VCE Geography 2016-2020

Implementation workshop
Overview

- Introduction to the study design and advice for teachers
- Fieldwork Activity
Timelines

- Units 1-4 introduced in 2016
- Advice for teachers published term 1 2015
- Sample examination or sample questions published in 2016
Course overview

- Aims

- Narrative
  - Interconnection
  - Change
Cross-study specifications

- Key geographical concepts
- Geographical skills
- Fieldwork report
Concepts in VCE Geography

Place
Spatial association
Distance
Distribution
Movement
Sustainability
Process
Change
Scale
Region
Example question Unit 1: Identify the main geographical factors that have resulted in blackberry invasion at this site
The site is located 200 metres south of a residential area that was farming land prior to the 1920s. Birds and possums distributed blackberry seeds from nearby land when using the native trees or creek at the site after feeding on blackberries planted in gardens. Prior to refrigeration it was common for houses to grow vegetables and fruit. The density of blackberry bushes is higher than sites 500 metres further downstream where regular flooding interferes with the establishment of the bushes.
Concepts and Unit planning

- Begin with the theme of the unit and introductions to units and areas of study
- Consider the relationship between the key knowledge, key skills and the cross study specifications
- Consider assessments
- Shape teaching and learning activities to reflect this relationship
# Geographical Skills

- **the table of skills**
- **key skills**
- **Example:** analyse maps, data and other geographic information to develop descriptions and explanations

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>Unit relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block diagrams, digital terrain models/landscape visualisation</td>
<td>Analyse and annotate block diagrams of landscapes to illustrate understanding of features and processes</td>
<td>● ●</td>
</tr>
<tr>
<td></td>
<td>Interpret time series block diagrams that demonstrate change</td>
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<tr>
<td></td>
<td>Use an online three-dimensional landscape visualisation tool (e.g. Google Earth) in conjunction with maps to investigate representations of topography in two- and three-dimensions</td>
<td>● ●</td>
</tr>
</tbody>
</table>
Fieldwork report

- Fieldwork mandated for Units 1, 2 and 3
- Report structure mandated
- Word limit is suggested only

<table>
<thead>
<tr>
<th>Report section</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of topic</td>
<td>A definition of topic must contain:</td>
</tr>
<tr>
<td></td>
<td>• A clear statement of the research question</td>
</tr>
<tr>
<td></td>
<td>• An outline of the geographic context of the question</td>
</tr>
<tr>
<td></td>
<td>• A brief hypothesis [expected answer to the research question ] and justification of hypothesis</td>
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</tbody>
</table>
# Unit 1- Hazards and Disasters

<table>
<thead>
<tr>
<th>Area of study 1</th>
<th>Area of study 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of hazards</td>
<td>Response to hazards and disasters</td>
</tr>
<tr>
<td>analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales</td>
<td>analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters</td>
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</tbody>
</table>
Unit 1

- note interconnection between causes and types of hazard
- study at least one hazard from two different types
- order of study
- role of spatial technologies
## Unit 2 - Tourism

<table>
<thead>
<tr>
<th>Area of study 1</th>
<th>Area of study 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of Tourism</td>
<td>Impact of tourism</td>
</tr>
<tr>
<td>analyse, describe and explain the nature of tourism at a range of scales</td>
<td>analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism</td>
</tr>
</tbody>
</table>
Unit 2

- Interconnection and its relationship to the areas of study
- Selecting case studies
- Approaches to covering the areas of study
# Unit 3 – Changing the land

<table>
<thead>
<tr>
<th>Area of study 1 – Land use change</th>
<th>Area of study 2 – Land cover change</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyse, describe and explain land use change and assess its impacts.</td>
<td>analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.</td>
</tr>
</tbody>
</table>
Area of study 1 – Land use change

- Selecting a fieldwork location
- Interpreting terms in the study design
- Spatial technologies
Area of study 2 – Land cover change

- Definition of land cover
- Processes overall and individually
- Key skills
# Unit 4: Human population – trends and issues

<table>
<thead>
<tr>
<th>Area of study 1 – Population dynamics</th>
<th>Area of study 2 – Population issues and challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyse, describe and explain population dynamics on a global scale.</td>
<td>analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses</td>
</tr>
</tbody>
</table>
Unit 4: Area of study 1 – Population dynamics

- Scope of study
- Selecting locations
- Cross-study specifications
Unit 4: Area of study 2 – Population issues and challenges

- Scope
- Interpreting terms
- Selecting locations to study
Activity

- Fieldwork examples are not mandatory

- Think/Pair/Share
Assessment

- Units 1 and 2 – broad list
- Units 3 and 4 – more narrow
- Distinction between type and mode of delivery
Advice for Teachers

- Merged with assessment handbook
- Progressing to interactive format
- Will pick up key concerns identified at consultation, for example Unit 1 fieldwork
- Will contain rubrics