



## SAMPLE ASSESSMENT TASKS

---

OUTDOOR EDUCATION  
ATAR YEAR 12

---

**Copyright**

© School Curriculum and Standards Authority, 2019

This document -apart from any third party copyright material contained in it -may be freely copied, or communicated on an intranet, for non- commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

## Sample assessment task

### Outdoor Education – ATAR Year 12

#### Task 3 – Unit 3 and Unit 4

**Assessment type:** Performance 2

**Conditions:** assessment will be conducted while on expedition

**Task weighting:** 10% of the school mark for this pair of units

---

#### **Practical performance on expedition (75 marks)**

Participate in an expedition of a minimum length of three nights and four days. You will need to demonstrate your understanding of the course content through behaviours, practices, interactions, and communications and generic camping skills.

During the expedition, your teacher will make observations about your performance, give you feedback and by the last day, rate your ability in the areas described below.

#### **Planning (3 marks)**

- aspects of expedition planning to assist in personal and group preparation

#### **Skills and practices (12 marks)**

- roping skills related to the outdoor activity and emergency response and expeditioning
- triangulation
- introduction to global positioning system (GPS) and the use of a GPS

#### **Safety (3 marks)**

- risk assessment and management application to selected outdoor pursuit

#### **Personal skills (6 marks)**

- observation and analysis of personal skills in others, i.e. group/peer reflection, questioning, performance rating, video and reflection
- experiential learning process and related theories and models, i.e. Kolb, Joplin

#### **Working with others (9 marks)**

- observation and analysis of interpersonal skills in others, i.e. peer review, video and analysis
- observation and analysis of group performance
- contribution to group performance

#### **Leadership (12 marks)**

- observation and analysis of leadership skills in others, i.e. peer review, video and analysis
- construction of a debrief, i.e. what, so what and now what

#### **The environment (6 marks)**

- practical environmental interpretive activities
- weather forecasting using meteorological information

#### **Relationships with nature (24 marks)**

- strategies to develop a positive human-nature relationship, i.e. maximising personal comfort levels, revisit places, sense of place, increase knowledge of the natural environment
- application of the 'Leave No Trace' principles to develop minimum impact practices related to specific outdoor activities and the natural environments in which they are performed

## Marking key for sample assessment task 3

### Advice for the assessment of performance skills

Teachers should typically assess performance from a holistic view rather than 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 will 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>Planning</b>	
Personal preparation <ul style="list-style-type: none"> <li>selects clothing suitable to activity and environment</li> <li>provides all required personal equipment</li> <li>uses effective environmental protection: clothing, sunscreen, hat</li> <li>selects an appropriate menu</li> <li>maintains adequate amount of treated water within an effective storage container</li> </ul>	1–3
<b>Subtotal</b>	<b>/3</b>
<b>Skills and practices</b>	
Roping skills <ul style="list-style-type: none"> <li>selects rope appropriate to its use</li> <li>uses the most appropriate knots to secure equipment and/or mode of travel</li> </ul>	1–3
Triangulation 1 <ul style="list-style-type: none"> <li>actively navigates throughout the expedition by checking maps consistently</li> <li>is able to pinpoint exact location on request (navigation checks)</li> </ul>	1–3
Triangulation 2 <ul style="list-style-type: none"> <li>estimates time to destination</li> <li>uses features/landmarks to identify location</li> <li>able to perform a triangulation to pinpoint location</li> </ul>	1–3
Introduction to GPS <ul style="list-style-type: none"> <li>effectively uses a GPS</li> <li>uses a GPS to pinpoint location on a map</li> <li>shows an understanding of the limitations/issues that currently exist with GPS accuracy</li> </ul>	1–3
<b>Subtotal</b>	<b>/12</b>
<b>Safety</b>	
Risk assessment <ul style="list-style-type: none"> <li>shows an understanding of possible risks that may occur during the expedition</li> <li>shows an understanding of causal factors associated with these risks</li> <li>uses safe practices as determined by a risk analysis and management process</li> </ul>	1–3
<b>Subtotal</b>	<b>/3</b>
<b>Personal skills</b>	
Observation of skills <ul style="list-style-type: none"> <li>shows knowledge of personal skills: self-awareness, self-appraisal, goal setting, time management, monitoring, flexibility and commitment</li> <li>makes valid judgements of peers' personal skills</li> <li>accurately completes a peer review form</li> </ul>	1–3
Experiential learning process <ul style="list-style-type: none"> <li>modifies own behaviours as a result of experiences while on expedition</li> <li>expresses reflection, learning and transference of learning through debriefing</li> </ul>	1–3
<b>Subtotal</b>	<b>/6</b>

