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

OUTDOOR EDUCATION

ATAR course

Year 12 syllabus for teaching from 2027

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2027.

Users of this syllabus are responsible for checking its currency.

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

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Rationale

The Outdoor Education ATAR course provides students with the opportunity to explore and develop an understanding of their relationships with the environment, others and themselves through direct interaction with the natural world. Students participate in outdoor activities aimed at developing personal growth, teamwork and environmental awareness, which will ultimately encourage them to contribute toward a more sustainable world.

Through activities that involve planning, participating and reviewing, students engage in various outdoor activities and expeditions. These experiences help them develop expedition planning skills including risk assessment and awareness of the environment in which they will travel. The progression of theoretical concepts into practical application during expeditions is a vital component in outdoor education.

The course provides many opportunities for students to participate in a variety of outdoor activities and expeditions. During these, students develop leadership and decision-making skills which contribute to their management of risk and responses to emergencies. The course also develops their knowledge and skills in environmental management.

Students apply their learning by planning and participating in outdoor activities, assessing environmental impact and implementing risk management strategies. They engage in practical experiences that require teamwork, problem-solving and reflection, promoting sustainable practices and a sense of responsibility for the natural environment.

The skills and knowledge gained from the Outdoor Education ATAR course provide a strong foundation for future study and careers in fields such as outdoor leadership, ecotourism, environmental management, military service and outdoor education. The course equips students with valuable life skills that can be applied to a range of personal, educational and professional settings.

Aims

The Outdoor Education ATAR course aims to develop students':

- advanced outdoor skills and knowledge to engage safely and effectively in a range of complex outdoor activities
- confidence and competence in planning, preparing for and leading challenging outdoor pursuits
- leadership skills through decision-making, communication and conflict resolution in group settings
- ability to work in a team, cooperate and collaborate in diverse and challenging outdoor environments
- sense of stewardship for natural environments and adoption of sustainable practices through a deep understanding of environmental systems and the impact of human activity
- risk management and critical thinking skills to assess complex risks and apply appropriate management strategies in dynamic outdoor settings
- problem-solving, situational awareness and decision-making skills when under pressure
- lifelong engagement in outdoor activities for physical, mental and social health and wellbeing.

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 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

The focus for this unit is outdoor program development. This provides the opportunity for students to address planning considerations, including risk assessment and management, emergency response, and logistical planning in the outdoors. In this unit, students plan and then participate in an extended expedition. Students use theories and models to determine how these programs impact on personal and group development, and understand leadership strategies to add value to outdoor experiences. They continue to develop a deeper understanding of the environment and its current state, examine how human relationships with the environment have changed over time, and develop strategies to encourage positive relationships with nature in others.

Unit 4

The focus for this unit is developing and facilitating outdoor experiences. Students draw from their previous experiences and knowledge to synthesise a range of ideas, skills, technologies and processes to develop, manage, instruct and facilitate experiences in the outdoors. They explore applications of outdoor experiences that address issues and requirements of specific groups. Students continue to develop and apply theoretical understandings in facilitating experiential learning, and use instructional strategies to assist others to develop a positive relationship with nature. They understand the concepts related to outdoor leadership and provide meaningful experiences for people to explore values related to self, others, and the environment.

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.

Expedition

An expedition is defined as at least two days and one night with a non-motorised mode of travel used to move from one campsite to the next. Self-sufficiency refers to the students' ability to meet their own needs as required, without aid, support or interaction with others outside of their expedition group.

To establish optimal teaching, learning and assessment situations for this course, it is required that students participate in at least one expedition, that is a minimum of four days and three nights in a natural environment, be self-sufficient, and include at least one mode of travel.

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 support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Outdoor Education ATAR course.

Ethical understanding

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 interacting with nature.

Intercultural understanding

The 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 the choices people make, or their ability to participate in outdoor adventure activities.

Students recognise when tensions between individuals and groups are based on cultural differences and learn to act in ways that maintain individual and group integrity and respect the rights of all. They 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 learn what is valued in terms of respect for the environment within their families, social groups and institutions, and other cultures within the broader community.

Literacy

The course develops 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.

