Good afternoon everyone. Welcome to this afternoon's Implementation of the VCE Study Design for 2022 to 2026. This is the question and answer session, so for some of you, some of you lucky people, this will be the third episode in the implementation because you will have viewed Unit 1 and 2, Unit 3 and 4, and then participating in the Q&A session today.

But others of you who are only Unit 1 and 2 teachers, welcome to you and likewise, those of you who are only Unit 3 and 4 teachers welcome to you as well. So, the whole idea of today is really to answer your questions and so forth.

Could I, first of all do the Acknowledgement of Country. I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning, and working from today. For those of you in the Melbourne metropolitan area which will probably be most of you, we acknowledge the traditional owners of the Kulin Nations. For myself, and other more rural locations, I acknowledge the Wadawurrung people of the Lake Burrumbeet region, near Ballarat from where I am working today. In acknowledging the country, we recognise Aboriginal and Torres Strait Islanders, people's spiritual and cultural connection to country, and acknowledge the continued care of the lands and waterways over generations. While celebrating the continuation of a living culture that has a unique role in this region. I would also like to pay my respects to elders past, present, and emerging, for they hold the memories, traditions, culture, and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope that they will walk with us on our journey. I particularly welcome any first nations people who are joining us tonight.

So as I said, this is really about it's the third stage in the implementation of the VCE Geography Study Design. And it's really nice to get this document and this process to this stage, and I'm really looking forward to answering your questions, a special thanks to those of you who've already sent in your questions. And what I've done is to incorporate them where I saw it was the best space to be.

But I start off by saying that we have an opening today at the VCAA. The Geography Advice for Teachers has been published this afternoon, and it's available on that link that's on your screen, and you'll find it on the geography study page. And it's really easy to find. And that's what it looks like in terms of when you get to the geography study page, you just scroll right down to the bottom, and that's what it's there for. So it's the study design's there updated in April 2021 to include geospatial technologies implementation in 2022. The Advice for Teachers which is the opening, and then the implementation presentations which you will have seen previous to this.

So, in terms of a reminder I just really need to make this very clear, that even though there's reference in the Advice for Teachers on performance descriptors, even though you'll search high and low in the Advice for Teachers you won't find them at this stage. So, there's to be substantial work done on those performance descriptors between now and next year. And when they're finalised that's when they'll be published. So, I will ensure that we get it going through the geography gossip line I didn't say that, I will make sure that GTAV know about it that goes in their newsletter and so forth and I'll put it in the notice of schools so that you're informed that the performance descriptors are there when and when they're finalised. But that's not the case at the moment, consequently they're not there, but there is a difference between them. If you have any queries about anything that's in this Advice for Teachers, don't be afraid to be in touch with me and I'll give you my contact details right at the end. So make sure you don't miss them.

So, what I'm going to do is actually go through what I call a walk through of the study design. And I know it's going to be a little bit tedious but I would like to take your questions at the appropriate time which is the time that you have the question in relation to that aspect of the study design. So, the opening part of the study design is now called the characteristics of the study, and it has four components, key geographical concepts, excuse my spelling error there, typo I think it is actually, geographic skills, geospatial technologies, which is the new one, and the fieldwork report. So, if anyone has any questions on any of these characteristics. Could you please type them into the Q&A session and I will address them. So, I'll just give you a few seconds to actually type in your questions there.

So, whilst I'm waiting for those questions to be put in, can I just remind you that basically if you take these four components of the characteristic of the study, those four components are what you should cover in your teaching and learning program. So, every day you should be looking at key geographical concepts with the C in there, geographic skills, perhaps not every day looking at geospatial technologies, but I'm sure some of the students in your class would like to do that. And I'm sure you and your students, would also like to be out doing fieldwork every day. But this is the every day, to me, this is the nuts and bolts of geography, the characteristics of the study. So, that's what you have in your teaching and learning program. It's not necessarily what you have to assess. That's still your call in terms of that. So, I think I've waited long enough and there aren't any questions, but look if something comes up, oh, yes, sorry.