Description	Marks
<b>Working with others</b>	
<ul style="list-style-type: none"> <li>uses interpersonal skills: communication, assertion, cooperation and collaboration, problem-solving and negotiation</li> <li>makes valid judgements of peers' interpersonal skills</li> <li>accurately completes a peer review form</li> </ul>	1–3
Observation and analysis of group performance <ul style="list-style-type: none"> <li>observes group performance</li> <li>accurately completes a group review form</li> </ul>	1–3
<ul style="list-style-type: none"> <li>uses facilitation skills to contribute towards a positive group performance</li> </ul>	1–3
<b>Subtotal</b>	<b>/9</b>
<b>Leadership</b>	
<ul style="list-style-type: none"> <li>uses generic, specific and metaskills during leadership section</li> </ul>	1–3
<ul style="list-style-type: none"> <li>accurately completes a peer review form</li> </ul>	1–3
<ul style="list-style-type: none"> <li>works well with others</li> <li>is responsive to others' ideas</li> </ul>	1–3
<ul style="list-style-type: none"> <li>contributes to a debrief</li> <li>knows the structure of a debrief</li> <li>conducts a debrief with the group</li> </ul>	1–3
<b>Subtotal</b>	<b>/12</b>
<b>The environment</b>	
<ul style="list-style-type: none"> <li>identifies the natural aspects of the environment</li> </ul>	1–3
<ul style="list-style-type: none"> <li>interprets the natural aspects of the environment</li> </ul>	1–3
<b>Subtotal</b>	<b>/6</b>
<b>Relationships with nature</b>	
<ul style="list-style-type: none"> <li>displays a positive human-nature relationship</li> <li>displays a strategy to develop a positive human-nature relationship with others in the group while on expedition</li> </ul>	1–3
<ul style="list-style-type: none"> <li>effectively stores 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</li> </ul>	1–3
<ul style="list-style-type: none"> <li>walks on trails or durable surfaces around the camp site</li> <li>selects an established camp site where possible; when not possible, selects a site that will be durable, firm, dry ground with minimal vegetation underneath</li> <li>protects riparian areas by camping at least 100m from lakes and streams</li> <li>wears soft-sole shoes</li> </ul>	1–3
<ul style="list-style-type: none"> <li>secures rubbish in a suitable rubbish bag (including leftover food)</li> <li>deposits solid wastes in cat-holes dug 20–25 cm deep at least 100 m from water, camp and tracks</li> <li>completely buries wastes and toilet paper</li> <li>washes 100 m away from stream or lakes, small amounts of biodegradable soap can be used</li> <li>strains dishwater to remove solid food particles and scatters these</li> </ul>	1–3
<ul style="list-style-type: none"> <li>respects Indigenous art and other sites of cultural significance</li> <li>leaves rocks, plants and other natural objects undisturbed</li> <li>does not build structures/furniture from natural materials or dig trenches</li> </ul>	1–3
<ul style="list-style-type: none"> <li>uses stoves for cooking</li> <li>uses fire places/rings (where fires are permitted)</li> <li>keeps fire small</li> <li>burns wood and coals to ash and puts the fire out completely</li> </ul>	1–3
<ul style="list-style-type: none"> <li>observes wildlife from a distance</li> <li>does not feed animals</li> <li>stores food securely to prevent wildlife gaining access</li> </ul>	1–3

Description	Marks
<ul style="list-style-type: none"><li>• respects others and the quality of their experience</li><li>• displays courteous behaviour towards others</li><li>• takes breaks and locates camp sites away from tracks and other visitors</li><li>• avoids loud noises and voices</li></ul>	1–3
<b>Subtotal</b>	<b>/24</b>
<b>Total</b>	<b>/75</b>
3 marks – Consistently displays all of the required behaviours 2 marks – Consistently displays most of the required behaviours 1 mark – Displays some of the required behaviours	

## Sample assessment task

### Outdoor Education – ATAR Year 12

#### Task 6 – Unit 3 and Unit 4

**Assessment type:** Investigation

**Conditions:** the task will be completed over 8–10 weeks

**Task weighting:** 5% of the school mark for this pair of units

---

#### **Outdoor experience program planner (112 marks)**

Design an outdoor experience program for a small group (4–6 people). Suitable participants could include school students from a lower year group, members of community-based organisations (e.g. scouts/girl guides, sporting team), Duke of Edinburgh's Award participants, family members, or friends. The outdoor experience must occur outside in a natural environment and be a minimum of two days and one night in duration. You will be the program manager/facilitator and outdoor leader.

Construct a manual to assist in the preparation of the outdoor experience and to manage the logistical requirements of the expedition.

#### **Section One: General information (18 marks)**

##### **Research (8 marks)**

Research the history of the area and the natural environment in which the outdoor experience will take place. Use several sources of information, e.g. internet, books and pamphlets, together with a bibliography. Include the following:

- a description of the features of the natural environment; abiotic/biotic, and relationships between elements of the natural environment
- weather information, such as climatic data (averages, weather maps) and how this might impact on the outdoor experience program
- an outline of Indigenous or European history of the area
- a description of current, relevant environmental management practices

##### **Program goals (4 marks)**

These are the goals the outdoor experience program is intended to achieve. Include **two** goals which reflect SMART principles.

