**Chris Clark** - Many thanks to those that are joining us live this afternoon, and those that will engage with this at a later date. I'd like to welcome everyone. My name's Chris Clark, I'm the curriculum manager for Health PE here at the VCAA, and it's my pleasure to present today with Belinda Dalziel, who is one of our subject specialists and was really close to the work that we've undertaken to get to this point with the revised study. And you'll be hearing from Belinda prominently throughout today to unpack Unit Three and Four of VCE OES. I would certainly like, on behalf of us today, to pay my respects and our respects to the traditional owners of the lands that we live and work on. And for myself today, I'm presenting on lands of the Wurundjeri people, but I'd also like to acknowledge that I live and often work on the lands of the Wathaurung people, and I know Belinda is presenting today on the lands of the Bunurong people.

So, on our behalf, we would very much like to acknowledge the traditional owners and honour the ongoing living cultures of First Nations people. And particularly in the context of outdoor and environmental studies, we understand that of all of the VCE studies, this study has a particularly strong connection to Indigenous and Torres Strait Islander peoples, and this has only been strengthened with the revision of the study. And I know whilst it might be still a developing area for some teachers in how they might increase their connection to this content, particularly the contemporary context for traditional landowners, I know it's an exciting element of the course in being able to really meaningfully make that connection in our study. So today... I'm really cognizant that many might have joined us last week and would be really across this already, but just for the purposes of everyone, if you have any questions at any point today, just enter them into the Q&A function.

Between Belinda and I, we'll be monitoring that throughout and we'll provide responses. Obviously, with a revision, if the question is one that might need us to have some further dialogue to ensure accuracy and consistency of our messaging, we may take it offline and then come back to you individually to provide that response. But based on last week, we were able to really confidently and consistently respond to those questions. I very much thank those that have already submitted those questions through the registration process. Belinda and I have already looked at those and we are really confident that throughout the presentation today, we'll organically cover those. If for whatever reason, you've registered a question you don't feel that's been responded to, as we get towards the backend of the session, please feel free to throw that back into the QA. Importantly, all of the questions that we have received through the webinars, through other associated professional learning, and right throughout this process we're using to inform the production of a frequently asked questions document, similar to that you would already be accustomed to that is housed on our VCE OES page. So that will be published in the backend or by the very, very start of next year to ensure that it's covered. It's got a thoroughness in its coverage.

So please, if there's still nagging questions, do send them our way 'cause it will benefit everyone. As I've alluded to, we're getting towards the pointy end of our professional learning programme for the revised study. So, to date, you'll see those milestones on the screen, and I know it might seem obvious, but I still am, just even today, receiving emails from some schools, asking about where documentation resides. And I'm just going to jump ahead... I'll jump ahead to this screen and then I'll go back. On our VCE OES study page, if you scroll to the very bottom, you'll see the 2024 implementation tab. That is where all of the material that we've published to date lives. So that's the study design, the on-demand videos, which there are five, the support materials, documentation, and after tonight's webinar, the resource.

So, the presentation you're seeing tonight will live there as well under that implementation tab. And then, finally, what's really valuable for everyone to be across, and I'm certainly going to promote this really strongly, is the last step of this professional learning journey, if you like, are our in-person workshops and they're coming up next month. And what's significant about these is it's really our first foray back into face-to-face professional learning out in the regions, and we absolutely want to see as many teachers at our in-person workshops to really validate the importance of face-to-face professional learning. And it will have a... These sessions will have a particular focus on being able to have facilitated discussion around what the changes mean for teaching and learning programmes.

So, it will really give teachers an opportunity to start thinking about how the changes will affect their planning, obviously, for outdoor experiences and outdoor environments, but also just in developing units of work and horse outlines, which obviously there's already support materials for, but just having that dialogue with others will be really valuable. So, they are free. Registration is via the ACHPER website. And we're really thankful to have the support of ACHPER in being able to help facilitate these professional learning workshops. And thanks to those that have already registered, it's been great to see those numbers increasing. I'm going to present briefly just around the significant changes, and then I'll throw to Belinda, who will look closely at Unit Three and Unit Four and break that down.

Obviously, one of the most significant changes is around our experiential learning, or specifically our focus on outdoor experiences. And I'm going to jump straight to talking to this in relation to the suggested hours that we have included in the study design, and that's a recommended 25 to 50 hours per unit. Straight off the bat, I want to be really clear that the review panel thought long and hard in two areas when it came to implementing this, and that is, A, whether we were going to publish a figure at all, and B, what that figure was. We strongly felt that by publishing it, it would support the majority of schools in being able to work with their school on the importance of outdoor experience time. And then, the figure we landed at, really coming from the perspective that for most schools who are already VCE OES providers, current practise will suffice in achieving those hours.

And for some, they might see that 50 number and think, "Whoa, that that is a real stretch "on what I'm already offering." But what schools that are in that... That feel they're in that boat probably already comfortably around that 25-hour figure. The reason we extended it out to 50 hours is just really noting that some schools who have the capacity to offer significant amounts of outdoor experience time, we didn't want to diminish that by just having a flat 25 hours for instance. We wanted to have that scope in there to really acknowledge the localised and specific context of all our providers. I'm going to come back to the other dot points on that page. Just really quickly. One of the key areas of change in the front end of the study... Of the cross-study specifications, they've... Are the backbone of teaching and learning across the study. So really, when you are planning your teaching and learning programmes, they should be through the lens of those cross-study specifications.

So, what are they? The section is broken into three key areas, key concepts out through experiences, and key practical skills. I'm going to move through these quite quickly because I'm really understanding that some will have already heard this presentation or spoken to through the on-demand videos, and even the Unit One-Two. So please take the time to access that information, if you're requiring further detail on it. We should by now understand that we've really tried to strengthen concepts around Indigenous Australia's knowledge, culture, and history. And I know Belinda will refer to elements of that in the Unit Three and Four course tonight, of the outdoor environments. The one key point that I would mention here is we've been really clear in defining outdoor environments as both near to your school and further afield.

So, by simply visiting the local creek or the local reserve park green space in your area, some schools that might have quite expansive lands on their property, But importantly, we are wanting that diversity of outdoor environments for students, not just those typical further afield, multi-day, or overnight, or full day expeditions. We're really wanting to focus also on those local environments that can be visited in class time. I've mentioned safe and sustainable outdoor experience I've mentioned about outdoor experience and the time spent, and we will cover Area of Study Three in a fair bit of detail tonight, so I'll leave that one for now. Just finally for me, I just want to highlight some of the changes to assessment. Probably if I just jump to this slide here, there's obviously been some change to the task types, and probably the one that we've had the most dialogue to date about is just the adjustment around structured questions at Unit Three and Four, and even as a designated task type at Unit One and Two. Just quickly, the foundation for that is really around ensuring that students have access to a variety and balance in their assessment programme.

We don't want students just being exposed to exam-style questions. School-based assessment purpose is not to prepare students for the exam. That's an associated or an indirect outcome, but it is not the focus of school-based assessment. certainly, the Unit Three and Four perspective is around obtaining a rank, an internal rank for your students, and therefore we can expose students to different task types. Acknowledging that students, some students, really do appreciate not always being faced with a set of exam-style questions and can show their understanding confidently in different ways.

