



SAMPLE ASSESSMENT TASKS

OUTDOOR EDUCATION
GENERAL YEAR 12

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Sample assessment task

Outdoor Education – General Year 12

Task 1 – Unit 3 and Unit 4

Assessment type: Investigation

Conditions: the task will be completed over two weeks

Task weighting: 7.5% of the school mark for this pair of units

Expedition planner

Complete an expedition planner in preparation for a snorkelling expedition 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 \(https://www.scsa.wa.edu.au\)](https://www.scsa.wa.edu.au), includes a number of possible sections and marking key.

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

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

Sample assessment task

Outdoor Education – General Year 12

Task 7 – Unit 3 and Unit 4

Assessment type: Performance 1

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

Task weighting: 15% of the school mark for this pair of units

Sailing skills

(39 marks)

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

1. Correct use of personal protective equipment (3 marks)
2. Minimising environmental impact 1 (3 marks)
3. Minimising environmental impact 2 (3 marks)
4. Minimising environmental impact 3 (3 marks)
5. Equipment (3 marks)
6. Rigging (3 marks)
7. Leaving the beach/launching facility (3 marks)
8. Returning to the beach/launching facility (3 marks)
9. Sailing techniques and manoeuvres 1 (3 marks)
10. Sailing techniques and manoeuvres 2 (3 marks)
11. Sailing techniques and manoeuvres 3 (3 marks)
12. Sailing techniques and manoeuvres 4 (3 marks)
13. Capsize recovery (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 7

Description	Marks
Skill 1: Correct use of personal protective equipment	
<ul style="list-style-type: none"> • eye protection <ul style="list-style-type: none"> ▪ sunglasses • head protection <ul style="list-style-type: none"> ▪ hat when on the beach • skin protection <ul style="list-style-type: none"> ▪ shirt/rash vest, wetsuit ▪ application and reapplication of sunscreen • hand protection (if appropriate) <ul style="list-style-type: none"> ▪ gloves • foot protection <ul style="list-style-type: none"> ▪ appropriate protective footwear • other <ul style="list-style-type: none"> ▪ personal flotation device (PFD) ▪ whistle attached to PFD 	1–3
Subtotal	/3
Skill 2: Minimising environmental impact 1	
<ul style="list-style-type: none"> • carefully reviews and follows all agency or traditional landowner regulations and recommendations • repackages food • supplies adequate water • uses proper equipment • plans how to effectively store/attach provisions/gear to the boat in case of a capsize • uses existing access tracks to the shore to avoid disturbance to vegetation • takes care to avoid trampling shorelines while exiting and entering the river • selects an appropriate site to launch and return the boat • stays clear of environmentally sensitive areas 	1–3
Subtotal	/3
Skill 3: Minimising environmental impact 2	
<ul style="list-style-type: none"> • packs out all rubbish • takes care to tie down loose gear in the boat to avoid loss and, therefore, pollution of the water body • uses toilets where available; if not, hikes inland to a site which supports the cat-hole method • leaves natural objects undisturbed 	1–3
Subtotal	/3
Skill 4: Minimising environmental impact 3	
<ul style="list-style-type: none"> • observes animals from a distance • never feeds wild animals • keeps noise to a reasonable level—listens to nature • keeps a low profile • maintains a cooperative spirit with others • shares the space with others 	1–3
Subtotal	/3

Description	Marks
Skill 5: Equipment	
<ul style="list-style-type: none"> uses clothing suitable for the prevailing and expected conditions wears/uses safety equipment in accordance with state/territory legislation and weather and light conditions chooses correct size PFD and uses correctly bailer is present and secured to the boat tow rope present and secured and in good condition painter present and secured in good condition paddle present and secure 	1–3
Subtotal	/3
Skill 6: Rigging	
<p>Demonstrates ability to tie appropriate knots:</p> <ul style="list-style-type: none"> figure eight double overhand stopper knot round turn and two half hitches bowline <p>Rigs a small boat in preparation for a sail:</p> <ul style="list-style-type: none"> demonstrates correct positioning of the boat relative to wind direction identifies parts of the boat, including sails and fittings correctly rigs boat carries out safety checks—personal buoyancy, boat buoyancy, bungs, bailer, paddle boat is in correct position in relation to the wind 	1–3
Subtotal	/3
Skill 7: Leaving the beach/launching facility	
<ul style="list-style-type: none"> identifies the wind direction and what direction to leave in points the boat so the bow is at right angles to the wind safely leaves the beach without going sideways secures the centreboard and rudder 	1–3
Subtotal	/3
Skill 8: Returning to the beach/launching facility	
<ul style="list-style-type: none"> identifies the wind direction and what direction to return in selects correct return angle, sails out and basic heave to slows down by easing the sails until they begin to luff centreboard and rudder raised 	1–3
Subtotal	/3
Skill 9: Sailing techniques and manoeuvres 1	
<ul style="list-style-type: none"> boat is steered/helmed under paddle/rowing power turns boat so the wind is coming across the beam (wind abeam) lets out sails completely and turns the boat until the sails luff balances the boat pulls the centreboard halfway up boat comes to a complete stop and holds stop 	1–3
Subtotal	/3

