



CURRICULUM LINKS: VCE

VCE Subject Areas	Study Design / Key Knowledge notes
BIOLOGY	
<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>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>
ENVIRONMENTAL SCIENCE	
<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>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>



CURRICULUM LINKS: VCE

OUTDOOR AND ENVIRONMENTAL STUDIES	
<p>VCE Outdoor and Environmental Studies Unit 1 – Exploring Outdoor Experiences Area of Study 1 (Outcome 1) – Experiencing outdoor environments</p>	<ul style="list-style-type: none"> • the use and meanings of terms including nature, outdoor environments, wilderness, managed parks, and urban environments and built environments • types of outdoor environments: wilderness, managed parks, urban environments and built environments • the range of motivations for seeking outdoor experiences • the range of differing personal responses to outdoor environments, such as fear, appreciation, awe and contemplation • a variety of ways in which people know, experience and respond to outdoor environments: – as a resource, for recreation and adventure, spiritual connection and as a study site – through experiential knowledge, environmental history and ecological, social and economic perspectives • the requirements for safe participation in outdoor experiences, such as basic first aid or the conditions necessary for the safe conduct of specific activities.
<p>VCE Outdoor and Environmental Studies Unit 2 – Discovering outdoor environments Area of Study 2 (Outcome 2) – Impacts on outdoor environments</p>	<ul style="list-style-type: none"> • the impact of conservation, commercial and recreational activities on outdoor environments • community-based environmental action to promote positive impacts of humans on outdoor environments • impacts of technologies on outdoor environments, including: <ul style="list-style-type: none"> - direct impacts, such as recreational vehicles and snow making - indirect or deferred impacts, such as equipment manufacture and transport - the impact on outdoor environments of urbanisation and changing human lifestyles
<p>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</p>	<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



CURRICULUM LINKS: VCE

<p>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</p>	<p>“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...”</p>
<p>GEOGRAPHY</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>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>