Students also learn to research and comprehend information related to expedition areas and campsites. This includes learning to analyse aspects of the area, making decisions regarding its challenges and suitability based on the information they gather, and communicating effectively to a range of audiences.

Numeracy

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 that inform their behaviour and practices.

Personal and social capability

The 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 to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.

Students explore their own personal identities and develop an understanding of factors that influence and shape a sense of identity. They 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.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Outdoor Education ATAR Year 12 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Critical and creative thinking
- Digital literacy

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Outdoor Education ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Outdoor Education (AEOED)	ATAR			✓	✓	✓	✓	✓
Year 12	Outdoor Education (ATOED)	ATAR			✓	✓	✓	✓	✓

Key
CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

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 them 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 3

Unit description

The focus for this unit is outdoor program development. This provides the opportunity for students to address planning considerations, including risk assessment and management, emergency response and logistical planning in the outdoors. In this unit, students plan and then participate in an extended expedition. Students use theories and models to determine how these programs impact on personal and group development and understand leadership strategies to add value to outdoor experiences. They continue to develop a deeper understanding of the environment and its current state, examine how human relationships with the environment have changed over time, and develop strategies to encourage positive relationships with nature in others.

Outdoor adventure activities

Outdoor adventure activities include 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 within the natural environment, contain some kind of risk and are non-competitive. Such activities include:

- abseiling
- climbing
- orienteering
- snorkelling
- surfing.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

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

Outdoor experiences

Planning

- the impact of lower order needs from Maslow's hierarchy on program development
  - physiological needs
  - safety needs
  - love and belonging needs
  - esteem needs
- logistical aspects of expedition planning to assist in group preparation
  - budget
  - transport
  - accommodation
  - equipment bookings
  - relevant correspondence
  - communications
  - emergency response
  - support crew

Skills and practices

- skills, techniques and strategic responses in varied and changing situations in an outdoor adventure activity
- skills specific to outdoor activity and emergency response
- use of triangulation to accurately locate position
- description and function of global positioning systems (GPS)

Safety

- apply a risk analysis management system (RAMS), with the following features, to a specific outdoor activity/situation
  - causal factors (people, equipment, environment)
  - risk management strategies (specific to causal factors)
  - identification of relevant industry standards
  - recommended policies and guidelines
  - key skills required by staff
  - recommended course of action

- key aspects of the Western Australia Department of Education *Recreation and Outdoor Education Activities for Public Schools Procedures*
  - identifying risks
  - supervision strategies
  - qualifications of instructors
  - information to be provided to parents/ guardians
  - emergency response planning
  - communication strategies
- definition and purpose of the Adventure Activity Standards (AAS)

Self and others

Tools and processes

- tools and processes for the observation and analysis of personal skills in others
  - group/peer or personal reflection
  - questioning
  - performance rating
  - video

Personal skills

- Kolb's model of experiential learning, including the four-stage cycle of learning, and characteristics of converger, diverger, assimilator and accommodator learning styles

Working with others

- advantages, disadvantages and appropriate situations to use the conflict management techniques of withdrawing, forcing, compromising, soothing, and confronting

Leadership

- purpose and phases of a debrief
  - what happened?
  - so what?
  - now what?

Environmental awareness

The environment

- participation in practical environmental interpretive activities

Relationships with nature

- relationships of Aboriginal and Torres Strait Islander Peoples with the Australian environment
  - adapting to the environment
  - relying on the environment for survival
  - use of fire

- relationships of early settlers with the Australian environment
  - exploitation of land (clearing) and natural resources (whaling, timber)
  - taming/colonising of wild land
  - exploration of land (minerals and discovery of new lands, animals and cultures) and sea
- strategies to develop a positive relationship between humans and nature
  - maximising personal comfort levels
  - revisiting places
  - instilling a sense of place
  - increasing knowledge of the natural environment

Environmental management

- traditional and present day environmental management techniques and strategies
  - firestick farming/controlled burns (fire management strategies)
  - fish traps/fishing restrictions and/or permits
  - sanctuary/national park management plans
- programs of 'Perth Natural Resource Management'
  - coastal and marine
  - environment
  - sustainable agriculture
- key objectives of the Swan Alcoa Landcare Program

