**Erin Wilson:** - Hello, and welcome to the second of a series of videos to introduce and support the implementation of Units 3 and 4 of the re-accredited VCE Biology Study Design for 2022 to 2026. A special welcome to those of you who are teaching Units 3 and 4 for the first time. My name is Erin Wilson, and I am the Curriculum Manager for STEM at the VCAA. I'm very pleased today to focus on the content of Units 3 and 4, and to explore with you a few different possibilities in delivering the revised study design. I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working. For myself, I acknowledge the Dja Dja Wurrung as the traditional custodians of the land from which I am presenting today. I pay my respects to Elders past, present and emerging, for they hold the memories, traditions, cultures, and hopes of all Aboriginal and Torres Strait Islander peoples across the nation. I would like to also acknowledge their continued care of the lands and waterways over generations, and the ongoing contribution they make to our scientific thinking and understanding, and hope that they walk with us on our journey to develop and understand the discipline of Biology.

The purpose of this video is to familiarise teachers with the revised Units 3 and 4, to consider how key science skills, scientific methodologies and practical work link to key knowledge, to consider the assessments structure for Units 3 and 4, and to share some ideas and resources available for each unit and Area of Study. It should ideally be viewed after watching the first video, Implementation of VCE Biology Study Design for 2022 to 2026

Introduction and Overview. So if you haven't yet viewed that video, I suggest that you stop this recording and go and watch that video now first. Both the VCE and VCAL Administrative Handbook and VCE Biology Study Design are mandated for the delivery of Units 3 and 4 Biology, and should be the first place you go to for information and any questions you might need answered. In particular, section seven of the Administrative Handbook provides teachers with important information about satisfactory completion of a unit, and section eight provides important information about school-based assessment. You can access the current Administrative Handbook by the QR code on the slide.

As mentioned in the first video, a new and improved VCE Biology Study page will be published later in December 2021 and will include a range of support that incorporate the formally known Advice for Teachers, including planning advice, teaching and learning activities and assessment advice. This new structure will provide the ability to update teaching and learning activities on a yearly basis.

So please feel free to contact me once you start implementing the revised study design and you feel like there are particular areas that you would like more support for, or new activities for. Updates to support materials as well as any webinars relating to Units 3 and 4 that will be delivered over the course of the study design will be published by the VCAA Bulletin and Notice to schools. And you can subscribe to the Bulletin and access the Notice to schools by the QR code on the slide. Spending time to read and understand the scope of the study, the rationale for the way that VCE Biology has been structured, as well as the aims of VCE Biology will allow teachers and students to maximise the learning outcomes in studying each of Units 3 and 4.

Each of Units 3 and 4 includes specific content contained within an Area of Study and it's designed to achieve a set of outcomes for that unit. In each outcome in Units 3 and 4, students are assessed in terms of satisfactory completion, as well as their level of achievement in terms of a set of five school-assessed coursework tasks across Units 3 and 4, which are recorded reporting to the VCAA via VASS. Each outcome is described in terms of key knowledge which is complimented by relevant VCE Biology unit one to four key science skills that are included under the Cross-study specifications at the front of the study design. Students' level of achievement for Units 3 and 4 is also assessed by an external end-of-year exam. These two aims are clearly evident when you look at the introductions, various study beliefs and key knowledge and skills for each of the Units 3 and 4. Keeping these aims in mind when planning your curriculum and assessment programme will help ensure that your programme in your school is rigorous and engaging for your students. In addition, the broad aims of the VCE sciences represented here in a wordle graphic also underpin the delivery of VCE Biology. So please take time to consider how you can support the broad aims included on page three, both within VCE Biology, but also at a faculty level across all the VCE science subjects delivered in your school.

Units 3 and 4 is undertaken sequentially and there are five areas of study across Units 3 and 4. Unit 3 looks at how the cells maintain life. There is a focus on the role of nucleic acids and proteins maintaining life in Area of Study one, and how biochemical pathways specifically photosynthesis and cellular respiration are regulated in Area of Study two. Unit 4 explores how does life change and respond to challenges with the focus on how to organisms respond to pathogens in study one, and then how species are related over time in Area of Study two. In Unit 4 Area of Study three, students apply relevant key science skills and key knowledge from either Unit 3 or Unit 4 to undertake a student-designed investigation to consider how is scientific inquiry used to investigate cellular processes and/or biological change.

