

The following table shows which GORCC activities facilitate student learning for various standards in the 2017 Victorian Curriculum. Science, Geography, VET and VCE Biology, Environmental Science, Geography and Outdoor Education have been included. The table isn't exhaustive, connections can be made with other subjects or your school may have specific programs in community service or sustainability requirements that would link with our activities. If there are other subjects you need the GORCC session to cover then talk with us about your requirements.

Appendix 1: GORCC activity curriculum linkages to Science and Geography at Primary and Secondary level - the following standards are (or can be) incorporated into our activities

Science Related Victorian Curriculum Standards	Victorian Curriculum Elaborations related to activity	GORCC Activity (topics covered)
Foundation to Level 2 (Science)		
People use science in their daily lives (VCSSU041)	<ul style="list-style-type: none"> monitoring information about the environment and Earth's resources, for example, rainfall, water levels and temperature identifying the ways humans manage and protect resources, for example, reducing waste and conserving water 	-Beach litter pickup -Dune Ecology
Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)	<ul style="list-style-type: none"> recognising common features of animals, for example, head, legs and wings describing the use of animal body parts for particular purposes, for example, moving and feeding identifying common features of plants, for example, leaves and roots recognising that different living things live in different places, for example, land and water exploring what happens when habitats change and some living things can no longer have their needs met 	-Beach Treasures -Tree Planting -Beach Comb
Living things grow, change and have offspring similar to themselves (VCSSU043)	<ul style="list-style-type: none"> representing personal growth and changes from birth exploring the different characteristics of the life stages in animals, for example, butterflies or frogs 	-Beach Treasures -Things Up Close
Objects are made of materials that have observable properties (VCSSU044)	<ul style="list-style-type: none"> sorting and grouping materials on the basis of observable properties such as colour, texture and flexibility 	-Beach Treasures
Levels 3&4 (Science)		
Victorian Curriculum Standards		
Science knowledge helps people to understand the effects of their actions (VCSSU056)	<ul style="list-style-type: none"> considering how the use of materials including solids and liquids can affect the environment in different ways, for example, fertilisers and food and drink containers exploring how science has contributed to understanding and resolving issues related to the effects of human activities, for example, clearing of bushland to build housing and roads and management of waste 	-How GORCC manage the coastline -Conservation activities -Dune Ecology -Beach litter pickup
Living things can be grouped on the basis of observable features and can be distinguished from non-living things (VCSSU057)	<ul style="list-style-type: none"> exploring differences between living, once living and products of living things identifying variations in the features of plants, for example, colour and shape of leaves, or types of flowers identifying variations in the features of animals, for example, body covering, ear shapes or number of legs 	-Beach Treasures -Tree planting -Coastal weeding -Things Up Close
Different living things have different life cycles and depend on each other and the environment to survive (VCSSU058)	<ul style="list-style-type: none"> making and recording observations of living things as they develop through their life cycles, for example, insects, birds, frogs and flowering plants recognising that environmental factors can affect life cycles, for example, fire and seed germination investigating the roles of living things in a habitat, for example, producers, consumers or decomposers predicting the effects when living things in feeding relationships are removed or die out in an area 	-Coastal weeding -Interpretive Hike -Dune Ecology
Earth's surface changes over time as a result of natural processes and human activity (VCSSU062)	<ul style="list-style-type: none"> considering how different human activities cause erosion of Earth's surface considering the effect of events such as floods and extreme weather on landscapes exploring a local area that has changed as a result of natural processes, for example, an eroded gully, sand dunes or river banks 	-Dune Ecology -Interpretive Hike

Safely use appropriate materials, tools, equipment and technologies (VCSIS067)	<ul style="list-style-type: none"> discussing and recording safety rules for use of equipment as a whole class 	-Conservation Activities
Level 5&6 (Science) Victorian Curriculum Standards	Victorian Curriculum Elaborations related to activity	GORCC Activity (topics covered)
Living things have structural features and adaptations that help them to survive in their environment (VCSSU074)	<ul style="list-style-type: none"> explaining how particular adaptations aid survival, for example, nocturnal behaviour, silvery coloured leaves of dune plants describing and listing adaptations of living things suited for particular Australian environments 	-Dune Ecology -Interpretive Hike -Things Up Close
The growth and survival of living things are affected by the physical conditions of their environment (VCSSU075)	<ul style="list-style-type: none"> investigating how changing the physical conditions for plants impacts on their growth and survival, for example, changing salt water concentrations, using fertilisers or transferring to a different soil type 	-Dune Ecology -Tree planting -Coastal weeding
