

VCE Outdoor & Environmental Studies

Supporting the delivery of Unit 4 Area
of Study 3

Webinar – May 2024

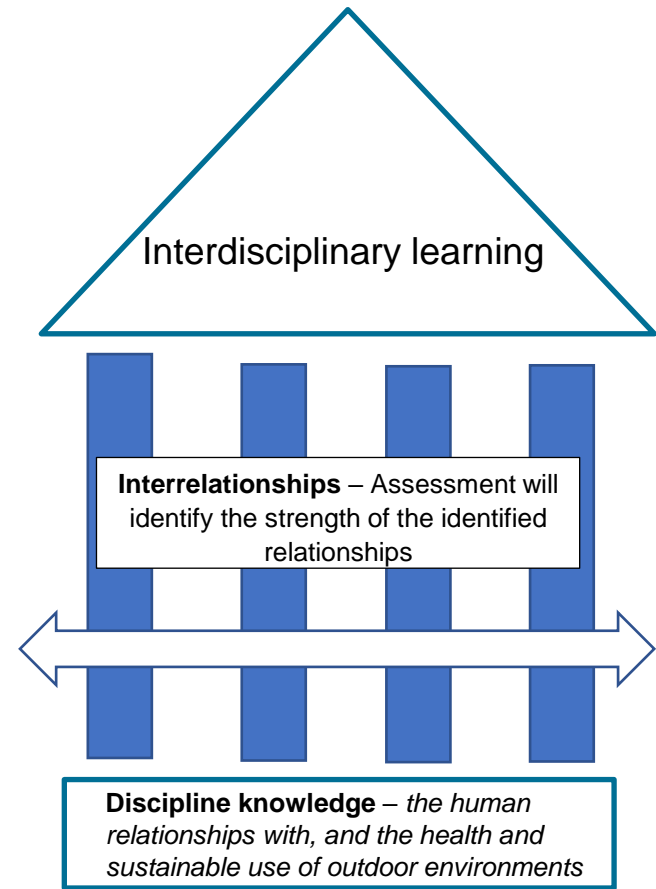
Acknowledgement of Country

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



Why?

- Identifying multiple solutions to complex problems requires thinking across disciplines, or “connecting the dots” (OECD, 2018[12])
- Students can learn to identify interconnectedness among various concepts across disciplines. In education as in life, everything is interconnected (see the OECD Future of Education and Skills 2030 project background).
- Since disciplines influence each other, it can be useful to present knowledge in an interconnected way, reflecting the complexities of the world in which we live



Objectives

- What is required in Unit 4 Area of Study 3?
- What requirements and considerations should be addressed regarding primary & secondary data?
- How is the journal used in Unit 4 Area of Study 3?
- How does the practical element translate to the development and implementation of the written report?
- What advice is there in assessing the written report?

What is required?

Unit 4 Area of Study 3

Plan and conduct an independent investigation that evaluates selected outdoor environments.

Select 2 outdoor experiences

Identify an investigative question

Select 4 key knowledge points

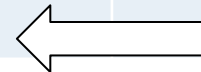
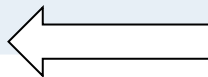
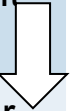
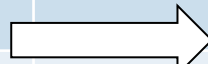
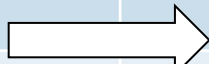
Design the written report & assessment tool

Deliver & assess the SAC task

Identify the constraints of delivering the written report (i.e. logbook)

Develop skills to formulate a written report

Conduct the outdoor experiences & collect primary data / provide secondary data



Outdoor experiences

- Students need to visit two different outdoor environments.
- Link to planner for two outdoor experiences
- One environment is purposely chosen to be very local –accessibility, particularly for absent students
- Third outdoor environment for absent students &/or as a practice written report

Investigative question & key knowledge point selection - example

“How have relationships changed overtime and how can we sustain outdoor environments into the future”

Unit 3 AOS 1	relationships with outdoor environments expressed by specific Indigenous peoples' communities before and after European colonisation
Unit 3 AOS 2	conservation, recreation, and economic relationships with outdoor environments
Unit 4 AOS 1	observable characteristics to assess the health of outdoor environments, including: <ul style="list-style-type: none">- quality of water, air and soil- species and ecosystem biodiversity
Unit 4 AOS 2	acts or conventions related to the management and sustainability of a specific outdoor environment, species or ecological community, including two of the following: <ul style="list-style-type: none">- Flora and Fauna Guarantee Amendment Act 2019 (Vic)

