



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

# OUTDOOR EDUCATION

GENERAL COURSE

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Year 11 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2015.

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 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1 – Experiencing the outdoors

Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.

#### Unit 2 – Facing challenges in the outdoors

This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of the weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

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.

**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 is 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 on 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.

## Progression from the Year 7–10 curriculum

The Outdoor Education General course continues to develop student learning around the knowledge, understandings and skills within the P–10 Health and Physical Education curriculum. Content within the Personal, social and community health strand, and associated sub-strands, as well as within the Movement and physical activity strand, and associated sub-strands, is consolidated and extended through the study of the course units.

## 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 may find opportunities to incorporate the capabilities into the teaching and learning program for the Outdoor Education General course. The general capabilities are not assessed unless they are identified within the specified unit content.

### 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 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 of 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 may find opportunities to incorporate the priorities into the teaching and learning program for the Outdoor Education General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### 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 1 – Experiencing the outdoors

## Unit description

Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.

## Suggested contexts

Within the broad area of experiencing the outdoors, teachers are encouraged to select one or two outdoor adventure activities consistent with the interests and capabilities of students.

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 single-day excursion and a minimum of one overnight expedition in a natural environment.

## Unit content

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

### Outdoor experiences

#### Planning

- aspects of expedition planning to assist in personal preparation
  - pre-European and post-European history of the area
  - information about features of the natural environment
  - map showing route
  - schedule
  - equipment lists
  - menu
  - standard operating procedures
  - minimum impact practices
  - environmental management rules

#### Skills and practices

- technique development of a variety of skills in an outdoor adventure activity
- strategies to improve own performance in an outdoor adventure activity
- tying common knots
  - reef
  - figure eight
  - bowline
  - clove hitch
  - figure eight on the bight and follow through
  - round turn and two half hitches
- use of ropes
- types and care of ropes
- roping skills relevant to the outdoor activity, first aid and excursion/expedition
- types of maps, features of maps, using a map to navigate
- introduction to a compass
  - parts of a compass
  - orientating a map using a compass
- generic expeditioning skills
  - campsite selection
  - shelter construction
  - cooking
  - hygiene
  - water treatment
  - correct selection of expedition-specific equipment

**Safety**

- definition and importance of personal comfort
- safe practices and safety guidelines relevant to outdoor activity
- equipment and behaviours necessary for personal protection from environmental conditions and hazards related to the activity
- identification and treatment of common outdoor illnesses/injuries
- selection, packing and use of essential first aid equipment
- completion of medical forms

**Self and others****Personal skills**

- definition of self-awareness, self-appraisal, goal setting, time management, flexibility, monitoring, reflection, commitment and self-concept
- identifying personal strengths and weaknesses
- entering details of, and reflecting on, an outdoor experience in a logbook/journal

**Working with others**

- definition of communication skills, assertion, cooperation, collaboration, problem-solving, and negotiation
- active listening and types of communication skills
- characteristics and functions of an effective group

**Leadership**

- generic leadership qualities
  - trustworthy/honest
  - fair
  - open
  - instils confidence in others
  - good listener
- leadership qualities in significant outdoor leaders
- contents and purpose of an activity briefing

## Environmental awareness

### The environment

- definition of ecological terms
  - ecosystems
  - abiotic
  - biotic
  - trophic levels
  - producers
  - consumers
  - decomposers
  - flows
  - food webs
- abiotic and biotic features of natural environments within a local natural environment

### Relationships with nature

- definition of nature and natural environments
- motivation for seeking outdoor experiences
- characteristics of natural environments that people seek out during an outdoor experience
- human responses to nature
  - fear
  - appreciation
  - awe
  - contemplation
- introduction to 'Leave No Trace' principles

### Environmental management

- functions of Western Australian government environmental management departments and other local agencies/organisations
- Western Australian land management classifications
  - national parks
  - conservation parks
  - nature reserves
  - state forests
  - marine parks
- rules, regulations and guidelines for using a managed area for specific outdoor activities

## Unit 2 – Facing challenges in the outdoors

### Unit description

This unit offers the opportunity to engage in a range of outdoor adventure activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

### Suggested contexts

Within the broad area of facing challenges in the outdoors, teachers are encouraged to select one or two outdoor adventure activities consistent with the interests and capabilities of students.

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 single-day excursion and a minimum of one overnight expedition in a natural environment.

## Unit content

This unit builds on the content covered in Unit 1.

