



Government of **Western Australia**  
School Curriculum and Standards Authority

# OUTDOOR EDUCATION

ATAR COURSE

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Year 11 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2017.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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## Rationale

Through interaction with the natural world, the Outdoor Education ATAR course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world.

The Outdoor Education ATAR course is based on the experiential learning cycle. This cycle is made up of three stages; plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

The course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

Students plan and participate in a range of outdoor activities and develop knowledge and skills for participating safely in these activities. They learn to assess risk, and identify and apply appropriate management strategies and emergency response procedures.

The course facilitates the development of a sense of place as a result of a greater understanding and appreciation of the local natural environment. It assists students to develop a relationship with nature and encourages them to work toward achieving an ecologically sustainable world.

The opportunity to explore environmental management strategies related to activities in the outdoors is provided. Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important.

The course will prepare students for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry.

## Course outcomes

The Outdoor Education ATAR course is designed to facilitate achievement of the following outcomes.

### Outcome 1 – Understanding the principles of outdoor education

Students understand that outdoor education aims to develop an understanding of the relationships between humans and nature.

In achieving this outcome, students:

- understand how to prepare for, participate in, and reflect on, outdoor experiences
- understand the self, the group and the relationships between group members
- understand the relationships between humans and nature.

### Outcome 2 – Skills for safe participation in outdoor activities

Students develop skills, strategies, risk management and emergency response procedures to participate safely in outdoor activities.

In achieving this outcome, students:

- perform outdoor activity skills
- implement strategies for the effective application of skills in outdoor activities
- apply risk management and emergency response procedures in outdoor activities.

### Outcome 3 – Understanding of the environment

Students develop an understanding of the environment, human impacts and management principles.

In achieving this outcome, students:

- understand the characteristics of the environment
- understand the impact humans have on the environment
- understand environmental management.

### Outcome 4 – Self-management and interpersonal skills in outdoor activities

Students develop self-understanding, decision-making and positive relationship skills.

In achieving this outcome, students:

- apply self-understanding during outdoor experiences
- make decisions during outdoor experiences
- develop relationship skills.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1

The focus of this unit is being responsible in the outdoors. Students are exposed to a broad range of responsibilities involved in undertaking short-duration expeditions. Through regular practical experiences and group activities, students develop flexibility, monitoring and commitment. They further develop problem solving, decision making and outdoor leadership skills and strategies for building effective group relationships. Students become more aware of the natural environment and develop interpretational skills. They are introduced to sustainability and local environmental management strategies, and consider the role of technology in mediating human relationships with nature.

#### Unit 2

The focus for this unit is attaining independence in the outdoors. Students develop their performance and competence at increasing levels of self-sufficiency, technical understanding and physical fitness to deal with a range of challenges. They are involved in planning for participation in extended expeditions, and become more proficient in outdoor activity roping and navigational skills. They are able to conduct emergency response processes. Opportunities for self-discovery and strategies to enhance personal and interpersonal skills are provided. They deliver briefings, participate in debriefing, and experience shared leadership opportunities. Students extend their understanding about the environment and develop weather forecasting skills. They are introduced to historical, cultural and Indigenous heritage. They explore current controversial environmental issues related to outdoor experiences and examples of management strategies for environments at risk in Western Australia (WA).

Each unit includes:

- a unit description – a short description of the focus of the unit
- suggested contexts – a context in which the unit content can be taught
- unit content – the content to be taught and learned.

### Organisation of content

The course content is divided into three areas:

- Outdoor experiences
- Self and others
- Environmental awareness.

## Outdoor experiences

### Planning

Planning is essential to ensure safe and high quality outdoor experiences and protection of the environment. Planning strategies used include construction of templates and equipment lists through to outdoor program development, logistical planning, as well as instruction and facilitation. An understanding of the complex interrelationships between aspects of planning required for extended outdoor experiences is acquired. Equipment and technologies used in outdoor activities are explored, and their sophistication and application to certain environments and conditions are examined.

### Skills and practices

Active participation in outdoor adventure activities is fundamental to the course. Participation in outdoor activities focuses on improving technical skills and strategies. An understanding of how to select and appropriately apply these skills when dealing with varied and changing situations is developed. Events, including excursions and expeditions, provide opportunities to apply knowledge and understandings related to skills. The essential generic expeditioning skills of navigation, roping and camping are of particular significance.

