Welcome to the implementation of the recording of the newly accredited VCE Geography Study Design 2022 to 2026. My name's Leonie Brown and I'm the VCE Geography Curriculum Manager at the Victorian Curriculum and Assessment Authority. And it's my absolute pleasure to present the new study design to you in this presentation. Thank you for taking the time to view this presentation and especially thank you for the time that you're about to put in planning your teaching and learning programs so that the study design is implemented successfully.

So I would like to first of all start by acknowledging country. I would like to acknowledge the traditional custodians of the many lands across Victoria on which you are living, learning and working from today. For those of you who live in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations. For myself, I acknowledged the Wadawurrung people of the Lake Burrumbeet region, near Ballarat, from where I'm working today. When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region. I would like to pay my respects to elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope that they will walk with us on our journey. I particularly welcome any first nations people who are joining the presentation today.

So the purpose of the presentation is to support you as VCE Units 1 and 2 geography teachers in implementing the newly accredited Geography Study Design in 2022-2026. So as from next year, you'll be teaching what I'm presenting today. The purpose of this whole program, and I don't mean this individual one, but a whole program, is to implement the study design. So what we're doing is this, the presentation that I'm doing now on 1 and 2, which will be followed by a presentation on Units 3 and 4 and then there's going to be a Q&A session which will be related to that those other presentations and it's where it'll actually go over questions that you have on the study design content and school-based assessment.

And that will be the Q&A session run by us on Wednesday, the 12th of May. So stay tuned to your notice to schools and your bulletins to get more information about that. That session will also be recorded. So at the end of this so-called implementation program there'll be a three part permanent platform on the VCAA geography homepage which will support you along with the advice for teachers and other information that will be there to help you implement the new study design.

So now let's get into the actual new study design, but before I start, I just want to explain to you my colour key that I've used being the geographer that I am. So the VCAA use a gorgeous blue for their headings but throughout this presentation, wherever you see blue and it's not in a heading that actually is a change to the study design. So this presentation isn't about these other changes to the study design. It's really about presenting the new study design but just to help those of you who are in that transitional phase, going from thinking it this year and implementing it next year it may well help to pick up those nuances between the current study design and the new study design.

So in that sense, for instance, in this slide I'm talking about the scope of study has been expanded where we have now recognise that there are 12 key geographical concepts, the ones in black are the concepts that were previously recognised and we have elevated as we should have, environment and interconnection to be key geographical concepts as well. So that's why they are in blue.

So the next section is talking about changes. The terminology throughout the study design has got one significant change in terms of spatial technologies. As of yesterday, the study design version that that is on the VCAA geography home page you will find that there's no reference to spatial technologies that has been replaced by the term geospatial technologies and that's to reflect contemporary terminology in the industry. So it's absolutely no different in terms of what they are. It's just that we are now calling them the term that's recognised in the industry - geospatial.

Another change is that we have recognised and this is part of, one of the reasons why interconnection has actually been elevated into a key geographic concept is that it's actually a really important and actually a really important platform for VCE Geography. So if we were to take out of all of those 12 concepts, two really key concepts, those concepts are change and interconnection. So in the VCE senior secondary section the influence of change and interconnection is very strong in the content in the study design.

The structure of the study design hasn't changed in terms of the basic titles in Units 1, 2, 3, and 4. However, as you'll see, Unit 2 has become more specific. And in many ways living up to its new name, more challenging in that it's Unit 2 tourism issues and challenges. And for those of you who currently teach Unit 4 or for those of you who are about to and you're doing your planning for Unit 4 you will realise that often students, depending on their background land in your Unit 4 class not really understanding what an issue and a challenge. So in that sense, we have incorporated that further down into Unit 2 tourism, hence the title change. And obviously it's the change of the content that goes with that title change.

So we now have characteristics of the study on page six and there are four components to characteristics of study. Now what these are, these are the underpinning elements of the study. So these are the underpinning elements and components of your teaching and learning program. So if you're looking at, what do I have to teach? You have to teach all of the things in your VCE program throughout these characteristics one through to four. We have the first one being geographical characteristics second one being geographical skills.

