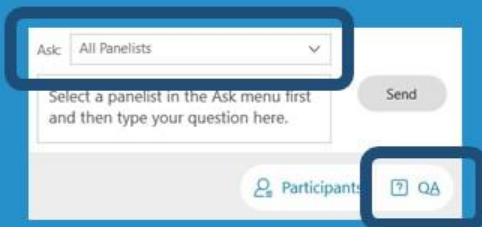


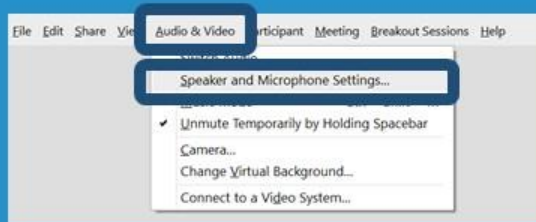
This webinar will begin shortly



Please ask questions to 'All Panelists'



If you have any issues with your audio go to:



Need help? Go to <https://help.webex.com>

VCE Outdoor and Environmental Studies (2024-2028)

Unpacking Changes Unit 3&4 Webinar

Thursday 20 July 2023



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.




Asking Questions

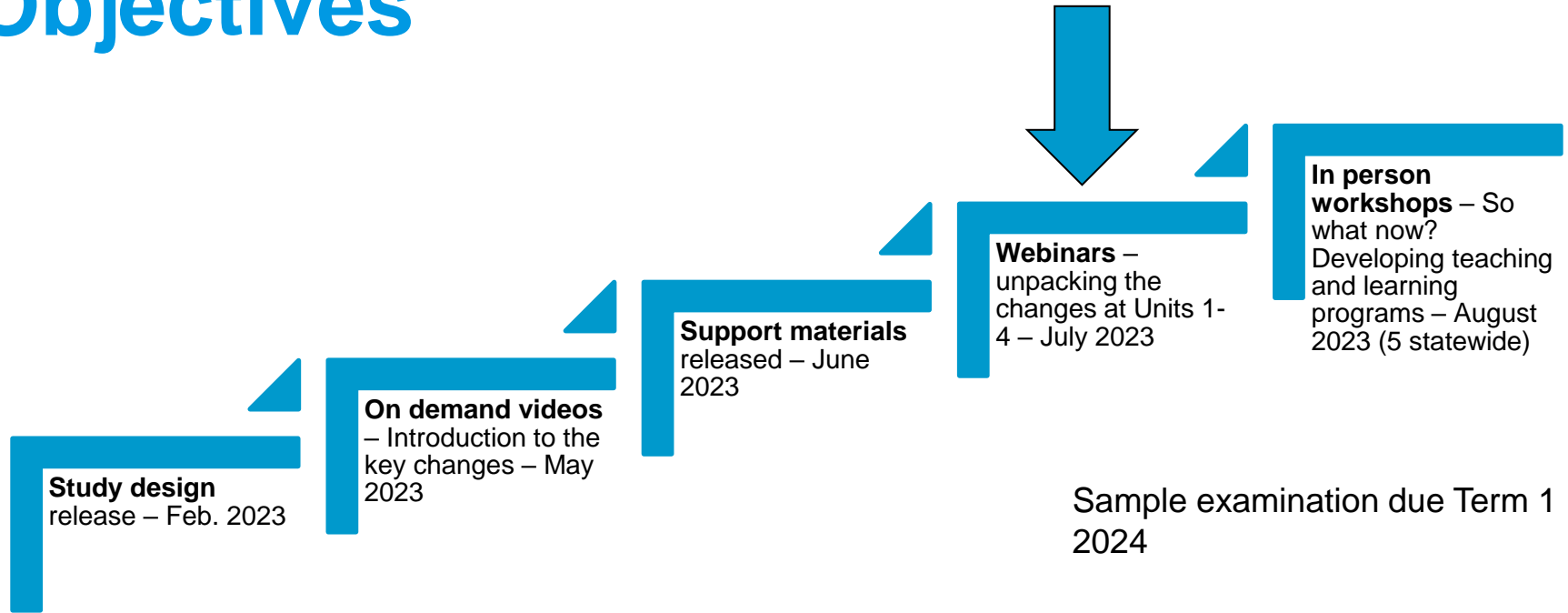
Ask: All Panelists 

Select a panelist in the Ask menu first and then type your question here.