### Safety

There are risks associated with all outdoor activities. The use of safe practices and standard operating procedures to reduce dangers, while maintaining suitable degrees of perceived risk and challenge, are imperative. The concepts related to risk and risk management are explored. Risk assessment and management tools are introduced. First aid and emergency response procedures are also introduced and developed.

## Self and others

### Personal skills

The course introduces and provides opportunities to develop personal skills. Experiential learning, through participation in outdoor adventure activities, provides opportunities for the development of self-awareness which is fundamental to understanding personal development. Methods to enhance personal growth are developed. This requires students to step outside their comfort zone, tackle fear, and experience unexpected outcomes. Personal goals and limitations are explored. Students reflect on personal experiences, create pathways to self-actualisation, and develop skills to cope with the unknown. Self-esteem and values related to self-acceptance and self-respect are pursued.

### Working with others

The course explores ways of building and nurturing relationships with others, and developing effective communication, conflict management and interpersonal skills. Outdoor activities facilitate social interactions and enable students to build strong teams, while respecting others, accepting individual differences, and showing empathy and compassion. Theories about group development are introduced. Challenging activities, such as trust games and problem solving, provide opportunities to experience and learn from group processes and dynamics.



## **Leadership**

The study of leadership theories and models facilitates an understanding of the different styles of leadership, their application to various situations, and the types of decision-making associated with each. The qualities and skills required for effective leadership, and how they can be applied during group activities and outdoor situations, are examined. Responsibilities in outdoor leadership for maintaining group confidence, team-building, supporting individuals, caring for the environment, problem solving and decision-making are acquired. Instructional methods used to assist others to develop skills and knowledge are explored. Facilitation techniques used in debriefing and empowering others to encourage the transfer of learning into real-life situations are introduced.

## **Environmental awareness**

### **The environment**

The course examines basic concepts related to weather, including the components of weather, and using weather indicators to interpret and predict environmental conditions. Environmental interpretation activities are introduced to develop an appreciation of, and provide information about, environments and related historical and cultural connections. Awareness and knowledge of the characteristics of environments encountered during outdoor adventure activities can provide meaningful and safe experiences. Knowledge of ecological terminology and features of natural environments and their ecosystems develops greater environmental awareness.

### **Relationships with nature**

The course explores human relationships with nature. Students examine how this has changed over time, from Indigenous to European settlement. Issues related to outdoor activities and the need to respect historical, traditional and cultural heritages of the land are investigated. Students recognise and reflect on their relationship with nature and consider its importance from a personal and global perspective. The way people participate in outdoor activities, and minimising environmental impacts, are a focus.

### **Environmental management**

There are increasing pressures on outdoor environments that are accessed by humans and these environments need to be preserved and protected. The course considers the management role of governments and other agencies, and the impact of various decisions made by these stakeholders. The strategies used by government and non-government organisations are explored.

## **Representation of the general capabilities**

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Outdoor Education ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

## **Literacy**

The Outdoor Education ATAR course assists in the development of literacy by introducing specific terminology used in skills, practices, safety processes and environmental issues. In outdoor education settings, as leaders and participants, students develop an understanding of the language of the environment and their relationship with the environment.

In this course, students also learn to research and comprehend information related to expedition areas and camp sites. This includes learning to analyse aspects of the area, making decisions regarding its challenges and suitability, and communicating effectively to a range of audiences.

### **Numeracy**

The Outdoor Education ATAR course provides students with opportunities to recognise the mathematics that exists in a variety of outdoor experiences. Students use calculation, estimation, and measurement to collate information related to menu planning, navigation, weather conditions and travelling in the outdoors. They use spatial reasoning in performance activities involving travel. Students also interpret and analyse environmental weather information using statistical reasoning, and identifying patterns and relationships in data. Using these to consider trends, they draw conclusions and make predictions, which inform their behaviour and practices.

### **Information and communication technology capability**

The Outdoor Education ATAR course enhances information and communication technology (ICT) learning by helping students to access online information and services effectively and safely. Students develop an understanding of ethical online behaviour, including protocols and practices for using ICT as a key tool for communicating, collaborating, creating content, seeking help, and accessing information relating to an expedition. They are provided with opportunities to use a range of ICT devices to analyse and enhance performance, as well as access and critically evaluate information, products, and services relating to an expedition. They use ICT to research and develop personalised plans in preparing to participate in an expedition with respect to nutrition, personal comfort, safety, navigation and various types of equipment.