Third one being new, which is geospatial technologies. And four is the field work report. So in more detail in terms of that in the area of key geographic concepts, I've just put up and copied the definition from the study design. It's very, very similar to the definition to the Victorian F-10 curriculum geography. So consequently that's really why we've actually got it in there because it's actually part of the F-10 program currently. And typically environment encompasses the aspect of the natural environment and the human social and cultural environment.

The second key geographic concept that's been introduced is a really important one. And that's an interconnection. So I'd have mentioned previously that this is really important in the senior secondary space because it's now when students talk look at more complex connections between phenomenon, and I'd like to read out the last sentence of this definition. It's an understanding of the significance of the interconnection leads to a holistic thinking and helps students see the various aspects of geography as connected, rather than aspects as separate bodies of knowledge.

The second component of the characteristics of study is geographic skills. And what I've done here is to just do a snippet of new aspects to that and give you an example of how geospatial technologies have been incorporated. So now students are expected as I always have been because let's face it they're geographers so they should be mapping, mapping, mapping. But in this instance mapping should be expanded to be using current sort of technology, which is the geospatial technologies. So that is very similar to what we've already done but we've just expanding into that really exciting field of geospatial technologies.

Another aspect is the geographical skills which is where there's an expectation that students use the GIS platform to interpret and analyse geospatial information by adding and removing layers something that students and teachers love doing. There's another stipulation that students should be using a GNSS receiver or other similar device to collect data in the field and that data being primary data and using the use of GPS coordinates to actually state their specific location. And other example of the way that the skills have been tweaked a little bit is that in the area of map use interpretation analysis and that's where there's the expectation that students would be okay with remote sensing images and topic graphic maps to explain change over time.

The third section of the characteristics of the study is the new one and I should have coloured all of this blue because it is actually a totally new section in terms of that sense. So here lies a quite detailed, but yet succinct overview of what geospatial technologies are, what type of tools they are, and what they enable students to be able to do. So they can acquire and record spatial information. They can manipulate and manage spatial information and it's various forms. They can represent spatial information in a variety of formats, such as thematic maps, and they can analyse spatial information for trends, patterns, and relationships.

So as you can see, this is an exciting new part but it's also a part of the new geography study design that not only is it exciting, it's really, really pleasing to see that it's been included. And now the technologies have enabled every student to be able to access this online and it'd be readily available to them. So regardless of where you teach and the background of your students you'll be able to incorporate geospatial technologies. So that's a really important part of this new study design.

Another important part, and this is to me is the essence of geography is the field work report. So this is the fourth component of the characteristics. This study, the change here is where the emphasis is on primary data collection and geospatial technologies must be used to collect that data. And there is also an inclusion where the justification of how those primary sources and techniques we use to help answer the research question. So this has been an element of the field report. That's been of concern for some time, and I'm pleased to say that we've been able to improve it in this new study design. So another aspect in the fieldwork report is in the presentation of process data and information. And again, this is where geospatial technologies play a really important role. Throughout the study design, there is a commonality in the terminology surrounding instructional terms to do with outcomes.

So previously we outlined instructional terms as being describe and explain in this study design they have been replaced with analyse also in this study design, the order of key knowledge and key skills has changed in that they are now matched. So if you have a key knowledge point you should have a corresponding key skills point and they should appear in ascending order of difficulty. So the easy ones to start off with, the more challenging towards the end of the list of key knowledge and key skills. So that's something that's consistent throughout the study design.

Another consistency throughout the study design is to do with terminology and as geographers we often consider as factors contributing to changes in phenomena. And those factors are to be considered as being economic, social, political, environmental, and cultural. Similarly in the terminology area as geographers we often look at after we looked at factors they look at impacts of those factors on geographic phenomena and the impacts to be classified as being environmental, economic, social, and cultural and similarly, but a little bit different with the key geographic concept of sustainability, particular aspects of sustainability picked up in this new study design. So students are required to look at environmental sustainability, social, cultural, and economic sustainability. And again, they are common throughout Units 1 to 4 those aspects of sustainability.

