



## SAMPLE ASSESSMENT TASKS

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OUTDOOR EDUCATION  
GENERAL YEAR 11

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## Sample assessment task

### Outdoor Education – General Year 11

#### Task 2 – Rottnest excursion planner – Unit 1

**Assessment type:** Investigation

**Conditions**

Period allowed for completion of the task: two weeks

**Task weighting**

5% of the school mark for this pair of units

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Complete an excursion planner in preparation for a snorkelling excursion to Rottnest Island.

**Teacher note:** The expedition planner may include a number of sections depending on the expedition planned. The ‘Sample expedition planner’ available on the School Curriculum and Standards Authority website includes a number of possible sections.

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

- research: history; the environment; relationships with living things; environmental management
- working with others
- skills and practices
- personal skills
- planning: equipment lists; fitness preparation; menu plan
- safety
- relationships with nature.

## Marking key for sample assessment task 2 – Unit 1

Description	Marks
<b>1. Research</b>	
<b>History</b> Timeline <ul style="list-style-type: none"> <li>presents an accurate timeline which includes all significant events (2 marks)</li> <li>presents a timeline with most significant events included (1 mark)</li> </ul> Aboriginal <ul style="list-style-type: none"> <li>gives an accurate account (could include information on stone tools, occupancy and significance) (2 marks)</li> <li>gives a limited account; may contain inaccuracies (1 mark)</li> </ul>	 1–2  1–2
<b>The environment</b> Animals <ul style="list-style-type: none"> <li>names and gives information on appearance, behaviour, habitat (one mark per animal)</li> </ul> Marine life <ul style="list-style-type: none"> <li>provides a detailed and accurate summary, including summary of marine life, fish, crustaceans, shells, whales, names of some common species (3–4 marks)</li> <li>provides a limited summary (1–2 marks)</li> <li>accurately describes Leeuwin Current (2 marks)</li> <li>provides a limited description (1 mark)</li> <li>accurately describes effect of Leeuwin Current (2 marks)</li> <li>provides a limited description (1 mark)</li> </ul> Environmental management <ul style="list-style-type: none"> <li>identifies managing organisation (1 mark)</li> <li>identifies zone and description (1–3 marks)</li> <li>identifies and describes major issue (1–2 marks)</li> </ul>	 1–4  1–4  1–2  1–2  1 1–3 1–2
<b>The island</b> Correctly marks all the following features on the map (1 mark each) <ul style="list-style-type: none"> <li>snorkelling sites chosen to visit</li> <li>route taken (on road) between snorkelling sites and the settlement</li> <li>Thomson Bay Jetty</li> <li>Thomson Bay Settlement</li> </ul>	 1–4
<b>Thomson Bay Settlement</b> Correctly marks the following features on the map (1 mark each) <ul style="list-style-type: none"> <li>jetty</li> <li>visitor centre</li> <li>lunch meeting spot</li> <li>nursing post</li> </ul>	 1–4
<b>Total</b>	<b>/30</b>
<b>2. The itinerary</b>	
Snorkelling sites <ul style="list-style-type: none"> <li>chooses four sites, showing evidence of understanding the effects of environmental conditions on locations (1 mark each)</li> </ul>	 1–4
Travel time <ul style="list-style-type: none"> <li>calculates accurate travel time</li> </ul>	 1–3
Program <ul style="list-style-type: none"> <li>schedules accurate time for completion of activity, calculates distances accurately, provides relevant notes</li> </ul>	 1–3
<b>Total</b>	<b>/10</b>
<b>3. The gear</b>	
Equipment list <ul style="list-style-type: none"> <li>provides accurate, comprehensive lists for snorkelling, personal and bike gear</li> </ul>	 1–4
<b>Total</b>	<b>/4</b>
<b>Final total</b>	<b>/44</b>

## Sample assessment task

### Outdoor Education – General Year 11

#### Task 1 – Snorkelling skills – Unit 1

**Assessment type:** Performance 1

**Conditions**

Period allowed for completion of the task: 4–6 weeks

**Task weighting**

7.5% of the school mark for this pair of units

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

- correct use of personal protective equipment (3 marks)
- minimising environmental impact (3 marks)
- equipment (3 marks)
- snorkel diver entries (3 marks)
- snorkelling skills 1 (3 marks)
- snorkelling skills 2 (3 marks)

## Marking key for sample assessment task 1 – Unit 1

### *Advice for the assessment of performance skills*

Teachers should typically assess performance from an holistic view rather than by focusing on a detailed assessment of the individual parts of a skill. One final mark for each skill should be awarded, taking into consideration the correct execution of all behaviours. The points that follow each skill help to guide Outdoor Education teachers in what to look for when assessing each skill.