"When referring to geospatial technologies, is it enough to use mobile devices i.e. smartphones to use as a GNSS?" Of course, exactly. And that's one to me, if there was one thing to look at in this new study design that I think is really exciting. And as you can tell where there's wrinkles and grey hairs I've been in the geographic space for a long time and we've always had some sort of barrier to every student being able to have access, and equal access, the types of technologies that were available. There's been some really exciting technologies and students love to use them. But the whole question of access has been why they haven't been incorporated earlier in the phases of the reviews of study designs. So now when every student has a mobile phone and if they don't, they should have access to one. So therefore, open access to those geospatial technologies. So, answer to your question, of course, it's fine to use your mobile phone, for that GNSS capability, also although I think I need to remind you that you'll need to work within the requirements, or the limitations of your school policy to do with the use of mobile phones. But again, if you need to have a conversation about that, then by all means ask. Thank you for this question, yep, so I'll move on now.

So, this I'm going to continue my walkthrough. So, any questions to do with Unit 1 hazards and disasters? Great unit to teach, kids really like it, and the changes that we've made. So this is where I've decided that I would incorporate a question that was sent in earlier, so there's a question about clarification to do with factors. So, in this study design the writing panel was very conscious that factors were variable, in where they appeared in this study design, how that were described in the study design. And basically, there was a fair amount of work to be done there. So, in this new study design, factors come up as being listed as economic, social, political, environmental and cultural. In Unit 1, Area of Study 1. So, right at the start for most people, although I should remind people that there's no necessity, you could teach Unit 2 before you teach Unit 1. And I know a number of schools prefer to do that, and that's fine. Remember, we've got a lot more flexibility at Units 1 and 2 levels. So, if you only wish, or if you only can offer one unit per year, then you can do that. You can do them in different order to what they appear in the study design, but you'll find that there's a consistency in the list of factors that appears in the study design to do with this.

So the question that was sent in was to do with the difference between social and cultural. So, in previous times it was often bound together, socio-cultural and with a hyphen in the middle. So, what the writing panel finally decided after giving it much deliberation was in making it consistent throughout the study design. So we're applying it to a variety of themes such as hazards through to population dynamics. Then we needed to actually be more specific. So in this case, the interpretation here is that social is to do with people. Yes, and population factors would come into social in that sense. Whereas cultural is more to do with the culture of the people. So, such things as religion and other sorts of cultural practises, cultural events that may determine, impacts for instance, on hazards. So, in that sense, I hope that I've explained the difference between social being generally demographic, population factors, and cultural being more cultural factors. Again, these are a list of things you don't have to address all of them in every single unit that you do. So in the case studies that you choose, obviously only the relevant ones you should. So don't try and hunt high and low for a case study that has got absolutely all five but say over a semester, or like a length of one unit, or certainly over a year students should understand and be able to identify and consider economic, social, political, environmental, and cultural factors. So, thank you for sending that question in.

Yes I haven't, sorry I'm saying yes and I'm just forgetting momentarily that you haven't all got access to these questions so it says, "what about technological factors?" This is what I call a shopping list. And if you're like me, you always can pick up a Mars bar at the till on your way out. So you can always add another relevant factor. So, technological factors are relevant as the person who's asking this question kindly points out that it's very relevant in hazards and disasters. So, of course you could also include technological factors in here as well. Yes, but thank you that's a great question.

So this is another opportunity to incorporate another question which was sent in. So again, it appears first and foremost the first place in the study design where it appears is in Unit 1, Area of Study 2, which is where it talks about issues and challenges. So, this is something that I did outline in the previous webinar recordings, but I'm more than happy to outline it again. And this time I've actually used the words from the Advice for Teachers. So, "one of the key aims of the study of VCE Geography is to enable students to analyse issues and challenges to human welfare and the environment at a range of scales." So that's the general statement. "An issue can be understood as a broad problem, which needs to be addressed. And a challenge is a specific difficulty, in addressing the issue. Issues often arise as a result of geographical change such as a hazard event, the development of tourism", or the development of tourism in a particular pattern, so say currently as an example, the tremendous impact on our Victorian economy, with the overseas tourism component down to zilch. So, that would be an example of an issue, a problem. And then the challenge is what to do about that. Or it could be in land cover change or population dynamics. So that's a general statement that I've taken out of the Advice for Teachers, to just illustrate what you're actually saying here.

