

# **VCE Geography Study Design**

**1.1.2006 - 31.12.2009**

**VCAA Implementation  
Professional Development  
Workshops Term 3 2005**



# **Geography Study Design 2006-2009**

**All schools were provided with  
copies of the Study Design 2006-  
2009.**

**Further copies can be purchased from  
Information Victoria Bookshop**

**Ph: 1300 366 356**

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# Geography Units 1 to 4

**Unit 1: Natural environments**

**Unit 2: Human environments**

**Unit 3: Regional resources**

**Unit 4: Global perspectives**



# Major structural changes to the Study Design

- Stronger emphasis on physical geography and the concept of sustainability
- Each Area of Study has one Outcome
- Units 1 and 2 are new units
- Unit 3 considers resources as does the current study design however it situates the resource within a regional perspective. It mandates the use and management of an Australian water resource.
- Unit 4 is similar to the current study design, focusing on global phenomena and responses to them; 2 phenomena to be studied in each area of study - one global and one must be the study of Human population .
- Fieldwork is mandated in Units 1 to 3.
- Key Geographical Ideas (KGIs) now referred to as spatial concepts.
- Includes a glossary of terms.

# Unit 1:

# Natural environments

**Area of Study 1: Characteristics of natural environments**

**Area of Study 2: Changes in natural environments**

- **At least two natural environments at two different scales must be considered in each area of study.**



# Unit 1 Outcome 1

**The student should be able to describe the geographic characteristics of at least two natural environments and explain how they are developed by natural processes, including extreme natural events.**

# Unit 1

## Area of Study 1: Key knowledge

- The Earth's four natural systems and the ways in which they are dynamic and interactive;
- Landforms that make up selected landscapes and environments
- Geographic characteristics of natural environments
- Natural processes and factors that create natural environments
- Distribution of selected types of predominantly natural environments at two different scales.

# Unit 1 Outcome 2

**The student should be able to analyse and explain the changes in natural environments due to natural processes and human activity.**



# Unit 1

## Area of Study 2: Key knowledge

- **Types of changes to natural environments produced by natural processes and by human activity;**
- **Nature, rate and scale of interaction between natural environments and human activity;**
- **The impact of change on natural environments and on human activity;**
- **The importance of the interactions between natural processes and human activity in influencing changes to natural environments, including the management of change.**

# **Unit 2:**

## **Human environments**

**Area of Study 1: Characteristics of human environments**

**Area of Study 2: Changes in human environments**

- **At least two human environments at two different scales must be considered in each area of study.**

- **One environment must be in Australia and one from another country.**
- **One environment must be rural and the other urban.**



# Unit 2 Outcome 1

**The student should be able to describe and explain the geographic characteristics of different types of rural and urban environments.**



# Unit 2

## Area of Study 1: Key knowledge

- **Definition and classification of urban and rural environments;**
- **Geographic characteristics of selected rural and urban environments;**
- **Processes and factors associated with different human activities that contribute to the distinctive geographic characteristics of selected rural and urban environments;**
- **Nature and type of human activities that produce spatial variations in rural and urban environments.**

# Unit 2 Outcome 2

**The student should be able to analyse and explain changes due to human activities in rural and urban environments.**



# Unit 2

## Area of Study 2: Key knowledge

- **Changes in the nature and distribution of rural and urban environments**
- **The importance of human activities and human processes contributing to spatial changes in rural and urban environments**
- **The role and influence of governments, organisations, communities and individuals in affecting and managing change in rural and urban environments at two different scales;**
- **The concept and practicality of sustainability in selected rural and urban environments.**

# **School-assessed coursework Unit 1 and Unit 2**

**Assessment should be:**

- **Based on achievement of learning outcomes specified in the Study Design**
- **Part of the regular learning program**
- **Completed mainly in class**
- **Completed within a time frame**

**Demonstration of achievement must be based on student's performance on a selection of assessment tasks.**

# Unit 1 and 2

## List of assessment tasks

- Recording and reporting on data collected in the field
- Data processing, analysis and presentation
- Multimedia presentations
- Oral presentations
- Short-answer questions
- Structured questions
- Research reports
- Written responses
- Role-plays
- Tests

At least *one* task must involve fieldwork.

# Discussion time

**Questions and discussion  
relating to Units 1 and 2.**



# Unit 3:

## Regional resources

**Area of Study 1: Use and management of an Australian water resource**

**Area of Study 2: Use and management of local resources**

- **The Murray-Darling Basin region is mandated for Area of Study 1**
- **Fieldwork is mandated for Area of Study 2**



# Unit 3

- **The focus is water as a resource in Australia; the regional focus is the Murray-Darling Basin.**
- **Students should understand the availability, utilisation and sustainability of water.**



# Unit 3 Outcome 1

**The student should be able to analyse the use and management of water within the Murray-Darling Basin region and evaluate its future sustainability.**



# Unit 3: Outcome 1

## Key knowledge

- Definition of a resource and its region;
- The importance of water as a resource in Australia;
- Geographic characteristics of the Murray-Darling Basin region;
- Distribution of water resources in the Murray-Darling Basin region;
- Factors affecting patterns of water use in the Murray-Darling Basin region;
- Conflict over the use of water in the Murray-Darling Basin region;
- Current management policies and strategies to implement these policies;
- Possible future patterns including sustainability of water use in the Murray-Darling Basin region.