### **Critical and creative thinking**

The Outdoor Education ATAR course develops students' ability to think logically, critically and creatively in response to a range of outdoor education issues, ideas and challenges. By studying this course, students' critical and creative thinking skills are developed through learning experiences that increase their awareness of environmental issues and encourage them to seek solutions. They do this by selecting effective and appropriate strategies and equipment to promote and advocate the preservation of the environment, especially while on expedition.

Students will develop an understanding of the processes, skills and techniques used while in the outdoors, and reflect on their body's responses and their feelings about these experiences. Students will respond to emotional, social, environmental and physical challenges using critical and creative problem-solving and thinking processes they have learnt and refined through the Outdoor Education ATAR course.

### **Personal and social capability**

The Outdoor Education ATAR course provides students with opportunities to work collaboratively with others in a variety of outdoor activities, to appreciate their own strengths and abilities and those of their peers, and develop a range of interpersonal skills, such as communication, negotiation, teamwork, leadership, and an appreciation of diverse perspectives.

The course provides opportunities for students to explore their own personal identities and develop an understanding of factors that influence and shape a sense of identity. Students learn how to recognise, understand, validate, and respond appropriately, to their own emotions, strengths and values. They develop

the knowledge, understanding, and skills to set and monitor personal and group goals when planning for an expedition.

### **Ethical understanding**

Through the study of the Outdoor Education ATAR course, students examine ethical principles and codes of practice appropriate to the natural environment and their experiences with it. These skills support them in making ethical decisions and in understanding the consequences of their actions, in particular, while on expedition. They also develop the capacity to apply these skills in everyday situations when provided with the opportunity to interact with nature.

### **Intercultural understanding**

The Outdoor Education ATAR course provides opportunities for students to recognise and respect different ways of thinking about personal, social and environmental issues. They learn about different levels of individual and group participation while on expedition. Students also learn to appreciate that differences in beliefs and perspectives may affect how some people make a variety of choices, or are able to participate in outdoor adventure activities.

Students recognise occasions when tensions between individuals and groups are based on cultural differences, and learn to act in ways that maintain individual and group integrity and that respect the rights of all. They will be able to examine stereotypical representations of various social and cultural groups in relation to participation, success and failure in adventure activities and on expedition. In doing so, students gain an understanding of how culture shapes personal and social perspectives and interactions. They also gain an understanding of what is valued in terms of respect for the environment within their families, social groups and institutions, and other cultures within the broader community.

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Outdoor Education ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

The Outdoor Education ATAR course will allow students to gain a deeper understanding and appreciation of the dynamic histories and cultures of Aboriginal and Torres Strait Islander Peoples, their significance for Australia and the impact they have had, and continue to have, on our world.

The Outdoor Education ATAR course encourages students to research the expedition area to gain an insight into the Aboriginal history and traditional practices related to it, including basic survival needs and strategies. Students develop knowledge of farming and hunting practices that ensured sustainability of food sources, environmental management, and the relationship of Aboriginal and Torres Strait Islander Peoples with the Australian environment.

## **Asia and Australia's engagement with Asia**

The Outdoor Education ATAR course provides opportunities for students to explore the synergy between Asia and Australia in the areas of adventure activities, expeditions and sustainable practices.

The Outdoor Education ATAR course enables students to appreciate and engage with diverse cultures, traditions and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy and respect. Students have the opportunity to examine a variety of sustainable practices similar to those adopted in the Asia region. While exploring participation in outdoor activities in the context of Asia, students develop an understanding of the links between humans, environments and active-living practices.

## **Sustainability**

In the Outdoor Education ATAR course, students explore how they connect and interact with the natural environment. They consider how this connection plays an important role in promoting and supporting the wellbeing of individuals, the community, and the environment as a whole.

Students develop an understanding of the principles of sustainable practice. They advocate and undertake actions to create and preserve environments which include learning in, and about, the outdoors, the creation of spaces for outdoor learning, active outdoor education, active transport options, as well as sourcing and choosing food products. Through their actions, students develop the capacity to contribute to a sustainable future.

# Unit 1

## Unit description

The focus of this unit is being responsible in the outdoors. Students are exposed to a broad range of responsibilities involved in undertaking short-duration expeditions. Through regular practical experiences and group activities, students develop flexibility, monitoring and commitment. They further develop problem solving, decision making and outdoor leadership skills and strategies for building effective group relationships. Students become more aware of the natural environment and develop interpretational skills. They are introduced to sustainability and local environmental management strategies and consider the role of technology in mediating human relationships with nature.