##### **Outdoor experience program brief (6 marks)**

This includes:

- an introduction to the outdoor experience program
- an outline of mode of travel/outdoor activity
- a map showing the area of the outdoor experience program

**Section Two: Participant information****(36 marks)**

This section will prepare participants for the outdoor experience program. The program manager will need to work with participants to produce information to include in the program manual. The tools relate to what was used to facilitate the process. Include the following:

**Participant information****(4 marks)**

- describe the process used to collect this information
- for **three** participants, indicate: name, age, contact details, a photo, a personality profile, and a history of their previous participation in outdoor experiences

**Group goals****(6 marks)**

- describe how group goals were developed
- describe **two** of the group goals decided or agreed on by the group

**Outdoor experience outline****(2 marks)**

- describe the program for the outdoor experience

**Route and camp site information****(2 marks)**

- provide a map and other camp site information; include route cards, if applicable

**Minimum impact practices****(7 marks)**

- for each of the seven 'Leave No Trace' principles, outline **one** minimum impact practice for the group to implement

**Participant equipment****(3 marks)**

- outline an equipment checklist for participants, such as clothing and equipment requirements, and how these are to be organised

**Menu planning and cooking****(4 marks)**

- considering the outdoor experience and location, construct a menu plan indicating a selection of appropriate food
- select **one** of the meals during the expedition and describe the preparation and cooking method(s) that will be used

**Drinking water****(4 marks)**

- identify the location of drinking water sources
- list water carrying equipment that will be required
- explain how the water will be treated for drinking if this becomes a necessity

**Final briefing****(4 marks)**

- describe how the final briefing will be undertaken
- include the type of information that will be in the final briefing (e.g. travel schedule, weather information, emergency contact details)



**Section Three: Logistical information****(21 marks)**

This section includes the logistical requirements necessary to run the outdoor experience program. Include the following:

**Bookings****(6 marks)**

Outline the relevant information on transport, equipment and facilities that require booking.

Transportation

- arrangements for the group and support crew

Accommodation

- camp site arrangements for the group and support crew on a map of the expedition area

Communication

- types of communication devices that will be required
- booking details of all relevant equipment, including details of agencies which need to be contacted for such bookings

**Budget****(4 marks)**

Costs of running the program.

Individual

- account for all costs to the individual to participate in the expedition

Group

- account for all costs (to be shared by the participants or met by other external means) that are required to run the program

**Correspondence****(2 marks)**

- present a list of all correspondence to/from relevant authorities

**Emergency procedures****(9 marks)**

- list first aid qualifications required for outdoor leaders
- list first aid equipment
- outline procedures for **three** types of emergency at different levels

**Section Four: Outdoor leadership****(37 marks)**

This section assists in clearly identifying leadership responsibilities and preparing for them. Include the following:

**Prior to the outdoor experience program**

You will be required to organise and facilitate two meetings prior to the outdoor experience program, and one just prior to departure.

**Meeting one: fitness preparation six weeks prior to the program****(5 marks)**

Write a plan for the meeting that includes the following:

- the aim of the meeting
- a description of the fitness capabilities required by participants
- a description of how participants can best prepare physically for the outdoor program

**Meeting two: planning meeting two weeks prior to the program****(10 marks)**

Write a plan for the meeting that includes the following:

- an explanation of the importance of goals (group and personal)
- the **four** most appropriate 'Leave No Trace' principles and identify one minimal impact practice for each

**Meeting three: final briefing as close to departure day as possible****(5 marks)**

Write a plan for the briefing. Include the following:

- travel schedule
- emergency contacts
- weather forecasts

**At the camp site****Briefing on arrival****(5 marks)**

Prepare an outline of the briefing upon arrival at the camp site that includes the following:

- a schedule of activities
- description of the layout of the camp site
- safety information

**Outdoor activity**

Outdoor activities within the program can take a number of different forms, as the program may be expedition or base camp style.

Expedition – if the program is mobile (expedition based), then the use of a mode of transport to travel to and from a camp site is the activity.

Base camp – if the program is base camp style, participants may engage in a number of activities and camp at the same site or nearby. Activities could include: project adventure games, high/low ropes course, snorkelling, flat water paddle, raft building, sensory walk.

The outdoor experience program should include activities that in some way display strategies to assist others in the development of:

- roping skills, such as knots used in shelter construction, on a sailing boat and for securing a load onto a bike carrier or sea kayak
- navigation skills, such as using a map to navigate, natural indicators of direction, orienteering course, compass march
- generic camping skills, such as shelter construction, cooking on a portable stove, toileting, washing
- personal skills, such as self-awareness activities, goal setting activities, project adventure games with a focus on personal skills, reflection activities, solo time, journaling
- interpersonal skills, such as project adventure games with a focus on communication, cooperation and problem-solving

Activities should also enable participants to:

- interpret an aspect of the environment (sensory walk, looking at leaf shapes, bush tucker food). Refer to: <http://www.wilderdom.com/games/>
- develop a positive relationship with nature (small area study, solo time in nature, drawing, ecobutton. Note: some of these activities could be done outside the outdoor experience program). Refer: <http://wilderdom.com/games/EnvironmentalActivities.html>

### Activities

(12 marks)

Prepare a lesson plan for **one** activity that includes the following information:

- aim of the activity
- location/venue
- three of the rules/expectations for participants
- equipment required
- time allocation
- structural characteristics of a debrief, i.e. setting and orientation of participants
- one focus question for each of the three stages of the debrief (what?, so what?, now what?)

This task must be completed and submitted for marking/checking prior to commencement of the outdoor experience program. Outdoor leaders will not be able to deliver the outdoor experience program unless all sections of the manual have been adequately completed.

