



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

OUTDOOR EDUCATION

GENERAL COURSE

Year 12 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2017.

Users of this syllabus are responsible for checking its currency.

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

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Rationale

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

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

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

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

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

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

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

Course outcomes

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

Outcome 1 – Understanding the principles of outdoor education

Students understand that outdoor education aims to develop an understanding of human-nature relationships.

In achieving this outcome, students:

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

Outcome 2 – Skills for safe participation in outdoor activities

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

In achieving this outcome, students:

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

Outcome 3 – Understanding of the environment

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

In achieving this outcome, students:

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

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

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

In achieving this outcome, students:

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

Organisation

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

Structure of the syllabus

The Year 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 – Building confidence in the outdoors

Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills. Students develop personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment, or the participation of individuals in activities and expeditions. Features and relationships in natural environments are examined. Weather components, patterns and forecasting are introduced. Students develop a greater understanding of human interactions with nature, past and present. Sustainability is introduced and local issues are examined.

Unit 4 – Outdoor leadership

Students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills, and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience, and conflict resolution skills. Students lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for 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 could be taught
- unit content – the content to be taught and learned.

Organisation of content

The course content is divided into three areas:

- Outdoor experiences
- Self and others
- Environmental awareness.

An excursion in this course is defined as a whole or part day experience. 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.

Duty of Care

It is the responsibility of the school to ensure that the required duty of care is exercised in relation to the health and safety of all students undertaking the course. The implementation of effective safety management plans and processes ensures that all activities are conducted safely. Relevant outdoor activity rules and regulations must be rigorously followed. Teachers are to refer to relevant school/system/sector guidelines and/or current best practice or outdoor activity industry standards for specific outdoor activities.

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 and applied. 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 and 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. Values related to self-acceptance, self-esteem 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 outcomes and enable students to build strong teams, while respecting others, accepting individual differences and showing empathy and compassion. Theories relating to 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 relationships 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 for outdoor environments that are accessed by humans to be preserved and protected. The course considers the management role of governments and other agencies and the impact of various decisions made by these stakeholders. The strategies used by government and non-government organisations are explored.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers will find opportunities to incorporate the capabilities into the teaching and learning program for the Outdoor Education General course.

Literacy

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

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

Numeracy

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

Information and communication technology capability

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

Critical and creative thinking

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

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

Personal and social capability

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

The course provides opportunities for students to explore their own personal identities and develop an understanding of factors that influence and shape a sense of identity. Students learn how to recognise, understand, validate and respond appropriately to their own emotions, strengths and values. They develop the knowledge, understanding, and skills to set and monitor personal and group goals when planning for an expedition.

Ethical understanding

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

Intercultural understanding

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

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

Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers will find opportunities to incorporate the priorities into the teaching and learning program for the Outdoor Education General course.

Aboriginal and Torres Strait Islander histories and cultures

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

The Outdoor Education General course encourages all students to research the expedition area to gain an insight into the Aboriginal and Torres Strait Islander 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 people with the Australian environment.

Asia and Australia's engagement with Asia

In the Outdoor Education General course, the priority of Asia and Australia's engagement with Asia provides opportunities for students to explore the synergy between Asia and Australia in the areas of adventure activities, expeditions and sustainable practices. An understanding of the engagement between Australia and Asia underpins the capacity of students to be active and informed citizens.

The Outdoor Education General 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 General 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 will develop the capacity to contribute to a sustainable future.

Unit 3

Unit description – Building confidence in the outdoors

Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills. Students develop personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment, or the participation of individuals in activities and expeditions. Features and relationships in natural environments are examined. Weather components, patterns and forecasting are introduced. Students develop a greater understanding of human interactions with nature, past and present. Sustainability is introduced and local issues are examined.

Suggested contexts

Within the broad area of building confidence in the outdoors, teachers are encouraged to select one or two outdoor adventure activities consistent with the interests and capabilities of students. At least one activity must be able to be used as a mode of travel.