As each skill is distinctly different, the set of requirements needs to be interpreted in terms of the demands of the situation.

Description	Marks
<b>Skill 1: correct use of personal protective equipment</b>	
<ul style="list-style-type: none"> <li>• eye protection               <ul style="list-style-type: none"> <li>▪ sunglasses for excursions</li> </ul> </li> <li>• head protection               <ul style="list-style-type: none"> <li>▪ hat when on the beach</li> </ul> </li> <li>• skin protection               <ul style="list-style-type: none"> <li>▪ shirt/rash vest, wetsuit</li> <li>▪ apply and reapply sunscreen</li> </ul> </li> <li>• hand protection (if appropriate)               <ul style="list-style-type: none"> <li>▪ dive gloves</li> </ul> </li> <li>• foot protection               <ul style="list-style-type: none"> <li>▪ booties if using open heel fins</li> <li>▪ appropriate footwear to excursions</li> </ul> </li> </ul>	1–3
<b>Skill 2: Minimising environmental impact</b>	
<ul style="list-style-type: none"> <li>• carefully reviews and follows all agency or traditional landowner regulations and recommendations by bringing repackaged food, water and proper equipment</li> <li>• uses existing access tracks to the shore to avoid disturbance to vegetation</li> <li>• avoids crushing intertidal life by not walking or standing on the reef</li> <li>• packs out all rubbish</li> <li>• uses toilets where available; if not, hikes inland to a site which supports the cat-hole method</li> <li>• leaves natural objects undisturbed – shells are not to be collected</li> <li>• observes living natural objects from a distance: look – don't touch</li> <li>• keeps noise to a reasonable level, listens to nature</li> <li>• keeps a low profile in the water</li> <li>• maintains a cooperative spirit and shares the space with others</li> </ul>	1–3
<b>Skill 3: Equipment</b>	
<ul style="list-style-type: none"> <li>• fins fitted correctly – appropriate size and only used while in the water</li> <li>• mask fitted correctly, good seal achieved, seal not perished and lens treated to reduce fogging</li> <li>• snorkel fitted to left-hand side correctly – appropriate length and diameter, mouthpiece not perished, purge valves in working order</li> <li>• fits equipment appropriately e.g. sitting on edge or at water's edge</li> <li>• demonstrates walking backwards in fins e.g. for a beach entry</li> </ul>	1–3

Description	Marks
<b>Skill 4: Snorkel diver water entry – select two (2) skills from those below (3 marks each)</b>	
<p>Slide in entry – unknown water</p> <ul style="list-style-type: none"> <li>• sit on the edge with fins in the water</li> <li>• place hands to the side, swivel body around and lower gently into the water</li> <li>• once upper chest level is reached, the diver then lies horizontally and fins away</li> </ul> <p>Backward roll entry – boat</p> <ul style="list-style-type: none"> <li>• sit right on edge with back to the water (boat or pool)</li> <li>• tuck up knees close to chest</li> <li>• one arm holding legs in firmly next to chest</li> <li>• one hand holding the mask in place</li> <li>• push off, clearing the side completely and maintaining tight ball shape</li> <li>• once in water, diver turns, surfaces and gives OK signal to instructor or buddy</li> </ul> <p>Step in entry – high</p> <ul style="list-style-type: none"> <li>• stand on the edge with fins out over the water as far as the toes</li> <li>• one hand holds the mask firmly in place</li> <li>• the other hand holds the weight belt buckle/buoyancy compensator or wraps around the other arm</li> <li>• diver checks to ensure entry area is clear</li> <li>• looking directly ahead, takes a single step (not jump) into the water, maintaining vertical body position at all times</li> <li>• diver surfaces and gives OK signal to instructor or buddy</li> </ul> <p>Beach entry</p> <ul style="list-style-type: none"> <li>• stay with dive buddy, assisting each other fitting equipment</li> <li>• wait for leader’s OK to enter the water</li> <li>• walk backwards when entering the water wearing fins</li> <li>• demonstrate appropriate awareness of beach entry hazards e.g. shuffling feet so as not to stand on a stingray, selecting an appropriate entry place</li> </ul>	1–6
<b>Skill 5: Snorkelling skills 1</b>	
<p>Finning</p> <ul style="list-style-type: none"> <li>• hands by the side, clasped behind back or out in front (no freestyle arms)</li> <li>• appropriate leg movement (from the hip)</li> <li>• fins remain consistently below the surface</li> <li>• face consistently remains in the water</li> <li>• snorkel 100 m continuously using effective technique</li> </ul> <p>Snorkel clearing</p> <ul style="list-style-type: none"> <li>• clear snorkel using the blast method</li> <li>• clear snorkel using the displacement method</li> </ul> <p>Mask clearing</p> <ul style="list-style-type: none"> <li>• submerge no less than 1 m</li> <li>• partially flooded mask, clear underwater</li> <li>• fully flooded mask, clear underwater</li> <li>• complete mask and snorkel removed, replace and clear underwater</li> <li>• swim a short distance to a mask underwater, put it on and clear it</li> </ul>	1–3