## Marking key for sample assessment task 6

Description	Marks
<b>Section One: General information</b>	
<b>Research</b>	
A description of the features of the natural environment; abiotic/biotic, and relationships between elements of the natural environment	
<ul style="list-style-type: none"> <li>provides a detailed and accurate description of natural environment features and relationships between elements</li> </ul>	2
<ul style="list-style-type: none"> <li>provides a general description that is mostly accurate, but does not refer to relationships between elements</li> </ul>	1
Weather information, such as climatic data (averages, weather maps) and how this might impact on the outdoor experience program	
<ul style="list-style-type: none"> <li>provides a detailed and accurate description of climatic data; accurately forecasts potential impact of weather</li> </ul>	2
<ul style="list-style-type: none"> <li>provides a general description that is mostly accurate, but does not accurately forecast potential impact of weather</li> </ul>	1
A description of Indigenous or European history of the area	
<ul style="list-style-type: none"> <li>provides a detailed and accurate description of Indigenous or European history</li> </ul>	2
<ul style="list-style-type: none"> <li>provides a general description that is mostly accurate</li> </ul>	1
A description of current, relevant environmental management practices	
<ul style="list-style-type: none"> <li>provides a detailed and accurate description of current environmental practices</li> </ul>	2
<ul style="list-style-type: none"> <li>provides a general description that is mostly accurate</li> </ul>	1
<b>Subtotal</b>	<b>/8</b>
<b>Program goals</b>	
Include two goals which reflect SMART principles	
For <b>each</b> of the <b>two</b> goals	
<ul style="list-style-type: none"> <li>goal is clear, relevant to the program and written using SMART principles</li> </ul>	2
<ul style="list-style-type: none"> <li>goal is relevant to the program, but does not use SMART principles</li> </ul>	1
<b>Subtotal</b>	<b>/4</b>
<b>Outdoor experience program brief</b>	
Introduction to the outdoor experience program	
<ul style="list-style-type: none"> <li>concisely and accurately introduces the program</li> </ul>	1–2
<ul style="list-style-type: none"> <li>includes an accurate description of mode of travel/outdoor activity</li> </ul>	1–2
<ul style="list-style-type: none"> <li>includes a clear and relevant map</li> </ul>	1–2
<b>Subtotal</b>	<b>/6</b>
<b>Section One Total</b>	<b>/18</b>

Description	Marks
<b>Section Two: Participant information</b>	
<b>Participant information</b>	
Describe the process used to collect this information <ul style="list-style-type: none"> <li>clearly and accurately describes the process used</li> <li>describes some processes, but lacks detail</li> </ul>	2 1
For three participants, indicate: name, age, contact details, a photo, a personality profile and a history of their previous participation in outdoor experiences <ul style="list-style-type: none"> <li>provides detailed personality profiles, with all required information</li> <li>provides some detail, but much of the information is missing</li> </ul>	2 1
<b>Subtotal</b>	<b>/4</b>
<b>Group goals</b>	
Describe how group goals were developed <ul style="list-style-type: none"> <li>clearly and accurately describes processes used</li> <li>describes some processes, but lacks detail</li> </ul>	2 1
Describe <b>two</b> of the group goals decided on by the group For each goal: <ul style="list-style-type: none"> <li>clearly describes goal relevant to the program and using SMART principles</li> <li>clearly describes goal relevant to the program, but does not use SMART principles</li> </ul>	2 1
<b>Subtotal</b>	<b>/6</b>
<b>Outdoor experience outline</b>	
Describe the program for the outdoor experience <ul style="list-style-type: none"> <li>clearly describes the timetable/program of events, in order and with approximate timings</li> <li>generally describes the program of events</li> </ul>	2 1
<b>Subtotal</b>	<b>/2</b>
<b>Route and camp site information</b>	
Provide a map and other camp site information; include route cards, if applicable <ul style="list-style-type: none"> <li>provides a detailed and accurate description of relevant camp site information</li> <li>provides a general description that is mostly accurate and relevant</li> </ul>	2 1
<b>Subtotal</b>	<b>/2</b>
<b>Minimum impact practices</b>	
For each of the seven 'Leave No Trace' principles, outline one minimum impact practice for the group to implement <ul style="list-style-type: none"> <li>outlines a practice that is appropriate to a 'Leave No Trace' principle (one mark for each practice outline)</li> </ul>	1-7
<b>Subtotal</b>	<b>/7</b>
<b>Participant equipment</b>	
Provide an equipment checklist for participants, such as clothing and equipment requirements, and how these are to be organised <ul style="list-style-type: none"> <li>provides an equipment list that is thorough and caters for all requirements</li> <li>provides a list that includes the majority of the equipment, but omits some items</li> <li>outline of storage indicates that it is well organised and accessible</li> </ul>	2 1 1
<b>Subtotal</b>	<b>/3</b>

