at least two epistemological problems as outlined above 	<ul style="list-style-type: none"> Formulate philosophical questions arising from epistemological problems
		2	1	<ul style="list-style-type: none"> Debates and questions that arise from exploration of the ethical problems The contentious nature of ethical debates Viewpoints and arguments central to the ethical problems Some criticisms that can be raised in response to the viewpoints and arguments central to the ethical problems The implications of adopting a particular ethical position for a range of relevant contemporary debates 	<ul style="list-style-type: none"> Formulate philosophical questions arising from ethical problems
		2	3	<ul style="list-style-type: none"> The roles of reasoning and argument, imagination, emotion and experience in philosophical thinking about ethical and other philosophical problems 	
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
		1	3	<ul style="list-style-type: none"> Key terms associated with philosophical reasoning; for example, argument, deduction, induction, reason, premise, conclusion, validity, invalidity, soundness, unsoundness, consistency, contradiction, implication, entailment, assumption, standard form, syllogism, analogy, example, counterexample, counterargument, objection, proposition, claim, assertion, definition, probability, criteria 	<ul style="list-style-type: none"> Use appropriate terminology when analysing and evaluating arguments
		2	2		<ul style="list-style-type: none"> Analyse definitions of key philosophical concepts and questions related to problems in Aesthetics, Philosophy of religion, Political philosophy or Other traditions of thought
		2	3	<ul style="list-style-type: none"> The roles of reasoning and argument, imagination, emotion and experience in philosophical thinking about ethical and other philosophical problems Key terms associated with philosophical reasoning; for example, argument, deduction, induction, reason, premise, conclusion, validity, invalidity, soundness, unsoundness, consistency, contradiction, implication, entailment, assumption, standard form, fallacy, syllogism, analogy, metaphor, example, counterexample, counterargument, objection, proposition, claim, assertion, definition, probability, criteria, necessary, sufficient, modus ponens, modus tollens, thought experiment, chained argument, denying the antecedent, affirming the consequent Recognised patterns of good and bad 	<ul style="list-style-type: none"> Apply basic techniques of reasoning and argument

				reasoning including some common syllogisms, and common fallacies; for example, begging the question/circularity, slippery slope, ad hominem, genetic fallacy, excluded middle, affirming the consequent, is/ought, undistributed middle, and fallacies of ambiguity	
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For more information about the Framework, please visit www.education.vic.gov.au/careersframework.