Levels 7&8 (Science) Victorian Curriculum Standards	Victorian Curriculum Elaborations related to activity	GORCC Activity (topics covered)
Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (VCSSU090)	<ul style="list-style-type: none"> investigating strategies implemented to maintain part of the local environment, such as bushland, a beach, a lake, a desert or a shoreline 	-Interpretive Hike -How GORCC manage the coastline
Interactions between organisms can be described in terms of food chains and food webs and can be affected by human activity (VCSSU093)	<ul style="list-style-type: none"> constructing and interpreting food chains and food webs to show relationships between organisms in an environment researching examples of human impacts on specific ecosystems, for example, the use of fire by traditional Aboriginal people, the effects of palm oil harvesting, deforestation, agricultural practices or the introduction of new species 	-Spring Creek food web worksheet -Interpretive Hike -Dune Ecology
Water is an important resource that cycles through the environment (VCSSU101)	<ul style="list-style-type: none"> considering the water cycle in terms of changes of state of water investigating factors that influence the water cycle in nature exploring how human management of water impacts on the water cycle 	-Dune Ecology -Tree planting (significance of rain)
Levels 9&10 (Science) Victorian Curriculum Standards	Victorian Curriculum Elaborations related to activity	GORCC Activity (topics covered)
The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (VCSSU120)	<ul style="list-style-type: none"> describing biodiversity as a function of evolution outlining processes involved in natural selection including variation, isolation and selection investigating changes caused by natural selection in a particular population as a result of a specified selection pressure, for example, artificial selection in breeding for desired characteristics evaluating and interpreting evidence for evolution, including the fossil record, chemical and anatomical similarities, and the geographical distribution of species 	-Coastal weeding (biodiversity vs monoculture) -Dune Ecology (plant adaptations) -Beach Treasures
Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (VCSSU121)	<ul style="list-style-type: none"> exploring interactions between organisms, for example, predator/prey, parasites, competitors, pollinators and disease vectors investigating how ecosystems change as a result of environmental change, for example, bushfires, drought and flooding 	-Dune Ecology -Interpretive Hike
Geography	Victorian Curriculum Elaborations related to activity	GORCC Activity (topics covered)
Foundation to Level 2 Victorian Curriculum Standards		
Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057)	<ul style="list-style-type: none"> using observations and/or photographs to identify changes in natural, managed and constructed features in their place. For example, recent erosion, revegetated areas, planted crops or new buildings 	-Dune Ecology -School presentation
Identify how people are connected to different places (VCGGC059)	<ul style="list-style-type: none"> discussing how some people are connected to one Country, for example, because it is 'mother's' Country or 'father's' Country 	-Interpretive Hike -Conservation work
Natural, managed and constructed features of places, their location and how they change (VCGGK068)	<ul style="list-style-type: none"> using observations to identify and describe natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) of the local place, and locating them on a map using observations and/or photographs to identify changes in natural, managed and constructed features in their place. For example, recent erosion, revegetated areas, planted crops or new buildings 	-Dune Ecology -Presentation (GORCC as coastal manager, significance of volunteers to coastal conservation)

Level 3&4 (Geography) Victorian Curriculum Standards	Victorian Curriculum Elaborations related to activity	GORCC Activity (topics covered)
Identify and describe the characteristics of places in different locations at a range of scales (VCGGC071)	<ul style="list-style-type: none"> researching the main types of natural vegetation and native animals in a climate zone in Australia and comparing them with those found in a similar climate in Africa or South America 	-Dune Ecology (pictures of animals taken on GORCC land)
Identify and explain the interconnections within places and between places (VCGGC073)	<ul style="list-style-type: none"> exploring how vegetation produces the oxygen all land animals (including people) breathe, protects land from erosion by water or wind, retains rainfall, provides habitat for animals, shelters crops and livestock, provides shade for people, cools urban places, produces medicines, wood and fibre, and can make places appear more attractive 	-Dune Ecology -Tree planting
The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)	<ul style="list-style-type: none"> investigating how Aboriginal and Torres Strait Islander peoples' ways of living were adapted to the resources of their Country/Place. For example, the alpine country of the Ngarigo People, the rainforests, beaches and dunes of the KuKu Yalanji People, the desert country of the Arrernte People, the savannah country of the Jawoyn People, the riverine plains of the Wiradjuri People, and the local Country/Place 	-Interpretive Hike (Watharong history)
Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably (VCGGK082)	<ul style="list-style-type: none"> exploring how vegetation produces the oxygen all land animals (including people) breathe, protects land from erosion by water or wind, retains rainfall, provides habitat for animals, shelters crops and livestock, provides shade for people, cools urban places, produces medicines, wood and fibre, and can make places appear more attractive explaining how people's connections with their environment can also be aesthetic, emotional and spiritual 	-Interpretive Hike (GORCC as a coastal manager) -Dune Ecology -Tree planting -Conservation work
Levels 5&6 (Geography) Victorian Curriculum Standards	Victorian Curriculum Elaborations related to activity	GORCC Activity (topics covered)
Describe and explain the diverse characteristics of places in different locations from local to global scales (VCGGC085)	<ul style="list-style-type: none"> examining how the use of space within an area may be influenced by designation of land, for example, national parks, reserves, significant sites 	-Interpretive Hike (conservation and human pressures on the coast)
Identify and describe locations and describe and explain spatial distributions and patterns (VCGGC086)	<ul style="list-style-type: none"> mapping and explaining the location, frequency and severity of bushfires or flooding in Australia explaining why most Australians live close to the coast rather than in inland Australia 	Interpretive Hike
Describe and explain interconnections within places and between places, and the effects of these interconnections (VCGGC087)	<ul style="list-style-type: none"> explaining the impacts of fire on Australian vegetation and the significance of fire damage to human communities exploring the extent of change in the local environment over time, through for example, vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining 	-Interpretive Hike (coastal bushfire history, volunteer impact on the coast, development of the coast over time)
Represent the location of places and other types of geographical data and information in different forms including diagrams, field sketches and large-scale and small-scale maps that conform to cartographic conventions of border, scale, legend, title, north point and source; using digital and spatial technologies as appropriate (VCGGC089)	<ul style="list-style-type: none"> summarising the points of view on an issue, for example in a planning or environmental dispute 	-Interpretive Hike (Developments on the coast – balancing natural resources and developments)
Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)	<ul style="list-style-type: none"> identifying how Aboriginal and Torres Strait Islander communities altered the environment through their methods of land and resource management exploring the extent of change in the local environment over time, through for example, vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining 	-Dune Ecology -Interpretive Hike (Aboriginal land use history, development of the coast over time)
Impacts of bushfires or floods on environments and communities, and how people can respond (CGGK095)	<ul style="list-style-type: none"> explaining the impacts of fire on Australian vegetation and the significance of fire damage to human communities 	-Interpretive Hike (coastal fire history)
Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096)	<ul style="list-style-type: none"> explaining why most Australians live close to the coast rather than in inland Australia investigating a current local planning issue, such as the redevelopment of a site, preservation of open space or subdivision 	-Interpretive Hike (coastal development issues, balancing natural conservation and development)

	of farming land, exploring why people have different views on the issue, and developing a class response to it	
Factors that influence people's awareness and opinion of places (VCGGK097)	<ul style="list-style-type: none"> identifying factors that influence people's awareness and opinions of places, for example, the media, significant known events, proximity to places and personal relationships with places suggesting a course of action on a global issue that is significant to them and describing how different groups could respond 	-Conservation work -Interpretive Hike (climate change)
Levels 7&8 (Geography) Victorian Curriculum Standards	Victorian Curriculum Elaborations related to activity	GORCC Activity (topics covered)
Explain processes that influence the characteristics of places (VCGGK099)	<ul style="list-style-type: none"> exploring the geomorphology of the land and how this affects the liveability of a place contrasting the effects of geomorphic processes that lower the land surface (weathering and erosion) and those that raise the land surface (transportation and deposition) discussing urbanisation as a shift in where, how and why people live where they do 	-Interpretive Hike (coastal geology, dune erosion and build-up, coastal development)
Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGK101)	<ul style="list-style-type: none"> analysing the role of landforms and landscapes in tourism. For example, Uluru in Australia or the Grand Canyon in the USA examining how urbanisation can affect environmental quality and analysing the effects of erosion and sedimentation produced by human activities on landscape quality 	-Dune Ecology -Interpretive Hike (Great Ocean Road tourism and summer visitor impacts)
Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111)	<ul style="list-style-type: none"> investigating their and others' interpretations of the concept of liveability and why what makes a place liveable may vary from person to person according to age, education, income, cultural background and other variables 	-Interpretive Hike -Conservation work
Influence of accessibility to services and facilities; and environmental quality, on the liveability of places (VCGGK112)	<ul style="list-style-type: none"> explaining the importance of water quality to the liveability of places investigating the concept of environmental quality and surveying the environmental quality of their local area and its effect on liveability exploring the geomorphology of the land and how this affects the liveability of a place 	-Interpretive Hike (estuary watch monitoring, coastal management) -Conservation work
Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (VCGGK115)	<ul style="list-style-type: none"> discussing the impact of increasing housing density on the liveability of places, and on their environmental sustainability 	-Interpretive Hike (coastal development, environmental issues)
Different types of landscapes and their distinctive landform features (VCGGK116)	<ul style="list-style-type: none"> identifying some iconic landforms in Australia and the world, and describing what makes them iconic 	-Interpretive Hike (Great Ocean Road – tourism & history)
The differences in at least one landform in Australia compared to other places and the geomorphic processes involved (VCGGK118)	<ul style="list-style-type: none"> undertaking fieldwork at a site such as the 12 Apostles and using secondary sources to compare wave action and weathering with a similar landform, such as Raukar - Limestone Sea Stacks of Gotland in Sweden comparing weathering processes acting on rock masses in one location with another in Australia or elsewhere, considering differences in climate, rock type, rock structure and erosion 	-Dune Ecology (erosion and weathering, fossilisation) -Conservation work -Interpretive Hike
Human causes of landscape degradation, the effects on landscape quality and the implications for places (VCGGK119)	<ul style="list-style-type: none"> analysing the effects of erosion and sedimentation produced by human activities on landscape quality, including farming and recreation investigating the effects on coastal landscape quality of the built elements of places. For example, urban development, marinas and sea walls 	-Dune Ecology (erosion, human trampling, coastal development) -Conservation work
Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)	<ul style="list-style-type: none"> analysing the role of landforms and landscapes in tourism. For example, Uluru in Australia or the Grand Canyon in the USA identifying different views about the recreational, psychological, aesthetic and spiritual value of particular environments and about the nature and extent of their protection, and discussing how this links to ideas about environmental sustainability investigating a significant landscape that is threatened by human activities and developing a proposal for the future of the landscape that takes account of the views of the diverse groups, including Traditional Owners, with an interest in its use or protection 	-Interpretive Hike (human impacts, appreciation of natural environment, balancing tourism with environmental protection)
Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future (VCGGK121)	<ul style="list-style-type: none"> discussing the extent to which human alteration of environments has contributed to the occurrence of the geomorphological hazard investigating the negative and positive impacts of bushfires on Australian landscapes and ways of responding to the risk and events of bushfires 	-Interpretive Hike (Australian bush and bushfire ecology, human impacts on environment)

The challenges of managing and planning Australia's urban future (VCGGK126)	<ul style="list-style-type: none"> examining the forecasts for the size of Australia's major cities and regional urban centres, and discussing the implications for their environmental sustainability and liveability 	-Interpretive Hike (coastal development, population growth and human impacts on the environment)
Level 9&10 (Geography) Victorian Curriculum Standards	Victorian Curriculum Elaborations related to activity	GORCC Activity (topics covered)
Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales (VCGGC128)	<ul style="list-style-type: none"> proposing geographical management strategies for the environmental change being investigated, for example, establishing reserves and corridors to preserve biodiversity (a spatial strategy), ecosystem based management (an environmental strategy), urban planning to reduce energy consumption (a spatial strategy), and addressing the underlying as well as immediate causes of environmental change (holistic thinking) 	-Conservation work -Monitoring (sand dune erosion and beach level) -Interpretive Hike (GORCC management practice)
The interconnection between food production and land and water degradation; shortage of fresh water; competing land uses; and climate change, for Australia and other areas of the world (VCGGK135)	<ul style="list-style-type: none"> exploring environmental challenges to food production from land degradation (soil erosion, salinity, desertification), industrial pollution, water scarcity and climate change evaluating whether some ways of increasing food production could threaten sustainability 	-Interpretive Hike (historical and current coastal farming and environmental impacts)
Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (VCGGK136)	<ul style="list-style-type: none"> using the concept of a system to identify the differences between natural and agricultural ecosystems in flows of nutrients and water, and in biodiversity 	-Interpretive Hike (Weed infestation, biodiversity, land clearing)
Environmental change and management (Geography)		
Different types and distribution of environmental changes and the forms it takes in different places (VCGGK144)	<ul style="list-style-type: none"> creating a map to show measures of environmental change, using a spatial technologies application 	Interpretive Hike (weed infestation, revegetation, erosion, coastal development)
Environmental, economic and technological factors that influence environmental change and human responses to its management (VCGGK145)	<ul style="list-style-type: none"> identifying human-induced environmental changes, such as water and atmospheric pollution, loss of biodiversity, degradation of land, inland and coastal aquatic environments, and evaluating the challenges they pose for the sustainability of environmental functions evaluating the concept of ecosystem services and the importance of these services for sustainability of biodiversity discussing whether environmental change is necessarily a problem that should be managed proposing geographical management strategies for the environmental change being investigated, for example, establishing reserves and corridors to preserve biodiversity (a spatial strategy), ecosystem based management (an environmental strategy), urban planning to reduce energy consumption (a spatial strategy), and addressing the underlying as well as immediate causes of environmental change (holistic thinking) 	-Conservation work (weed infestations, monoculture vs biodiversity) -Dune Ecology -Interpretive Hike (erosion, climate change, value of ecosystem services, GORCC land management strategies, coastal development issues, flora & fauna of the coast)
Environmental worldviews of people and their implications for environmental management (VCGGK146)	<ul style="list-style-type: none"> describing the role of people's environmental worldviews, for example, human-centred and earth-centred, in producing different attitudes and approaches towards environmental management comparing the differences in people's views about the causes of environmental issues in Australia and across the world explaining people's choices of methods for managing or responding to environmental changes discussing the influence of people's world views on programs for the management of the environmental change being investigated 	-Conservation work ('giving something back' to the environment) -Interpretive Hike (volunteers and their impact on the environment, experience in the environment)
Causes and consequences of an environmental change, comparing examples from Australia and at least one other country (VCGGK147)	<ul style="list-style-type: none"> using the concept of a system to examine the interconnections between biophysical processes and the human actions, and their underlying causes, that generate environmental change, together with the consequences of these changes evaluating the effects of the environmental change on the sustainability of the environment 	-Interpretive Hike (GORCC as a land manager, coastal development issues) -Monitoring (flora transect)

<p>Application of environmental economic and social criteria in evaluating management responses to an environmental change, and the predicted outcomes and further consequences of management responses on the environment and places, comparing examples from Australia and at least one other country (VCGGK149)</p>	<ul style="list-style-type: none"> explaining how communities and governments attempt to balance environmental, economic and social criteria in decisions on environmental programs, and the extent to which there can be trade-offs between them debating the practical and ethical dilemmas of national and international conservation programs aimed at the environmental change being investigated 	<p>-Interpretive Hike (GORCC as a land manager, balancing tourism and environmental protection)</p>
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VCE Subject Areas	Study Design / Key Knowledge notes	GORCC activity
<p>VCE Biology Unit 1 – How do living things stay alive? Area of Study 2 (Outcome 2) – How do living systems sustain life? -Survival through adaptations and regulation -Organising biodiversity -Relationships between organisms within an ecosystem</p>	<p>“...They explore the importance and implications of organising and maintaining biodiversity and examine the nature of an ecosystem in terms of the network of relationships within a community of diverse organisms...”</p>	<p>-Conservation work -Dune Ecology -Interpretive Hike (food webs, species interactions, coastal flora and fauna, monoculture vs biodiversity, GORCC as a land manager)</p>
<p>VCE Biology Unit 4 – How does life change and respond to challenges over time? Area of Study 1 (Outcome 1) – How are species related? -Changes in biodiversity over time</p>	<p>“In this area of study students focus on changes to genetic material over time and the evidence for biological evolution...”</p>	<p>-Interpretive Hike (fossils and geology of the coast, endemic species and Australian faunal evolution)</p>
<p>VCE Environmental Science Unit 1 – How are Earth’s systems connected? Area of Study 1 (Outcome 1) – How is life sustained on Earth? Area of Study 2 (Outcome 2) – How is Earth a dynamic system? -Environmental factors that affect Earth over time</p>	<p>“...Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems... Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.”</p>	<p>-Interpretive Hike (monitoring of flora and fauna, biodiversity) -Scientific Monitoring (flora, rabbit) -Dune Ecology</p>