So that's formed the basis of some adjustment with the access to structured questions. Significantly, the logbook, obviously, the use of that has changed. It is no longer a specified assessment task at Unit Three and Four. Instead, from Units One to Four, the logbook now acts as a SRN component. So we should be, as teachers, regularly citing the logbook and ensuring that it is used on all outdoor experiences and in all outdoor environments. And the secondary use of it is to allow students to reference the logbook as a form of primary data when they are referring, or when they are completing, certain school assessed tasks. And Belinda will refer to some of those examples tonight. Lastly, the assessment weighting at Unit Three and Four has adjusted, and that is just to acknowledge the extra area of study in Unit Four. Again, being really clear, there is no new content, that's teachable content, that sits in Unit Four Area of Study Three. It is a task that allows for students to connect their understanding from across Unit Three and Unit Four through to outdoor experiences or to outdoor environments. There is no extra content in that study.

However, because of the additional assessment item, that's seen the weighting shifted. And it's also important to recognise that the Unit Four, Area of Study Three assessment draws on Unit Three material. Therefore, it also makes sense, therefore the Unit Four weighting would be slightly more 'cause it encompasses some Unit Three knowledge. So that's just why that balance has shifted. It is not to say that Unit Four material is more important than Unit Three content. Finally, I'll just reference these two slides here. I won't go into the detail with it. I do appreciate that teachers are often reaching out for support on what constitutes certain assessment task types, so I've just put together this summary. It's important to note that this summary is just drawing information that already exists in the support materials. So, it's just packaging it up into the one space.

So, you will have access to these slides within the next week to two weeks, once we publish the recording and the associated PowerPoint, so you'll be able to get access to this. But it is just a reference that packages up that material, gives you some guidance on what constitutes some of these assessment task types. I'm certainly going to have a breather at this point and I'm going to pass over to Belinda, who is going to begin the deep dive into Unit Three and Four. As we shift presenter modes, Belinda, is there any questions that came up that needed to have any discussion or...

**Belinda Dalziel** - Yeah, there is a couple. There was one about implementation. Sorry, I'm just getting this all organised. There's one about implementation-- and I'll have a bit of a look at the same time. Is it 2024 or 2025? Units one to four is implemented in 2024. Belinda, over to you.

**Belinda Dalziel** - Welcome everyone. I'll obviously be going through the Unit Three and Four content with the revised study design. Most key knowledge points and/or key skills have had a strengthening, so to speak, or a slight change. So as much as I won't perhaps speak to all of the key knowledge, I will sort of reference, as we go through, just some minor changes that have been updated as a part of the panel and the major review of this study. I'll obviously be speaking to the Unit Four, Area of Study Three. I will spend quite a bit of time on that at the back of this presentation. Although, for those of you that have read through the study, the revised study design, and also the webinar, the on-demand webinar, will realise that Unit Four, Area of Study Three actually begins at Unit Three, at the start of Unit Three, where the teacher will select four key knowledge points to be as focused for their students in their class, to be studied over two different environments over the year.

So, I will come back to it, and I'll package it up nicely when we get to the end of Unit Four for Area of Study Three. But I do want you to be aware that at the very beginning of teaching your course, whether it be you get a Head Start session at the end of this year or the start of next year, is that you, as the teacher, will be selecting four key knowledge points that your students will then study as a part of their ongoing investigation to complete Unit Four, Area of Study Three. It is not up to the students to select those key knowledge points. It is up to the teacher to define those. But I will come back to that. So, we'll start with the content and move through. Okay, Unit Three, Area of Study One. Probably fairly similar to what we've... If you've taught this course in the past. There has been a strengthening in the fact that key knowledge now reads "Australian outdoor environments "before humans arrived, "including the three characteristics "of biological isolation, "geological stability, and climatic variations."

So, we are really looking at how the Australian environment was before humans, that also includes those three characteristics. There's been a slight strengthening there. And remember that the key skill explains that key knowledge. So, the key skill here for this particular key knowledge point is 'explain.' There are some new documentary styles coming out. I've put a couple of teaching resources in here. They'll be unpacked more in the face-to-face sessions. There is some great new documentaries if you've got access to ClickView at your school. Try and get these recorded now or tagged in your iView accounts. 'The First Inventors' was recently on Channel 10. There's been some... Recently, Bruce Pascoe's "Dark Emu" was on ABC the other night. There's been some new resources, I think, with the vote about the voice to parliament, there's been an Indigenous focus, and there's some fantastic resources about the Australian environment before humans, and with that sort of Indigenous.

So, kind of ad-libbing a little bit here, but there's certainly some new resources that I would be flagging if you are reading the revised study design. Relationships, key knowledge point two here for Unit Three, Area of Study One. We're looking at, "relationships with outdoor environments expressed "by a specific Indigenous people's community "before and after European colonisation." Very similar to what's in the existing study. And we are looking for... The key skill is to analyse how those relationships changed, linking to a specific Indigenous community. So, this really does tend well to the assessment task type for Unit Three Area of Study One as being a case study.

So, in terms of a written report with case study, really having that significant investigation about one environment, and looking at a range of relationships. The next key knowledge point has had some strengthening, which I think most teachers who've taught the course will enjoy. There's some more defined time periods with those historical aspects. Just remembering that this Unit Three Area of Study One, I should have mentioned at the start, is that real... Talking about the changing of human relationships, that historical view of the environment. So, this particular key knowledge point is looking at the three defined time periods: early colonisation, pre-federation, and post-federation.

So, we are looking at relationships of non-Indigenous people in a visited local... Sorry, a local or visited outdoor environments. So, we're looking at the relationship, I guess, ideally, of that perception, interaction, and impact or, something similar, or points to that entity. And again, that really lends well to the assessment task type of being a written report through a case study because we are looking at students to investigate that one environment, looking at those Indigenous relationships before and after colonisation in the previous key knowledge point, and then in this key knowledge point with the three defined time periods. And I think that will give students greater clarity moving forward with this revised study. The key skill that underpins this key knowledge point is "analyse," so we're looking at a change. So, changes during those relationship time periods. The next key knowledge point has essentially been a merge of two of the previous points. We're really looking at the beginnings of environmentalism.

So, what is environmentalism? And the resulting influence of a political party or policy as observed in one of the following historical campaigns. So, students get to choose one of the following historical campaigns. There is some clarity on what is environmentalism in the support materials, which are currently available. I guess here, I tend to teach something like the Franklin River. I really thoroughly enjoy teaching that to my students. And obviously, it links really well with the World Properties Heritage Conservation Act in 1983, the subsequent labour federal government movement, and some subsequent policies, and removal of the CFCs enacting of Landcare.