Description	Marks
<b>Skill 6: Snorkelling skills 2</b>	
15 m underwater swim <ul style="list-style-type: none"> <li>• submerge no less than 1 m</li> <li>• demonstrate appropriate buoyancy control e.g. stay close to the bottom whilst swimming underwater</li> <li>• is able to swim the required distance underwater without coming up for a breath (note: if in a pool, do not push off from the wall)</li> </ul> Duck dive <ul style="list-style-type: none"> <li>• pivot from the hips at the start of the duck dive</li> <li>• legs move into the air above the dive</li> <li>• legs are completely submerged before kicking commences</li> <li>• duck dive is on a gradual angle</li> <li>• equalise ears on descent</li> <li>• submerge to a depth of approximately 4 m e.g. deep end of swimming pool</li> <li>• look up on ascent with one arm up (head protection)</li> <li>• circle on ascent</li> </ul>	1–3
<b>Total</b>	<b>/21</b>
<b>3 marks</b> – Consistently displays all of the required behaviours <b>2 marks</b> – Consistently displays most of the required behaviours <b>1 mark</b> – Displays some of the required behaviours <b>0 marks</b> – Rarely displays the required behaviours	



## Sample assessment task

### Outdoor Education – General Year 11

#### Task 6 – Practical performance – Unit 1

**Assessment type:** Performance 2

**Conditions**

Assessment will be conducted by the teacher while on expedition

**Task weighting**

10% of the school mark for this pair of units

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Participate in an expedition of a minimum length of one night and two days. You will demonstrate your understanding of the content of the unit through behaviours, practices, interactions, communication and generic camping skills.

**Skills (3 marks each)**

- packing
- shelters
- cooking
- hygiene
- preparation
- roping
- navigation

(21 marks)

**Working with others (3 marks each)**

- communication
- effective group functioning
- leadership qualities

(9 marks)

**Skills in the natural environment (3 marks each)**

- cognitive skills
- respectful behaviour
- camping skills 1
- camping skills 2

(12 marks)

## Marking key for sample assessment task 6 – Unit 1

### *Advice for the assessment of performance skills*

Teachers should typically assess performance from an holistic view rather than by focusing on a detailed assessment of the individual parts. One final mark for each skill should be awarded, taking into consideration the correct execution of all behaviours. The points that follow each skill guide Outdoor Education teachers in what to look for when assessing each skill.

As each skill is distinctly different, the set of requirements needs to be interpreted in terms of the demands of the situation.

Description	Marks
<b>Skills</b>	
Packing <ul style="list-style-type: none"> <li>uses effective waterproof materials</li> <li>protects gear from damage</li> <li>packs so can easily access gear based on need</li> <li>organises gear efficiently within pack/storage container</li> </ul>	1–3
Shelters <ul style="list-style-type: none"> <li>selects appropriate location for shelter to be set up</li> <li>constructs shelter effectively</li> <li>selects appropriate knots and ties them correctly</li> <li>sets up sleeping gear appropriately</li> </ul>	1–3
Cooking <ul style="list-style-type: none"> <li>organises ingredients effectively (minimising packaging, quantities, and using a suitable container)</li> <li>organises suitable cooking utensils effectively</li> <li>shows correct and safe stove set up and operation</li> <li>shows effective cooking skills</li> <li>uses efficient rubbish management (packaging, matches, leftovers)</li> </ul>	1–3
Hygiene <ul style="list-style-type: none"> <li>cleans hands prior to food preparation</li> <li>cleans utensils after use</li> <li>washes hands after toileting</li> <li>uses effective water treatment</li> <li>practises hygienic behaviour while cooking, cleaning and toileting</li> </ul>	1–3
Preparation <ul style="list-style-type: none"> <li>selects clothing suitable to activity and environment</li> <li>provides and accounts for all required personal equipment</li> <li>uses effective environmental protection: clothing, sunscreen, hat</li> <li>selects an adequate and appropriate menu</li> <li>maintains an adequate amount of treated water within an effective storage container</li> <li>prepares for maximised personal comfort</li> </ul>	1–3
Roping <ul style="list-style-type: none"> <li>selects appropriate rope for its use</li> <li>uses the most appropriate knots to secure equipment and/or mode of travel</li> <li>demonstrates appropriate care of ropes</li> </ul>	1–3
Navigation <ul style="list-style-type: none"> <li>shows how to orientate a map</li> <li>locates present position on a map</li> <li>selects route between two points</li> <li>uses a map to navigate selected route</li> </ul>	1–3
<b>Total</b>	<b>/21</b>

