



SAMPLE ASSESSMENT TASKS

OUTDOOR EDUCATION
ATAR YEAR 11

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Sample assessment task

Outdoor Education – ATAR Year 11

Task 1 – Unit 1

Assessment type: Performance 1

Conditions: the task will be completed over 4–6 weeks

Task weighting: 5% of the school mark for this unit

Mountain biking skills

(54 marks)

Develop the mountain biking skills and knowledge identified below. You will be provided with 4–6 weeks of practice and feedback to help you develop the required skills/strategies.

1. Personal protective equipment (5 marks)
2. Minimising environmental impact 1 (9 marks)
3. Minimising environmental impact 2 (9 marks)
4. Equipment (7 marks)
5. Braking (9 marks)
6. Balancing (3 marks)
7. Hill climbing/descending (6 marks)
8. Cornering/riding (6 marks)

Description	Marks
<ul style="list-style-type: none"> • Respect wildlife <ul style="list-style-type: none"> ▪ stick to the track ▪ observe wildlife from a distance – do not follow or approach them ▪ travel quietly ▪ avoid wildlife, especially during sensitive times, such as mating, nesting or when with their young ▪ never feed native animals ▪ protect wildlife and your food by storing meals and rubbish securely 	1–3
<ul style="list-style-type: none"> • Be considerate of your hosts and others <ul style="list-style-type: none"> ▪ check with landowners/managers for permission, permits and regulations ▪ respect signage and follow rules ▪ respect other visitors and the quality of their experience ▪ yield to climbing cyclists when descending ▪ be careful and in control ▪ slow down where there are blind spots ▪ be courteous – give way to other users ▪ stop, talk quietly and move off the track if there are horseback riders ▪ don't race on recreational tracks ▪ let nature's sounds prevail – avoid loud voices and noises 	1–3
Subtotal	/9
4. Equipment	
<ul style="list-style-type: none"> • Select correct size bike i.e. correct frame size • Use, fit and properly secure a helmet • Carry suitable water container filled with water • Have suitably equipped first aid kit 	1 1 1 1
<ul style="list-style-type: none"> • Bike maintenance <ul style="list-style-type: none"> ▪ have suitably equipped tool kit ▪ bike is set up correctly (saddle position, saddle height, handlebar height and distance from saddle to handlebars) ▪ correct tyre pressure ▪ able to adjust brakes ▪ able to put chain back on/fix broken chain ▪ able to change an inner tube ▪ able to fix a puncture ▪ able to fine tune a derailleur ▪ able to change brake pads/blocks 	1–3
Subtotal	/7
5. Braking	
<ul style="list-style-type: none"> • Rear brake <ul style="list-style-type: none"> ▪ apply pressure slowly on left-hand lever ▪ pedals in parallel/hover position ▪ stand on pedals with bottom off the seat ▪ hips are positioned behind the seat ▪ able to maintain control 	1–3
<ul style="list-style-type: none"> • Front brake <ul style="list-style-type: none"> ▪ apply pressure slowly on right-hand lever ▪ pedals in parallel/hover position ▪ stand on pedals with bottom off the seat ▪ hips are positioned behind the seat ▪ back wheel remains on the ground 	1–3