There is inherent flexibility within the structure of Units 3 and 4 for schools to develop a curriculum and assessment programme that is tailored for their specific needs and student cohort. Different schools have different timetable structures, different numbers of classes per week, different length classes, one versus two-week cycles, different school calendar and events. We want as many students as possible to study Units 3 and 4 Biology so I encourage you therefore to use all of this information that is presented in the rest of the video, and the flexibility afforded in the Study Design, to adapt and design the best programme for your school that is reviewed yearly and targeted for each cohort of students. Whether you are a new or experienced teacher of Units 3 and 4 Biology, you will need to consider how you will integrate the key science skills alongside the key knowledge when developing your curriculum and assessment programme. This planning template whilst designed for schools that are new to delivering VCE Biology, is also useful for all teachers when planning the revised study design. You can access the template by the QR code on the slide.

One of the main changes in the new study design relates to the cross-study specifications. Each of the cross-study specifications provides opportunity for schools and teachers to support the aims and rationale of VCE Biology, as well as providing students with opportunities to access indigenous content where relevant, to encourage students to be active, informed, and responsible citizens, and to encourage the ongoing consideration of ethics and values of Biology as a discipline. Different schools will have different ways that they implement VCE Biology Unit 1 to 4 key science skills. Considerations will include whether their students have had prior exposure to these key science skills by studying either the Units 1 and/or Unit 2 Biology, or their level of achievement in relation to the levels nine and ten scientific inquiry skills as part of the Victorian Curriculum F-10, if they are undertaking Units 3 and 4 Biology, for example, as a year 11 student. Formative assessment is therefore critical to understanding the prior skills that your students have entering into Units 3 and 4 Biology, and what they are ready to be able to learn and demonstrate skill-wise.

It is important that teachers explicitly identify the specific Unit 1 to 4 key science skills that they will support students to develop and practise in each outcome, as well as providing multiple opportunities to practise and apply these specific key science skills across different areas of study so that all students have the opportunity for success. Some schools and students may be ready to deploy particular key science skills to new and novel contexts earlier within Units 3 and/or Unit 4 while other schools and students will need more opportunities to practise these skills first before deploying them into new contexts. You will find that there is a natural fit between particular learning activities, key science skills and particular key knowledge. Making the most of these natural fits will enable you to ensure that the key science skills are embedded and are not taught as an add-on for the key knowledge, or as a separate topic, and that students really do get to understand how science and Biology as a human endeavour continues to change and develop in response to new evidence and discoveries.

Where the student-designed scientific investigation is undertaken as part of either Unit 3 or Unit 4 or across Units 3 and 4 will also influence how the key science are implemented and scaffolded. The 10 hours of class time required for practical work across areas study one and two for Units 3 and 4 can be allocated in whatever way best suits your school context and students. You may find based on the learning activities that you select for each Area of Study and how you develop the key science skills across each unit that you allocate five hours of practical work to area study one and five hours to Area of Study 2. Another teacher, however, may allocate four hours to Area of Study 1 and six hours to Area of Study 2 and vice versa. This can also vary between Unit 3 and Unit 4. A range of practical work that relates to each scientific methodology is included later in the presentation and I would encourage you to think about how you include each of the scientific investigation methodologies across Units 3 and 4. Use the flexibility afforded and have fun choosing practical work that suits your school context, local area, your school equipment, resources, and most of all, your students’ interests. Schools have the flexibility to decide how they want students to use their logbook for recording, authentication and assessment purposes. There is also flexibility between Units 3 and 4, as well as between Areas of Study for Units 3 and 4 to vary how the logbook is used by students within the overall curriculum and assessment programme. So please consider the best ways to incorporate the logbook as part of your curriculum and assessment programme.

The next four slides provide prompting questions to consider and address the cross-study specifications when developing your curriculum and assessment programme for Units 3 and 4. Making sure that you've addressed each of these questions will ensure that your students are provided with a rich and engaging learning programme that meets the needs and requirements of the VCE Biology 2022 to 2026 study design. You don't necessarily need to address every question presented on these slides for every Area of Study in Unit 3, and every of study in Unit 4, but we do recommend that across Units 3 and 4, you consider each of these questions and identify where there is opportunity to support each of the cross-study specifications.