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

- abseiling
- bodyboarding
- bushwalking
- canoeing
- caving
- climbing
- kayaking
- mountain biking
- orienteering
- sailing
- scuba diving
- sea kayaking
- snorkelling
- surfing.

Excursion/expedition

To establish optimal teaching, learning and assessment situations for this unit, it is recommended that students participate in at least one expedition that is a minimum of three days and two nights in a natural environment, and be self-sufficient.

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.

Outdoor experiences

Planning

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

Skills and practices

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

Safety

- definitions of relevant risk management terminology
 - risk
 - challenge

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

Self and others

Personal skills

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

Working with others

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

Leadership

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

Environmental awareness

The environment

- features and relationships in the natural environment of the expedition area
- components of weather
 - wind
 - clouds
 - precipitation
 - temperature
 - air pressure
- identification of local seasonal weather patterns
- weather forecasting using synoptic charts and climatic averages

Relationships with nature

- changes in the ways humans have valued nature over time
- natural change and the effects it has on individuals and communities in Australia
 - day to night
 - seasonal variation
 - drought and flood
- commercial, recreational, conservational and human activities that alter places
- application of 'Leave No Trace' principles

Environmental management

- definition of sustainability
- sustainability issues
 - rare and endangered species
 - renewable resources

Unit 4

Unit description – Outdoor leadership

Students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience and conflict resolution skills. Students lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment.

Suggested contexts

Within the broad area of outdoor leadership, teachers are encouraged to select one or two outdoor adventure activities consistent with the interests and capabilities of students. At least one activity must be able to be used as a mode of travel.

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

- abseiling
- bodyboarding
- bushwalking
- canoeing
- caving
- climbing
- kayaking
- mountain biking
- orienteering
- sailing
- scuba diving
- sea kayaking
- surfing.

Excursion/expedition

To establish optimal teaching, learning and assessment situations for this unit, it is recommended that students participate in at least one expedition that is a minimum of three days and two nights in a natural environment, and be self-sufficient.

Unit content

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

Outdoor experiences

Planning

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

Skills and practices

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

Safety

- apply a risk analysis management system (RAMS) to a specific activity
- methods and procedures for conducting a search and evacuation
 - search organisation
 - stages of a land search: reconnaissance, rapid comb, line search

- types of searches
- evacuation procedures: immediate and pre-warned
- cause and prevention of hypothermia, signs and symptoms of hypothermia, and treatment at various stages of the condition

Self and others

Personal skills

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

Working with others

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

Leadership

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

Environmental awareness

The environment

- features of the natural environment of the expedition area
- weather forecasting using natural indicators while in the natural environment
 - clouds
 - wind
 - animal behaviour

Relationships with nature

- technology and the environment
 - improvements to equipment
 - electronic equipment
- the impact of urbanisation and changing lifestyles
- minimising human impact on nature
- concept of wilderness
- application of 'Leave No Trace' principles

Environmental management

- features of a sustainable project relevant to the local area or expedition
- responsibility of individuals, communities, governments and industry for the environment

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 General 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.	15%
Performance 1: specific to outdoor adventure activity skills and strategies Students develop and refine skills and strategies used in an outdoor adventure activity. Evidence is collected over a period of time and can include: checklists/rubrics, direct observation and video.	30%
Performance 2: specific to expedition Students apply skills and strategies while on expedition, with a focus on the mode of travel studied in the course. Evidence is collected through direct observation, 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%
Externally set task A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.	15%

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).

All assessment types must be included in the assessment outline at least twice with the exception of the externally set task which only occurs once.

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.

Externally set task

All students enrolled in the Outdoor Education General Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

Externally set task design brief – Year 12

Time	50 minutes
Format	Written
	Conducted under invigilated conditions
	Typically between two and five questions
	Questions require students to refer to an expedition
Content	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

Refer to the WACE Manual for further information.

