Welcome, everyone, to the VCE Geography Implementation of the VCE study design 2022 to 2026, Units 3 and 4. My name is Leonie Brown and I'm the Geography Curriculum Manager at the VCAA.

And I would like to thank you for taking the time to view this presentation, but also to the work that you're about to undertake to implement this new study design into your teaching and learning program from next year.

I would, first of all like to start the presentation by 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, we acknowledge the traditional custodians of the Kulin Nations. For myself, I acknowledge the Wadawurrung people of the Lake Burrumbeet region near Ballarat from where I'm working today. When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples spiritual and cultural connection to country and acknowledge their continuing 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 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 today.

So for those of you teaching Units 1 and 2, you should have perhaps already viewed, depending on which order you are going to do this in, a recording that's available for you. So please let me explain what this suite involves. So there are three parts to the implementation of the newly accredited geography study design. The first part is a recording of the new study design with respect to Units 1 and 2. The second component is the component that you are now viewing, which is the combined and outlining VCE Units 3 and 4.

And the third part will be a recorded session, but it will go live where you'll be able to enter questions and ask questions live in a Q&A session on Wednesday the 12th of May, which will be hosted by the VCAA. So could I ask you to stay tuned to your VCE bulletin and the new notice to schools because both of those in the next few days will actually outline how you can register and be part that live Q&A session.

So today's session is really just to support you as an introduction into the new study design and give you background so that you can actually put your questions to that live Q&A session. So let's move on and have a look at this new study design. So in writing the new study design, the writers were very mindful of the fact that there needed to be parallels between the Victorian curriculum geography F-10 and VCE geography.

So with that in mind but also given that the current 10 geographic concepts were missing two very important ones, the writers have included environment and interconnection in that list of key geographic concepts. Another change is in the terminology throughout the study design. And that is for example, as of this very week, the study design has been changed to incorporate a new contemporary term, which is geospatial technologies. And that is to reflect the contemporary industry terminology. So in the field, that very exciting expanding field, which many of our senior geographers pursue as a career and will do so in the future is now known as geospatial technologies. So that is only a change in the wording, the terminology, it's not a change in the meaning so they are still the same.

So whilst I'm on that idea of change, can I just use this slide as an example to explain my colour key? So the VCAA uses gorgeous blue as their heading colour. And throughout this presentation, wherever you see blue and it's not in a heading that will designate a change to the study design from the study design that you are now teaching with your students in your class for the last year. So blue is changes, keep that in mind as we go through. Having said that, I don't want to concentrate too much on changes, I really want to concentrate on presenting new study design to you in its entirety as it is standalone for three and four.

So in those changes, the writers recognise that they see in geography in particular is designed around two important key geographic concepts. So if we were to only have two down from 12, those two would be the concept of change and interconnection. So in senior secondary geography, interconnection plays a much more major role in the understanding of the discipline. So interconnection comes into being consequently it's in the key geographic concepts, and you'll see that it's been incorporated to a greater extent throughout the study design in this revised study design.

The structure hasn't changed in terms of the four units. The only change is to a title in Unit 2. So Unit 2 tourism is now tourism issues and challenges. One of the reasons for that changing title and the associated incorporation of issues and challenges is for those of you who are Unit 4 teachers or those who are planning to deliver Unit 4 to students this year, you will be in a position where you will understand the circumstances where often students come without a background in issues and challenges. So in that sense, we've actually sequenced for development of understanding of those particular aspects of the course. So they are incorporated in Unit 2 tourism issues and challenges.

We now have characteristics of study and we have four components of those characteristics. The reason for introducing the characteristics of the study is to bring in line with other humanities disciplines. So in those characteristics of study which are the underpinnings of the study, they're the basis of the study and they are what you should incorporate in your teaching and learning program. So if you want a check list of overall things that you should cover in a VCE course from Unit 1 through to Unit 4, then you would cover all four aspects of these characteristics, the geographical concept, geographical skills, geospatial technologies, and the fieldwork report.

So in more detail, as I've said, there's been an incorporation of two key geographic concepts, so we now have 12 in total. One of those is environment, and this is a classic example of a definition of a geographic concept that has been in the Victorian curriculum space for some time, but hasn't been reflected in the VCE space. So it's just a matter of it being common, obviously, to both those particular levels. Environment incorporates the aspects of the natural environment as well as the human, social, cultural environment.