Description	Marks
<ul style="list-style-type: none"> • Precision braking <ul style="list-style-type: none"> ▪ apply pressure slowly on both levers ▪ pedals in parallel/hover position ▪ stand on pedals with bottom off the seat ▪ hips are positioned behind the seat ▪ back wheel remains on the ground ▪ little to no skidding ▪ able to stop on designated point 	1–3
Subtotal	/9
6. Balancing	
<ul style="list-style-type: none"> • Demonstrate balance through correct posture when riding: <ul style="list-style-type: none"> ▪ along a straight line approximately 5 m long as slowly as possible ▪ over bumps e.g. height of a standard kerb, small tree roots and logs ▪ through a shallow water crossing (with smooth bottom) ▪ through small sections of gravel/pebbles/small rocky areas ▪ through small sections of sand ▪ able to bunny hop over small branches ▪ able to wheelie hop 	1–3
Subtotal	/3
7. Hill climbing/descending	
<ul style="list-style-type: none"> • Hill climbing (moderate incline, short distances) <ul style="list-style-type: none"> ▪ rider in a forward position with weight over handle bars ▪ ride in a seated position when appropriate ▪ ride in a standing position when appropriate ▪ both wheels must remain on the ground ▪ appropriate gear selection to maintain cadence 	1–3
<ul style="list-style-type: none"> • Hill descending (moderate incline, short distances) <ul style="list-style-type: none"> ▪ parallel pedals (hover position) ▪ stand up on pedals ▪ body weight backwards (behind the seat) ▪ braking (controlling the bike using the brake) 	1–3
Subtotal	/6
8. Cornering/riding	
<ul style="list-style-type: none"> • Cornering <ul style="list-style-type: none"> ▪ enter wide ▪ cut to the apex ▪ exit wide ▪ braking (controlling the bike using brakes) ▪ outside pedal down, feet on both pedals 	1–3
<ul style="list-style-type: none"> • Riding <ul style="list-style-type: none"> ▪ choose best riding position on track ▪ maintain a straight line on straight gravel roads ▪ maintain a comfortable cadence by selecting the most appropriate gear ▪ display safe riding behaviours ▪ negotiate obstacles in a safe manner ▪ able to select correct gears to establish effective cadence ▪ show an appropriate level of fitness to ride comfortably for up to 30km 	1–3
Subtotal	/6
Total	/54

Sample assessment task

Outdoor Education – ATAR Year 11

Task 2 – Unit 1

Assessment type: Investigation

Conditions: the task will be completed over two weeks

Task weighting: 10% of the school mark for this unit

Mountain biking expedition planner

Teacher note: the planner may include a number of sections, depending on the expedition planned. A sample expedition planner and marking key are available on the Authority website and include a number of such sections.

The planner provided to students may include, but is not limited to, sections such as:

1. research: history; the environment
2. expedition brief
3. participant information
4. goals
5. schedule
6. leadership
7. route
8. emergency considerations
9. minimum impact practices
10. equipment
11. menu planning

Teachers are encouraged to select appropriate sections from the sample planner and marking key, and develop a planner that is appropriate for the unit content and expedition requirements.

Sample assessment task

Outdoor Education – ATAR Year 11

Task 3 – Unit 1

Assessment type: Performance 2

Conditions: participate in an expedition of a minimum length of two nights and three days. Demonstrate understanding of the unit content through behaviours, practices, interactions, communications and generic camping skills.

Task weighting: 10% of the school mark for this unit

Mountain biking expedition (98 marks)

During the expedition, observations will be made regarding performance and, following provision of feedback, student ability in the areas described below will be assessed.

1. Skills (21 marks)
2. Safety (emergency responses) (15 marks)
3. Working with others (15 marks)
4. Leadership (6 marks)
5. Personal skills (15 marks)
6. Skills in the natural environment (26 marks)