So, what's important for students to be able to do is not to be able to define these. So, I think a number of teachers get caught up and look, I understand your desire to support your students in what you see as being what they need to have. But they don't have to actually define these if they talked about a particular circumstance, so, if it's in Unit 4, it could be a population dynamic, or if it's in Unit 1 like I'm talking about in here, is to do with hazards and disasters.

So if they can identify an issue which is a broad problem, that needs to be addressed providing a challenge, and therefore needs to be appropriately responded to, then that's the sort of relationship that they should be able to do. So, in doing so, depending, particularly on the amount of resources available, or who's actually responding to this particular issue, or the timeframe you may well find that other issues develop as a result of that response. So you get some quite complicated but some really interesting case studies in this space and that's exactly what we want geography students to be actually studying. So it's not, this is the issue, this is the problem, this is the challenge, it's going to be looked at over time, and in all of those other sorts of different circumstances. And again, if you're not sure about whether you're on the right track here, then please be in touch with questions here.

So, speaking of questions, I'll just monitor that question box here. Now, I'm just not sure what this question actually, the question stating here, "is it fair to characterise a problem as a disagreement between multiple groups or parties?" I'm not sure whether fair is the right word, is it accurate to characterise a problem and a disagreement? Students in English learn issues have a form of some sort of contention. So, some sort of contention, some sort of disagreement. And English is not the only study that looks at issues. And in doing a little bit of work this afternoon, I actually just did a search in other studies for issues and challenges. But depending upon the makeup of your individual classes the background of your students in terms of their understanding of issues, problems and challenges could vary quite a bit. So that's where I think there could be some really interesting class discussions, that go into actually establishing the relationship between these sort of variables in that way.

So yes, I think there has to be a degree of disagreement, well, it could just be disagreement in terms of, we've got two ways to respond to this which one's the better one. So not necessarily contention and conflict, but as in a choice to be made in terms of the most appropriate response. And that's where you'll find the thinking processes behind the key knowledge and within the key skills actually require students to address which one would be the most preferred response using appropriate criteria and so forth. So that's where that comes in to it. So hopefully I've covered that question, and yeah I think that's fine. So again, we've only just got through we're only in Unit 1 now.

So, moving on to Unit 2 tourism issues and challenges. So if you look at these sequentially, if you teach Unit 1 and 2, students should be aware of what an issue is, and what are the challenges and how it relates to a problem and how it relates to appropriate responses and what roles geographers have got to do in to responding to those issues and challenges in the work they've done in Unit 1. And that's built upon in Unit 2 because tourism is such a classic topic for covering issues and challenges in that sense. So any questions to do with Unit 2 tourism and challenges? There is a question here which asks, "should it be defined as a geographic issue to avoid confusion with other studies?" Now, I think what they study as an issue in geography should be exactly the same as an issue that they would do in - it's the essence of the issue. So it's not necessarily, yes so they should be studying a geographic issue because they are in geography. And I always find that most kids have their Derwent sharpened and they're ready to go in geography when they walk in that room when they're in a senior geography class. So they get the idea that it's a geographic issue. So, in that sense, yes, I would agree with you that it should be defined as a geographic issue. And if it's fitting into the topics that we're talking about, and here it's tourism, then it will be a geographic issue about that. So, I would agree with that person emphatically, it is a geographic issue. But I think it's also something that really needs to be teased out in a classroom sort of discussion so that you've got that understanding being established before you get into the really interesting case studies you've got here. So, I don't think there's any more.

So I'm going to move on to the questions to do with Unit 1 and 2 assessment. So, here there is quite a significant difference in terms of the choices that teachers now have for the types of assessment. I just wanted to take this opportunity 'cause I think it's the right time to take this opportunity to remind you that we should all be following the VCAA principles of assessment. So, here I'm talking about general principles of assessment whether it be school-based assessment that we're considering here, or external assessment to do with the three, four examination. So, whatever we are doing as assessment whether it's the VCAA designing an examination, or whether it's you in designing your school-based assessment you should be designing school-based assessment that is valid and reasonable, equitable, balanced and efficient, and it should be designed for your individual school classroom setting. It should be something that's unique to you.