Send

Participant 

Objectives

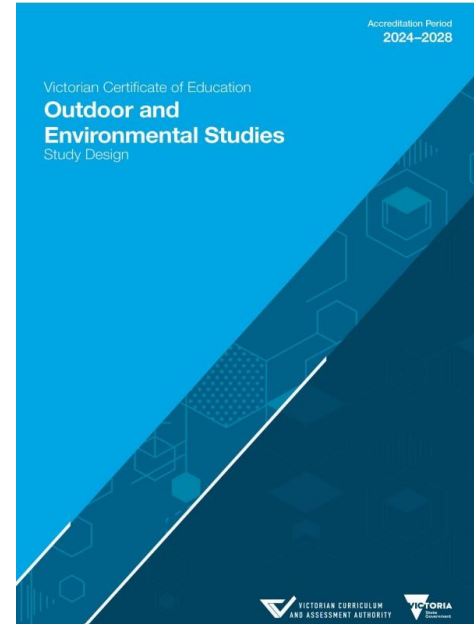


In person workshops - August

- *Designed to provide the opportunity for teachers to collaborate with teachers in their 'local' area on ways and means of enacting the Study Design as interpreted and ultimately assist in developing teaching, learning and assessment programs.*
- Warrnambool (SW - Brauer College)– Tuesday 8 August 2pm – 4pm
- Horsham (W & NW– Federation University) – Wed. 9 August 2pm – 4pm
- Churchill (Gippsland – Federation University) – Tuesday 15 August 2pm – 4pm
- Shepparton (N & NE – Notre Dame College) – Monday 28 August 2.15pm – 4.15pm
- Bundoora (Bendigo, Ballarat, Greater Geelong, Morn. Pen. & Greater Melb. – Latrobe University) – Tuesday 29 August 2.30pm – 4.30pm

Revised VCE Outdoor and Environmental Studies Study Design

- 2024 – 2028
- All units implemented concurrently from 2024
- Revised study design and support materials available from study page



The 'big changes' overview

- Experiential learning focus (including suggested outdoor experience hours)
- Inclusion of Area of Study 3 (Unit 1, Unit 2 & Unit 4)
- Cross Study Specifications
- Expanded focus on Indigenous Australians' knowledge culture and history
- Scope of the study design – Themes & Realignment
- Assessment – Types & Mark allocation (Unit 3 & Unit 4)



VCE OUTDOOR & ENVIRONMENTAL STUDIES STUDY DESIGN

The foundations of VCE study is the Scope, Rationale, Aims and the supporting Cross Study Specifications

Cross-study specifications

Key concepts

- Indigenous Australians' knowledge, culture and history
- Outdoor environments; Types of outdoor environments, human relationships with outdoor environments, environmental citizenship and health of outdoor environments
- Sustainability

Outdoor experiences

- Purpose and type
- Time spent (recommended min. 25 hours per unit)

Key practical skills - Area of Study 3

- Integrating theoretical knowledge and practical skills

Assessment Unit 3 & Unit 4

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<p>Outcome 1</p> <p>Analyse the changing nature of relationships with outdoor environments between Indigenous and non-Indigenous Australians at a local and state level over <u>time</u>, and evaluate the impact of environmentalism on political parties and/or policies.</p>	40	<p>For each outcome, at least one task is selected from:</p> <ul style="list-style-type: none"> a <u>short written</u> report: case study analysing collected primary and/or collated secondary data relating to a selected outdoor environment a <u>short written</u> report: data analysis analysing collected primary and/or collated secondary data relating to a selected outdoor environment a media analysis relating to a selected outdoor environmental issue a visual presentation such as a graphic organiser, concept/mind map, annotated poster that includes both text and still images collected through the outdoor experience logbook. <p>Each task type can only be selected once across Outcome 1 and Outcome 2.</p>
<p>Outcome 2</p> <p>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.</p>	40	
Total marks	80	

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<p>Outcome 1</p> <p>Describe a range of environmental sustainability measures, analyse threats to outdoor environments and justify the importance of healthy outdoor environments for individuals and society, with reference to specific outdoor experiences.</p>	40	<p>For each outcome, at least one task is selected from:</p> <ul style="list-style-type: none"> a <u>short written</u> report: case study or data analysis analysing generated primary and collated secondary data relating to a selected outdoor environment(s) a media analysis relating to a selected outdoor environmental issue structured questions, including a combination of short answer and one extended response question an oral presentation that draws on practical experiences documented in the outdoor experience logbook. <p>Each task type can only be selected once across Outcome 1 and Outcome 2.</p>
<p>Outcome 2</p> <p>Evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.</p>	40	
<p>Outcome 3</p> <p>Plan and conduct an independent investigation that evaluates selected outdoor environments.</p>	40	<p>A written report that documents findings from an independent investigation on at least two visited outdoor environments.</p>
Total marks	120	