The last terminology section that I would like to deal with before we get into the nitty gritty is that to do with a very important aspect. And again, this has been an area of concern within the study design. So within the study design the writers have been very mindful to place a relationship between a particular trend and issue, that is an outcome of that trend and then the challenge of how to respond to that issue. So again, this is something that's common in this case in Units 1 and 2 and obviously 3 and 4.

So let's get down to actually looking at Unit 1. So Unit 1 hazards and disasters page 15 of the study design. And this is very similar to the previous outcome in it. It's looking at processes of hazards and hazard events but there's a stipulation, a really important stipulation that you must include the impact of climate change in your studies. So in area of study 1 characteristics of hazards outcome 1 is on completion of this Unit the students should be able to analyse the nature of hazards and the impact of hazard events at a range of scales.

Outcome 1 key knowledge. And this is where you'll see the new aspects being added in the blue and the very similar ones in the black. Here we've made specific mention of cultural specific mention of factors and impact and the interconnection between the physical environment and human activities. So to me, the changes here are classic of changes that have been made in this Unit to make it more rigorous, to make it more geographic in that last dot point is really key one the interconnection between all of these processes and contributing factors to hazards.

So this is where you will find that there's a little bit more content in this study design. Corresponding with key skills. And you'll find that these do appear to be somewhat similar throughout the study design. And so they should be because there should be a sequence of key skills being developed throughout a student's journey through the study design, a couple of specific changes here instead of just explaining the role of geospatial technologies students are evaluating. And that's something that's common that language is used throughout the study design to evaluate in this case the role of special technologies, sorry geospatial technologies.

Areas study 2 is response to hazards and disasters. And again, these introductory comments here have been reworked to simplify and make it clear to the teachers what is actually required in this area of study. Outcome 2 is where students should be able to analyse and evaluate the nature, purpose, and effectiveness of a range of responses to selected hazards and disasters. The key knowledge again including specific factors and including here the specific mention and note of the key geographic concept of spatial association and interconnection and in the latter part down here, the incorporation of issues and challenges that arise from those hazards and disasters and the role of geospatial technologies in the management of them.

Key skills, very similar to what you find in outcome 1, but again evaluation in the effectiveness of responses and evaluation of the usefulness of geospatial technologies in developing effective prevention and mitigation measures in response to the selected hazards and disasters. That's a long one.

So with the Unit 1 assessment tasks the core assessment task for Unit 1 is a field work report of approximately 1500 to 2000 words. And further information on that is found on pages 13 and 14 in the study design. Additionally, at least one task, the assessment of each of the outcomes 1 and 2 is to be selected from the following. So we have now introduced some other types of more varied tasks to allow students a greater variety in a choice of what they may choose to present their school assessed working, or as a teacher you may actually choose for the students to undertake. So there's more choice there, a wider variety. And that's a really important part of our VCAA assessment principles and that it should allow for a range of student performance. And therefore there should be a range of tasks that students undertake to show that performance. So that wraps up Unit 1.

So let's move on to Unit 2. So Unit 2, Tourism: Issues and challenges. So here the specific issue and challenge in the tourism area that we really wanted to incorporate was that of ethical tourism. But this is a little bit like the use of the term of geospatial technologies. Ethical tourism is something that's become front and centre in this area in the last few years and the time of the current study design. So in that instance, in given that the writers decided that we would incorporate ethical tourism specifically in this unit. So this is where the study of tourism is at local, regional, global scale, and it emphasises the interconnection within and between places as well as the impact issues and challenges that arise from various forms of tourism. So you can see from here increased rigour but very typically a geographic study looking at all of those really important interconnections and how they should be best responded to.