The nature of science involves individual and collaborative endeavour. There will be many times during your delivery of Unit 3 and 4 where students will work collaboratively to actively participate and share ideas, to complete tasks, and to solve problems. In terms of satisfactory completion of each outcome, you will likely, also need to individually assess what students know and don't know or can and can't do after participating in collaborative opportunities. Strategies such as conferencing. individual discussions with students, individual student reflections at the end of learning activities, individual responses to questions, mind maps, graphic organisers and worksheets, and individual analysis and reporting of investigations and practical work provide opportunities for teachers to individually assess students' understanding as part of a collaborative activity.

As well as acknowledging the traditional custodians of your local area, you may also like, for example, to acknowledge the traditional owners of any lands of specific research, case studies or programmes that you include as part of your curriculum and assessment programme. Specific information relating to the inclusion of Aboriginal and Torres Strait Islander knowledge, culture and histories are included in the support materials under planning. It is important to understand that students should be provided with multiple opportunities to satisfactorily complete each outcome up until results for each unit are due in VASS.

As mentioned earlier, section seven of the administrative handbook provides teachers with important information about satisfactory completion and section eight provides important information about school-based assessment. So please really take the time to review these sections when you are thinking about the school-based assessment component of your curriculum and assessment programme. The VCE Assessment Principles do state that assessment should be valid and reasonable, equitable, balanced, and efficient. So, at Units 3 and 4, assessment tasks must be unique to the school and student cohort to ensure that the assessment principles can be adhered to and student work can be authenticated as their own. As part of this, we also recognise that you as teachers know your students best and are best placed to design school-based assessment tasks that meet both the requirements of the VCE principles but also the needs of your students.

As mentioned in the first video, these questions are provided as prompts to consider when developing and reviewing the assessment component of your Units 3 and 4 programme to consider how you can best support students to both satisfactorily complete each outcome, as well as supporting them to be in a position to demonstrate their highest level of performance when undertaking each of the SAC tasks. In terms of feedback, it is important to note that the retention of student work during the Units 3 and 4 academic year is a matter of the school decision. SAC tasks can be returned to students and even if SAC tasks are retained by the school, students should be able to access these tasks and feedback in relation to their performance on these tasks throughout the academic year. More information regarding the retention of student work is provided in the Administrative Handbook.

The integrity of VCE assessments is of a paramount concern to maintain the integrity of the VCE qualification. So, as you develop your curriculum and assessment programme, I would ask you to consider - How will you develop and implement robust authentication strategies to ensure that you can verify that all students' work is their own? How will you build a culture of integrity and trust within your classroom and school? and How will you use ongoing formative assessment to gather knowledge and evidence of student learning abilities and performance against the outcomes?

Let's now look more specifically at Unit 3 and some of the main considerations when planning your curriculum and assessment programme for this unit. The questions provided here really summarise the information and considerations that we've discussed earlier in this presentation and I would encourage you to use these when beginning your planning, or as a checklist once you've developed your curriculum and assessment programme, to ensure that you have covered all the necessary components of the Biology Study Design. Unit 3 is designed to involve at least 50 hours of scheduled classroom instruction. On this basis, approximate times are provided. However, I do recognise that some schools might allocate more time to particular areas of study based on the prior knowledge and skills that their students have prior to beginning each Area of Study, as well as how the key science skills are integrated across the unit. Time allocated will also be dependent on whether Unit 4 outcome three is undertaken as part of Unit 4 or Unit 3 or across both Unit 3 and 4. Note also that to satisfactorily complete each outcome in Unit Three, students will need to engage with, and complete practical work, to be able to demonstrate the related key science skills for those outcomes.

Talking about outcomes, how much of an outcome should be assessed? This is a question that I'm often asked. Whether the teachers need to assess all of an outcome in school-assessed coursework tasks, or when determining an S or an N for a unit. If you look at the outcome for Unit 3 Area of Study 1 for example, you'll see that it has two parts highlighted in different colours. So all parts of the outcome should be assessed to determine an S or an N for Unit 3 Area of Study 1, noting the cognitive level of the command terms when determining this satisfactory completion. However, not all of an outcome is required to be assessed in a SAC task to determine students' level of achievement. It is not expected opportunities for students to engage with all nine scientific methodologies wouldn't necessarily be provided in each Area of Study in Unit 3. However, across Units 3 and 4, students should have been provided the opportunity to develop an understanding of the characteristics of each of the scientific methodologies, when each type of methodology may be used and some of the types of methods that each methodology may involve.