Assessment

- Task types
- Logbook
- Assessment weighting (20% Unit 3 and 30% Unit 4)

Unit 3 Structure

Unit Titles	Area of Study titles
Relationships with Outdoor Environments	<p>1 Changing human relationships</p> <p>2 Relationships with Australian environments in the past decade</p> <p>*Unit 4 Area of Study 3 is an ongoing investigation commencing at the beginning of Unit 3 This will be covered towards the end of this presentation</p>

Unit 3 Area of Study 1

- Australian outdoor environments before humans arrived, including characteristics of biological isolation, geological stability and climatic variations
 - *Video documentary – 10play/ NITV (accessible on ClickView) - The First Inventors, celebrating and exploring the world's longest surviving culture – that of Aboriginal and Torres Strait Islander peoples.*
 - *Addition Australian outdoor environment before humans*
 - *Key Skills 'explain'*
- Relationships with outdoor environments expressed by specific Indigenous peoples' communities before and after European colonisation
 - *Key Skills analyse how relationship changed linking to specific indigenous community*

Unit 3 Area of Study 1

- relationships of non-Indigenous peoples with specific outdoor environments as influenced by and observed in local or visited outdoor environments during historical time periods:
 - Early colonisation (1788–1859)
 - Pre-Federation (1860–1900)
 - Post-Federation (1901–1990)
- *Key Skills analyse changes relationships with a Victoria environment. Choose the same location for all historical relationships*

Unit 3 Area of Study 1

- The beginnings of environmentalism and the resulting influence on political party policy, as observed in one of the following historical campaigns:
 - Lake Pedder
 - Franklin River
 - Little Desert
 - *Merge of environmental movements and historical policies – a link between the selected historical campaign and resulting policy.*

Detailed example Unit 3 Area of Study

1 – Case Study

Case study analyses requires students to practice applying knowledge and thinking skills to a real situation.

Students should be analysing, applying knowledge, reasoning and drawing conclusions

- *explain characteristics of Australian outdoor environments before humans arrived*
- *analyse the changing relationships with Victorian outdoor environments expressed by specific Indigenous peoples' communities before and after European colonisation*
- *analyse the changing relationships of non-Indigenous peoples with Victorian outdoor environments observed during historical time periods*

Unit 3 Area of Study 2

- Area of Study name change to 'relationships in this past decade'
 - *Need to ensure everything you are teaching in this Area of Study is in the last 10 years, relationship examples, conflicts, environmental issues and social debates*

Unit 3 Area of Study 2

- Indigenous peoples' custodianship of outdoor environments including the formation of land and water councils
 - **Aboriginal Land and Water Councils** *Australian community organisations, generally organised by region, that are commonly formed to represent the Indigenous Australians (both Aboriginal Australians and Torres Strait Islander people) who occupied their particular region before the arrival of European settlers.*
 - **Support materials** – *clarification of terminology*

<https://www.aboriginalheritagecouncil.vic.gov.au/victorias-current-registered-aboriginal-parties>

Formation of land and water councils

There is 5 key steps to the formation of indigenous land and water councils

1. Right People
2. Right Country
3. Decision Making
4. Capability
5. Incorporation

Formation of land and water councils

Step 5 is the important one for us to note as this incorporated group is what is called

- Land Council
- Land and Water Council or
- Land and Sea Council

Then a path to Native title

Land and Water Councils, Land Councils, Land and Sea Councils, is the title chosen by many Aboriginal Groups to assist in their incorporation.

Formation of land and water councils

As of May 2023, there were 11 RAPs in Victoria and that number is growing as other Traditional Owner groups complete the steps to formalising their native title claims.

<https://www.aboriginalheritagecouncil.vic.gov.au/victorias-current-registered-aboriginal-parties>

- The study design is asking students about custodianship and how this is reflected in the formation of these councils
- How current indigenous groups govern and manage a specific outdoor environment

Unit 3 Area of Study 2

- conservation, recreation and economic relationships with outdoor environments
 - *Economic relationships has replaced tourism and primary industry relationships*

Support materials - *Create a presentation that compares the different human relationships with outdoor environments where the main interaction is financial. A farmer compared to a miner, compared to a Tourism operator noting similarities and differences.*

Unit 3 Area of Study 2

- 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, including at least one from the following list:
 - feral species in the Alpine National Park
 - commercial logging in Victoria
 - establishment of new mountain bike parks
 - Southern Ocean Whale hunting
 - Murray-Darling Basin water allocations