The next concept that also has been introduced is that of interconnection and really in a senior secondary space, to me interconnection is the most important concept because it's what draws all of students' understandings together. So I rather like this last sentence, so I'll share it with you. An understanding of the significance of interconnection leads to holistic thinking and help students to see various aspects of geography as connected rather than as separate bodies of knowledge. And to me, that's exactly why interconnection should be there. And it's exactly why we recognise it as being a major concept.

In the area of geographic skills, I've just done some snippets to give you examples of how in particular things have been tweaked, things have been developed, and they're mainly in the area of use of geospatial technologies. So now, students are expected in Units 1, 2, and 3 to use both primary data collected in the field and secondary data from online databases to create maps and map layers using geospatial technologies. They certainly make that job easier and the amount of data that's available to us is really amazing.

Secondly, analysing geospatial information, students are expected to use the GIS platform to interpret and analyse geospatial information and they do so by adding and removing layers of data and viewing them at different scales. Another skill is the use of the GNSS receiver or other device to collect in the field and recognise, interpret primary data including the use of GPS coordinates to give specific locations. The combination of remote sensing images and topographic maps to explain change over time is an expectation that students will be undertaking in all Units.

The third aspect of the characteristics of study is the geospatial technologies. And technically, I should coloured all of this blue because this is a whole new section. So this is an introductory section to basically what is our geospatial technologies in a nutshell. What I'd like to concentrate on is one of those technologies allow students to be able to do, so they can acquire and record spatial information, manipulate and manage spatial information in its various forms, represent spatial information in a variety of formats such as thematic maps, and analyse spatial information for trends, patterns, and relationships.

And it's for all those reasons that we needed to incorporate the use of those technologies and the skills surrounding those in this current study design. The essence of geography from my viewpoint is always and always will be the fieldwork report. So in this new study design has just been again, a couple of tweaks to do with this. So the primary sources used to collect data in the field must include the use of geospatial technologies, my slip, through the use of GNSS to indicate what primary data was collected at specific locations.

And another aspect which is not specifically related necessarily to the geospatial technologies, but it is to the data that's collected from it. A justification of how the combination of primary sources and techniques were used to help the research question. So that's been an element of this day and amongst the geography teachers for some time that, that area of the fieldwork report needed to be tweaked and in places so that we've done it in the new study design.

Another aspect of the fieldwork report is where after students have collected that data, they use geospatial technologies through GIS mapping to recreate maps from primary data collected in the field and or secondary data from online databases to answer the research question. So now, we're moving into the actual nitty gritty of the study design. But before we do that, there's a few common things that I'd like to outline.

First of all, to do with outcomes, instructional terms whereby we used to use describe and explain, they've been replaced with analyse, a much more global term and encompassing term. And the order of key knowledge and key skills have changed in terms of what they were in the previous study design. So they may remain the same as in the wording or the order of where they sit and most probably have changed. So we have now matched the order of key knowledge and key skills. So you should be able to find a key knowledge point that's related to a corresponding key skills point. And they should be in ascending order of difficulty. So the very simple tasks, the top root and the more complex tasks at the bottom of the list of key knowledge and key skills.

Again some common things throughout the study design, as geographers, we often consider factors contributing to particular phenomena and those factors are consistently outlined as being economic, social, political, environmental, and cultural. Another common aspect throughout the study design is the use of the terminology to do with impacts. So you'll find in the study designed throughout Units 3 and 4 that the impacts are listed as environmental, economic, social, and cultural.

Similarly, but a little bit differently in this, sustainability is another geographic term that we use. And in this study design, there's a strong emphasis on different types of sustainability - environmental, social, cultural, and economic. So this is the way that the study design has made it more specific in terms of what students are expected to know.

An area of the study design, which I've mentioned already that was creating some difficulty for both teachers and students was in the area of issues and challenges. And that's one of the reasons why the writers incorporated the concept of issues and challenges into tourism, which is a perfect context to look at issues and challenges in Unit 2.

So in Unit 4, the idea is that students will look at issues to do with in the context of what pattern and trend through to what issue does that pattern or trend create, and therefore, what challenge is posed and should be undertaken to try and respond accordingly to that issue? So it's a common thread that's now going to be set up in Unit 2, carries through to Unit 4.