So in that context, these examples have been provided for Unit 3, Area of Study 1 to show ways that you could explicitly include the nine scientific methodologies, if they best suited your school and cohort. There are some sample learning activities that you could include to provide students with opportunities and demonstrate the first aspect of the outcome statement in Unit 3, Area of Study 1. The italicised command terms provide guidance in terms of which unit one to four Biology key science skills could be explicitly taught as part of each learning activity. You will notice that the sample learning activities have been provided in the context of outcome statements for Unit 3, Area of Study 1. You could, of course, also use the key knowledge subheadings to guide the learning activities you choose to include in your curriculum and assessment programme. Or map each learning activity with the relevant key knowledge and key science skills. Within each Area of Study, there is flexibility in the way that you design your curriculum and assessment programme. So, as long as you assess students in relation to satisfactory completion of the whole outcome statement, you can choose the order and way in which you deliver and/or integrate the key knowledge as well as the related key science skills that you will select for each outcome.

There are many opportunities in Unit 3 Area of Study 2 to integrate the key knowledge in different ways to meet the two components of the outcome statement indicated on the screen. Within each of the examples provided in relation to the scientific investigation methodologies, there are varying levels of opportunity for scaffolding and/or student independence in relation to the key science skills. The level of scaffolding that you, the teacher, provide within each of these examples will be dependent on whether these methodologies were also included as part of Unit 3, Area of Study 1. And what prior knowledge and experience your students bring from that Area of Study into these examples included as part of Unit 3, Area of Study 2. For this aspect of Unit 3 Area of Study 2, all of the sample learning activities here could be completed individually or collaboratively, or some components of the activity could be completed collaboratively, and then some components individually.

The logbook could be used to record evidence of student work and like mentioned earlier in the presentation, if work is undertaken collaboratively, also consider what strategies you will use to individually assess students' understanding of each of these activities to support satisfactory completion of the outcome. There are lots of opportunities to include contemporary science examples and context in the revised study design. And you will see here, especially in relation to this aspect of Unit 3, outcome 2. Lucky for us, Victoria is a nucleus of biological research. There are many examples and many ways and many modes in which we can access contemporary science contexts that are up-to-date, current and interesting for students. More advice regarding how to adapt contemporary science research and contexts for classroom use is included under Planning in the support materials.

Unit 4 focuses on how does life change and respond to challenges. And just like for Unit 3, we would encourage you to use these questions to guide your planning when you are developing your curriculum and assessment programme for Unit 4. Like Unit 3, Unit 4 is designed to involve at least 50 hours of scheduled classroom instruction. And on this basis, approximate times are provided. However, I recognise that some schools will allocate more time to particular areas based on the prior knowledge and skills that their students have prior to beginning Unit 4. And as with Unit 3, you do not necessarily need to deliver Unit 4 Area of Study 1, followed by Area of Study 2, followed by Area of Study 3. You may choose to embed Unit 4 Area of Study 3 within either Areas of Study 1 or within Areas of Study 2 or to choose to deliver Area of Study 3 as part of Unit 3, or after the conclusion of Unit 3 before the commencement of Unit 4.

I will also point out that whilst there are some similarities between Units 3 and 4 in the 2022 to 2026 study design, and the previous 2017 to 2021 study design, please check that your selected teaching and learning activities are explicitly in line with the key knowledge dot points in the 2022 to 2026 study design to ensure that you are covering the key knowledge in the appropriate way and depth that's required for the revised study design.

Unit 4 Area of Study 1 has three components related to the satisfactory completion of the outcome and different cognitive command terms for each of these components. So please note the cognitive level of the command terms when you are considering students' satisfactory completion of each outcome. In these examples of scientific investigation methodologies for Unit 4 Area of Study 1, you will note here that a suggested example for field work is to undertake a survey investigating the views of school, family, and local community members about vaccines and herd immunity. Fieldwork may include both qualitative and/or quantitative investigations that are conducted outside of the laboratory and surveys, interviews and questionnaires are an appropriate field work technique for students to undertake, depending on the key knowledge and Area of Study. Teacher guidance and support, however, is very important in terms of the question type, question style and appropriateness of any questions being asked. Please refer to pages four and five of the study design that provides additional information relating to safety and wellbeing and the ethical conduct of scientific investigations, including advice about investigations involving human participants if you wish to include this form of field work in your curriculum and assessment programme.