## Expeditions

To establish optimal teaching, learning and assessment situations for this unit, it is required that students participate in at least one expedition, that is a minimum of three days and two nights in a natural environment, and be self-sufficient. While on expedition, teachers are encouraged to select one or two outdoor adventure activities. At least one activity must be able to be used as a mode of travel and may be chosen from, but are not limited to:

- bushwalking
- canoeing
- kayaking
- mountain biking
- sailing
- sea kayaking.

Other outdoor adventure activities, which can be performed while on expedition within the natural environment, contain some kind of risk and are non-competitive. Such activities include:

- abseiling
- climbing
- orienteering
- snorkelling
- surfing.

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Outdoor experiences

#### Planning

- introduction to Maslow's Hierarchy of Needs
  - physiological needs
  - safety needs
  - love/belonging needs
  - esteem needs
  - self-actualisation
- relationship between physiological and safety needs (Maslow's Hierarchy) and personal preparation for outdoor experiences
- considerations for selecting equipment relevant to expedition area
  - location
  - duration
  - terrain
  - anticipated weather conditions
  - food and fluid requirements

#### Skills and practices

- technique development of an increasing repertoire of skills in an outdoor adventure activity
- map/chart reading skills
  - identifying features
  - interpreting and applying scales
  - using grid references
  - using contour lines
  - taking a bearing
  - travelling on a bearing
  - calculating back bearings and magnetic variation
- purpose and elements of a simple route plan
  - destination and distances
  - times
  - terrain
  - stages/check points

#### Safety

- definitions of relevant risk management terminology
  - risk
  - challenge
  - hazards
  - danger

- misadventure
- risk management
- principles of risk management
  - identification of risks
  - causal factors (people, equipment, environment)
  - types of risk (absolute, perceived, real)
  - assessment of risk (high/low likelihood; high/low occurrence)
  - risk management/reduction strategies
  - social and psychological factors contributing to risk
  - monitoring/evaluation of risk management plan
- steps for emergency response/accident management
  - surveying the scene
  - primary survey
  - secondary survey
  - patient assessment and monitoring
  - documentation/accident report forms
- signalling methods used in an emergency
  - whistle
  - fire
  - sand drawing
  - mobile and satellite phone
  - flare
  - personal locator beacons (PLB) and emergency position indicating radio beacons (EPIRB)
  - radio
  - hand and/or arm signalling

## **Self and others**

### **Personal skills**

- definition of experiential learning and reasons why it is effective
- definitions of flexibility, monitoring, commitment, time management and decision-making skills and their relevance to outdoor education
- steps in decision making
  - identifying the problem
  - gathering information
  - exploring options
  - evaluating the outcome
- personal reflective journal writing skills

## **Working with others**

- stages within Tuckman's model of group development
  - forming
  - storming
  - norming
  - performing
  - adjourning
- skills for building group relationships
  - communication
  - active listening
  - assertiveness
  - negotiation
  - conflict resolution

## **Leadership**

- attributes of trait, behavioural, situational, transformational, and transactional leadership theories
- characteristics of telling, selling, delegating, testing, consulting and joining leadership methods
- characteristics of task and people oriented leadership
- linking leadership styles to stages of group development
- parts of a briefing session, including full value contracting, goal setting, and framing the experience
- personal skills in delivering a briefing
  - establishing authority
  - building relationships
  - listening
  - competence in speaking publicly

## **Environmental awareness**

### **The environment**

- relationship between abiotic and biotic components of the natural environment
- features of weather
  - wind
  - clouds
  - precipitation
  - temperature
  - air pressure
- features of synoptic charts
  - isobars
  - low and high pressure systems
  - fronts
  - ridges
  - troughs



- wind direction and speed
- rainfall

### **Relationships with nature**

- factors influencing people's relationships with nature
  - weather
  - seasons
  - urban versus rural landscapes
  - natural disaster (drought, flood, fire)
  - differences in beliefs and values of urban and rural dwellers
- effect of technology on an individual's outdoor experience
- role of technology in mediating human relationships with natural environments in relation to personal comfort levels, risk taking and types of equipment
- introduction to 'Leave No Trace' principles to develop minimum impact practices related to specific outdoor activities and the natural environments in which they are performed