Description	Marks
<b>Menu planning and cooking</b>	
Considering the outdoor experience and location, construct a menu plan indicating a selection of appropriate food	
<ul style="list-style-type: none"> <li>constructs a menu that is thorough and food/meals are appropriate for the expedition</li> <li>constructs a menu that is suitable, but some of the food selected is not appropriate</li> </ul>	2 1
Select one of the meals during the expedition and outline the preparation and cooking method(s) that will be used	
<ul style="list-style-type: none"> <li>outlines appropriate food preparation that considers the environment and/or other participants</li> <li>outlines appropriate cooking method that considers the environment and/or other participants</li> </ul>	1 1
<b>Subtotal</b>	<b>/4</b>
<b>Drinking water</b>	
Identify the location of drinking water sources	
<ul style="list-style-type: none"> <li>identifies all drinking water sources from the area</li> </ul>	1
List water carrying equipment that will be required	
<ul style="list-style-type: none"> <li>provides a list of all equipment used to carry water for the expedition</li> </ul>	1
Explain how the water will be treated for drinking if this becomes a necessity	
<ul style="list-style-type: none"> <li>provides a detailed and accurate explanation of appropriate water treatment</li> <li>provides a general explanation that is mostly accurate and relevant</li> </ul>	2 1
<b>Subtotal</b>	<b>/4</b>
<b>Final briefing</b>	
Describe how the final briefing will be undertaken	
<ul style="list-style-type: none"> <li>provides a clear description of the briefing process, with appropriate detail</li> <li>provides a general description of the briefing process, with minimal detail</li> </ul>	2 1
Include the type of information that will be in the final briefing (e.g. travel schedule, weather information, emergency contact details)	
<ul style="list-style-type: none"> <li>includes accurate and relevant information, including travel schedule, weather information, emergency contact details</li> <li>includes mostly accurate and relevant information, but some pertinent information may have been left out or minimally addressed</li> </ul>	2 1
<b>Subtotal</b>	<b>/4</b>
<b>Section Two Total</b>	<b>/36</b>

Description	Marks
<b>Section Three: Logistical information</b>	
<b>Bookings</b>	
Transportation Arrangements for the group and support crew <ul style="list-style-type: none"> <li>provides a clear and accurate outline of all relevant transport details for all members</li> </ul>	1
Accommodation Camp site arrangements for the group and support crew on a map of the expedition area <ul style="list-style-type: none"> <li>provides a clear and accurate outline of all relevant accommodation details for all members on a map of the expedition area</li> <li>provides an accurate outline of all relevant accommodation details for all members, but no map is included</li> </ul>	2 1
Communication Types of communication devices that will be required <ul style="list-style-type: none"> <li>provides a comprehensive list of all appropriate communication equipment that will be required</li> </ul>	1
Booking details of all relevant equipment, including details of agencies which need to be contacted for such bookings <ul style="list-style-type: none"> <li>accurately describes booking details for all equipment and agencies required for the expedition</li> <li>provides some detail, but much of the information is missing</li> </ul>	2 1
<b>Subtotal</b>	<b>/6</b>
<b>Budget</b>	
Individual Account for all costs to the individual to participate in the expedition <ul style="list-style-type: none"> <li>accounts for all relevant costs to individual participants</li> <li>accounts for most of relevant costs, but some are omitted</li> </ul>	2 1
Group Identify all costs (to be shared by the participants or met by other external means) that are required to run the program <ul style="list-style-type: none"> <li>accounts for all relevant costs related to the group, but are to be shared by all participants</li> <li>accounts for most of relevant costs, but some are omitted</li> </ul>	2 1
<b>Subtotal</b>	<b>/4</b>
<b>Correspondence</b>	
Present a list of all correspondence to/from relevant authorities <ul style="list-style-type: none"> <li>includes all correspondence relating to the expedition together with aspects of the expedition the correspondence relates to</li> <li>includes some of the correspondence or does not indicate some aspect of the expedition</li> </ul>	2 1
<b>Total</b>	<b>/2</b>
<b>Emergency procedures</b>	
Provide a list of first aid qualifications required for outdoor leaders <ul style="list-style-type: none"> <li>provides an appropriate list with qualifications for all leaders in the expedition</li> <li>lists some of the qualifications inaccurately or does not include some leaders</li> </ul>	2 1
List first aid equipment <ul style="list-style-type: none"> <li>lists all first aid equipment required for the expedition</li> </ul>	1
Explain how you would proceed in three types of emergency at different levels For each of the <b>three</b> situations: <ul style="list-style-type: none"> <li>clearly and accurately explains the process with appropriate links to the situation</li> <li>accurately explains the process with minimal link to the situation</li> </ul>	2 1
Note: emergency situations must not be similar (i.e. not require the same procedure)	
<b>Subtotal</b>	<b>/9</b>
<b>Section Three total</b>	<b>/21</b>

