

VCE Outdoor and Environmental Studies 2024-2028

Unit 3: Relationships with outdoor
environments



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



Accreditation Period
2024–2028

Victorian Certificate of Education
**Outdoor and
Environmental Studies**
Study Design

Purpose of video

- Introduce and familiarise teachers to Unit 3
- Resources available (including the Study Design)



Overview of major review changes

- Implementation 2024
- Consists of four units, with this video focusing on Unit 3
- Scope of study, Rationale, Aims
- Cross-study Specifications
- 4 units → 11 Areas of Study
 - Unit 1 = 3 Areas of Study
 - Unit 2 = 3 Areas of Study
 - Unit 3 = 2 Areas of Study
 - Unit 4 = 3 Areas of Study (3rd is taught over year)



Cross-study specifications

The development of cross-study specifications provides consistency with other VCE study designs and are threaded through unit 3.

1. Key concepts

2. Outdoor experiences

3. Key practical skills

- Purpose of outdoor experiences
- In designing teaching and learning programs for Area of Study 1 and Area of Study 2 it is expected as many opportunities as possible are included for the key skills to be taught and learned in outdoor environments, through different outdoor experiences.
- Unit 4 Area of Study 3 contains a specific set of key knowledge and key skills, commencing at the start of Unit 3



Outdoor Experiences- Unit 3

- A plan to achieve between 25 - 50 hours in Unit 3.
- Examples of types of outdoor environments and experiences (in support materials) and reference to the [Department of Education's Safety Guidelines](#)
- Unit 4 Area of Study 3 – Commences at the beginning of Unit 3

Students undertake an independent investigation, collecting and evaluating information gathered during at least two different visited outdoor environments across both Units 3 and 4.



Unit 3 Structure

Unit Titles	Area of Study titles
Relationships with Outdoor Environments	<ol style="list-style-type: none"><li data-bbox="975 412 1680 464">1 Changing human relationships<li data-bbox="975 529 1671 633">2 Relationships with Australian environments in the past decade <p data-bbox="975 758 1767 922">*Unit 4 Area of Study 3 is an ongoing investigation commencing at the beginning of Unit 3</p>



Commencing at the beginning of Unit 3

Unit 4 Area of Study 3 - Investigating Outdoor Environments

This has replaced all 'journal task assessments' from the previous study design

- To achieve this outcome students, undertake an independent investigation, collecting and evaluating information gathered during at least two different visited outdoor environments across both Units 3 and 4.
- The selected outdoor environments should draw on at least four selected key knowledge points across Units 3 and 4.
- At the completion of Unit 3 – Students will have had at least one outdoor experiences with at least one entry into their logbooks, reflecting two selected key knowledge points from Unit 3 Area of Study 1 and Unit 3 Area of Study 2



Unit 4 Area of Study 3 - Investigating Outdoor Environments

Logbooks are referenced in this study as the means for students to keep their records of practical activities and observations of key knowledge. The logbook is maintained and cited as a

- source of primary data,
- as a requirement for satisfactory completion of each unit, rather than being used as a specific assessment task.

Teachers must regularly sight and monitor the logbook, particularly for the investigative task in Area of Study 3 of Unit 4.



Unit 3 Area of Study 1 Specific changes

On completion of this unit the student should be able to analyse the changing nature of relationships with outdoor environments between Indigenous and non-Indigenous Australians at a local and state level over time, and evaluate the impact of environmentalism on political parties and/or policies.

- Australian outdoor environments before humans arrived
- Historical relationships time periods has been defined, as well as a reference to a local or visited outdoor environment
- The beginnings of environmentalism and the resulting influence on political party policy



Unit 3 Area of Study 2 Specific changes

On completion of this unit the student should be able to analyse factors that influence relationships between humans and outdoor environments in the last decade, and evaluate methods and processes used to influence relationships and decisions about the use of outdoor environments.

- Indigenous peoples' custodianship of outdoor environments including the formation of land and water councils
- Economic relationships has replaced tourism and primary industry relationships



Unit 3 Area of Study 2 Specific changes

Conflicts now in Unit 3

- Methods used by individuals and groups to influence decisions about two conflicts over the use of outdoor environments, and the processes followed by land managers to resolve said conflicts

This key knowledge point is a merge from three in the previous Study Design

- An environmental issue in Australia and related policy from two federal political parties or representatives, including at least one of:
 - Labor Party
 - Liberal-National Coalition
 - The Greens



Sample learning activities for Unit 3

- In small groups research how Victoria Traditional Owners demonstrate custodianship of outdoor environments in Victoria.
- Research why building new mountain bike parks creates conflicts and the processes followed to resolve the conflict over the establishment of the Warburton Mountain Bike Park.
- In small groups, research one of; Federal Labor Party, Federal Liberal- National Party, The Greens federal Party or an Independent parliamentarian. Have each group present the findings of their research to the class. Each student is to create a summary of key aspects of each group/party and their stances on the same environmental issue in Australia and related policy.



Detailed example for Unit 3

3.2.2 : Conflict in depth 'Feral Horses in the Alps'

Watch 'The Man from Snowy River' as class homework.

- Visit and or research the Alpine National Park and make observations of feral species that reside there focusing strongly on the Feral Horse.
- Seek presentations from a VNPA member and a Brumby Alliance member to build student knowledge on the conflict.
- List the methods used by each party to influence management decisions of the Feral Horse.
- Now seek a presentation from a Parks Victoria Ranger describing how the management of the Feral Horse conflict is being completed to resolve the conflict.



Logbooks

Logbook criteria may include:

- location
- environment type
- flora and fauna
- outdoor activity(ies) undertaken
- sustainability measures
- observation of key knowledge relevant to the experience chosen by the teacher across Unit 3 (and 4)
- observation of key skills.
- secondary data



New Study Design Support Materials

- Support materials will be supplied with
 - Updated resources for teaching Unit 3 Key Knowledge and Skills
 - Detailed examples
 - Example of a logbook



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