So, there are some really good tight links for that particular historical conflict or campaign. And I think that it really gives students that essence, that in that 1960s and 70s there was a real change. So, this whole area of study here is really looking at how the Australian environment was before any humans, that Indigenous connection, the pre-federation, post federation, and then we're looking around that 1960s and 70s time period here about the rise of environmentalism. A historical campaign and that underpinning the environmental policy, those first kind of environmental policies, during this time period. And then, that would be the resulting of the finish of Area of Study One for Unit Three. So not a lot of significant changes but lots of tightening up and clarity the panel had hopes that teachers and students alike will benefit from. In the support materials, which is currently available on the VCAA website under the 2024 implementation banner, like I said, a case study works well here for this area of study. There is a fully worked sample assessment task that is available, talks about explaining the characteristics, analysing the change in relationships, etc. There's also some performance descriptors in the form of rubrics there to help you with that implementation of assessment. Any questions so far, Chris, on that particular part.

**Chris Clark** - No, all good, Bel.

**Belinda Dalziel** - Okay, great. I've got a couple of resources to back and forth here with the PowerPoint, particularly for Area of Study Two in Unit Three, just because there is some new key knowledge points. So, in this area of study, I just want to reiterate to everyone that we are really looking about change... Relationships with the Australian environment in the past decade. That's the name of the outcome, and we really want to make sure that it's in that last 10 years. We've moved from the historical and we are really talking about in the past decade. We're not talking past 1990 or since the year 2000. One of the key themes of the panel was to make the study design as contemporary as possible.

So, we are not teaching examples that are 15 and 20 years old, when the students haven't even been born. I think it's really important as teachers that we make sure that we note that down, that examples we are drawing upon, whether they're videos or written texts, that they're actually in a real contemporary form. As you'll know that conflicts has come into this area of study, it's been moved out of Unit Four. The first key knowledge point is a new key knowledge point. Again, we are looking at that contemporary manner, so "Indigenous peoples' custodianship "of outdoor environments, "including the formation "of land and water councils." There is some clarity in the advice of teachers. I've got "What is a land and water council?" in terms of the explanation here that is in the support materials, and I've also got a couple of documents I will share up in a second.

So, a land and water council is an Australian community organisation, generally organised by region, that are commonly formed to represent the Indigenous Australians, both Aboriginal and Torres Strait Islander people, who occupied a particular region before the arrival of European settlers. I just want to also add here that this key skill that goes with this key knowledge point actually links onto the next... The next key knowledge point, So the key skill is just asking students particularly to be able to explain the key land and water councils and what they're about. We're not asking students to dive too deeply or evaluate the effectiveness, or something like that. We're just asking students to have an understanding. So, it is new content.

So, there are five key steps in the formation of Indigenous land and water councils, and how they are derived. They need to incorporate the right people, making sure they're on the right country, having decision making that involves their community, and then their capability, what they want to achieve, and they become an incorporation. The corporation may then be called a land council, land and water council, or land and sea council. And then they are formed as what we call a representative, and then they can have a path towards native title. And then they can enact from this, this particular group. And there are some within the heritage council. So, I've got the web links in here. I think there's currently seven or nine, someone might correct me, currently across Victoria.

So, we're hoping that with where your school is located, you may be able to research one that you either hope to have an outdoor experience on or near, or something that is within your... As close to your school as possible so students have a greater understanding. So, like I... Sorry, there are 11 recognised groups in Victoria, and the number is growing. Like I said before, the web link is here, and it takes you directly to that website, and it's got those particular groups. So, the study design is asking the students about custodianship and how it's reflected in the formation of these councils. So how then Indigenous groups, or land and water councils, therefore, have custodian of those particular outdoor environments. It's just asking students to delve deeper and have an understanding. I'm just going to flick through here. The next particular point here for Area of Study Two is looking what we would've seen as the contemporary relationships. We have also noted here that we have gone to three.

So, conservation, recreation, and economic relationships. Economic can obviously incorporate both primary industry and tourism. We're talking about something that is referred to as monetary value. So, I think it gives greater clarity for teachers, and greater diversity when you're accessing outdoor environments. We can look at a range of relationships, whether they be farmers, they could be people selling goods derived from the environment, any kind of, obviously, something that's making money in that particular region. So, it gives greater scope, and probably a bit easier for teachers to find excellent examples of particular relationships in that one environment if they choose to. Sometimes, I think, with the previous study design, it was a little bit harder to find conservation, recreation, tourism and primary industry, so hopefully this has strengthened that, and it'll give greater value to students experiencing the environment you are referencing and taking them to. As we have seen that conflicts has come into this particular area of study, so we are looking... This is obviously quite a large key knowledge point. It's a merger of two from the previous study. We're looking at methods used by individuals and groups to influence decisions about two conflicts.

So, we need to use the... You need to use the prescribed conflicts in the study design, and we'll be researching two of them. And also, the processes followed by land managers to resolve these conflicts... Sorry, at least one of the following, and you can choose one other. But we are asking students to choose two... Research two. So, one from the prescribed list and then one other. And the reason the panel gave the scope for one other, perhaps you're going to an outdoor environment and there's a little local conflict going on there, and it gives that particular connection to that environment greater strength. And I think that's one of the big themes from the study design, is that we really want teachers to be able to educate, advocate for those environments they're visiting with their students, and they might visit them over a couple of years and have that connection about that particular environmental issue.

So, the conflicts have been updated. We're looking at feral species in the Alpine National Park, so that might be brumbies, deer, cattle, what have you. Commercial logging in Victoria, establishment of new mountain bike parks, such as ones at Warburton or so on. We've got some bigger conflicts in terms of Southern Ocean whale hunting, and Murray-Darling basin water allocation. You'll probably find that there's a little bit more scope within these conflicts in terms of user groups and processes following those, and there is certainly some clarification in the support materials, particularly on a couple of these newer conflicts. But I think there is a worked assessment or sample task on new mountain bike parks. I think that's fairly it for Area of Study Two. Feral species in the Alpine National Park and the Murray-Darling Water allocations. This is a worked example in the support materials, but there is a sample activity on new mountain bike parks as well in the sample materials, which is available.

**Chris Clark** - Bel, might be a good time to just cover off a couple of questions. There's one that I've just started responding to that I think will need some consideration. It's a really good question. So, I'll park that one for the moment. One in relation to historical relationships and being able to utilise a relationship that might cross two time periods, pre-fed and post-fed, such as hydro scheme. Any initial thoughts on that?

**Belinda Dalziel** - Look, yeah, definitely, I'd be really trying to find some information that gives students clarity. I think we all know that students like to have different examples for different time periods. They're the students I've had. In terms of you're obviously thinking about going to one environment and then a hydro being built over that time, perhaps you could look, in terms of relationships, maybe the hydro was started during this time and then there was maybe the establishment of a town nearby, that would give some difference. I will just share, if I can, I tend to visit and use the case study Mornington. I've got this great little article I use about French Island with what... Some of you may know. It's a little island off Western Port Bay. I find a lot of my historical articles on local libraries, like on their intranets. I just sort of sit there for a little bit. And there's got some really good examples about different things that happen in this one environment. And I would really encourage some of you, if you're going to that one environment regularly, the local council area has some great stuff on their libraries.