<b>Section Four: Outdoor leadership</b>	
<b>Prior to the outdoor experience program</b>	
Meeting one: fitness preparation six weeks prior to the program Write a plan for the meeting that includes the following	
the aim of the meeting	
<ul style="list-style-type: none"> <li>clear and concise aim for the meeting</li> </ul>	1
provides a description of the fitness capabilities required by participants	
<ul style="list-style-type: none"> <li>provides a detailed and accurate description of fitness capabilities required by participants</li> <li>provides a general description, but may not include all relevant fitness capabilities</li> </ul>	2 1
a description of how participants can best prepare physically for the outdoor program	
<ul style="list-style-type: none"> <li>provides a detailed and accurate description of ways in which participants can best prepare for outdoor program</li> <li>provides a general description, but may not include all relevant fitness capabilities</li> </ul>	2 1
<b>Subtotal</b>	<b>/5</b>
Meeting two: planning meeting two weeks prior to the program Write a plan for the meeting that includes the following	
<ul style="list-style-type: none"> <li>an explanation of the importance of goals (group and personal) <ul style="list-style-type: none"> <li>provides a detailed explanation of the importance of group and personal goals</li> <li>provides a general explanation of the importance of goals, but may not cover group and personal goals</li> </ul> </li> </ul>	2 1
the <b>four</b> most appropriate 'Leave No Trace' principles and identify one minimal impact practice for each	
For each of the <b>four</b> LNT principles	
<ul style="list-style-type: none"> <li>identifies an appropriate LNT principle</li> <li>provides an example of a practice that is relevant to the expedition</li> </ul>	1 1
<b>Subtotal</b>	<b>/10</b>
Meeting three: final briefing as close to departure day as possible Write a plan for the briefing. Include the following	
travel schedule	
<ul style="list-style-type: none"> <li>provides a detailed and accurate outline of the travel schedule</li> </ul>	1
emergency contacts	
<ul style="list-style-type: none"> <li>provides a thorough outline of all emergency contacts</li> <li>provides an outline that includes the majority of the emergency contacts</li> </ul>	2 1
weather forecasts	
<ul style="list-style-type: none"> <li>provides a detailed and accurate description of the weather expected in the expedition area</li> <li>provides a mostly accurate prediction of the expected weather in the expedition area</li> </ul>	2 1
<b>Subtotal</b>	<b>/5</b>
<b>At the camp site</b>	
Briefing on arrival Prepare an outline of the briefing upon arrival at the camp site that includes the following	
a schedule of activities	
<ul style="list-style-type: none"> <li>provides a clear, concise list of all scheduled activities</li> </ul>	1
description of the layout of camp site	
<ul style="list-style-type: none"> <li>provides a detailed and accurate map of the camp site which includes all features</li> <li>provides a mostly accurate map with most features of the camp site included</li> </ul>	2 1
safety information	
<ul style="list-style-type: none"> <li>provides a detailed and accurate outline of all safety procedures to be followed at, and around, the camp site</li> <li>provides a simple outline of most safety procedures to be followed at the camp site</li> </ul>	2 1
<b>Subtotal</b>	<b>/5</b>



<b>Outdoor activity</b>	
Activities	
Prepare a lesson plan for one activity that includes the following information	
• aim of the activity	1
• location/venue	1
• three of the rules/expectations for participants	1–3
• equipment required	1
• time allocation	1
• structural characteristics for the debrief, i.e. setting and orientation of participants	
▪ appropriate setting	1
▪ appropriate orientation	1
• one focus question for each of the three stages of the debrief	
▪ what?	1
▪ so what?	1
▪ now what?	1
<b>Subtotal</b>	<b>/12</b>
<b>Section Four total</b>	<b>/37</b>
<b>Total</b>	<b>/112</b>

## Sample assessment task

### Outdoor Education – ATAR Year 12

#### Task 7 – Unit 3 and Unit 4

**Assessment type:** Response

**Conditions:** one week to prepare for the essay and 45 minutes in class to write it

**Task weighting:** 5% of the school mark for this pair of units

---

#### In-class essay

**(30 marks)**

Respond to the following statement:

‘Conflict can occur between group members during an outdoor experience program.’

- Identify and describe the **five** techniques a leader of a group can use to manage a conflict situation. (15 marks)
- Choose **two** conflict management techniques and outline **two** advantages and **two** disadvantages of each. (8 marks)
- The group is lost and there is conflict between two members of the group over what to do next. Select and justify, by providing **three** reasons, the best conflict management technique to use in this situation. (7 marks)

## Marking key for sample assessment task 7

Description	Marks
<b>In-class essay</b>	
Identify and describe the <b>five</b> techniques a leader of a group can use to manage a conflict situation	
<ul style="list-style-type: none"> <li>identifies the conflict management techniques outlined below</li> </ul>	1
<ul style="list-style-type: none"> <li>provides a detailed and accurate description of the technique as outlined below           <ul style="list-style-type: none"> <li>Withdrawing: neither the goal nor the relationship between the conflicting individuals is seen as important. The individuals withdraw from the conflict</li> <li>Forcing: the relationship between the conflicting individuals is not seen as important and one individual is forced to give up</li> <li>Compromising: the goal and the relationship between conflicting individuals is of moderate importance; part of the goal and the relationship are therefore given up in order to achieve resolution</li> <li>Smoothing: the relationship is of great importance and the goal is of little importance, so the goal is given up</li> <li>Confronting: the goal and the relationship are of great value. Problem-solving techniques are initiated to resolve the conflict, ensuring that the goal is achieved and that there are no ill feelings between the conflicting individuals</li> </ul> </li> </ul>	2 1
<b>Subtotal</b>	<b>/15</b>
Choose two conflict management techniques and outline <b>two</b> advantages and <b>two</b> disadvantages of each	
Response will depend on which conflict management strategies are chosen. Sample response for compromising and confronting is provided	
One mark for each advantage outlined (maximum of 4)	1–4
One mark for each disadvantage outlined (maximum of 4)	1–4
Compromising	
<i>Advantages</i>	
<ul style="list-style-type: none"> <li>issues can be resolved quickly; time advantage</li> <li>can provide temporary solution</li> <li>can result in lower stress levels for individuals</li> </ul>	
<i>Disadvantages</i>	
<ul style="list-style-type: none"> <li>parties may not be happy with the decision</li> <li>may not contribute to building trust (in the longer term)</li> </ul>	
Confronting	
<i>Advantages</i>	
<ul style="list-style-type: none"> <li>can result in a quick resolution; time advantage</li> <li>is often the best strategy when other methods have not worked</li> </ul>	
<i>Disadvantages</i>	
<ul style="list-style-type: none"> <li>may negatively affect relationships between group members</li> <li>can escalate hostility</li> <li>requires energy and resilience/skills on behalf of the facilitator</li> </ul>	
<b>Subtotal</b>	<b>/8</b>