VCE Outdoor and Environmental Studies



VCE OUTDOOR AND ENVIRONMENTAL STUDIES SCHOOL-ASSESSED COURSEWORK

Performance descriptors

	DESCRIPTOR: typical performance in each range					
	Very Low	Low	Medium	High	Very high	
Unit 4 Outcome 3 <i>Plan and conduct an independent investigation that evaluates selected outdoor environments</i>	Limited identification of the outdoor and environmental concepts related to human relationships with different outdoor environments encompassing selected Unit 3 key knowledge.	Identification of the outdoor and environmental concepts related to human relationships with different outdoor environments encompassing selected Unit 3 key knowledge.	Outline of the outdoor and environmental concepts related to changing human relationships with different outdoor environments encompassing selected Unit 3 key knowledge.	Explanation of outdoor and environmental concepts related to human relationships with different outdoor environments encompassing selected Unit 3 key knowledge.	Analysis of the outdoor and environmental concepts related to human relationships with different outdoor environments encompassing selected Unit 3 key knowledge.	10
	Limited identification of outdoor and environmental concepts related to the health and sustainable use of different outdoor environments encompassing selected Unit 4 key knowledge.	Identification of outdoor and environmental concepts related to the health and sustainable use of different outdoor environments encompassing selected Unit 4 key knowledge.	Outline of the outdoor and environmental concepts related to the health and sustainable use of different outdoor environments encompassing selected Unit 4 key knowledge.	Explanation of the outdoor and environmental concepts related to the health and sustainable use of different outdoor environments encompassing selected Unit 4 key knowledge.	Evaluation of the outdoor and environmental concepts related to the health and sustainable use of different outdoor environments encompassing selected Unit 4 key knowledge.	10
	Insufficient evidence of references to primary and secondary data.	Limited references to primary and secondary data.	Multiple references to primary and secondary data authenticated by logbook.	Multiple references to primary and secondary data with selected key knowledge points authenticated by logbook.	Multiple references to primary and secondary data with selected key knowledge points with explicit links with two different environments authenticated by logbook.	5
	Insufficient evidence of report structure; introduction, body and conclusion	Report has elements of appropriate; structure, introduction, body and conclusion including findings and implications	Report includes appropriate structure; introduction, body and conclusion including explanation of findings and implications	Report includes appropriate structure; introduction, body and conclusion including analysis of findings and implications	Report includes appropriate structure; introduction, body and conclusion including evaluation of findings and implications	5

KEY to marking scale based on the outcome contributing 40 marks

Very Low 1–8	Low 9–16	Medium 17–24	High 25–32	Very High 33–40
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Developing & teaching the written report

Key knowledge – *What students need to know*

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

Key skills – *How students need to apply information & will be assessed*

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

Structure of the written report

	Possible detail
Introduction <ul style="list-style-type: none">• <i>Introduce reader to investigation</i>• <i>Brief statement of main findings</i>	<ul style="list-style-type: none">• Investigation question• Answer it in a sentence or two• What 4 KK points were used to form this finding?
Body <ul style="list-style-type: none">• <i>Detailed evaluation of the selected environments supported by data (primary and secondary)</i>	<ul style="list-style-type: none">• Describe the outdoor environment & outdoor experience• Evaluate the two outdoor environments relative to each key knowledge point
Conclusion <ul style="list-style-type: none">• <i>Implications (what was learnt) from the investigation, based on key findings</i>	<ul style="list-style-type: none">• Were there any limitations that influenced the implications/findings?• Key findings – summarised• Recommendations based on the key findings



<p>Introduction</p>	<ol style="list-style-type: none"> 1. Introduce the reader to your investigation. 2. Outline the teacher-selected key knowledge point. 3. Outline the outdoor environment visited. 4. State any limitation when conducting the investigation (e.g. severe weather). 	<ol style="list-style-type: none"> 1. I am a Yr 12 student <u>studying</u> <p>“How have relationships changed overtime and how can we sustain outdoor environments into the future”</p> <ol style="list-style-type: none"> 2. <ol style="list-style-type: none"> 3.1.2 relationships with outdoor environments expressed by specific Indigenous peoples’ communities before and after European <u>colonisation</u> 3.2.2 conservation, recreation, and economic relationships with outdoor environments 4.1.2 observable characteristics to assess the health of outdoor environments, including: <ul style="list-style-type: none"> - quality of water, <u>air</u> and soil - species and ecosystem biodiversity 4.2.2 Acts or conventions related to the management and sustainability of a specific outdoor environment, <u>species</u> or ecological community, including two of the following: <ul style="list-style-type: none"> • - Flora and Fauna Guarantee Amendment Act 2019 (Vic) 3. Mornington Peninsula, Westernport Bay side, camping at Balnarring ... 4. The weather was challenging on Monday and Tuesday it was 35 degrees and high fire rating. It was lightning at our surfing time so that was cancelled and during our conservation session we saw two tiger snakes and had to stop also.
<p>Body</p>	<ol style="list-style-type: none"> 1. Describe why the outdoor environment was chosen and how it reflects the key knowledge points (where you made observations for each Key Knowledge point during this outdoor experience). Describe the outdoor environment visited, including geographical location, Country, biome, and flora and fauna. 2. Describe outdoor experience(s) undertaken. <ul style="list-style-type: none"> • Outline what you did and <u>why</u>; for example: For example, our class participated in removing rubbish from vegetation as a form of conservation relationship and listened to a ranger presentation about other conservation efforts within the park. • Include multiple examples of primary data referenced. • Include multiple examples of secondary data referenced. 3. Discuss further any unplanned changes (we couldn’t surf as there was lighting) 	<ol style="list-style-type: none"> 1. 2. Mornington Peninsula was a venue for this outdoor experience as it reflects recreation, economic and conservation relationships. We complete 16 km bike ride around Devil bend reservoir with a company called Peninsula outdoors. We had a recreation relationship as the client on this experience. <u>However</u> as we were paying for this experience so the company related to the environment from an economic perspective 3. It was lightning at our surfing time so that was cancelled and during our conservation session we saw two tiger snakes and had to stop <u>also</u>