So, for example, this French Island one, they've got things that have happened during different time periods, and they've got some examples, they've even classified it in the national trust. But I do know that there is quite a few examples around Victoria of designated locations or environments that has got some great different examples. I talk about the French Island salt company that was established in the late 1900s, and then there's a prison, post-1900, post-federation. So, it gives the students some different clear examples to write about. I do think so in... Particularly, if you're thinking about doing an assessment task for Area of Study One that is a case study, it does allow the students to make sure they don't have that double dipping, they're not using those same examples multiple times throughout that one extended response. And I think it will help, if we are talking about assessment towards an exam, that students have got lots of different examples threaded throughout their response. But yeah, I'd advocate for you to jump onto your local library for the environment you want to visit. They've really got some great historical articles even for Indigenous groups. I'll just see if I've got my other one here as well.

**Chris Clark** - Just on that, Bel, there was another question that I think was referring to what you're about to touch on, and I think it was making a connection between land management... Land and water councils and joint management with Parks Victoria. The question is brief, but that I believe was the intent of the question. So, have I provided enough detail there?

**Belinda Dalziel** - Yeah, so the whole... So, with Area of Study Two... So, with Unit Three, Area of Study Two, we've got the first key knowledge point is talking about... We are talking about the land and water council, so contemporary Indigenous relationships. The second key knowledge point is talking about the economic recreation relationships. But the key skill for those particular key knowledge points is just compare different human relationships. So, all it really is, if we've broken up two key knowledge points with one key skill, and we are looking at differences between contemporary Indigenous relationships, contemporary recreation relationships, contemporary conservation relationships, and contemporary economic relationships. So instead of the Indigenous relationship being within this key knowledge point, we've just separated them.

So, there is a greater focus on contemporary Indigenous relationships, and that's where the land and water council comes in. We just want to know, for example, I most likely will be going to Mornington next year again, and I'll hopefully connect in with the Bunurong Land and Water Council that is an established... Is established down there. And I'll just look at how are they formed, what are their parameters, what is their custodianship to that particular environment, in the same way that I would find some examples for "what is an example of "a conservation relationship down there? "What is an example of recreation?" So, if we do a surfing session with Salty Surf School at Point Leo. Just some actual tangible relationships, and that's what the land and water council, our key knowledge point is about, is about students having an understanding of how that group was formed and their current custodian relationship to that environment. And we're just looking at a comparison. That's what the key skill is, compare the difference between them all.

**Chris Clark** - And it's probably timely to just mention that we are also in communication and close working with Parks Victoria at the moment to look at how we might be able to work together to potentially produce further professional learning that has, or connects with, traditional landowners. Particularly through their managing country arm and element within Parks Victoria. So, we want to get that right, so that's why it's a deliberate process. But yeah, watch this space because we are certainly mindful that schools and teachers will appreciate support in this area.

**Belinda Dalziel** - Anything else for Q&A? Do students need to describe and evaluate the processes related to conflicts?

**Belinda Dalziel** - Yep, so the key skill is to be able to describe two conflicts and evaluate methods used by conflicting parties to influence decisions and the process followed. So, we are looking at an evaluation of the methods and the processes. So probably similar, in terms of the key skill application, to the current study design. But again, looking at one of the prescribed conflicts, and then one other, whether it's been another one of the prescribed or one perhaps you're experiencing in an outdoor environment. One that comes to mind is, down at Marlow, the Save Bastion Point was a great one. I used to take my students there. Students loved researching about it 'cause we spent some time down there on outdoor experience. And that was obviously not in the study design, but it was excellent to talk about because it was something they were literally engaged in when they were there. They were looking at where the pier was going to be there and whatnot.

So, I think they're the real experiences we're wanting out of this study design, out of the revision here. We are wanting students to come away and say, "Oh, I really know about "the local flora and fauna "in my own environment." And we'll get to this when we talk about Unit Four, but we are wanting that localised, where possible, or when they go in and outdoor experience, they have that real connection. And that's where that Unit Three Area of Study One particularly draws to, is that we want that investigation where students look at historical Indigenous relationships and the historical time periods. "What actually happened?" is a good focus for them to come away with. Sorry, I'll just keep going through here. Oh, sorry, I hadn't quite finished Area of Study Two. We got tied up there with the conflicts. There's a couple more key knowledge points here. Just continuing on with Unit Three, Area of Study Two, we are looking at an environmental issue in Australia and related policy from two federal political parties or representatives. So particular for here, we're looking at an environmental issue.

So, whether it be a climate change policy, renewable energy policy, a water management policy, we're looking students to have an in-depth investigation about that particular policy, then we're asking them to have a look at some of the contemporary political policy around that. So, what is the Labour Party stance? What is the Liberal Party stance? So, we just want them to have a look at two federal political parties. We might look at an independent, but what the study design has asked us here is to look at, for example, a renewable energy policy. That's the big issue. What is it about? Why do we need renewables? Why don't we, etc? What is the conversation about that particular issue? What is, the Australian Labour Party's particular stance? And then we might have a look at one of the independents because the study design asks us to have a look at least one of the following major parties. We might look at renewable energy, we might just look at the Labour Party and the Greens, that's fine, but at least one of those particular parties.

So again, the students have that real understanding of what's happening in society. Again, there's some support materials, there is a worked example. Particularly on the newer key knowledge points or the merged ones, there is some support materials, whether the worked examples or sample assessments. Moving on from one of the last key knowledge points here is looking at the influence of social debates on relationships with outdoor environments, including one of. So again, those relationships for this area of study, remember those really contemporary relationships, those current day relationships, which include Indigenous conservation, recreation, and economic.

So, for example, there's a water management... What is some of the Indigenous conversation around that? What is that particular group? How are they engaged in that? What is happening from that? What is some... How relationships may influence for conservation, recreation, and economic? So again, we're only asking for one of the social debates to be researched in this particular instance. So, there may seem like there is more content within the study design, there is definitely not more content. There is probably more choice and more ownership for teacher and student direction. This was the example I referenced in relation to conflicts, talking about feral species in the Alpine National Park. There's some sort of descriptors about perhaps visiting or researching the Alpine National Park, making some observations focusing on feral horses. Maybe there might be a presentation from the VNPA about brumbies and the impact of soil compaction and erosion within those areas. We might look at methods used by each party and then seek a presentation also from a Parks Victoria ranger. Or perhaps if you're able to visit that environment, if you'd had planned to, those immersive experiences obviously is what students benefit from as well, if we're having to be there. This is obviously referencing the outdoor experiences, like I said. I'll directly speak to and spend quite a lot of time on Unit Four, Area of Study Three. But as Chris had mentioned at the start of this presentation, a plan to achieve 25 to 50 hours, and that can be spread over a variety of experiences. Those 25 hours could be one overnight, two-day trips for the whole of Unit Three. And you'll pick up the 25 hours within that time period.

Certainly, doesn't need to be multitude of journey-based experiences. I certainly do a couple in Unit Three. I do an overnight experience, might be two nights down in the peninsula for that unit... Area of Study One for Unit Three. And then a couple of double periods, one on my school itself and one in our local environment. And that certainly will suffice the 25 hours. I'm not planning to change my programme to what I've been doing for the last 10 years. Obviously, strengthening it with the key knowledge and key skills, but in terms of time in outdoor environments, it won't necessarily be changing. I won't be increasing or decreasing. I'm just going to try and continue what I've been able to give the opportunity for my students. I'm going to park Unit Four, Area of Study 3 til the end. We've chatted about that a little bit there, but I'll really delve into it deep. Yep, I will come back to this. I'll just get through the content.