Description	Marks
<p>The group is lost and there is conflict between two members of the group over what to do next. Select and justify, by providing <b>three</b> reasons, the best conflict management technique to use in this situation</p> <ul style="list-style-type: none"> <li>• Selects 'confronting' as the best method of conflict management in the situation described</li> <li>• for each of the <b>three</b> reasons <ul style="list-style-type: none"> <li>▪ provides a detailed and accurate justification, making appropriate links between the reason for selection and the situation</li> <li>▪ provides a mostly appropriate justification, making some simple links between the reason for selection and the situation</li> </ul> </li> </ul> <p>Reasons could include:</p> <ul style="list-style-type: none"> <li>• important that the goal is achieved</li> <li>• important that positive relationships within the group are maintained in order to achieve success in the future</li> <li>• there is an adequate amount of time for the method to be conducted</li> </ul>	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>
<b>Subtotal</b>	<b>/7</b>
<b>Total</b>	<b>/30</b>

## Sample assessment task

### Outdoor Education – ATAR Year 12

#### Task 8 – Unit 3 and Unit 4

**Assessment type:** Performance 1

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

**Task weighting:** 5% of the school mark for this pair of units

#### **Bush walking skills**

**(45 marks)**

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

- Correct use of personal protective equipment (3 marks)
- Minimising environmental impact 1 – plan ahead and prepare (3 marks)
- Minimising environmental impact 2 – travel on durable surfaces (3 marks)
- Minimising environmental impact 3 – dispose of waste properly (3 marks)
- Minimising environmental impact 4 – leave what you find (3 marks)
- Minimising environmental impact 5 – respect wildlife (3 marks)
- Minimising environmental impact 6 – be considerate of your hosts and others (3 marks)
- Equipment 1 (3 marks)
- Equipment 2 (3 marks)
- Walking skills 1 – pack lifting (3 marks)
- Walking skills 2 – pack fitting (3 marks)
- Walking skills 3 – safety (3 marks)
- Walking skills 4 – walking skills (general) (3 marks)
- Walking skills 5 – walking skills (ascending) (3 marks)
- Walking skills 6 – walking skills (descending) (3 marks)

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

Teachers should typically assess performance from a holistic view rather than 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 help to guide Outdoor Education teachers in what to look for when assessing each skill. These points may be altered slightly to accommodate variations in locations and equipment used. As each skill is distinctly different, the set of requirements needs to be interpreted in terms of the demands of the situation.

The allocation of a mark will be determined by:

- 3 marks – Consistently displays all of the required behaviours
- 2 marks – Consistently displays most of the required behaviours
- 1 mark – Displays some of the required behaviours

## Marking key for sample assessment task 8

Description	Marks
<b>Skill: Correct use of personal protective equipment</b>	
<ul style="list-style-type: none"> <li>• eye protection <ul style="list-style-type: none"> <li>▪ sunglasses</li> </ul> </li> <li>• head protection <ul style="list-style-type: none"> <li>▪ hat providing ample protection from the sun</li> </ul> </li> <li>• skin protection <ul style="list-style-type: none"> <li>▪ shirt/long sleeved</li> <li>▪ long pants/gaiters</li> <li>▪ apply and reapply sunscreen</li> <li>▪ apply and reapply insect repellent</li> <li>▪ appropriate clothing (warm/cold)</li> </ul> </li> <li>• hand protection (if appropriate) <ul style="list-style-type: none"> <li>▪ gloves</li> </ul> </li> <li>• foot protection <ul style="list-style-type: none"> <li>▪ appropriate footwear</li> </ul> </li> </ul>	1–3
<b>Skill: Minimising environmental impact 1 – plan ahead and prepare</b>	
<ul style="list-style-type: none"> <li>• is aware of all restrictions relating to the walking area, e.g. fire and weather warnings</li> <li>• removes all unnecessary packaging before setting out</li> <li>• packs or wears suitable clothing, e.g. for warmth or wet weather</li> <li>• takes sufficient food and drinking water</li> <li>• repackages food to minimise waste and carries rubbish bags</li> <li>• is aware of location of emergency equipment as appropriate to the situation, e.g. satellite phone, EPIRB, first aid kit, flares and emergency plans</li> <li>• carries a small trowel for emergency toileting</li> <li>• carefully reviews and follows all agency or traditional landowner regulations and recommendations</li> </ul>	1–3
<b>Skill: Minimising environmental impact 2 – travel on durable surfaces</b>	
<ul style="list-style-type: none"> <li>• stays on track, doesn't cut corners through the bush and sticks to tracks to avoid trampling vegetation</li> <li>• keeps to the middle of the track even when it is under water</li> <li>• on sandy, coastal tracks, walks wide of the centre to spread the impact over the whole width of the track</li> <li>• if the need arises to walk off track, decides upon the action that has the least impact – single file or dispersed</li> </ul>	1–3
<b>Skill: Minimising environmental impact 3 – dispose of waste properly</b>	
<ul style="list-style-type: none"> <li>• packs and carries out all rubbish and leftover food, including organics</li> <li>• is careful not to drop rubbish while walking on tracks</li> <li>• when available, uses established toilet facilities</li> <li>• in other situations: carries a trowel; deposits solid human waste in cat holes dug in topsoil – usually 20–25 cm deep and at least 100 m from water, camp and tracks; covers and disguises the hole when finished</li> </ul>	1–3