Unit 4

Unit description

The focus for this unit is developing and facilitating outdoor experiences. Students draw from their previous experiences and knowledge to synthesise a range of ideas, skills, technologies and processes to develop, manage, instruct and facilitate experiences in the outdoors. They explore applications of outdoor experiences that address issues and requirements of specific groups. Students continue to develop and apply theoretical understandings in facilitating experiential learning, and use instructional strategies to assist others to develop a positive relationship with nature. They understand the concepts related to outdoor leadership and provide meaningful experiences for people to explore values related to self, others and the environment.

Outdoor adventure activities

Outdoor adventure activities include 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 within the natural environment, contain some kind of risk and are non-competitive. Such activities include:

- abseiling
- climbing
- orienteering
- snorkelling
- surfing.

Facilitation

To establish optimal teaching, learning and assessment situations for this unit, students are required to plan and facilitate an outdoor experience. Within the broad area of developing and facilitating outdoor experiences, teachers are encouraged to select from a variety of outdoor adventure activities or games.

Unit content

This unit builds on the content covered in Unit 3.

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

Outdoor experiences

Planning

- elements of outdoor programs with specific foci
  - recreational
  - developmental
  - environmental
  - educational
  - therapeutic/redirectional (at risk)
  - physical
  - spiritual relationship
- aspects of planning (participant, group, logistic) to assist in preparing to run an effective outdoor experience for a group with a specific focus

Skills and practices

- matching and adjusting skills, strategies and techniques in changing situations in an outdoor adventure activity

Safety

- the importance of the concepts of peak experience, adventure and misadventure
- components of the adventure experience paradigm
  - exploration and experimentation
  - adventure
  - peak adventure
  - misadventure
  - devastation and disaster
- review of relevant emergency procedures in preparation for expedition

Self and others

Personal skills

- stages within Joplin's model of experiential learning

Working with others

- tools and processes to assist in the development of interpersonal skills and enhance group performance in others
  - coaching
  - reflection
  - videography
  - scenarios

Leadership

- construction of, and strategies for, evaluating a debrief
  - reflective questions
  - checklists
  - peer review
- facilitation skills for leading an expedition/outdoor experience
  - establishing ground rules, including single speaking, non-violent, freedom to participate, responsibility of group members, and ensuring confidentiality
  - valuing responses
  - asking open ended questions
  - using active listening
  - decision making and problem solving
  - controlling the discussion

Environmental awareness

The environment

- facilitation of environmental interpretive activities

Relationships with nature

- strategies to develop positive relationships between humans and nature
  - experiencing nature
  - developing skill and competence in outdoor activities
- methods to educate groups about 'Leave No Trace' principles
  - communicating their importance
  - demonstration/role modelling

Environmental management

- aims of World Heritage
- examples of Western Australian World Heritage sites
- criteria to achieve a World Heritage listing

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 12 syllabus and the weighting for each assessment type.

Assessment table – Year 12

Type of assessment	Weighting
Investigation 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.	10%
Performance in outdoor adventure activities Students develop and refine skills and strategies used in outdoor adventure activities. Evidence is collected over a period of time and can include: checklists/rubrics, direct observation and/or video.	10%
Expedition skills Students apply skills and strategies while on expedition. Evidence is collected through direct observation, and/or the use of video and/or photographs.	20%
Response Students analyse and respond to stimuli or prompts. Evidence can include: reflections, logbooks, journals, tests, summaries and/or essays.	20%
Examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	40%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

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 once over the year/pair of units.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

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. 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 12 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.

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.

ATAR course examination

All students enrolled in the Outdoor Education ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the ATAR course examination are prescribed in the examination design brief on the following page.

Refer to the *WACE Manual* for further information.