Okay, so Unit Four, the three areas of study, like Chris alluded to, that the third area of study we know, in terms of weighting, isn't meaning that Unit Three isn't assessed as much, they're equally weighted, just because that assessment for Unit Four, Area of Study Three sits within Unit Four. Although, it doesn't have to be completed at the end of Unit Four, Area of Study Two, and I'll talk to that as soon as I get to it. So, the key Area of Study titles, "The importance of healthy outdoor environments" and "The future of." For those of you that have taught the existing course, sustainable development has gone. So, we're looking at sustainability, the pillars of sustainability and how they interrelate.

So, we're looking at economic, environmental, and social, and how one affects the other. There is some sample materials... Sorry, I keep going on about that. Some worked examples within there. The observable characteristics have been strengthened. Again, we're looking at just the quality of water, air, and soil. We don't need to have that adequacy. And the two descriptors of biodiversity, including species and ecosystem. There is a new key skill here, which we're excited to bring to you all, is that step up from evaluate, is propose possible solutions to improve environmental health. So, this whole Unit Four is about that, taking it to the next level with the students and really encourage them to think beyond what is happening now.

So as much as they have to evaluate the observable characteristics... This is something I do on my school grounds. We do this little walk around in the double period, and we look at our dodgy dam, and we look at the soil... The quality of the water and the soil, and the species that exist. But this is really thinking, "What can we... "This is the current health of our school ground, "what can we do we do to improve it? "What are some possible solutions? "Should we plant some native vegetation "around our dodgy dam? "Should we pick up more rubbish, etc, etc?" So, it's really encouraging those students to think outside the scope.

So, I do want to make sure that teachers are focusing on the strengthening of the key skills for the key knowledge as well. We're looking at the impact of threats on society. There are a couple of new threats being put in here. We're asking students and teachers to choose two. We're looking also at climate change, flood, and fire. Obviously, in our contemporary society, these are emerging threats, and very real threats for our students. And I'd just encourage teachers to be sensitive, particularly in locations across Victoria. We know students are being affected by these personally. So, each threat, you need to provide an analysis on society and the environment. And I think this is still in the current course, remember that society is the people so how does the threat, for example, land degradation, how is it affecting the people? Land degradation talks about the geology of the soil, soil compaction, salinity, reduced crop yields, reduced food for society, if you want to make some loose links between there as opposed to the environment itself, in terms of salinity, etc.

So, we need to make sure that we have those differences in approach. Again, the importance of healthy natural environments for individuals, emotional wellbeing, and society. So that real double key knowledge point, those two separate aspects there. The key skill is being strengthened here, that we need to justify the importance of healthy outdoor environment. So why are they important? So that's that real clear judgement, justify why they are important. And again, society as in the greater population, the people, and for individuals, for them as students themselves. I'm aware I'm going quite quick. A new particular key knowledge point here, or a strengthening relating to climate change. We're looking at local, national, and international solutions and mitigation strategies to combat climate change. We do want to reiterate from the panel that there is obviously a lot of doom and gloom surrounding climate change, and we hope this key knowledge point encourages students to think that there is hope in relation to combating climate change at both a local level and national, Australia, and an international.

So, it's a real scaffold. I'm so excited to be able to teach this point next year. I think really drawing on your local council, what are they doing in relation to climate change? Have they... Perhaps you're on the peninsula, have there been some small seawalls? Have there been some erosion prevention from King Tides? What is happening in your local environment or revisited environment? And that's where your local council website or has got some great information. Nationally, Australia, what are some national climate change policies? What are we actually doing within our own country, and mitigation strategies, to reduce, or help prevent, or lessen the impact, so to speak, of climate change? And then that, that global approach. Internationally, what is happening? What are we doing? What can we do? Maybe we'll be touching on the UN side of things, but that's that real scaffold.

So, students have that real world experience in their local environment. What is happening? Yeah, there is a worked example in the support materials as well on this one. Again, there's a detailed example in relation to sustainability, and an assessment related to a school-assessed coursework. This is literally just taken off the support materials that is up on the VCAA website right now. Area of Study Two, so I'm just flipping with my printed versions. Area of Study Two, we're looking at the future. So, what is happening moving forward? I think that this point here has just had a strengthening of what's in the current study design. So, we're looking at both Indigenous and non-Indigenous people's land management strategies.

So, in the current course, we've just got land management strategies, both public and private, I guess, most of us tend to teach. But in terms of this, this has had a strengthening, we're looking at current Indigenous land management strategies. So, what is the collaborative approach between Indigenous and non-Indigenous? What is some of the Indigenous land management strategies? And I think I'd be encouraging my students to stay away from using terms like "fire stick farming" now as a contemporary Indigenous approach. We could talk about contemporary cultural burns. We'd want to make sure that the language is very current day as opposed to the historical relationships back in Area of Study One for Unit Three. We're looking at, for this particular key knowledge point as well, both private and public land management. So, you could talk about farmers managing their land. What are some strategies to maintain the health and public? We could look at Parks Victoria, etc. Acts and conventions, there's been a strengthening here. There are some more examples. And a strengthening of how they are to be implemented or taught, I would like to allude to.

So, we're looking at acts of conventions related to the management and sustainability of a specific outdoor environment, species, or ecological community. So, we're actually wanting students to actually know how the Flora and Fauna Amended Guarantee Act, if this is what you're choosing, what is a species that's listed in there and how is it managed? So instead of just saying, "Oh, these are the aims of the FFGA, and this is that" we are looking for that real detailed environment. So, students might know you might take them to, I'm just using an example, Toolangi, talking about the Leadbeater's possum, talking about some actual management strategies that are being implemented by the Flora and Fauna Guarantee Act. And of course, maybe some of them aren't that effective, sadly, but we are wanting them to actually know.

So, you don't necessarily have to do a species, you could look at a particular environment. We could look at the Baw Baw Plateau, we could look at an ecological community, could talk about, for example, Ramsar covers French island, that I studied earlier in Unit Three. And I could look at that ecological or that particular whole environment. But we're looking at a more specific task, which, I think, it'll make teaching easier. Personally, I think it's certainly a strengthened aspect of this particular course. So, we do need to know two of the following. There's been... Obviously, Ramsar is existing in here.

For those of you that have taught the course more than 10 years, the EPBC has come back. We've put the Victorian Environmental Assessment Council in here 'cause it does have this similar functions, and it is an outdoor convention that sits within that. And the Planning Environment Act is looking at particular perhaps for those metropolitan schools, planning in relation to green wedges and green zones, and how that can protect in both environments and communities. We're nearly there. The key skill that applies to this key knowledge point is asking us to evaluate the effectiveness of the act so students can wholeheartedly say "this act perhaps is ineffective "because something like "the Leadbeater's possum has been "critically endangered for 10 years "and it's not having "a big population increase in breeding."