### **Environmental management**

- definition of environmental sustainability and examples of individual, community and global practices which contribute to sustainability
- examples of local WA environmental management strategies
  - prescribed burning
  - Back from the Brink
  - Western Shield
  - Project Eden
  - disease management

## Unit 2

### Unit description

The focus for this unit is attaining independence in the outdoors. Students further their performance and competence at increasing levels of self-sufficiency, technical understanding, and physical fitness, to deal with a range of challenges. They are involved in planning for participation in extended expeditions and become more proficient in outdoor activity roping and navigational skills. They are able to conduct emergency response processes. Opportunities for self-discovery and strategies to enhance personal and interpersonal skills are provided. They deliver briefings, participate in debriefing, and experience shared leadership opportunities. Students extend their understanding about the environment and develop weather forecasting skills. They are introduced to historical, cultural and Indigenous heritage. They explore current controversial environmental issues related to outdoor experiences, and examples of management strategies for environments at risk in Western Australia (WA).

### Expeditions

To establish optimal teaching, learning and assessment situations for this unit, it is required that students participate in at least one expedition, that is a minimum of three days and two nights in a natural environment, and be self-sufficient. While on expedition, teachers are encouraged to select one or two outdoor adventure activities. At least one activity must be able to be used as a mode of travel and may be chosen from, but are not limited to:

- bushwalking
- canoeing
- kayaking
- mountain biking
- sailing
- sea kayaking.

Other outdoor adventure activities which can be performed while on expedition within the natural environment, contain some kind of risk, and are non-competitive. Such activities include:

- abseiling
- climbing
- orienteering
- snorkelling
- surfing.

## Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

### Outdoor experiences

#### Planning

- expedition planning considerations
  - research into expedition area (Aboriginal and European history, flora and fauna, weather data)
  - overview of expedition
  - participant information
  - group and personal SMART (simple, measurable, achievable, realistic and time-specific) goals
  - schedule
  - fitness needs
  - leadership
  - route planning
  - simple risk assessment model
  - minimum impact practices
  - equipment and menu planning
- considerations for selecting appropriate expedition equipment for specific environments and activities

#### Skills and practices

- matching and adjusting skills and techniques in changing situations in an outdoor adventure activity
- care/maintenance of ropes
- qualities of an effective knot
- types of knots related to campcraft/shelter construction
  - reef
  - figure eight
  - bowline
  - clove hitch
  - figure eight on the bight and follow through
  - round turn and two half hitches
  - double fisherman's
- applying roping skills to outdoor activities
- navigational strategies, including 'aiming off' and use of attack points and handrails
- construction and use of detailed expedition route cards which include elevation data and evacuation points

## Safety

- apply a risk analysis management system (RAMS) to a specific activity
- methods and procedures for conducting a search and evacuation
  - search organisation
  - stages of a land search (reconnaissance, rapid comb, line search)
  - types of searches
  - evacuation procedures (immediate and pre-warned)
- cause and prevention of hypothermia and hyperthermia, signs and symptoms and treatment at various stages of the condition

## Self and others

### Personal skills

- use of journal writing, questionnaires, ratings, video, interviews, debriefings, and solo time, to self-appraise personal skills
- components of the Johari Window and how the model is applied to illustrate and improve self-awareness

### Working with others

- use of journal writing, questionnaires, ratings, video, interviews, debriefings, and solo time, to self-appraise interpersonal skills
- peer and self-evaluation of performance within a group
- responsibilities of group members during a debrief
  - contributing
  - accepting others
  - refraining from judgements
  - following group norms
  - using active listening skills
  - feedback
  - problem solving

### Leadership

- generic, specific and metaskills for effective outdoor leadership
- advantages and disadvantages of shared outdoor leadership during an expedition
- evaluating performance in activity briefings and personal leadership using self, peer, and written methods

## Environmental awareness

### The environment

- similarities and differences between natural environments of two expedition areas
- use of synoptic charts to forecast anticipated weather conditions for expedition
- weather forecasting while in the natural environment using natural indicators
  - clouds
  - wind
  - temperature
  - animal behaviour

### Relationships with nature

- definition of heritage, and examples of Western Australian historical, cultural and Indigenous heritage sites
- strategies to support the application of 'Leave No Trace' principles related to specific outdoor activities and the natural environments in which they are performed

### Environmental management

- the use of outdoor environments for recreation purposes versus public conservation efforts for the benefit of future generations
- examples of strategies used to manage the following biodiversity issues
  - salinity
  - dieback
  - threatened species
  - introduced species

## School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Outdoor Education ATAR Year 11 syllabus and the weighting for each assessment type.