Examination design brief – Year 12

Time allowed

Reading time before commencing work: ten minutes
Working time for paper: three hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters
Special items: navigational baseplate compass

Section	Supporting information
Section One **Multiple-choice** 20% of the total examination 20 questions Suggested working time: 30 minutes	Questions can require the candidate to interpret diagrams, maps, synoptic charts, pictures, photographs and/or scenarios.
Section Two **Short answer** 50% of the total examination 6–10 questions Suggested working time: 90 minutes	Questions can require the candidate to explain, interpret, analyse and/or evaluate information. Questions can require the candidate to refer to stimulus materials that can include: tables, route cards, diagrams, flow charts, maps, synoptic charts, scenarios, quotes/excerpts and/or topographical and/or orienteering maps.
Section Three **Extended answer** 30% of the total examination Two questions from a choice of three Suggested working time: 60 minutes	Questions can require the candidate to draw on experiences as a manager, leader and/or facilitator of an outdoor experience. Questions can be scaffolded or presented in parts.

Appendix 1 – Grade descriptions Year 12

A	**Outdoor experiences** Independently produces comprehensive and logically organised planning documents. Consistently applies advanced navigation skills and strategically chooses appropriate risk management practices in response to a range of changing environmental situations. Uses a range of appropriate instructional methods to effectively facilitate the development of expedition skills with others. Performs outdoor activity skills showing control, precision and correct technique.
	Self and others Consistently and effectively applies a range of personal and/or leadership skills to enhance relationships, carefully choosing those appropriate to use in different situations. Uses a range of appropriate instructional methods to effectively facilitate the development of personal and interpersonal skills in others and monitor group performance. Clearly explains and applies relevant experiential models and theories. Appropriately constructs an effective debriefing process and consistently uses relevant debriefing and leadership skills to reflect on outdoor experiences.
	Environmental awareness Effectively interprets features of the natural environment, including the interrelationship between various components. Clearly explains and evaluates the impact of a range of environmental management and conservation strategies. Independently and consistently demonstrates a range of environmentally respectful and sustainable behaviours and effectively assists others to do the same.

B	**Outdoor experiences** Produces comprehensive and coherent planning documents. Applies advanced navigation skills and chooses appropriate risk management practices in changing environmental situations. Uses appropriate instructional methods to facilitate the development of expedition skills with others. Performs outdoor activity skills showing control and mostly correct technique.
	Self and others Effectively applies personal and/or leadership skills to enhance relationships, choosing those appropriate to use in different situations. Uses appropriate instructional methods to facilitate group performance and the development of personal and interpersonal skills in others. Explains and applies experiential models and theories. Constructs an effective debriefing process and uses relevant debriefing and leadership skills to reflect on outdoor experiences.
	Environmental awareness Interprets features of the natural environment, including the interrelationships between various components. Explains and evaluates the impact of a range of environmental management and conservation strategies. Demonstrates a range of environmentally respectful and sustainable behaviours and effectively assists others to do the same.

C	**Outdoor experiences** Produces clear planning documents. Applies navigation skills and chooses some appropriate risk management practices in changing environmental situations. Uses mostly appropriate instructional methods to facilitate the development of expedition skills with others. Performs outdoor activity skills showing appropriate technique.
	Self and others Applies personal and/or leadership skills to enhance relationships. Uses some appropriate instructional methods to facilitate group performance and the development of personal and interpersonal skills in others. Provides general explanations of experiential models and theories. Constructs a debriefing process and uses mostly relevant debriefing and leadership skills to reflect on outdoor experiences.
	Environmental awareness Interprets features of the natural environment. Provides general explanations and undertakes straightforward analysis of the impact of environmental management and conservation strategies. Demonstrates some environmentally respectful and sustainable behaviours and provides some assistance to others to do the same.

D	**Outdoor experiences** Produces simple planning documents with incomplete detail. Applies some navigation skills and chooses few appropriate risk management practices. Uses few appropriate instructional methods to facilitate the development of expedition skills with others. Performs outdoor activity skills showing unrefined and inconsistent techniques.
	Self and others Applies ineffective personal and/or leadership skills. Uses few instructional methods to facilitate group performance and the development of personal and interpersonal skills in others. Uses few effective debriefing or leadership skills. Provides partial explanations of experiential models and theories.
	Environmental awareness Identifies features of the natural environment. Explains the impact of environmental management and conservation strategies in simple terms. 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.