Description	Marks
<b>Skill: Minimising environmental impact 4 – leave what you find</b>	
<ul style="list-style-type: none"> <li>• respects Indigenous art and other sites of cultural significance – seeks appropriate permission</li> <li>• does not touch rock art which can be damaged by the natural oils from human skin</li> <li>• preserves the past – observes, but does not touch cultural or historic structures and artefacts</li> <li>• leaves rocks, plants and other natural objects as they are found</li> <li>• avoids introducing or transporting non-native species, including firewood</li> <li>• does not travel through quarantine areas</li> <li>• avoids transporting mud, which may contain dieback fungal spores in footwear, by cleaning before and after travelling</li> <li>• checks clothing and all gear and burns or disposes of all hitchhiker type seeds before and after travelling in different areas</li> <li>• does not build structures, furniture or dig trenches</li> </ul>	1–3
<b>Skill: Minimising environmental impact 5 – respect wildlife</b>	
<ul style="list-style-type: none"> <li>• observes wildlife from a distance – does not follow or approach them</li> <li>• avoids wildlife during sensitive times: mating, nesting, and raising young</li> <li>• does not feed wild animals or birds</li> <li>• stores food and rubbish securely</li> <li>• knows non-native species and reports sightings of them to appropriate sources</li> </ul>	1–3
<b>Skill: Minimising environmental impact 6 – be considerate of your hosts and others</b>	
<ul style="list-style-type: none"> <li>• respects other visitors and protects the quality of their experience</li> <li>• behaves courteously – gives way to others on tracks and roads</li> <li>• has rest breaks in discrete places to minimise impact on other groups</li> <li>• does not wear bright coloured clothes or use bright coloured tents that can cause disturbance to animals as well as other recreational users</li> <li>• keeps noise to a minimum</li> <li>• talks quietly, especially when in large groups</li> <li>• avoids the use of bright lights, radios, electronic games, mobile phones and other intrusive urban devices</li> </ul>	1–3
<b>Skill: Equipment 1</b>	
<ul style="list-style-type: none"> <li>• places heavy contents high and close to the shoulder girdle</li> <li>• organises according to needs during the day and gear is easy to find</li> <li>• efficiently uses space within the pack so that all equipment is contained within pack (not tied to the outside)</li> <li>• packs so that sharp contents are not protruding</li> <li>• adjusts compression straps appropriately</li> </ul>	1–3
<b>Skill: Equipment 2</b>	
<ul style="list-style-type: none"> <li>• pack within 1/3 to 1/4 of body weight</li> <li>• waterproofs pack and equipment effectively</li> <li>• demonstrates care when using equipment</li> <li>• demonstrates correct use of equipment</li> </ul>	1–3
<b>Skill: Walking skills 1 – pack lifting</b>	
<ul style="list-style-type: none"> <li>• bends knees when lifting</li> <li>• places pack on the knee</li> <li>• places arm through one shoulder strap</li> <li>• lifts pack from the knee to the back</li> <li>• places arm through second shoulder strap</li> </ul>	1–3

Description	Marks
<b>Skill: Walking skills 2 – pack fitting</b>	
<ul style="list-style-type: none"> <li>adjusts harness height to the appropriate back length</li> <li>adjusts hip belt appropriately</li> <li>adjusts shoulder straps appropriately</li> <li>adjusts top stabiliser straps appropriately</li> <li>adjusts side stabiliser straps appropriately</li> <li>correctly locates majority of the pack's weight on the hip girdle</li> </ul>	1–3
<b>Skill: Walking skills 3 – safety</b>	
<ul style="list-style-type: none"> <li>negotiates obstacles in a safe manner, e.g. loose rock, tree roots, slippery surfaces, dense vegetation, soft ground and mud</li> <li>maintains appropriate safe distance between walkers appropriate to terrain and conditions</li> <li>positions self to avoid injury caused by other walkers, e.g. rock fall, branch snaps back</li> <li>monitors level of fatigue and takes appropriate breaks</li> </ul>	1–3
<b>Skill: Walking skills 4 – walking skills (general)</b>	
<ul style="list-style-type: none"> <li>adjusts body position according to gradient</li> <li>adopts appropriate posture when carrying backpack</li> <li>maintains appropriate speed</li> <li>uses appropriate foot placement to maintain stability</li> </ul>	1–3
<b>Skill: Walking skills 5 – walking skills (ascending)</b>	
<ul style="list-style-type: none"> <li>adjusts body position according to gradient</li> <li>uses zigzagging style</li> <li>places feet down flat with a deliberate step</li> <li>rests heels on available projections</li> <li>maintains balance</li> </ul>	1–3
<b>Skill: Walking skills 6 – walking skills (descending)</b>	
<ul style="list-style-type: none"> <li>adjusts body position according to gradient</li> <li>places feet against projections to avoid overstriding</li> <li>avoids placing feet down heavily</li> <li>uses flat-footed or stiff-heel technique appropriate to circumstances</li> <li>maintains balance</li> </ul>	1–3
<b>Total</b>	<b>/45</b>
3 marks – Consistently displays all of the required behaviours 2 marks – Consistently displays most of the required behaviours 1 mark – Displays some of the required behaviours	