When selecting activities to support student understanding and to satisfactory completion, use the command terms to help you determine the cognitive level needed. For this aspect of the outcome in Unit 4, outcome 1, students are required to analyse. However, in this aspect of the outcome, as previously mentioned, they are required to compare so that will influence the type of teaching and learning activities that you include in your programme. Whilst in the final part of the outcome for Unit 4, they are required to evaluate. Unit 4 Area of Study 2 also has three parts of the outcome and like for earlier outcomes, you could use the four key knowledge subheadings genetics changes in a population over time, changes in species over time, determining the relatedness of species and human change over time to organise your curriculum and assessment programme, noting that the key knowledge subheadings can actually be linked for more than one part of the outcome statement.

In these examples of scientific investigation methodologies for Unit 4 Area of Study 2, you can see that the fieldwork example includes a different method, this time sketching and photography. Counting, measuring, sketching and photography and questionnaires and interviews are all valid methods to include as part of fieldwork in VCE Biology. Environmental groups, including Landcare often produce newsletters that include real life examples of local case studies that can be engaging for students as well as providing them with the opportunity to be involved in local citizen science activities. For these sample learning activities, you'll see that there's an example from the Wombat Forest Care Newsletter and it provides some great contemporary examples that could be used across Unit 3 and Unit 4, including the example highlighted relating to the mountain skink. Many community-based publications and reports provide the opportunity to consider science communication in a way that scientific information is conveyed in specific ways to different audiences and for different purposes.

For Unit 4 outcome 3, students design scientific investigation, as already mentioned, can be undertaken in either Unit 3 or Unit 4 or across both Units 3 and 4. Regardless of where in the curriculum and assessment cycle it's completed, you will report it in VASS as part of Unit 4. And you can see here that it really has two components to satisfactory complete this outcome. It does involve the generation of primary data, and, depending on the investigation question and the associated key knowledge, a range of the scientific investigation methodologies in page 9 and 10 of the study design may be selected to form the basis of Unit 4, outcome 3. These include key study, classification and identification, controlled experiment, correlational study, fieldwork, and product process or system development. You will also note that some of these methodologies are not necessarily standalone. For example, classification and identification could also form part of fieldwork. This provides flexibility to teachers and students in terms of opportunities for the variation in methodologies, methods and investigation topics between students, where appropriate, as well as between student cohorts in schools from year to year, helping to ensure that the integrity of the VCE is maintained and the assessment principles are followed, and student work is able to be authenticated as their own. Further advice regarding scientific investigations, in particular relating to the different stages of the scientific investigation process are available under the Planning section of the new Support Materials.

The Unit 4 outcome 3 poster will contribute to the student's level of achievement in Unit 4, outcome 3, as well as selected logbook entries. It is up to each school to decide what weighting you place on each of these aspects of the SAC task. The poster itself in the revised study design, for example, may contributes only a small proportion to the overall assessment, while greater emphasis may be placed on students' logbook entries. Schools can also vary this from year to year. However, it's important that in any given year, students in the cohort are assessed on the same criteria and in the same way. Use the QR code to think about how the reduced word count for the poster from a 1,000 words to 600 words supports more effective science communication and consider how you will use the new assessment structure for outcome three to appropriately assess and allow your students to demonstrate their highest levels of achievement.

As mentioned earlier, the determination of an S or an N for a unit is separate from the determination of levels of achievement within a particular outcome. As outlined in the study design and the first video, school-assessed coursework is based on a set of nominated assessment tasks in the study design. Each of the outcomes in Unit 3 and Unit 4 contribute 10% towards the study score, and the weightings for each of these areas of study are reflected in external examination which contributes 50% of the student's study score.

There are a range of options and choices in terms of how the four SAC tasks may be delivered for Units 3 and 4 Area of Study 1 and Area of Study 2 as demonstrated in the table on this slide. To support authentication of student work and the VCE assessment principles, particularly assessments should be equitable, strategies you can consider include varying the outcome that the SAC task is selected for from year to year varying the data and stimulus material used to form the basis of SAC task from year to year as well as assessing different parts of an outcome from year to year in a selected task. Blooms or other taxonomies are useful for developing prompts and questions that are at an appropriate cognitive level for each assessment task. Using the command terms in the assessment tasks as a guide for the level of cognitive demand.

Remember also that an oral or multimodal presentation is a valid task format for all four tasks that relate to Unit 3 and Unit 4 outcomes 1 and 2. So you can also vary the format of the task from year to year to support authentication and integrity requirements. More specific advice in relation to how to design and structure each of the assessment tasks is provided in the Support Materials under Units 3 and 4 school-based assessment section.