So, it should not be, it can't possibly be, all of the key knowledge and key skills for each of the outcomes. It should be a pickings of those that are relevant to suit your students, to suit your purposes. But the actual types of assessment and what sort of tasks we should be getting our student to do, could be a variety. And I want to make it really clear, that under no circumstances, if you're upholding the principles of assessment in following them, you should not be doing structured questions and structured exam type questions, over and over with your students. So at the end of the day, the bag of assessment variables including only 50% on the exam. So including 50% on their school-based assessment should be a variety of tasks, should enable all students to be able to demonstrate their best. So in that sense, we need to expand much more than the list of the types of assessment tasks that we have in the current study design. So, consequently, in this one, we have an analysis of geographic data. And again, here, what I've done is to take a copy and paste from the Advice for Teachers. So if you're not sure what analysis of data is particularly if this is the first time that you're teaching a VCE Geography class, then there's this description in the Advice for Teachers to support you in preparing for such things.

So, analysis of data is something that's always been part of our VCE assessment. A case study is something that's new. And a question that was sent in, before today's session was to ask what's the difference between a case study and a research report? Well, in many ways they may not look all that different but I can assure you, they should be looking different. Your case studies should be different for someone else's case study, because they should be designed to suit your particular purposes in your particular classroom. So you had the flexibility to design the format of the task and the type of questions. And there is an example in the Advice for Teachers for the case studies to do with Unit 4. So that's a classic example for you to look at. So, if you're teaching at 1, 2, have snoop up to the Unit 4 one and see the description that's given there in great detail how you could actually go about approaching that.

So, a multi-media presentation is something that some geography students would really enjoy doing and it enables them to incorporate all sorts of other skills and learning preferences that they have. So it could incorporate all different types of media like written text, maps, audio, video, animations, diagrams ground aerial, and satellite photographs, tables and graphs. And the possible digital formats for that could be slideshows, web pages, software such as Google Earth and Google maps, creation tools or ArcGIS's Story Maps. So, again, it's allowing some choices for students to make there in a variety of how they actually present their work.

With the research report, again, this description's taken directly from the Advice for Teachers. So it's a report based on independent research, and it's where the report could be guided by a topic, a question, or a series of questions. And that's you as the teacher's decision to make, options for the final presentation could include a handwritten or a digital document. And if it's used for assessment in Units 3 and 4, but I'd also suggest in Units 1 and 2, because you should be following the same sort of strategies, appropriate authentication strategy similar to those used for the fieldwork report should be put into place to ensure work submitted for assessment is the student's own work. So, the research report can be broken into different components, such as information gathering, and a summative open book tasks written under time conditions. It really allows you as well as students, to have a lot more flexibility than what they've currently got.

The one of the oldest, and most used I would say, and some people would argue the most abused assessment task here is the choice of structured questions. So, this is something that sits currently in the study design, and for a number of schools that are under the understanding that what they should do is do examination questions over and over and over again in this school-based assessment their students end up doing structured questions all year long, or for two years long if they're doing Units 1 and 2, 3 and 4, that is totally inappropriate in terms of school-based assessment, it's biased towards a particular task type and therefore breaking all the rules in terms of assessment principles. So, by all means structured questions have a place in your teaching and learning program. They have a place in your assessment program, but they should not be the only type of assessment being used. So, it was a very strong feeling within the review and feedback from teachers, but also within the writing panel, that that would be the case.

Now, I'm just checking here for questions to do with this before I move on to changing the land. Although I've got the slide up. A question here is asking, whether it's appropriate to do a case study and structured questions? I haven't got a problem with that at all in terms of things that so students submit a case study and then do what this particular teacher is saying, a verification SAC, I presume that the verification SAC is the structured questions relating to that. I'm not all that sure that that's any way different to what would currently be the case that a number of teachers do take a case study approach particularly in Unit 4, but also in Unit 3 as well, but particularly in Unit 4. So in that sense, my question would be, there's nothing wrong with structured questions but you have to be doing a variety of tasks for your other assessment tasks. So, by all means have them but don't roll them out for every single thing because you think that's what preparing students appropriately for the examination. What's going to more appropriately prepare students for the examination is a variety of tasks. And also the school-based assessment is designed so that they can all shine. So, the exam's already there at 50% so give them some other choices and other ways that they can show their strengths in what they're doing. But thank you for that question. And hopefully I've answered that one. So, now questions to do with Unit 3, changing the land. Okay, I'll do one last check here. I think we could go on.