So let's get into the actual Units 3 and 4 study design. And I know some of you will be thinking, "She's only said that there's a change in title for Unit 2." So in some ways, for those of you, especially if you haven't actually read the study design and gone through it in great detail, you may not necessarily have picked up some of these changes, but there are some rather important changes that I do need to outline here. And first of all, the structure of Unit 3, outcome 1 and outcome 2 have been swapped in numerical order in the study design. So now, area of study 1 is to do with land cover change, the very geologically historic land cover change.

And area of study 2 is land use change, which is at a local scale and where the students undertake fieldwork. So in some senses, you may say we've gone for an historic balance. It's really just that the writers felt that it sat better. There's really no other reason for it. It's never been a reason for you to actually match it in your sequence of your teaching and learning program. So if you wanted to do your area of study to fieldwork first on land use change, that was fine and it's still very much fine and followed by area of study 1. So as usual, the order that you actually deliver these in your school context is entirely up to you. It's just the order in the study design that has changed.

Another change, which I really need to emphasise with Unit 3 is that not just is changing the land area of study 1 now land cover change, it is only two major process of land cover change. And those two major processes are one, melting ice sheets and glaciers and secondly, deforestation. So that is a major change. With outcome 1 to do with that land cover, students are expected to be able to analyse processes that result in changes to land cover, and evaluate impacts and responses resulting from those changes.

So I apologise for this very crowded slide, but I'll just draw your attention to, as you can see, if you're following my colour coding, little change here in terms of the numbers that have been changed. However, I'd like to point out that these two new key knowledge points are what the writers would consider to be basic in understanding the very early part of students understand to do with particularly historic land cover change. So the spatial distribution of present day land cover, which is a starting point to go back and trace back to what the changes have been, but that's the starting point there and natural characteristics of glaziers and ice sheets and forests are really important. And then some further tweaking down here to do with the scales of responses and also the effectiveness or likely effectiveness of responses. So a little bit of change in outcome 1, but as you can see, as always quite a lot to cover, but just for two different land cover process.

And the key skills here, again not much change except the inclusion of the evaluation and use of effectiveness of geospatial technologies including remote sensing to assess and manage land cover change. This is a really exciting and ever expanding field. And if this was contemplating the previous study design, it may not have been possible because there weren't enough world examples to support teachers in delivering their program. Whereas now, there are numerous really interesting case studies that teachers can choose to actually deliver that the use of geospatial technologies and evaluate the use and effectiveness.

In area of study 2, which is now land use change. The local area of fieldwork component, students are expected to be able to analyse land use change and evaluate its impact. So without outcome 2 in the fieldwork report and the fieldwork that that undertake the use of geospatial technologies to analyse, assess, and manage land change has been mandated down here. Also as part of that, there's an expectation that students are able to interpret and analyse primary and secondary sources including appropriate methods such as GIS and remote sensing. And as outlined previously, they now need to evaluate how the combination of primary and secondary data sources help answer the research question of the fieldwork investigation.

Now, I want to move on to the really important aspect of assessment tasks for these outcomes. I would like to draw attention to page 25 in the study design with outcome 1. So this is exactly the same as what it has been in the current study design. So you must undertake analysis of data in any one or combination of the following, a research report, a case study, or a multi media presentation. However, this is where the change comes in. For many, many years, the work associated around not just conducting planning a fieldwork report, but for students to actually undertake a fieldwork report and to write up their field report, present their findings is a major task and a task that most of our geography students really enjoy. It's one of their favourite aspects of the course. So in feedback of the previous study design, you teachers actually outlined that there needed to be some recognition for the amount of work.

So what we have done here is to change the weighting of the fieldwork report. So it is now worth 50 marks and structured questions worth 10, the weighting of outcome 1 consequently is worth 40 marks to get you your total for Unit 3. So this is in line with recognising the amount of work that goes into fieldwork and the importance of fieldwork. Can I just also outline this stage that when you undertake the structured question part of this assessment tasks is totally your choice. It's a little bit like when you do your outcome 1 or outcome 2, which one you do first, though some practitioners choose to do the structured questions first and others choose to do it after the fieldwork report. Again, it is entirely your decision. If you need some advice about what may particularly suit your fieldwork site or particularly suits your class or your school context, don't hesitate to be in touch with me and I can help work you through that particular task.