So, students can certainly advocate for that. Just two more key knowledge points before I get onto Area of Study Three. Community actions, that's exciting. Community actions, and the next key knowledge point is individual actions. So, with community actions, we are looking at groups of people, we're looking at... And how they sustain healthy outdoor environments. So, what do people do in the community to sustain that environment? And I just implore, if we can, to try and visit, or have someone speak to us, or do a little bit of a Zoom or something like that, with someone from a community organisation.

Or when you're on an outdoor experience, try and hook up with the local Landcare. And we have put in there a community group such as "Friends of," 'cause we know there's lots of "Coast Care" or "Friends of Flinders," or "Friends of This." And there's so many little micro-organisations that really care for the environment. I know in my local environment, there's the Cardinia Creek and there's about four groups, environmental groups, that look after that. And I think if we can get down there in a double period, literally, it's a one-minute bus ride or 20-minute walk, we can hook in with that, and the students really gain from that. Trust For Nature, if you can. They've got some great information on their website. Most people know that I love talking about Trust For Nature. And there is a couple of sites we can actually visit if you contact them as well. I'm happy to share those out, if we need. And the key skill that's going with this is evaluate the effectiveness of community options to undertake and sustain outdoor environments.

So, are they effective? And the lucky last one here, individual actions, and this is what we want students to take away from this course, is what they can do. So, they could join a community organisation to help preserve and sustain the outdoor environment as a group, but what can they do individually? And I think this is, really, if you have a look... Are listening for the Unit One and Two, we looked at vocations, we've added in vocations for Unit One and Two. And I think this is an exciting part for Unit Three and Four, what students can do. What is environmental activism? What is our advocacy? How can we be sustainable and ethical in our consumerism? And what is examples of green home design?

So, students need to investigate two of these, and particularly make comparisons between these actions and how they sustain outdoor environments. So, I'd probably be teaching them in isolation with some great examples and then compare them off each other, in terms of sustaining outdoor environments. In terms of the content, that's probably it. There's obviously a lot more, and I think as we all roll out this course in the next year, there'll certainly be some fantastic examples by a range of teachers in a range of outdoor environments. But hopefully, that's been a snapshot that will help you. I will talk, obviously, to Unit Four, Area of Study Three now. I'm just going to flick back on the slides 'cause I did have them within the presentation, but I do feel like it sits neatly.

So, Unit Four, Area of Study Three. As I said at the start of the presentation, it begins at Unit Three. So, the title of the assessment is called, "Investigating Outdoor Environments." I do want to reiterate for those people that teach the existing course, it has replaced all the journal tasks. So, there's no more journal tasks. This is the investigation. So, to achieve this outcome, students need to undertake an investigation, collecting and evaluating information, during at least two outdoor environments. So what will happen at the start of the year, or you may get this opportunity at Head Start, if you have that time allocated towards you at the end of the year, you as the teacher are going to select four key knowledge points that students will use from Unit Three and Unit Four, that students will use as a basis for their investigation, with two outdoor environments for next year.

So, I'll just flick over to a little panel here. So ideally, the study design says Unit Three and Four, so you could, if you wanted to, choose three key knowledge points from Unit Three and one from Unit Four. But ideally, I think to get a good spread, we will choose... I'm going to try and choose, next year, one from each area of study. So, for example... And incorporating two outdoor environments. So, two outdoor experiences that these two key knowledge points will be available in. So, for example, for Unit Three, Area of Study One, I may choose looking at historical relationships, Indigenous relationships before European colonisation. So, I might have a look at Indigenous relationships for Bunurong before European occupation. And then, for Unit Three, Area of Study Two, I might look at contemporary Indigenous, the role of the land and water council. That might be my particular key knowledge points that I will be getting my students to focus on for my outdoor experience one. That outdoor experience will happen probably in February. We know that I will not have taught Area of Study Two in February. It doesn't matter that I haven't taught that particular knowledge then, but I'll get students that will have... a little lecture off the Bunurong Land and Water Council down there. And what students will do is that they will take primary data into their logbooks. I know there's a lot of information here.

And I'm going to explain the logbook in just two seconds. But also, for my outdoor experience, two for Unit Four, a key knowledge I might select there may be an example of the Flora and Fauna Guarantee Act. I will probably get my students to research an ecological community on an outdoor experience. We might look at a species, particularly in the Alpine National Park. And then they also might look, particularly with that, an example of an environmental advocacy that happens around that particular species. So, I might look at... Or I might look at Leadbeater's possum, that is under the Flora and Fauna Guarantee Act for that key knowledge point. And the Area of Study Two is I might look at an individual action of environmental advocacy.

So there, there might be the key knowledge points that I'll tell my students they're what we are focusing on as a part of our individual investigation for the whole year. And the two outdoor environments, my first one might be Mornington peninsula in February, my outdoor experience two might be around the Alpine National Park in July. So that's what my students will gain from those individual investigations. How they will actually investigate those, I am thinking I will be changing my book list a little bit this year and encouraging my students or having maybe like an A5 book. Students will hand-write their primary data. So primary data is those exact observations.

So, on that first trip that I go to, perhaps in February, in relation to Area of Study One, we might listen to a guest speaker about the Land and Water Council, we might read a couple of signs about the historical Bunurong occupation of that particular area. They would actually take physical notes, they might draw some sketches perhaps where we were, and they will take that as primary data into their logbooks for that particular environment. What the study design is also asking us is that students can supplement their logbooks with what we call secondary data. So, some exam... So secondary data, I've got some examples here. Secondary data are observations from learning. So, what they might do with secondary data, for example, if students take in some notes from an information sign about Indigenous occupation and the Bunurong at Point Leo.

So, they've written that in their logbooks on the trip, that's great, they've done that. And then, when we've come back into the classroom, we've learned about that particularly in class, they've taken their notes. They might summarise some of their notes into their logbook as supporting secondary data for that primary data. And the reason they're going to do this, 'cause this is going to help them when they bring in their logbook, they can bring their logbook in when they complete their written assessment towards sometime in Unit Four. So, in terms of logbooks, some actual criteria that may include... And you might actually print off... You might feel like it's necessary for your students to have a pre-done template or you may have this... They might stick on the front of their logbook. And every time they do an entry into their logbook on the environment, the location, the environment type, what's some flora and fauna, what is an activity, if they did one, what are some sustainability measures, what key knowledge points are they actually researching on that trip?

So, students have all of this information before they go on a trip. They'll have their little logbook, okay? Most things will be actually completed. But on that trip, they'll literally have their pen and paper, and be writing about the primary data, the observations, the pictures, the information, okay? And then, when they finish that particular trip, they might supplement that with that secondary data, that summary of their notes from class. That's what I would envisage. As a teacher, I need to regularly cite my students' logbook. That's what the authentication is asking. So probably after a trip, a week after a trip, I will collect those logbooks in class, I'll probably do a little initial. And then when students have entered their secondary data, I'll probably retain those logbooks again until we go on our next trip, our second environment later in the year. The assessment for here is asking us for two separate outdoor environments, so four key knowledge across two different environments.