Okay, now onto Unit 4, human population trends and issues, any questions to do with this aspect of the course? Okay, so there was a question submitted which I felt was most appropriate to put into Unit 4, because it's actually directly related to a key skill in Unit 4, and it's to do with Area of Study 2 Outcome 2. And the key skill in particular, is that students should be able to analyse the causes and impacts of issues and challenges that arise in responding to these issues. So, it's very much like I was explaining before, but in this context, it's to do with population dynamics. So, it's to do with trends, patterns, problems over time. And it's crucial that you consider the aspect before you choose what particular ageing population you're doing or what particular growing population you're doing. So in that sense, the whole topic of this is looking at dynamics and how populations change over time.

So, in responding to the causes and impacts of issues, and addressing the challenges appropriate and coming from that, often means that those challenges and those issues may be held at bay in the short term, may be solved, but then over time, because of the nature of population dynamics, those things, those circumstances often change. So then, there could be, in addressing one issue initially, another issue may arise down the track. So, that whole notion of the case studies that you choose need to be done over an appropriate time period, where they see that population dynamics can change over time. And in that very complex relationship between the causes and impacts of issues and responding to those.

So, it's that idea that it's not just looking at the cause and impact and how they're going to respond. In responding, how successful is that from a certain time? How long does it last? What perhaps new developments may come into being that actually change the circumstance in the population dynamic here. So, it is very much along the lines of the changing dynamics that causes those impacts. So, I'll just check that there's not any more questions along those ones, because this is an area of the study design that often brings out lots of discussion.

"Is it appropriate to assess the one child policy as a response to a growing population?" Yes, it is, but if you only study the one child policy as a response to a growing population, and you're only looking at a certain time, in that fascinating population dynamic of China. So China is a great case study to do, but it needs to be done over time. Students need to understand the quite complicated dynamics that occur over that time. But this is a classic example of this key skill living in terms of students coming to grips with the population dynamics in the Chinese population over that time. So when the one child, why was the one child policy brought in, the ramifications since the responses, since to what extent have those responses been successful and right up to the current issue? So, it's not appropriate to just take a particular time period in a population dynamic. You've got to stretch it out so that you're making sure that in your choice of case studies, of your population dynamic in this case, that you are addressing the key knowledge points and the key skills points. So you're allowing the amount of time and the dynamics that occur in that time, to actually give students examples of the sorts of things that they're expected to know. So, in that sense that's really important that they actually do. So, one child policy is fine, but certainly not in isolation, before, after, and after up until now. And maybe even I would suggest some sort of projection of what might happen in the future in that sense.

A question here is "Is there a timeframe for Unit 4 case studies?" And I presume you're talking about years that you would be studying, I'm not sure whether you're actually talking about the timeframe that you would do it within class. I think that's the timeframe. I hope I've just covered that in the answer that I just gave in terms of make sure that your choice of your case study has got the population dynamics in it. So, it's got the ebbs and flows and the shifts in the structure of the population and all those really fascinating things. And your case study is unpacking those in the timeframe looking at - before they occur, when they occur, and the ramifications of them occurring in terms of down the track, in terms of how successful those responses will be, given that sort of thing.

The question I think is asking whether you could study China to cover both of a growing population and an ageing population. I would just be really careful about narrowing it down to that. And I think I'm not prepared to say yay or nay on this. I just think I'll go back to what I'm saying is it's really important that students are able to respond to the population dynamics of an ageing and growing populations there. So, the difficulty with doing China is that you've got to take it over a long timeframe and look at all of the different stages and developments and the degrees of the dynamics in that sense. So I would be careful, go back to what the advice I said before, do a checklist of your key knowledge and your key skills. And if you think that whatever you're choosing to do and your teaching and learning program is addressing that, then that should be right. But I would be really careful. I would be quite concerned if you were only just doing China.

The question is "shouldn't all case studies be contemporary?" Well, in terms of, I'm not sure what you mean by contemporary, in terms of what's in the study design, there's nothing there to say that it's contemporary, it talks about population dynamics. So it's over time. So, this idea that we're prescribing a certain time period for that to happen is inappropriate because it will vary in terms of things. So, no, it doesn't necessarily have to be contemporary because you should be looking at the factors and the impacts of that have been brought in to actually make that population dynamic happen. And you should also be looking at perhaps the consequences of what it should be doing in the future as well. So, it's the dynamic with the emphasis on the dynamic rather than the static case study.