Description	Marks
<b>Working with others</b>	
Communication; effective group functioning <ul style="list-style-type: none"> <li>• uses verbal methods of communicating information effectively</li> <li>• uses non-verbal methods of communicating information effectively</li> <li>• demonstrates ability to actively listen effectively</li> </ul>	1–3
Effective group functioning <ul style="list-style-type: none"> <li>• works effectively with others</li> <li>• cooperates effectively with others</li> <li>• responds positively to others' ideas</li> </ul>	1–3
Leadership qualities <ul style="list-style-type: none"> <li>• trustworthy/honest</li> <li>• fair</li> <li>• open</li> <li>• instils confidence in others</li> <li>• good listener</li> </ul>	1–3
<b>Total</b>	<b>/9</b>
<b>Skills in the natural environment</b>	
Cognitive skills <ul style="list-style-type: none"> <li>• identifies various flora and fauna from sightings or evidence</li> <li>• uses common ecological terms when communicating with others about the natural environment</li> <li>• uses the terms <i>nature</i> and <i>natural environments</i> in conversation correctly</li> <li>• identifies components of nature and the natural environment</li> <li>• responds to aspects of nature</li> </ul>	1–3
Respectful behaviour <ul style="list-style-type: none"> <li>• acts in accordance with rules and regulations related to the use of an area</li> <li>• respects others and protects the quality of their experience</li> <li>• displays courtesy towards others</li> <li>• locates campsites away from tracks and other visitors</li> <li>• avoids making loud noises and using raised voice</li> <li>• acts appropriately to respect Indigenous art and other sites of cultural significance</li> <li>• rocks, plants and other natural objects are left undisturbed</li> <li>• observes wildlife from a distance.</li> </ul>	1–3
Camping skills 1 <ul style="list-style-type: none"> <li>• protects riparian areas by camping at least 100 m from lakes and streams</li> <li>• effectively contains equipment within pack/storage container</li> <li>• selects durable clothing and equipment</li> <li>• repackages food to minimise waste and reduce weight</li> <li>• organises all required equipment effectively</li> <li>• walks on trails or durable surfaces around the campsite</li> <li>• selects an established campsite where possible; when not, selects a site that will be durable, with firm, dry ground and minimal vegetation underneath</li> <li>• wears soft-sole shoes/thongs</li> <li>• keeps fire small</li> <li>• burns all wood and coals to ash and puts out the fire completely</li> </ul>	1–3

Description	Marks
Camping skills 2 <ul style="list-style-type: none"> <li>• buries wastes and toilet paper completely</li> <li>• washes 100m away from stream or lakes, using small amounts of biodegradable soap</li> <li>• strains dishwater to remove solid food particles and scatters particles away from camp</li> <li>• structures/furniture are not built from natural materials</li> <li>• uses stoves for cooking</li> <li>• where fires are permitted, establishes fire places; uses rings</li> <li>• never feeds animals</li> <li>• securely stores food to prevent wildlife gaining access</li> <li>• deposits solid wastes in cat-holes dug 20–25 cm deep at least 100 m from water, camp and tracks</li> <li>• secures all rubbish in a suitable rubbish bag (including leftover food)</li> </ul>	1–3
<b>Total</b>	<b>/12</b>
<b>Final total</b>	<b>/42</b>
<b>3 marks</b> – Consistently displays all of the required behaviours <b>2 marks</b> – Consistently displays most of the required behaviours <b>1 mark</b> – Displays some of the required behaviours <b>0 marks</b> – Rarely displays the required behaviours	

## Sample assessment task

### Outdoor Education – General Year 11

#### Task 7 – Expedition journal – Unit 1

**Assessment type:** Response

#### **Conditions**

Period allowed for completion of the task: two days

The journal is to be completed while on expedition. The evaluation section is to be completed within two (2) days of returning from expedition.