So, my second outdoor experience, as I said, could be an overnight at Toolangi, the key knowledge could be "I'm investigating about the Leadbeater's possum "and I'm talking about environmental activism." If you know the group, they're very cute group called the Knitting Nannas, and they advocate for the Leadbeater's possum. And we might have a little lecture out there when we visit Toolangi, we might actually read an information sign about the possum, we have a little talk. So, they're writing in their logbooks, they're at Toolangi, we're in a... "What kind of environment we're in, "what are some flora and fauna, "what are some... "We did the boardwalk there, "that's a sustainability measure, what have you."

So that's what they're doing on that particular trip. We have our little environmental advocacy group, the Knitting Nannas, they take notes when they listen to that little presentation. From that trip, when we get back, I'll collect those logbooks. I'll probably do a little initial, "yes, they've got their primary data," that's me authenticating that task. We might not actually have... I might not actually have had time to actually teach these key knowledge points as classroom delivery. When I do, then I'll probably give back my logbooks to my students, they'll top those logbooks up with that secondary data, they might do a bit of research on their own, hopefully, as well as my information. They'll top that up in the logbook and I'll collect that again.

All of this doesn't have to happen at the end of Unit Four, Area of Study Two. This could all happen within Unit Four, Area of Study One because the assessment for this task can happen... Sorry, I'm just going to flick back. I've got this in... The assessment for this particular task can happen at any time in Unit Four. So please, I will not be implementing this assessment in September next year. It doesn't need to sit in chronological order after your Area of Study Two assessment. I envisage probably completing this task at this time next year, the written investigation, after I finish my second outdoor environment.

All the study design is asking us to do is, as teachers, at the start of Unit Three, select four key knowledge as a basis of the student investigation. I'll select two key knowledge for my first trip and two key knowledge for my second, students will gather that primary data, pop all that in their logbook, top it up with the secondary data, summarise their notes, so to speak, just on those key knowledge points. I'll authenticate that, I'll do the same for my second trip. And then I'll implement the written assessment task, okay? Which I'll talk to now. There's a question around the logbook, and those that were on the Unit One and Two will know that there is some examples of logbooks built into the support materials for Unit One and Two.

Now, noted, they are samples within the Unit One-Two context, but they're useful in relation to how a logbook might be structured, and I think Bel is going to provide an example here. They are an example of how a logbook could look for the collection of data throughout Unit Three and Four. I'm really conscious that some people will want specific detail about how they might use the logbook to primarily collect data for Unit Four, Area of Study Three, and I think Bel might talk to this now, and we might look at seeing how we might be able to fold an example into the support materials for that.

However, it's very flexible because it's really noting about what environments you are choosing to visit based on the key knowledge points that you select for the coverage of Unit Four, Area of Study Three. This is a template. I haven't enacted this myself 'cause no one's taught this course, but this is what I think has been quite plausible for the type of trips and key knowledge that I would select. And ultimately, this is about probably similar what we do already, in terms of if we've already taught the course. This is just about making those direct links between the content and the outdoor experience. Like, "We are going to Mornington Peninsula "because we are going learn about "the contemporary nature of "Indigenous land management "through the Land and Water councils "of the Bunurong."

So that's the key knowledge point we're actually focusing on for this outdoor experience. And we are also going to focus on economic relationships 'cause we're going to visit the strawberry farm. So, it's really making those tight connections, and that's all the logbook is the vehicle for, that documentation of evidence.

So again, just asking students to know a bit more than just, "Oh, we're at Mornington." Something a bit more. What is the flora on fauna? What's the type of outdoor environment? What are some environmental pressures? Is it urbanisation? What are the invasive species? I've got some example... These would be the key knowledge if this is what I was going to particular... Particularly choose for my students. What's some examples of primary data? So, images, environmental impacts of infrastructure, notes about from information science, audio notes from a guest speaker or park ranger, participating in actual recreation activity.

So, we use Salty Surf School, "What was the safety demonstration? "How does that increase our recreation relationship? "What were some of the impacts "of that recreation relationship? "What were some of..." Those really... Those real tangible experiential skills. So, once they... I'll literally take their logbooks on a trip. They will be completing some little dot notes, swinging on the trip, on the bus, whatever, and that's that primary data, that's what we want students to absorb in the field or on that double period excursion, whether it's on the school ground, local park, what have you. And then, the secondary data. So, the secondary data is what they top up after the outdoor experience, and really, it's not them copying slabs of notes from the... From the textbook or PowerPoints or whatever. It's about that making them summary to beef up their primary data, okay?

So, they might add some perception words for their recreation relationship that they participated on, or they might elaborate on the environmental impacts from going surfing, or what have you. They could use some credible sites, like CSRRO, Bureau Statistics, the Department of Energy and Environment, and some other credible sites to reinforce their primary data collection. I've got some examples of primary data again here. I do have another little example here. This could be another one in terms of some particular examples. I'll go back to Unit Four here. So, in terms of... We might go to a... We might just go to a place called Emerald, which is not far from my school. There's a park there, we could do an observable characteristics. We could do this probably in a double period. And there's also a walk we could do there as part of a Trust For Nature landholding.

So, I could literally go and do both of these key knowledge points in one double period. And obviously, that's because I know those access points are there. But in saying that, you could go to a local park, you could do your observable characteristics, and hopefully, maybe, you could have someone like Landcare come out and give you a little... Or a Friends Of group and have that done in a double period. That is completely fine for your second outdoor experience in your logbook. That is completely plausible. So, students might observe notes, they might actually do a little pH water testing kit, they could take some pictures, they could do a sound recording. You might be able to voice record the Friends Of person coming to your local park, and that's completely fine. They would write all that in their logbook, they would journal... Not so much journal but write that information.

Essentially, I do like having something like a little template for them to follow because then they know about the flora and fauna in the little park they're investigating. It's about them having that sort of detailed information. 'Cause we all know sometimes, we take students on a trip and a week later, we're like, "Oh, what was it... "What was the native species?" And they're like, "Oh, where did we go again?" So, this is about them really taking ownership of that experience, and I think by documenting in a logbook, it will help as a vehicle. So, in saying this, I'm just going to fast forward. So, we've done our little... We've done our two outdoor experiences for the year, we've done the one whenever, one in Unit Three, and one covering some Unit Four key knowledge. But remember that the assessment can happen at any time in Unit Four.

So, as I said earlier, I would probably going to do this in week two or three of Unit Four content next year. I certainly won't be doing it in September. We know that is a pressure point for a lot of students in our class. So, the assessment actually is... Looks like this. So, we're asking students to... Obviously the teacher has selected the four key knowledge points. Students need to have investigated the key knowledge relevant to two outdoor environments, which is also generated through the logbook.

So, as I said before, the teacher will authenticate the logbook throughout the year, little initial, collect it. I would think I would collect it. I'm probably just speaking to what I'm going to do as a teacher. And then, when the students actually complete this written investigation, they can use the logbook within that investigation. Essentially, the written report will happen in the same way perhaps a normal SAC would happen, school-assessed coursework, that their student can bring in that logbook to help them complete that assessment. We want to ensure that the students, within the written report, are including an introduction about what they investigated, what they researched, the observable characteristics. "What are some Indigenous contemporary relationships?" The body of the report should provide some detail of the selected environment and is research with the primary and secondary data.