So now, on to Unit 4, human population trends and issues We have changed the wording to do with the introduction to the actual Unit here. So we've bought the idea of interconnections front and centre, really important part of senior secondary, a really important part of this particular Unit. So students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges in both a growing population trend of a country and an ageing population trend of another country in different parts of the world. So again, allows you some flexibility to choose case studies that you think are appropriate to your students and that obviously fit the study design.

In area of study 1, students undertake a study of population dynamics and with outcome 1, they're expected to be able to analyse and discuss population dynamics on a global scale. The key knowledge here has changed very little except the inclusion of spatial association along with distribution of global population characteristics. This is a classic example of if you looked at the distribution of those population characteristic variables, you obviously went into spatial association. So this is here where we have actually given recognition to the concept that you have probably been teaching, but not necessarily using it as your checklist sort of thing. So this is where our spatial association has been included, articulated, as I would say, being practised in classrooms during the last study design.

There's also the inclusion of more specific aspects of sustainability to do with malthusian theory and its explanation of population growth in that students are expected to understand it in the light of economic, environmental, and social sustainability Key skills, which are very similar throughout this, again haven't undergone all that much change, just some minor tweaking, analyse the cause of population change and consider issues of sustainability, analyse and discuss population dynamics. So just a little bit of fine tuning there.

In area of study 2, population issues and challenges, students undertake investigation into two countries with significant population trends in different parts of the world. A growing population of one country and an ageing population of another. Again not necessarily done in that order, it's up to you. Here, students should be able to analyse the nature of significant population issues and challenges in selected countries and evaluate strategies in response to these.

Outcome 2 key knowledge, for each selected country, students are expected to investigate the nature of the population trends, resulting issues and challenges. Look at the location and distribution of those issues and challenges within those countries and the nature of these population trends and issues in their world regional context. Students are also expected to consider economic, social, political, environmental, and cultural factors contributing to the impacts of the issues on people and places as well as the environmental economic, social and cultural impact of these strategies on peoples and places. The effectiveness of strategies developed in response to these issues is expanded out by looking at the role and effectiveness of geospatial technologies in the development and implementation of strategies in response to population issues. So a little bit more added there and when I say a little bit more, it's actually quite a lot in terms of rigour. So look forward to incorporating that into your classroom program.

Again, the key knowledge have been tweaked just to include analyse and to stipulate strategies developed to respond to issues and challenges. And here, students are expected to develop and apply appropriate criteria to evaluate the effectiveness of strategies developed in responses to these issues. Previously, students only had to apply, so this is where students are expected to develop appropriate criteria. And the last dot point of evaluating the role and effectiveness of geospatial technologies is another example of how we've incorporated geospatial technologies into this new study design.

Now, I'd like to move on to outlining Unit 4 assessment tasks, which you will find on page 29 of the study design. With outcome 1, you must undertake an analysis of geographic data and any one or more of the following, a research report, a case study, or a multi media presentation. And with outcome 2, you have to undertake either a research report or a case study. So these have been made more varied because that's a really important principle of our total assessment in VCE looking at school-based assessment and the contribution of external assessment, so it's really important to have varied tasks and that's what we've done there.

So in actually planning for the implementation of this study design next year, you have obviously the resource of this recording and the resource of study design, which you can find and have been able to find for some time now on the VCAA geography homepage. Soon to appear on the homepage will be the advice for teachers that will run parallel with this study design. And in that advice for teachers, you'll find more specific examples of how you can plan your teaching and learning program. The other really important resource is examination specifications, which are not available as yet, but will be available towards the end of this year. We are currently working on those at the moment. So the study design up currently, the advice for teachers close to being up and by the time that you actually get to view this, the advice for teachers may well be there.

Please don't forget that in that resource, the curriculum manager plays an important role, and I'm really looking forward to working with you and hearing of the really interesting fieldwork sites that you do, the case studies that you've started to undertake in your interpretation of how you're going to deliver this new study design. So please don't hesitate to be in touch. My email address is Leonie.brown4@education.vic.gov.au. It's a landline number there or my mobile number. I don't mind you ringing me on my mobile, but what's most important is any queries that you have, please be in touch.

Can I now thank you for your time that you spent today looking through this and listening to my delivery of Units 3 and 4 and the study design, but most importantly thank you for all the work that you're going to undertake to implement this new study design in your classroom for the next five years. Thank you very much and look forward to working with you. Bye.

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