Marking key for sample assessment task 3 – Unit 1

Description	Marks
1. Skills	
<ul style="list-style-type: none"> • Packing <ul style="list-style-type: none"> ▪ effective waterproofing ▪ protection of gear from damage ▪ accessibility based on need ▪ efficient organisation of gear within pack/storage container • Shelters <ul style="list-style-type: none"> ▪ selects appropriate location for shelter to be set up ▪ constructs an effective shelter ▪ selects appropriate knots and correct constructs them ▪ uses appropriate sleeping equipment 	1–3 1–3
<ul style="list-style-type: none"> • Cooking <ul style="list-style-type: none"> ▪ effectively organises ingredients (minimisation of packaging, amount required, container suitability) ▪ effectively organises and selects suitable cooking utensils ▪ correctly and safely sets up stove ▪ correctly and safely operates stove ▪ uses effective cooking skills ▪ correct disposal of waste • Hygiene <ul style="list-style-type: none"> ▪ efficiently manages rubbish (packaging, matches, left overs) ▪ cleans hands prior to food preparation ▪ cleans utensils after use ▪ washes hands after toileting ▪ effectively treats water ▪ practises hygienic behaviour while cooking and cleaning ▪ practises hygienic toilet etiquette 	1–3 1–3
<ul style="list-style-type: none"> • Preparation <ul style="list-style-type: none"> ▪ selects clothing suitable to activity and environment ▪ provides and accounts for all required personal equipment ▪ uses effective environmental protection: clothing, sun cream, hat, glasses, clothing layers ▪ selects an adequate and appropriate menu ▪ maintains adequate amount of treated water within an effective storage container 	1–3
<ul style="list-style-type: none"> • Roping <ul style="list-style-type: none"> ▪ selects rope appropriate to its use ▪ uses the most appropriate knots to secure equipment and/or mode of travel • Navigation <ul style="list-style-type: none"> ▪ consistently actively navigates throughout the expedition ▪ pinpoints exact location on request (navigation checks) ▪ accurately estimates time to destination ▪ effectively uses features/landmarks to identify location ▪ effectively uses map and compass together 	1–3 1–3
Subtotal	/21
2. Safety (emergency responses)	
<ul style="list-style-type: none"> • Primary <ul style="list-style-type: none"> ▪ performs DRSABCD (Danger, Response, Send for help, Airway, Breathing, CPR, Defibrillator) check completely and efficiently with care ▪ places unconscious patient in recovery position ▪ effectively reassures and calms patient/s • Secondary <ul style="list-style-type: none"> ▪ examines the patient carefully from head to toe ▪ takes all vital signs correctly ▪ takes vital signs at appropriate times 	1–3 1–3

Description	Marks
<ul style="list-style-type: none"> • Patient assessment <ul style="list-style-type: none"> ▪ develops a complete and correct diagnosis from data and observations 	1–3
<ul style="list-style-type: none"> • Treatment <ul style="list-style-type: none"> ▪ delivers the correct treatment in order of priority in an appropriate manner ▪ displays a high level of care and support ▪ acts in a gentle and caring manner 	1–3
<ul style="list-style-type: none"> • Report form <ul style="list-style-type: none"> ▪ adequately completes patient information section ▪ provides comprehensive and detailed information when completing patient assessment section ▪ provides comprehensive and detailed information when completing the treatment section ▪ adequately completes incident information section ▪ adequately completes evacuation details ▪ completes assessor/first aider section 	1–3
Subtotal	/15
3. Working with others	
<ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> ▪ actively listens to gain complete and accurate understanding ▪ verbally communicates thoughts and ideas clearly ▪ uses expressions and other non-verbal cues to help communicate 	1–3
<ul style="list-style-type: none"> • Effective group functioning <ul style="list-style-type: none"> ▪ works effectively with others ▪ cooperates effectively with others ▪ responsive to others' ideas 	1–3
<ul style="list-style-type: none"> • Collaboration <ul style="list-style-type: none"> ▪ works cooperatively and productively ▪ shares results/information/experience with others ▪ assists other members of the group having difficulty 	1–3
<ul style="list-style-type: none"> • Decision making <ul style="list-style-type: none"> ▪ considers all options ▪ selects the best option ▪ takes responsibility for a decision and its outcome ▪ displays consistent positive behaviour 	1–3
<ul style="list-style-type: none"> • Encouragement and support <ul style="list-style-type: none"> ▪ encourages others ▪ listens carefully to others ▪ offers others constructive feedback ▪ supports others ▪ does not blame others 	1–3
Subtotal	/15
4. Leadership	
<ul style="list-style-type: none"> • Leadership styles <ul style="list-style-type: none"> ▪ displays an understanding of the various styles of leadership ▪ displays appropriate leadership style to suit the situation 	1–3
<ul style="list-style-type: none"> • Activity briefing <ul style="list-style-type: none"> ▪ constructs and delivers an effective briefing ▪ displays an effective level of personal skills in briefing delivery 	1–3
Subtotal	/6