Evaluation	<p>1. Evaluate the data collected – the findings of your report. This is where the two environments will be evaluated against each key knowledge point</p>	<table border="1"> <thead> <tr> <th data-bbox="919 96 1182 145">Key Knowledge</th> <th data-bbox="1182 96 1392 145">Positives of Negatives from each environment</th> <th data-bbox="1392 96 1593 145">Judgement</th> </tr> </thead> <tbody> <tr> <td data-bbox="919 145 1182 309">3.1.2 relationships with outdoor environments expressed by specific Indigenous peoples' communities before and after European colonisation</td> <td data-bbox="1182 145 1392 309"></td> <td data-bbox="1392 145 1593 309"></td> </tr> <tr> <td data-bbox="919 309 1182 380">3.2.2 conservation, recreation, and economic relationships with outdoor environments</td> <td data-bbox="1182 309 1392 380"></td> <td data-bbox="1392 309 1593 380"></td> </tr> <tr> <td data-bbox="919 380 1182 565">4.1.2 observable characteristics to assess the health of outdoor environments, including: - quality of water, air and soil - species and ecosystem biodiversity</td> <td data-bbox="1182 380 1392 565"></td> <td data-bbox="1392 380 1593 565"></td> </tr> <tr> <td data-bbox="919 565 1182 822">4.2.2 Acts or conventions related to the management and sustainability of a specific outdoor environment, species or ecological community, including two of the following: <ul style="list-style-type: none"> - Flora and Fauna Guarantee Amendment Act 2019 (Vic) </td> <td data-bbox="1182 565 1392 822"></td> <td data-bbox="1392 565 1593 822"></td> </tr> </tbody> </table>			Key Knowledge	Positives of Negatives from each environment	Judgement	3.1.2 relationships with outdoor environments expressed by specific Indigenous peoples' communities before and after European colonisation			3.2.2 conservation, recreation, and economic relationships with outdoor environments			4.1.2 observable characteristics to assess the health of outdoor environments, including: - quality of water, air and soil - species and ecosystem biodiversity			4.2.2 Acts or conventions related to the management and sustainability of a specific outdoor environment, species or ecological community, including two of the following: <ul style="list-style-type: none"> - Flora and Fauna Guarantee Amendment Act 2019 (Vic) 		
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Conclusion	<ol style="list-style-type: none"> 1. Summarise key findings. 2. Discuss any limitations. 3. Provide recommendations. 4. Include references section. 	<ol style="list-style-type: none"> 1. 2. 3. 4. 																	

Conducting the outdoor experiences

- Planner
- Third outdoor experience – absences and practice
- Selection of the outdoor environments (one local) & responsibility on students

Logbook

Record of events, experiences & information in a systematic manner

Relevant update to support materials

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

- Unit 4 Outcome 3 Logbook entries should include a combination of primary and secondary data for the selected key knowledge that students can access during the written report.
- Appropriate school-assessed coursework tasks in Unit 3 Area of Study 1 and 2 and Unit 4 Area of Study 1 and 2 can be designed for students to draw on primary data recorded in their logbook during outdoor experiences.

For example, a case study or data analysis task that focuses on a visited outdoor environment, may provide an appropriate opportunity for students to draw on their recorded primary data. To ensure authentication, teachers need to carefully consider; the conditions under which data was recorded in the logbook, what data is appropriate for students to access and the amount of data they can access.