# Unit 3 Outcome 2

**The student should be able to describe characteristics of a local resource and justify a policy for its future use and management using data collected in the field.**



# **Unit 3: Outcome 2**

## **Key knowledge**

- **The nature of the resource;**
- **Geographic characteristics of the resource;**
- **Distribution of a similar resource at a regional scale;**
- **Positive and negative impacts of resource use on people and their environment at the local scale;**
- **The concept and practicality of sustainable policies related to the selected resource.**

# **School-assessed coursework: Unit 3**

**For Outcome 1, any one or a combination of:**

- **A data analysis**
- **A case study**
- **A multimedia presentation**
- **A structured essay**
- **A report**
- **Structured questions**
- **Short-answer questions**
- **A test.**

**For Outcome 2, a written fieldwork report.**

# Unit 4

## Global perspectives

**Area of Study 1: Global phenomena**

**Area of Study 2: Global response**



# Unit 4

**Two global phenomena are to be studied in each area of study, one of which must be human population.**



# Unit 4 Outcome 1

**The student should be able to evaluate the relative importance of factors that affect changes in human population and one other selected global phenomenon.**



# Unit 4: Outcome 1

## Key knowledge

- Definition and classification of global phenomena;
- Distribution and composition of the human population and the distribution of one other global phenomenon;
- Interaction of natural processes and human activities which affect the human population and one other global phenomenon;
- Positive and negative impact of changes in the human population and one other global phenomenon on people and environments;
- Future patterns of the human population and one other global phenomenon;
- The relative importance of factors which affect changes in the human population and one other global phenomenon.

# Unit 4 Outcome 2

**The student should be able to compare and evaluate the effectiveness of responses and policies to manage a global phenomenon from a global perspective.**



# Unit 4: Outcome 2

## Key knowledge

- Positive and negative impacts of global phenomena on people and environments;
- People's responses to the human population and one other global phenomenon in the short and the long term;
- Government and non-government organisations' responses to the human population and one other global phenomenon in the short and long term;
- Global perspectives and the management of the effects of the human population and one other global phenomenon at a range of scales;
- The effectiveness of the strategies outlined in the global perspectives in responding to the human population and one other global phenomenon;
- Factors which affect the future development of the human population and one other global phenomenon.

# Assessment

- **Each Outcome has 50 marks allocated.**
- **Unit 3 school-assessed coursework contributes 25 per cent to the study score**
- **Unit 4 school-assessed coursework contributes 25 per cent to the study score**



# The final examination

- **The level of achievement for Unit 3 and Unit 4 is also assessed by the final examination held at the end-of-year.**
- **The final examination contributes 50 per cent to the study score.**
- **All outcomes in Unit 3 and Unit 4 will be examined.**
- **The examination will be two hours in duration.**

# Discussion time

**Questions and discussion  
relating to the content of  
Units 3 and 4.**



# VCE Assessment Handbook Geography

- ❑ **Section 1** Administrative procedures
- ❑ **Section 2** Assessment advice
- ❑ **Section 3** Assessment support



# Performance Descriptors

- **Guide for expected standards when setting and marking assessment tasks**
- **Each is a description of typical level of performance**
- **They allow for performance discrimination**
- **Assist teachers to make a balanced judgement about a student's level of performance**



# **DRAFT**

## **Example of Performance Descriptors**

### **Unit 3 Outcome 1 Mark range 41-50**

- Thorough and sophisticated understanding of the use and management of water as a resource within the Murray-Darling Basin region. Comprehensive evaluation of current management policies and strategies in relation to water's future sustainability within the Murray-Darling Basin region. Very thorough and relevant use of knowledge and use of spatial concepts. Insightful analysis and evaluation of evidence that synthesises a range of written and visual source. Very sophisticated use of geographic conventions, geographic techniques and media.**

# DRAFT

## Further example of Performance Descriptors

### Unit 3 Outcome 1 Mark range 21-30

- **Clear understanding of the use and management of water as a resource within the Murray-Darling Basin region. Identification of some evaluation of current management policies and strategies in relation to water's future sustainability within the Murray-Darling Basin region. Satisfactory and mostly relevant use of knowledge and use of spatial concepts. Some analysis and evaluation of evidence that synthesises a range of written and visual source. Satisfactory skills in the use of geographic conventions, geographic techniques and media.**

# DRAFT

# Assessment support materials

- **Unit 3 Outcome 1 showing the use of structured questions**
- **Unit 4 Outcome 1 showing the use of short answer questions**



# **DRAFT**

## **Examination criteria**

**The examination paper will address all the criteria. All students will be examined against each criterion.**

- 1. Knowledge of geographic characteristics of local and regional resources and of global phenomena.**
- 2. Understanding the factors that affect the geographic characteristics of regional resources and global phenomena.**
- 3. Analysis of the impacts of resource development and use on people and environments, and of the impacts of global phenomena on people and environments.**

# DRAFT

## Examination criteria

- 4. Evaluation of policies and strategies designed to manage the impacts of resource use and the impacts of global phenomena.**
- 5. Justification of policies that affect future patterns of resource use and global phenomena.**
- 6. Application of spatial concepts to describe the geographic characteristics of resources and of global phenomena.**
- 7. Analysis of data about resources and global phenomena, using a range of geographic media.**

# Auditing

**Auditing will be as strict as it has been in the past and there will be a larger call-up for the studies being implemented in 2006.**

**Task design and conditions for the task/how the task has been set up and the way it has been marked will be audited.**



# Discussion time

**Overall discussion of the  
implementation of the Study Design  
2006-2009.**

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