<p>VCE Environmental Science Unit 3 – How can biodiversity and development be sustained? Area of Study 1 (Outcome 1) – Is maintaining biodiversity worth a sustained effort? Area of Study 2 (Outcome 2) – Is development sustainable?</p>	<p>“...They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species...”</p>	<p>GORCC activities are <i>highly linked</i> to this unit. Most aspects of the key knowledge points regarding biodiversity importance, change, measuring, threats and restoration are core aspects of GORCC conservation and education. As the coastal manager we directly consider sustainable development. These topics can be covered in a variety of activities.</p>
<p>VCE Geography Unit 2 – Tourism Area of Study 2 (Outcome 2) – Impacts of Tourism</p>	<p>“...They investigate at least one tourism location, using appropriate fieldwork techniques, and another elsewhere in the world. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations...”</p>	<p>-Interpretive Hike (Tourism management, change in tourism throughout the year, impacts of tourism on environment and economy)</p>
<p>VCE Geography Unit 3 – Changing the land Area of Study 1 (Outcome 1) – Land use change</p>	<p>“...This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change...”</p>	<p>-Interpretive Hike (historical land use of the coast – from Indigenous to European settlement, farming and rehabilitation, climate change impacts on coast and dunes) -Dune Ecology -Conservation work (weed infestation affecting the land, reforestation)</p>
<p>VCE Outdoor and Environmental Studies Unit 1 – Exploring outdoor experiences Area of Study 2 (Outcome 2) – Experiencing outdoor environments</p>	<ul style="list-style-type: none"> the variety of ways in which people experience and respond to outdoor environments, for example as a resource, for recreation, for adventure, for spiritual connection, and as a study site the different ways of knowing outdoor environments, including through experiential knowledge, environmental and natural history, and ecological, social and economic perspectives 	<p>-Interpretive Hike (recreation and adventure tourism on the coast, knowledge of the flora and fauna) -Conservation work (experiential)</p>

VCE Outdoor and Environmental Studies Unit 2 – Discovering outdoor environments Area of Study 2 (Outcome 2) – Impacts on outdoor environments	“...In this area of study students focus on human activities undertaken in outdoor environments and their impacts on those environments. Although environmental impacts include both natural and human induced changes on components of the environment, the focus here is on human impact – both positive and negative...”	-Interpretive Hike (human impacts on the coast, both negative and positive) -Conservation work (positive environmental impact)
VCE Outdoor and Environmental Studies Unit 3 – Discovering outdoor environments Area of Study 1 (Outcome 1) – Historical relationships with outdoor environments Area of Study 2 (Outcome 2) – Contemporary relationships with outdoor environments	<ul style="list-style-type: none"> • an overview of Australian outdoor environments before humans, including characteristics of biological isolation, geological stability, and climatic variations • relationships with Australian outdoor environments expressed by specific Indigenous communities before and after European colonisation • relationships with Australian outdoor environments as influenced by: <ul style="list-style-type: none"> – the first non-Indigenous settlers’ experiences – increasing population – industrialisation – nation building 	- Interpretive Hike (historical perspectives of the coastal environmental management, from Indigenous to European colonisation to recent) - Dune Ecology
VCE Outdoor and Environmental Studies Unit 4 – Sustainable outdoor relationships Area of Study 1 (Outcome 1) – Healthy outdoor environments Area of Study 2 (Outcome 2) – Sustainable outdoor environments	“In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population...”	- Interpretive Hike (GORCC as a coastal land manager, environmental health in Australia, significance of healthy environments) -Conservation work (contribute to healthy environment)

VET Standard - Conservation and Land Management	Description of GORCC activity relating to standard
AHCWRK209A - Participate in environmentally sustainable work practices	Various conservation activities designed to rehabilitate and promote natural and environmentally healthy areas.
AHCOHS201A - Participate in OHS processes	Prepare a management plan before commencing work. Read through and sign the JSA and SWMS. Wear appropriate PPE during the session.
AHCSAW201A - Conduct erosion and sediment control activities	Brushmatting of the coastal dunes. Revegetating landslip areas.
AHCVPT201A - Clear features that harbour pest animals	Non-indigenous weed removal. Clear access to rabbit warrens.
AHCPGD201A - Plant trees and shrubs	Planting indigenous trees and shrubs
AHCPM201A - Recognise plants	Plant ID workshop, herbarium building, Online plant database search
AHCPMG201A - Treat weeds	Non-indigenous weed removal
MEM18001C - Use hand tools	Cutting down large weed species. Planting trees with various tools.
AHCNAR201A - Carry out natural area restoration works	Various conservation activities, such as brush matting of the dune, revegetation work, weed removal.
AHCFAU201A - Recognise fauna	Fauna surveys of birds, tracks and traces on mammals, rabbit transect.
AHCPM202A - Collect, prepare and preserve plant specimens	Herbarium building.