Any secondary data the teacher deems is required for school-assessed coursework tasks in Unit 3 Area of Study 1 and 2 and Unit 4 Area of Study 1 and 2 should be provided by the teacher.



Logbook

Record of events, experiences & information in a systematic manner

- Collate and document evidence of your ongoing investigation of the four key knowledge points and skills in Unit 4 Area of Study 3
- Depending on timing, top up logbooks with secondary data as we move through the course



Logbook

Units 3 and 4 logbook example

- This is a sample of a possible logbook template. Students and teachers will need to build their own templates depending on outdoor experiences and key knowledge selected.
- The logbook should be used to record all outdoor experiences throughout Units 3 and 4, not just the two selected experiences for Unit 4 Area of Study 3.

Date	
Location	
Environment type	
Outdoor experiences that occurred	
Flora	
Fauna	
Environmental pressure and threats observed	
Key knowledge from Units 3 or 4 applied	
Examples of primary data you collected	
Images and sketches	
Other information gathered during outdoor experience	
What secondary data you can add to this logbook entry (Consider placing a maximum limit on secondary data to compliment collected primary data – i.e. 1 page per key knowledge)	<ul style="list-style-type: none">• Summary of classroom learning, including your own notes taken during class time• Your own research on the selected key knowledge points• Credible investigative websites such as CSIRO, Bureau of Statistics, Department of Energy, Environment and Climate Action

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

Logbook entry samples


Unit 4 Area of Study 3: Investigating Outdoor Environments

Our investigative questions this year to frame your written report is -

“How have relationships changed overtime and how can we sustain outdoor environments into the future”

Plan and conduct an independent investigation that evaluates selected outdoor environments.

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

 The selected outdoor environments should draw on at least four selected key knowledge points across Units 3 and 4.

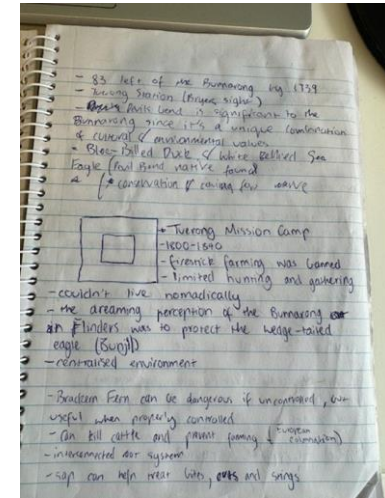
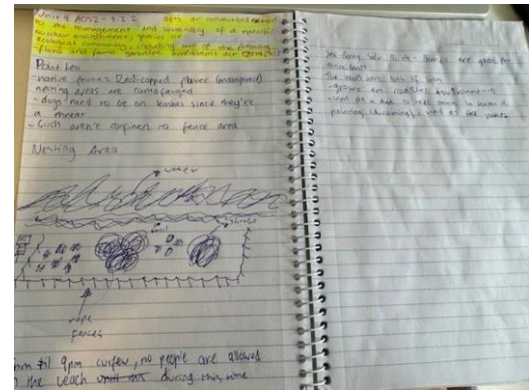
Examples of primary data	What secondary data you can add to this logbook entry
7-10 points of primary data should be recorded for each experience	2-3 points of secondary data should be recorded for each experience
<ul style="list-style-type: none"> Recorded images of the infrastructure built during specific time <u>periods</u> Observed environmental impacts of <u>infrastructure</u> Recorded notes from information <u>signs</u> Transcribed audio notes from guest speaker such as a park ranger at the site Participating in recreation activities – sea kayaking and surfing. These sessions facilitated by experts in recreation activities. Notes taken during practical experience on safety briefings, equipment, environmental <u>impacts</u> Observation/monitoring of flora/fauna species 	<ul style="list-style-type: none"> Summary of classroom learning, including your own notes taken during class time Your own research on the selected key knowledge points Credible investigative websites such as CSIRO, Bureau of Statics, Department of Energy, Environment and Climate Action}

Key Information

Date:	
Outdoor Experience trip name:	
Outdoor Experience type:	
Traditional owner group:	
Location:	
Environment Type:	
Endemic Flora or Fauna:	
Outdoor Activity(ies) Undertaken:	

Primary Data

- Objects and documents documented/recorded/written whilst on the outdoor experience or shortly following
- Examples of primary data
 - photographs
 - hand-drawn sketches
 - notes transcribed from guest speakers (or recorded where appropriate)
 - notes from information signs in outdoor environments
 - reflections from participation in outdoor experiences
 - notes from observed environmental impacts.



Secondary Data

- Information that someone else has collected and made available,
- Student summaries related to key knowledge points – considerations for equity and authentication
- It is imperative that students reference the source and determine if the source is credible (DEWLP site / textbook)

Contact

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