#### **Task weighting**

7.5% of the school mark for this pair of units

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**Teacher note:** The expedition journal may include a number of sections depending on the expedition planned. A sample expedition journal and marking keys are available on the School Curriculum and Standards Authority website and include a number of such sections.

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

- individual and group goals
- log book (one per day)
  - route details
  - schedule
  - menu
  - environment
  - observations
  - personal reflections
- expedition evaluation
  - planning
  - skills and practices
  - safety
  - personal skills
  - working with others
  - leadership
  - the environment
  - relationships with nature.

#### **Step 1**

During, and at the end of each day, complete a log entry by recording the details of the day in the log section and record your thoughts and reflections in the journal section. (28 marks)

#### **Step 2**

Complete the evaluation questions at the end of the journal. (24 marks)

## Marking key for sample assessment task 7 – Unit 1

Description	Marks
<b>Step 1</b>	
<p><b>Log entries</b></p> <ul style="list-style-type: none"> <li>• route information included and correct (1 mark for each day – maximum of 2 marks)</li> <li>• schedule shows significant events and is accurate (1 mark for each day – maximum of 2 marks)</li> <li>• menu recording shows accuracy and detail (1 mark for each day – maximum of 2 marks)</li> <li>• weather details are accurate and correct terminology is used (1 mark for each day – maximum of 2 marks)</li> <li>• accurate flora and fauna observations recorded (2 marks for each day – maximum of 4 marks)</li> <li>• accurate representation of campsite/pros and cons (2 marks for each day – maximum of 4 marks)</li> </ul>	1–16
<p><b>Journal entries</b></p> <ul style="list-style-type: none"> <li>• thoughtful and detailed comments which contain relevant supporting evidence (3 marks)</li> <li>• general, considered comments which contain some relevant supporting evidence (2 marks)</li> <li>• brief comments which may not contain supporting evidence (1 mark)</li> <li>• day one – question 1</li> <li>• day two – question 1</li> <li>• day two – question 2</li> <li>• day two – question 3</li> </ul>	1–12
<b>Total</b>	<b>/28</b>

Description	Marks
<b>Step 2</b>	
<p><b>Expedition evaluation</b></p> <p>For each question in this section:</p> <ul style="list-style-type: none"> <li>• thoughtful and detailed comments which contain relevant supporting evidence (3 marks)</li> <li>• general, considered comments which contain some relevant supporting evidence (2 marks)</li> <li>• brief comments which may not contain supporting evidence (1 mark)</li> </ul> <ol style="list-style-type: none"> <li>1. Comment on the importance of planning for an expedition. Make reference to <b>three</b> areas of planning which you felt were important and explain why.</li> <li>2. Comment on your level of skill in relation to: <ul style="list-style-type: none"> <li>• roping (i.e. tying equipment on to mode of transport) and camping (i.e. shelter construction)</li> <li>• navigation (i.e. using a map to navigate)</li> <li>• generic camping skills (i.e. campsite selection, shelter construction, cooking, hygiene, water treatment)</li> </ul> </li> <li>3. Reflect on your personal comfort levels during the experience. Did you feel comfortable at all times? Explain.</li> <li>4. As a result of your experience while on expedition, what are your personal strengths and weaknesses?</li> <li>5. Discuss how successful you were at communicating with others in your group while on expedition. Did others listen to you and understand what you had to say? Did you listen to others and understand what they had to say? Suggest some ways that you could make improvements in your ability to communicate.</li> <li>6. What leadership qualities do you have? Which of these qualities did you use on the expedition? What leadership qualities would you like to improve upon prior to your next expedition? Suggest ways in which you may be able to achieve this.</li> <li>7. Explain how successful you were in using various methods of observing the environment (sighting, tracks, scats, field guides). Include in your answer some reasons for the presence or absence of fauna according to the use of these methods.</li> <li>8. Experiences within nature can invoke a range of responses from feelings of fear to awe and marvel to inspiration and exhilaration. Describe the situation that invoked your strongest response during this experience and explain why.</li> </ol>	1–24
<b>Total</b>	<b>/24</b>
<b>Final total</b>	<b>/52</b>