Description	Marks
Skill 10: Sailing techniques and manoeuvres 2	
Demonstrates primary boat controls: <ul style="list-style-type: none"> • puts boat into heave to position • identifies wind direction • without touching the tiller, slowly pulls the main on until the boat begins to turn • identifies whether the boat is turning towards or away from the wind direction and lets the sail out • sails the boat back onto heave to position • without touching the tiller, slowly pulls the jib on until the boat begins to turn • identifies whether the boat is turning towards or away from the wind direction and lets the sail out • holds the tiller correctly, i.e. overhand grip, palm on top of the tiller, thumb pointing backwards • tiller extension should be held close to the body near the back hip/buttock • looks in the direction the boat is sailing, not at the tiller 	1–3
Subtotal	/3
Skill 11: Sailing techniques and manoeuvres 3	
<ul style="list-style-type: none"> • sails with the wind abeam • centreboard halfway up • sails approximately half out without luffing Tacking: <ul style="list-style-type: none"> • bow of the boat is turned through the wind • tells everyone in the boat before the tack • ensures the jib is released • the sails change sides and so do the skipper and crew during the tack • changes hands behind the back • sets sails again and sails to the next mark 	1–3
Subtotal	/3
Skill 12: Sailing techniques and manoeuvres 4	
<ul style="list-style-type: none"> • performs a basic heave to • demonstrates the use of sails to slow and speed up the boat • feathers the sails • uses both the above techniques to slow the boat to a virtual stop when directed • sails a marked course which does not include windward or running legs • manoeuvres the boat through tacks and jibes 	1–3
Subtotal	/3
Skill 13: Capsize recovery	
<ul style="list-style-type: none"> • comes to surface quickly and makes sure everyone is okay by calling each crew member's name • swims towards and climbs on centreboard • skipper instructs crew to release sails and boom vang is released • skipper instructs crew to float in water between boat and boom, holding the hiking straps or swim to bow of the boat and hang onto the forestay • instructs one member of the crew to tuck in close to the mast and hold on while boat is uprighted (scoop method) • hangs onto gunwale and leans back to lever the boat upright • places boat in heave-to and safely bails out water 	1–3
Total	/39
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 – General Year 12

Task 3 – Unit 3 and Unit 4

Assessment type: Performance 2

Conditions: the assessment will be conducted by the teacher while on expedition

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

Practical performance

(54 marks)

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

- 1. Preparation** (3 marks)
 - personal preparation

- 2. Skills** (18 marks)
 - packing
 - shelters
 - cooking
 - hygiene
 - roping
 - navigation

- 3. Personal skills** (9 marks)
 - time management
 - goal setting
 - reflection

- 4. Working with others** (6 marks)
 - communication; effective group functioning
 - collaboration; decision making

- 5. Leadership** (3 marks)
 - leadership skills

- 6. Relationships with nature** (15 marks)
 - planning/preparation
 - travel
 - wastes
 - environmental impact
 - respectful behaviour

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 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.

Description	Marks
1. Preparation	
Personal preparation <ul style="list-style-type: none"> selects clothing suitable to activity and environment provides and accounts for all required personal equipment uses effective environmental protection, such as clothing, sunscreen, hat selects an adequate and appropriate menu maintains an adequate amount of treated water within an effective storage container prepares for maximised personal comfort 	1–3
Subtotal	/3
2. Skills	
Packing <ul style="list-style-type: none"> uses effective waterproof materials protects gear from damage packs so can easily access gear based on need organises gear efficiently within pack/storage container 	1–3
Shelters <ul style="list-style-type: none"> selects appropriate location for shelter to be set up constructs shelter effectively selects appropriate knots and ties them correctly sets up sleeping gear appropriately 	1–3
Cooking <ul style="list-style-type: none"> organises ingredients effectively (minimising packaging, quantities, and using a suitable container) organises suitable cooking utensils effectively shows correct and safe stove set-up and operation shows effective cooking skills uses efficient rubbish management (packaging, matches, leftovers) 	1–3
Hygiene <ul style="list-style-type: none"> cleans hands prior to food preparation cleans utensils after use washes hands after toileting uses effective water treatment practises hygienic behaviour while cooking, cleaning and toileting 	1–3
Roping <ul style="list-style-type: none"> selects appropriate rope for its use uses the most appropriate knots to secure equipment and/or mode of travel demonstrates appropriate care of ropes 	1–3
Navigation <ul style="list-style-type: none"> orientates a map locates present position on a map selects route between two points uses a map to navigate selected route 	1–3
Subtotal	/18