So in area of study 1 characteristics of tourism. Outcome 1 is on completion of this unit the students should be able to analyse the nature of tourism at a range of scales. So it's very much an introduction to tourism. And here we have introduced some more key geographic terms in here in terms of characteristics of ethical tourism, and again the inclusion of economic, social, political, environmental and cultural factors affecting the different types of tourism at selected scales. So this is where you choose two different parts of the world. And you cover such things as those points that are there. You are also to look at the use of geospatial technologies in the tourism industry which is like in many cases are really growing field. So it's something that's really exciting for you to introduce into your teaching and learning program the list of key skills again, similar, and with that final aspect of the evaluation of the usefulness of geospatial technologies for the tourism industry.

So area of study 2, impact of tourism issues and challenges. In this area of study students explore environmental, economic, social and cultural impacts of different types of tourism and the issues and challenges that these create for people and the environment but to investigate at least one tourism location using appropriate field work techniques and one location elsewhere in the world that requires an investigation of ethical tourism. So the ethical tourism aspect is mandated in that sense.

Students are to evaluate the effectiveness measures, taken to enhance the positive and or to minimise the negative impacts at these locations. This fieldwork site could be the same fieldwork site as explored study 1, if you wish. So that's allowing you to have that flexibility. Students investigate the interconnection of the two selected locations with their surrounding region and national context. So outcome 2 is where students should be able to analyse the impact of tourism on people, places, and environments and evaluate the effectiveness of managing tourism.

Let's now move on to outcome 2 key knowledge. As you can see here, we've incorporated those specific aspects of impacts of tourism and a range of locations and spatial and temporal scales, as well as the different types of sustainability surrounding tourism and in the inclusion of issues and challenges for people that occurred during due to these impacts, including climate change. There's also an inclusion of management strategies with respect to response to those environmental, economic, social and cultural impacts, including ethical tourism. So outcome 2 has quite a lot of new more focused and specific content, particularly on ethical tourism.

Outcome 2 key skills, very similar again, except perhaps that there's a mandate use of geospatial technologies in the primary methods from field work, as stated here and also the use of GIS and remote sensing in that particular task as well. Again, different types of sustainability rather than just general sustainability are picked up on in this outcome. So similarly with Unit 2 assessment tasks the core assessment task for this outcome 2 is a field work report of approximately 1500 to 2000 words. And what you also need to do is at least one task from that list below, again the blue tasks are giving more variety and accessibility to students. So that means that you've got more than just structured questions and a case study to undertake for your assessment tasks for Unit 2.

Now here's where I'd like to outline some resources that are going to be available to you on the VCAA geography homepage. So, first of all, the study design is up there currently and has recently been changed but I'm yet to hear any mention of anyone noticing the fact that spatial technologies out in geospatial technologies in so the same design is currently there. The advice for teachers will be printed very, very, very soon. So I would presume that even perhaps by the time you get to view this, the advice for teachers is there as well. And the examination specifications are to be developed throughout the rest of this year. So they're not as available as yet. But also what I would like to say to you is, that please don't hesitate to be in touch with me because I am one of the resources to the goals in the suite of the implementation bag that supports this new study design.

So there is my VCAA email address in a very faint colour, but hopefully you can read it but I'll read it out just in case. So it's Leonie.Brown4@education.vic.gov.au. There is my phone number and my mobile and please enjoy planning and actually implementing this study design because I certainly enjoyed working on it with the writers.

I'd like to, again, thank you for your time today. And the time that I know that you're going to put in to prepare yourself and your students for the implementation of this new study design. Thank you very much. And just before I sign off, I would like to thank the VCAA support people for supporting me in this particular PowerPoint.

And also, I would just like to remind you that there will be a Q&A session where you would be able to put in your questions so that they're on notice. So there's that. And also you can actually ask live questions and that session is going to be on Wednesday the 12th of May. So like I said, at the start, stay tuned into your notice to schools and VCAA bulletin and you'll find details there, how you register and how you register your questions and so forth. So thanks very much and all the best.

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