Unit 3 Area of Study 2

- *Two conflicts to be studied with at least one for the prescribed list*
- **Support materials** - *Feral species in the Alpine National Park conflict and the Murray Darling Basin Water allocations conflict. Display the methods to influence decisions by each group involved by creating a Venn diagram using Miro noting where parties methods intersect. Students can then analyse the most popular methods and make suggestions for how either groups could improve their methodology.*

Unit 3 Area of Study 2

- 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

Support materials – Choose one environmental issues in Australia. In small groups, research one of the either Federal Labor Party, Federal Liberal- National Party, The Greens federal Party or an Independent; have each group present the findings of their research to the class; create a summary of key aspects of each group/party and their each of their stances on the same environmental issue in Australia and related policy.

Unit 3 Area of Study 2

- the influence of social debates on relationships with outdoor environments, including one of:
 - -climate change
 - -renewable energy
 - -water management

Relationships may be indigenous, conservation, recreation or economic

Detailed example for Unit 3 Area of Study 2

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.

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.

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 – Planning

Outdoor experience and environment 1 _____

Unit 3 Area of Study 1 Key knowledge

- _____

Unit 3 Area of Study 2 Key knowledge

- _____

Outdoor experience and environment 2 _____

Unit 4 Area of Study 1 Key knowledge

- _____

Unit 4 Area of Study 2 Key knowledge

- _____

Unit 4 Area of Study 3 – Planning

Planning for the report – Support materials

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/outdoor-and-environmentalstudies/Pages/TeachingandLearning.aspx>

Example 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.

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

Example of potential logbook template

Note this is a brief sample of possible logbook template. Students and teachers will need to build their own templates depending on outdoor experiences and key knowledge selected.

Unit 4 Structure

Unit Titles	Area of Study titles
Sustainable outdoor environments	<ol style="list-style-type: none"><li data-bbox="975 412 1767 511">1 The importance of healthy outdoor environments<li data-bbox="975 532 1806 576">2 The future of outdoor environments<li data-bbox="975 598 1806 642">3 Investigating outdoor environments <p data-bbox="975 762 1767 926">*Unit 4 Area of Study 3 is an ongoing investigation commencing at the beginning of Unit 3</p>

Unit 4 Area of Study 1

- the pillars of sustainability, the interdependence between these pillars and related critiques of sustainability
 - *Three pillars of economic, environmental and social sustainability and interrelationships between these*
 - **Support materials** – *examine different definitions of sustainability such as from the [United Nations](#) and others; provide a pictorial representation of the most common words used in each definition; produce a concept map that annotates each definition identifying advantages and limitations of each definition*
- observable characteristics to assess the health of outdoor environments, including: quality of water, air and soil species and ecosystem biodiversity
 - *Key Skills evaluate the health and propose possible solutions to improve environmental health (new)*

Unit 4 Area of Study 1

- the impact of threats on society and outdoor environments, including two of the following: land degradation, introduced species, urbanisation, climate change, flood, fire
 - *New threats added, choose two. Each threat must provide analyses on society (the people) and the environment*
- the importance of healthy outdoor environments for individual physical and emotional wellbeing, and for society now and into the future
 - *Key Skills justify the importance of healthy outdoor environments for individuals and society (greater population)*

Unit 4 Area of Study 1

- local, national and international solutions and mitigation strategies to combat climate change across a range of environments
 - *Scaffold of climate change policy and mitigation strategies from a local (council website), national (Australian), International (global UN)*
 - **Support materials** - *Students are to develop a report on the three levels of climate change action. Choose a local climate change policy within their local municipality, a federal government policy and a global policy*
 - *Including; *Name and jurisdiction of the policy *Purpose of the policy to mitigate climate change *Examples of this policy in action within its jurisdiction *Common features that occur across all three policies investigated *One recommendation for each policy to improve the outcome to mitigate climate change*

Unit 4 Area of Study 1 detailed example

Data analysis - task requires students to develop responses to a series of questions based on data provided by the teacher. The teacher needs to set questions, source and select material (including data) and format the task in such a way that it allows students to demonstrate the highest level of performance and the qualities and characteristics that define this.