Description	Marks
5. Personal skills	
<ul style="list-style-type: none"> • Time management <ul style="list-style-type: none"> ▪ punctual ▪ effective and correct time estimation ▪ effectively divides tasks ▪ identifies demands on time ▪ effectively sets priorities ▪ effectively schedules activities 	1–3
<ul style="list-style-type: none"> • Flexibility <ul style="list-style-type: none"> ▪ copes with change in decision ▪ effectively copes with others personalities ▪ effectively adapts to new situations ▪ dependability 	1–3
<ul style="list-style-type: none"> • Commitment <ul style="list-style-type: none"> ▪ dependability ▪ trustworthiness ▪ adequate amount of effort displayed ▪ adequate level of perseverance ▪ adequate level of determination to achieve success 	1–3
<ul style="list-style-type: none"> • Goal-setting <ul style="list-style-type: none"> ▪ ability to effectively focus on and achieve goals ▪ goals are written in journal ▪ seen working towards achieving goals ▪ during group debriefing comments on progress made on goal achievement 	1–3
<ul style="list-style-type: none"> • Reflection <ul style="list-style-type: none"> ▪ entries are made in journal on a regular basis ▪ actively expresses self during debriefing ▪ engages in reflective discussion 	1–3
Subtotal	/15
6. Skills in the natural environment	
<ul style="list-style-type: none"> • Respectful behaviour 1 <ul style="list-style-type: none"> ▪ walks on trails or durable surfaces around the camp site ▪ selects an established camp site where possible; when not possible, selects a site that will be durable: firm dry ground with minimal vegetation underneath ▪ protects riparian areas by camping at least 100 m from lakes and streams ▪ wears soft sole shoes/thongs ▪ secures all rubbish in a suitable rubbish bag (including left over food) ▪ where there are no toilets, deposits solid human waste in cat holes dug 10–15 cm deep at least 100 m from water and 50 m from camp and the track ▪ completely buries wastes and toilet paper ▪ places washing 100 m away from stream or lakes and uses small amounts of biodegradable soap ▪ strains dishwater to remove the solid food particles, and wastewater is scattered 	1–10
<ul style="list-style-type: none"> • Respectful behaviour 2 <ul style="list-style-type: none"> ▪ behaves appropriately to ensure that Indigenous art and other sites of cultural significance are respected ▪ rocks, plants and other natural objects are left undisturbed ▪ structures/furniture are not built from natural materials, or trenches dug ▪ observes wildlife from a distance ▪ never feeds animals ▪ securely stores food to prevent wildlife gaining access ▪ demonstrates respect for others and protects the quality of their experience ▪ displays courtesy towards others ▪ takes breaks and locates camp sites away from tracks and other visitors ▪ avoids loud noises and voices 	1–10

Description	Marks
<ul style="list-style-type: none"> • Camping skills 1 <ul style="list-style-type: none"> ▪ uses stoves for cooking ▪ where fires are permitted, establishes fire places/rings are used ▪ keeps fire small ▪ burns all wood and coals to ash and puts out the fire completely 	1–3
<ul style="list-style-type: none"> • Camping skills 2 <ul style="list-style-type: none"> ▪ takes photos of nature ▪ uses a torch at night ▪ seeks shade in the heat ▪ wears appropriate wet-weather equipment: raincoat/poncho/pants ▪ seeks cover from cold wind ▪ effectively contains equipment within pack/storage container ▪ selects durable clothing and equipment ▪ repackages food to minimise waste and reduce weight ▪ organises all required equipment 	1–3
Subtotal	/26
Total	/98

Sample assessment task

Outdoor Education – ATAR Year 11

Task 4 – Unit 1

Assessment type: Response

Conditions: the journal will be completed while on expedition and the evaluation will be completed immediately after the expedition (within 24 hours)

Task weighting: 10% of the school mark for this unit

Mountain biking expedition journal

Teacher note: the expedition journal may include a number of sections depending on the expedition planned. A sample expedition journal and marking key are available on the Authority website and include a number of such sections.

The journal provided to students may include, but is not limited to, sections such as:

1. Individual and group goals
2. Log book (one per day)
 - route details
 - schedule
 - menu
 - environment
 - observations
 - personal reflections
3. Expedition evaluation
 - planning
 - skills and practices
 - safety
 - personal skills
 - working with others
 - leadership
 - the environment
 - relationships with nature