Description	Marks
3. Personal skills	
Time management <ul style="list-style-type: none"> uses effective and correct time estimation divides tasks identifies demands on time sets priorities schedules activities 	1–3
Goal setting <ul style="list-style-type: none"> goals are written in journal actively works towards goals comments on progress towards goals (during debriefing activities) 	1–3
Reflection <ul style="list-style-type: none"> makes regular journal entries expresses him/herself during briefing engages in reflective discussion 	1–3
Subtotal	/9
4. Working with others	
Communication; effective group functioning <ul style="list-style-type: none"> verbally and clearly communicates thoughts and ideas uses expressions and other non-verbal cues to help communicate works and cooperates effectively with others listens to and responds positively to others' ideas 	1–3
Collaboration; decision making <ul style="list-style-type: none"> works cooperatively and productively shares results/information/experience with others assists other members of the group having difficulty considers all options selects the best option takes responsibility for a decision and its outcome 	1–3
Subtotal	/6
5. Leadership	
<ul style="list-style-type: none"> displays an understanding of the various styles of leadership displays appropriate leadership style to suit the situation constructs and delivers an effective briefing displays an effective level of personal skills in briefing delivery 	1–3
Subtotal	/3
6. Relationships with nature	
Planning/preparation <ul style="list-style-type: none"> effectively stores equipment within pack/storage container selects durable clothing and equipment repackages food to minimise waste and reduce weight organises all required equipment 	1–3
Travel <ul style="list-style-type: none"> walks on trails or durable surfaces around the campsite selects an established campsite where possible; when not possible, selects a site that will be durable, with firm, dry ground and minimal vegetation underneath protects riparian areas by camping at least 100 m from lakes and streams wears soft-soled shoes 	1–3

Description	Marks
Wastes <ul style="list-style-type: none"> • secures rubbish in a suitable rubbish bag (including leftover food) • deposits solid wastes in cat holes dug 20–25cm deep at least 100m from water, camp and tracks • completely buries wastes and toilet paper • washes 100m away from stream or lakes; small amounts of biodegradable soap can be used • strains dishwater to remove solid food particles and scatters these 	1–3
Environmental impact <ul style="list-style-type: none"> • respects Indigenous art and other sites of cultural significance • leaves rocks, plants and other natural objects undisturbed • does not build structures/furniture from natural materials, nor dig trenches • uses stoves for cooking • uses fire places/rings (where fires are permitted) • keeps fire small • burns wood and coals to ash and puts fire out completely 	1–3
Respectful behaviour <ul style="list-style-type: none"> • observes wildlife from a distance • does not feed animals • stores food securely to prevent wildlife gaining access • respects others and the quality of their experience • displays courteous behaviour towards others • takes breaks and locates camp sites away from tracks and other visitors • avoids loud noises and voices 	1–3
Subtotal	/15
Total	/54
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 – General Year 12

Task 9 – Unit 3 and Unit 4

Assessment type: Response

Conditions: the task will be completed over two days. The journal is to be completed while on expedition. The evaluation section is to be completed within two days of returning from expedition.

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

Expedition journal

Teacher note: The expedition journal may include a number of sections depending on the expedition planned. The *Sample expedition journal* available on the [School Curriculum and Standards Authority website \(https://www.scsa.wa.edu.au\)](https://www.scsa.wa.edu.au), includes a number of such sections and marking key.

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

1. individual and group goals
2. log book (one per day)
 - 2.1 route details
 - 2.2 schedule
 - 2.3 menu
 - 2.4 environment
 - 2.5 observations
 - 2.6 personal reflections
3. expedition evaluation
 - 3.1 planning
 - 3.2 skills and practices
 - 3.3 safety
 - 3.4 personal skills
 - 3.5 working with others
 - 3.6 leadership
 - 3.7 the environment
 - 3.8 relationships with nature.