And finally, a conclusion. "What was actually learned "from the investigation? "You've learned about contemporary land and water councils, "what do they actually mean? "What are some contemporary land management?" Their students may have learned about management strategies, physically seeing some strategies about the Leadbeater's possum, they got to see their nesting boxes at Toolangi, they've learned about the environmental advocacy of the Knitting Nannas. They actually learn and they took away from that. So again, this written report is done within a classroom-based environment mostly I would think, but the students can bring in their logbook as a mechanism to help them complete this assessment. I think in terms of authenticity, I've spoken a little bit, teachers must regularly cite and monitor the logbook, particularly for the investigative task for Unit Three and Four... For Area of Study Three for Unit Four rather.

We just don't want students writing in slabs of information in regards to secondary data. Students are to top up their logbooks with secondary data. So, dot point note form, I would think, would suffice to say if they've drawn a sketch of an example of a... I'm sorry, of someone surfing as a recreation relationship, then they could actually top up their notes with the secondary data, saying, "Oh, I view the environment as a gymnasium. "It means this, "some other interactions could occur, "some positive environmental impacts. "This is also an economic relationship "'cause this surf school is making money from my school, "we're paying for the experience," and so on. That could be what the secondary data reinforces, that primary experience. I think I might hand over to Chris now, done a lot of talking.

**Chris Clark** - Yeah, there's been a flurry of questions and I'm still working through some of them. Thanks, Bel. I've got a couple to ask for your input on, but one that's come up... One that's come up a few times is just asking for a sample logbook for Unit Four Area of Study Three. As I mentioned before, we will look to see about putting a sample and building it into the support materials. Noting, and Bel's made this pretty clear, and you can see by her example, that, reiterating, there really isn't a significant difference in how that logbook would be structured from what teachers are most likely using in the current study.

So as a starting point, that would be a good grounding. However, we obviously want to produce as much support material without being overly prescriptive because, noting the fact that we want teachers to be able to structure logbooks that suit their students and suit environments that they're going to visit, so we're really mindful that if we put an example in, then naturally that's going to be the one that is probably heavily used, and it might not be suitable in some contexts.

So, we just need to weigh up that balance. Had a good question that I have written a response to around the selected key knowledge points and whether they should be reassessed through the remaining assessment task types in Unit Three, Area of Study One-two, Unit Four, Area of Study One and two. And my response really is you heard Belinda tonight really emphasise the importance of the planning of Unit Four Area of Study Three, starting in the planning that you have for the whole of the sequence, Unit Three and Unit Four. So, if that planning for Unit Four, Area of Study Three is happening before you commence Unit Three, Area of Study One, it gives you that opportunity to ensure that you're not deliberately over-assessing certain key knowledge points. However, if there's an organic overlap in that assessment, that's okay. It's not you cannot... You can only assess those key knowledge points once and you can't touch it again. It's just trying to obviously have that breadth of assessment across all of the key knowledge points.

**Belinda Dalziel** - Particularly with regards to that, Chris, a lot of the key knowledge is got multiple examples. So for example, if we're talking about the individual actions of environmental activism advocacy and so on, that could be an example in your school-assessed coursework, your SAC, in classroom, although you may have used the environmental activism, talking about the Leadbeater's possum or whatever, within your logbook, so that's going to naturally happen. But we want to be as efficient as possible, and we want... We don't need to assess things twice, that's not what we're about. We're about giving students breadth in terms of assessment. So, I certainly, like... If you've got one key knowledge point that's quite specific in your Area of Study Three, I wouldn't even bother. It doesn't need to be. I will... If there's overlap, like we've just mentioned, definitely. Those points can be assessed. But we're not about doubling up an assessment.

**Chris Clark** - Yeah. Couple of others. One, just going back to Unit Three, there was a question earlier around any advice about addressing political parties and their approaches, given that a lot of the promises, how do we put it, are quite shallow... Can be quite shallow.

**Belinda Dalziel** - How great is it to teach environmental policy in election year? It's fantastic because there's facts and figures, and we just thrive off that sometimes as teachers. Yep, it's all there for you. It's very hard to find credible policy information during non-election times, particularly at a federal level, and this is what the study design is asking. I would just be going with what you can find at the time that's plausible, that's the most recent content. And if it's... Obviously, we're still in the last... We're trying to look for the most contemporary. Or even, I hate to say, writing a quick email to your local member of parliament and asking them what it is. It would only take a couple of minutes, but just a quick email. "Can you please update me on "the current renewable policy "for your electorate? "I'm a year 12 teacher "and this is a key part of my study." Maybe I might get time to do that, that's what I'm hoping for. I've done that in the past and it's actually... They've actually sent me back some really good stuff, so there's a tip.

**Chris Clark** - Oh, Clayton... Sorry, I... Good question asked about the examination assessment of Unit Four, Area of Study Three, and the exam specifications, which will be published in time, basically by the end of this year, and then the subsequent sample examination paper as well, which is about to begin its development, will provide guidance around that. What I would say is... To give an answer to that, is there's quite a clear connection and sample, or example, that you can see at the moment through our extended response questions.

So, our extended response questions, at the moment, naturally have stimulus that requires students to connect knowledge often beyond one area of study or one key knowledge point. So that generic structure or example is what you would expect to see and how you would expect to see Unit Four, Area of Study Three assessed. It's not a case of a student nominating what... Where their two environments were and rehashing what they've done in Unit Four, Area of Study Three assessment. That won't be the case.

It'll really form the basis of that similar extended response type question now. This has worked out really well timewise, Bel, because... I'm just doing one last check. As I said, there was one question that was answered... Asked that we'll have some follow up discussion on because it'll probably form the basis of a good frequently asked question. And I did comment on that, so you'll be able to see that. The only other one, which I will just reaffirm because it came up several times, is there was a question around, or multiple questions around, the perennial "if a student is absent," and I would just direct teachers to the current frequently asked questions document that services our current study design about students missing outdoor experiences, The material in the current frequently asked question, we will transfer straight over into the updated frequently asked question, no change to process.

So, if you look at the current frequently asked question, there are some guidance... There's some guidance there around how you might treat and deal with those situations. That's where you can expect to see that material just go straight across into the new frequently asked question. Sorry, I'm just seeing all the questions now. Didn't see them when I had my screen shared. And yeah, to have over 30 questions and that level of engagement, I would like to take this opportunity to thank the nearly 80 participants. I think there was about 80 participants at one point, so it's wonderful engagement. Thank you to the work that you're... That you've already done, in relation to familiarising yourself with the study, and that you will continue to do. We very much acknowledge that any revised study has a significant work element to it in terms of becoming familiar with it. And just being on tonight is a testament to the commitment of readying yourselves to work with students with this study.

Big thanks to Belinda, and to Mary behind the scenes, in conducting the webinar tonight. Just a reminder that the recording and the subsequent PowerPoint will be made available in the next week or two, and you'll get an automatic email of that when it's available. A big reminder about the workshops, please get along and register for those. But we look forward to engaging with you again soon. And as you can see on the screen, please reach out at any time if you want to follow up anything from tonight, or just generically as we move forward. Thanks a lot.

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