In the next series of slides, the relevant employability skills and key science skills are included here for your reference. Highlighting the employability skills that relate to each task can support students to understand the usefulness and application of each SAC task beyond the contribution towards their overall study score. More detail regarding the employability skills are included under Planning in the Support Materials. Also note that depending on the nature and structure of the case study that is designed for your specific students, there will perhaps be different specific unit one to four key science skills that will be relevant, hence the asterisks in the table.

You may also assess other key science skills outside of this list, depending on how you structure each task. Further advice regarding the possible structure and design of each task is provided under assessment in the Support Materials. The data that forms the basis of this assessment task may be generated as part of the regular teaching and learning cycle, may be secondary data that students collect, may be novel or unfamiliar secondary data that the teacher provides, or a combination of all three. And similar to Unit 4 outcome 3, teachers may decide to assess components of a student's logbook as well as a written task, multimodal or oral presentation as part of this assessment task. Note that the command terms for this task are comparison and evaluation which requires a different response and cognitive demand to the other three tasks that ask students to analyse and evaluate.

So the focus on this task is practical activities that the student has undertaken. However, they do not all need to be controlled experiments for the task to be valid. They could be practical activities of varying depth and may involve any of the scientific investigation methodologies that allow for the generation of primary data. And similar to Unit 4 outcome 3, teachers may decide to assess components of a student's logbook as well as a written, multimodal or oral presentation as part of this task. For this task, there will be a VCE Biology Student Ethical Issue Reflection Tool available as part of the soon to be published new Support Materials on the VCAA Biology Study Page which provides scaffolding and guiding questions for teachers and students when identifying, analysing, and justifying responses to bioethical issues. Responses may take a variety of formats, including a multimodal or oral presentation, an opinion article, letter to the editor, graphic organiser, infographic, essay, or response to a set of structured questions.

Teachers should use their own judgement to select a bioethical issue that best suits their school and student cohort as well as selecting the type of bioethical issues that will best support discussion within students in their particular classroom. More advice is also provided under planning in the new Support Materials. As discussed earlier in the presentation, the main changes for this assessment task are the assessment of entries of the student logbook alongside the scientific poster which, as previously mentioned, is an updated format and increased focus on effective science communication. It's important to note that all of the broad key science skills are relevant to this task. So consideration of when the SAC task for Unit 4 outcome 3 is delivered is very important to make sure that all students have been provided with the opportunity to develop their related Unit 1 to 4 Biology key science skills to enable all students to be able to demonstrate their highest level of performance in this outcome possible.

I'm sure you've noticed by now from this video and the first video that there is a focus and emphasis on understanding and using the VCE Assessment Principles when developing school-based assessment. So the VCE Assessment Principles have also been explained in a series of short videos available on the VCAA website, which is accessed by the QR code and I encourage you to take the time to access these and consider how you will use them when developing school-based assessment. As well as all the resources that have been previously discussed and provided, there are also other VCE resources that can support you in the effective delivery of Units 3 and 4. Administrative information for school-based assessment is available from your VASS and VCE coordinator, as well as in the VCE and VCAL Administrative Handbook.

The VCAA Bulletin and Notice the schools are important things to access, with Notice to schools published on Wednesdays during school terms. Your school calendar and assessment policy, as well as statistical moderation and school-based assessment reports that are also available via VASS. Examination reports and the school teaching and learning programme also support your delivery of the curriculum and assessment programme for Units 3 and 4.

Just to remind you too, if you haven't already looked at them, that there are resources available to support students to engage with bioethics in F-10, and you can access these by the QR code on this slide. And if you haven't already accessed them too, you may like to refer to the recordings of the webinar that were conducted in 2020 to support teachers to make visible Aboriginal perspectives in the Victorian Curriculum F-10 as many of the points covered in these webinars are applicable for VCE Biology. The resources can be accessed by the QR code included on the slide.

So this session was an overview of the content and assessment for Units 3 and 4. We are also planning a live session in February 2022, looking at Unit 3 assessment in more detail. and I will also have the capacity to respond to any questions that you may have then. Also, please feel free to contact me at any time if there's anything you'd like to know or discuss by the details on the slide. And I look forward to continuing to work with you and wish you all the very best in the delivery of Units 3 and 4 of the revised VCE Biology Study Design for 2022 to 2026.

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