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 General Year 12 Outdoor Education 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.

Appendix 1 – Grade descriptions Year 12

A	<p>Outdoor experiences</p> <p>Produces a coherent and detailed expedition manual.</p> <p>Applies advanced navigation skills and consistently demonstrates appropriate risk management practices in changing environments.</p> <p>Performs outdoor activity skills showing control and correct technique.</p>
	<p>Self and others</p> <p>Suitably and effectively applies a range of personal skills.</p> <p>Uses a range of appropriate interpersonal skills to build effective group relationships.</p> <p>Clearly explains leadership theories and styles, and consistently demonstrates a range of appropriate leadership skills to suit specific situations.</p>
	<p>Environmental awareness</p> <p>Provides clear and accurate descriptions of key environmental terms.</p> <p>Consistently and accurately identifies a range of natural indicators and applies these to forecast environmental conditions.</p> <p>Consistently demonstrates a range of environmentally respectful behaviours.</p>
B	<p>Outdoor experiences</p> <p>Produces a detailed expedition manual.</p> <p>Applies navigation skills and demonstrates appropriate risk management practices in different environments.</p> <p>Performs outdoor activity skills showing control and predominantly correct technique.</p>
	<p>Self and others</p> <p>Effectively applies personal skills to enhance relationships.</p> <p>Uses interpersonal skills to build effective group relationships.</p> <p>Explains leadership theories and styles, and demonstrates appropriate leadership skills to suit specific situations.</p>
	<p>Environmental awareness</p> <p>Provides accurate descriptions of relevant environmental terms.</p> <p>Accurately identifies natural indicators to forecast environmental conditions.</p> <p>Demonstrates a range of environmentally respectful behaviours.</p>
C	<p>Outdoor experiences</p> <p>Produces an expedition manual with general detail.</p> <p>Applies navigation skills and demonstrates some appropriate risk management practices in different environments.</p> <p>Performs outdoor activity skills showing appropriate technique.</p>
	<p>Self and others</p> <p>Applies personal skills to enhance relationships.</p> <p>Uses some appropriate interpersonal skills in group settings.</p> <p>Provides general explanations of leadership theories and styles, and demonstrates some leadership skills.</p>
	<p>Environmental awareness</p> <p>Provides general descriptions of relevant environmental terms.</p> <p>Identifies natural indicators to forecast environmental conditions with some accuracy.</p> <p>Demonstrates some environmentally respectful behaviour.</p>

D	<p>Outdoor experiences</p> <p>Produces an expedition manual with incomplete detail.</p> <p>Applies some navigation skills and demonstrates few appropriate risk management practices.</p> <p>Performs outdoor activity skills showing unrefined and inconsistent techniques.</p>
	<p>Self and others</p> <p>Applies a narrow range of personal and/or leadership skills.</p> <p>Uses few effective interpersonal skills in group settings.</p> <p>Provides simple and inconsistent explanations of leadership theories and styles.</p>
	<p>Environmental awareness</p> <p>Provides simple descriptions of a limited number of environmental terms.</p> <p>Identifies natural indicators to forecast environmental conditions inconsistently.</p> <p>Demonstrates few environmentally respectful behaviours.</p>

E	<p>Outdoor experiences</p> <p>Produces a simple or incomplete expedition manual.</p> <p>Participates in outdoor activities, but does not apply roping or navigation skills or appropriate risk management practices.</p> <p>Performs outdoor activity skills showing poor technique.</p>
	<p>Self and others</p> <p>Does not apply personal and/or leadership skills.</p> <p>Uses little or no interpersonal skills in group settings.</p> <p>Provides incorrect or no explanations of leadership theories and styles.</p>
	<p>Environmental awareness</p> <p>Provides minimal or no descriptions of a limited number of environmental terms.</p> <p>Does not apply natural indicators to forecast environmental conditions or demonstrate environmentally respectful behaviours.</p>