- analyse understandings of the interdependence of the pillars of sustainability and related critiques of sustainability
- evaluate the health of outdoor environments and create possible solutions to improve environmental health
- analyse threats to society and outdoor environments
- justify the importance of healthy outdoor environments for individuals and society
- analyse possible solutions and mitigation strategies for combatting climate change

Unit 4 Area of Study 2

This Area of Study is current day and into the future as references in the outcome statement. Ensure examples you are using are relevant

- Indigenous and non-Indigenous peoples' land management strategies for achieving and maintaining healthy and sustainable outdoor environments
 - **Support materials** - using [Miro](#) compile a class mind map of both Indigenous and non-Indigenous land management practices. From this, students are to select one indigenous and one non indigenous practice to analyse and then present how these strategies sustain a range of outdoor environments during a class discussion

Unit 4 Area of Study 2

Acts or conventions related to the management and sustainability of a specific outdoor environment, species or ecological community, including two of the following:

- Flora and Fauna Guarantee Amendment Act 2019 (Vic)
- Ramsar Convention (international treaty, 1971)
- Environment Protection and Biodiversity Conservation Act 1999 (Cmwth)
- Victorian Environmental Assessment Council Act 2001
- Planning Environment Act 1987 (Vic)
 - *Specific species or environment – EG Baw Baw plateau or Baw Crwth frog to enable are more focused approach to this selected policy in action – rather than a broad management strategy approach.*

Unit 4 Area of Study 2

- community actions undertaken to sustain healthy outdoor environments, including two of the following:
 - regenerative farming
 - Trust for Nature
 - Landcare
 - community groups such as ‘Friends of ...’
 - **Support materials** - *visit a Trust for Nature Site in your local area or in transit to an outdoor experience to meet with a landowner and visually see and hear about the positive impact on biodiversity. Contact and organise a practical experience with a local Landcare network or ‘friends of’ groups in your local environment*

Unit 4 Area of Study 2

- individual actions undertaken to promote and sustain healthy outdoor environments, including two of the following:
 - environmental activism
 - environmental advocacy
 - ethical and sustainable consumerism
 - green home design
 - **Support materials** - *research example of green home design and design your dream home. Students are to reference the green home features and analyse how each feature supersedes a finite resource*

Outdoor Experiences- Unit 4

- A plan to achieve between 25 - 50 hours in Unit 4.
- 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 4 Area of Study 3 Investigating Outdoor Environments

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

- At the completion of Unit 4 – Students will have had four outdoor experiences with four entries into their logbooks, reflecting four selected key knowledge points from Unit 3 and Unit 4
- The investigation within the selected outdoor environments can occur at any time during Unit 3 or Unit 4, with the expectation that the assessment of the investigation would occur at any time during Unit 4

Unit 4 Area of Study 3 Detailed example

- Please remember this does not need to be assessed at the end of Unit 4
- You need to select minimum 1 Key Knowledge form Unit 4 (in addition to 3 Key Knowledge form Unit 3) and can be assessed any time after that outdoor experience has occurred.

Key knowledge	Key skills
<ul style="list-style-type: none">• outdoor and environmental concepts related to human relationships with, and the health and sustainable use of, the selected outdoor environments <p>Teacher key knowledge from across Units 3 and 4</p> <ul style="list-style-type: none">••••	<ul style="list-style-type: none">• plan for and conduct an independent investigation in a range of outdoor environments <p>Investigation includes:</p> <ul style="list-style-type: none">• two different outdoor environments selected• four key knowledge points from each area of study across Unit 3 and 4• logbook

- the nature of primary and secondary data relevant to the investigation

- collect relevant data in a range of outdoor environments, authenticated through use of a logbook

This includes:

- primary data – data collected in the field
- secondary data – data collected and made available by a different source (e.g. teacher, CSIRO)

- conventions of report communication, including appropriate structure (Introduction, Body and Conclusion), terminology and representations of the data

- evaluate and report data and information, including findings and implications

This includes:

- Introduction: brief summary of the main findings
- Body: should provide a detailed evaluation of the selected environments supported by data (primary and/or secondary depending on task requirements)
- Conclusion: implications/what was learned from the investigation

Unit 4 Area of Study 3

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.

Revised Study Design Support Materials

- Support materials are available
 - Updated resources for teaching Unit 3 and 4 Key Knowledge and Skills
 - Detailed examples
 - Example of a logbook

Contact

Chris Clark

Curriculum Manager, Health & Physical Education

T (03) 9059 5314

M 0499 314 382

E Christopher.clark2@education.vic.gov.au

© Victorian Curriculum and Assessment Authority (VCAA) 2023. Some elements in this presentation may be owned by third parties. VCAA presentations may be reproduced in accordance with the [VCAA Copyright Policy](#), and as permitted under the Copyright Act 1968. VCE is a registered trademark of the VCAA.