**Assessment table – Year 11**

Type of assessment	Weighting
<b>Investigation</b> Students plan and conduct research and communicate their findings. Evidence can include: expedition manuals or journals, diaries, essays, reports, stories, oral and/or video presentations.	20%
<b>Performance 1: specific to outdoor adventure activity skills and strategies</b> Students develop and refine skills and strategies used in an outdoor adventure activity. Evidence is collected over a period of time and can include: checklists/rubrics, direct observation and/or video.	10%
<b>Performance 2: specific to expedition</b> Students apply skills and strategies while on expedition/facilitation with a focus on the mode of travel studied in the course. Evidence is collected through direct observation, and/or the use of video and/or photographs.	20%
<b>Response</b> Students analyse and respond to stimuli or prompts. Evidence can include: reflections, logbooks, journals, tests, summaries and/or essays.	20%
<b>Examination</b> Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Outdoor Education ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

## Appendix 1 – Grade descriptions Year 11d

A	<p><b>Outdoor experiences</b></p> <p>Produces a coherent and detailed expedition manual.</p> <p>Applies advanced navigation skills and consistently demonstrates appropriate risk management practices in changing environments.</p> <p>Performs outdoor skills showing control and correct technique, and applies these in varying conditions.</p>
	<p><b>Self and others</b></p> <p>Suitably and effectively applies a range of personal skills.</p> <p>Uses a range of appropriate interpersonal skills to build effective group relationships.</p> <p>Clearly explains leadership theories and styles, and consistently demonstrates a range of appropriate leadership skills to suit specific situations.</p>
	<p><b>Environmental awareness</b></p> <p>Correctly interprets and applies weather information and other natural environmental indicators.</p> <p>Clearly and articulately explains the impact and role of technology in influencing personal interactions with the environment.</p> <p>Consistently demonstrates a range of environmentally respectful and sustainable behaviours.</p>
B	<p><b>Outdoor experiences</b></p> <p>Produces a detailed expedition manual.</p> <p>Applies navigation skills and demonstrates appropriate risk management practices in different environments.</p> <p>Performs outdoor skills showing control and predominantly correct technique and applies these in varying conditions.</p>
	<p><b>Self and others</b></p> <p>Effectively applies personal skills to enhance relationships.</p> <p>Uses interpersonal skills to build effective group relationships.</p> <p>Explains leadership theories and styles, and demonstrates appropriate leadership skills to suit specific situations.</p>
	<p><b>Environmental awareness</b></p> <p>Interprets and applies weather information and other natural environmental indicators.</p> <p>Explains the impact and role of technology in influencing personal interactions with the environment.</p> <p>Demonstrates a range of environmentally respectful and sustainable behaviours.</p>
C	<p><b>Outdoor experiences</b></p> <p>Produces an expedition manual with general detail.</p> <p>Applies navigation skills and demonstrates some appropriate risk management practices in different environments.</p> <p>Performs outdoor skills showing appropriate technique.</p>
	<p><b>Self and others</b></p> <p>Applies personal skills to enhance relationships.</p> <p>Uses some appropriate interpersonal skills in group settings.</p> <p>Provides general explanations of leadership theories and styles, and demonstrates some leadership skills.</p>
	<p><b>Environmental awareness</b></p> <p>Interprets weather information and other natural environmental indicators in general terms.</p> <p>Provides general explanations of the impact of technology in influencing personal interactions with the environment.</p> <p>Demonstrates some environmentally respectful and sustainable behaviours.</p>



D	<b>Outdoor experiences</b> Produces an expedition manual with incomplete detail. Applies some navigation skills and demonstrates few appropriate risk management practices. Performs outdoor skills showing unrefined and inconsistent techniques.
	<b>Self and others</b> Applies a narrow range of personal and/or leadership skills. Uses few effective interpersonal skills in group settings. Provides simple and inconsistent explanations of leadership theories and styles.
	<b>Environmental awareness</b> Inconsistently identifies weather information and other natural environmental indicators. Provides simple explanations of the impact of technology in influencing personal interactions with the environment. Demonstrates few environmentally respectful and sustainable behaviours.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.