So, there's a question here and I'm not sure. So if you could just type in with a little bit more detail that might help me, this is the question, "would this sort of thing overlap in the evaluation of the effectiveness of the response or the issue to the challenge?" I'm just not sure what context that question's being asked in. So, is it to do with what we're currently talking about now to do with Unit 4? Or is it just to do generally with responses to issues and challenges? So if you could just perhaps readdress and I might be able to get the answer on the right. I'm there, I'm just going through there. Okay, so the person, thank you for that, is saying now that that was when we were discussing issues formed as part of the issue and challenge. So, again, it's a little bit like the population dynamics the issues and challenges, can develop over time, and shoot off in all sorts of different directions and so forth. So, that's what makes them really interesting as a geographic case study to do. So I'm just doing one final check to make sure that people's questions have been answered. I think that's right, yeah.

So, again, with Unit 3 and 4 assessment my comments apply exactly the same with Unit 3 and 4 assessment in terms that they're a variety. They're there for a purpose. Don't just use structured questions, use the variety, get the message from Leonie, use the variety. And by all means please have a look at the resources.

So, the mainstay of your resources to do with this is the VCE Geography Study Design obviously, the new one that's revised with its groovy new front cover, and VCE Geography Advice for Teachers which has just been released today. Please stay tuned, as I often say, for the examination specification, the process is that we get the study design out and right and all those sorts of things. And then given that study design the exam specifications are written, I can assure you that we will be doing our best to get those out in a timely manner for you as we will be doing to get the performance descriptors incorporated in the Advice for Teachers. So please stay tuned in terms of the development. So do what you normally do in terms of your information through the GTAV, information through notices to schools and the VCAA bulletin and because that's how we have to communicate our information and that's what we do. But if you miss that, you've got that backup from GTAV, and whilst I'm on GTAV, there'll be one person out there saying, "I sent in a question and Leonie hasn't addressed it yet."

So, I'm going to address it now, in terms of resources there was a question asking whether the VCAA is going to run professional learning to do with the incorporation spatial technologies in field work. The answer in a nutshell is no there's several reasons for that. And I'm more than happy to discuss it with anyone who would like to know those reasons. But first and foremost, this review has only been a minor review. So with a minor review, the accompanying professional learning that supports the implementation of a new study design after it's been gone through a minor review, is in the good old days, it used to be in regional Victoria. There would be presentations where changes to the study design would be presented. And I would do like what I've done today, live in different locations. So, our legacy of COVID is that we now use WebEx and do the sorts of measures that we've done in this. So we've had the prerecorded webinar 1, 2, and 3, 4, and the live Q&A here. So, in terms of that, I think it's a perfect sort of thing for the likes of GTAV to take on board. And I know that they've been doing a lot of work particularly last year, in terms of supporting people to do with this. And I think that's something that I would be very happy to work with the GTAV in formulating, but the VCAA will not run and doesn't run those sorts of professional learning where it's actually aligned with a particular commercial resource. So, in that sense, we have open access sort of professional learning like this is, but I'm more than happy to help work with GTAV with that. So, thank you to that person who actually gave that question. And I have answered it now.

So, please, in all of your planning and efforts that you're going to put in between now and the start of 2022, in to get this new study design living and breathing in your classes, please feel free to contact me at the VCAA, I've got my email address here, and I've also got my landline which has currently a diversion to my mobile. So, if you're trying to contact me via that could you please leave your name and your number and what it's to do with because I don't necessarily know that it's geography, and I don't necessarily know that it's you, in terms of the way that those messages are collected. So, please feel free to ring me on my mobile but just to identify who you are and that you're a geographer, that would be great, thank you.

So, while I'm on the thank yous is I would really like to thank the VCE unit for their support today in presenting this webinar. And I would like to thank each and every one of you for giving up your gorgeous autumn afternoon, to come and participate in this Q&A session. So thank you and all the best for your planning and looking forward to seeing some of you on the screen at least I think at the upcoming GTAV conference starting this Sunday. Get your registrations in because you're going to be part of that action. So thanks very much, and please be in touch if you need to be. All the best, bye.

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