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

### Outdoor experiences

#### Planning

- aspects of expedition planning to assist in personal preparation
  - pre-European and post-European history of the area
  - features and relationships between parts of the natural environment
  - weather information
  - personal and group goals
  - map showing route
  - schedule
  - equipment lists
  - menu
  - standard operating procedures
  - minimum impact practices
  - relevant environmental management plans of the area
- fitness preparation for outdoor adventure activity and expedition
  - identification of fitness requirements
  - fitness goals
  - fitness program design

#### Skills and practices

- technique development of a variety of skills in an outdoor adventure activity
- application of strategies in response to a range of situations in an outdoor adventure activity
- roping skills relevant to the outdoor activity, basic outdoor first aid and camping
- basic skills of navigation: natural indicators of direction, using a map/chart to navigate and feature based navigation

#### Safety

- role and importance of risk taking and challenge in outdoor education
- definition of risk, adventure, peak experience, challenge, chance, competence, and danger
- simple risk assessment and management models
  - traffic light
  - Smartmove

## Self and others

### Personal skills

- time management and goal setting skills
- use of a logbook/journal during an outdoor adventure experience
- participation in a debriefing session

### Working with others

- assertion, cooperation and collaboration skills
- group goals for an outdoor experience
- introduction to group dynamics
- ground rules for effective group operation

### Leadership

- characteristics of designated, emergent, elected and shared leaders
- autocratic, democratic and abdicratic (laissez-faire) leadership styles
- purpose of an activity debriefing and what is expected of the participants

## Environmental awareness

### The environment

- abiotic and biotic features of a local natural environment
- relationships between features within a natural environment
- synoptic charts and what they show

### Relationships with nature

- portrayals of nature culturally and in the media
- personal responses to risk in outdoor experiences
- role of technology in managing risk
- understanding the relationship between humans and nature through comparison with developing interpersonal relationships
  - initial attraction
  - acquaintance
  - friendship
  - intimate friendship
- ways in which humans value nature
- application of the 'Leave No Trace' principles

## **Environmental management**

- introduction to conservation and biodiversity
- impact of humans on natural environments
- awareness of strategies used to manage specific environments

## 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 11 syllabus and the weighting for each assessment type.

### Assessment table – Year 11

Type of assessment	Weighting
<b>Investigation</b> 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.	25%
<b>Performance 1: specific to outdoor adventure activity skills and strategies</b> 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%
<b>Performance 2: specific to expedition</b> 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%
<b>Response</b> Students analyse and respond to stimuli or prompts. Evidence can include: reflections, logbooks, journals, tests, summaries and/or essays.	25%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

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).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). 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 Outdoor Education General Year 11 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](http://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 11

A	<p><b>Outdoor experiences</b></p> <p>Produces detailed and accurate planning documents.</p> <p>Applies navigation and camping skills and consistently demonstrates safe practices, carefully choosing those appropriate to different situations.</p> <p>Performs outdoor skills, showing control and correct technique and applies these in varying conditions.</p>
	<p><b>Self and others</b></p> <p>Applies a range of personal skills to enhance relationships.</p> <p>Uses a range of effective interpersonal skills to participate positively in group tasks and enhance relationships.</p> <p>Consistently demonstrates a range of generic and specific leadership skills.</p>
	<p><b>Environmental awareness</b></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><b>Outdoor experiences</b></p> <p>Produces accurate planning documents which contain some detail.</p> <p>Applies navigation and camping skills and appropriate safe practices, choosing those appropriate to different situations.</p> <p>Performs outdoor skills, showing control and mostly correct technique and applies these in varying conditions.</p>
	<p><b>Self and others</b></p> <p>Applies personal skills to enhance relationships.</p> <p>Uses a range of effective interpersonal skills to complete group tasks and enhance relationships.</p> <p>Demonstrates a range of generic and specific leadership skills.</p>
	<p><b>Environmental awareness</b></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><b>Outdoor experiences</b></p> <p>Produces planning documents with an acceptable level of detail and accuracy.</p> <p>Applies navigation and camping skills and safe practices which are generally appropriate in different situations.</p> <p>Performs outdoor skills showing appropriate use of technique.</p>
	<p><b>Self and others</b></p> <p>Applies some personal skills to enhance relationships.</p> <p>Uses some simple but effective interpersonal skills to enhance group relationships.</p> <p>Demonstrates some generic and specific leadership skills.</p>
	<p><b>Environmental awareness</b></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 behaviours.</p>

D	<b>Outdoor experiences</b> Produces planning documents with incomplete detail. Applies some navigation and camping skills and safe practices in outdoor environments. Performs outdoor skills showing unrefined and inconsistent techniques.
	<b>Self and others</b> Applies few personal and/or leadership skills. Uses few effective interpersonal skills in group situations.
	<b>Environmental awareness</b> Provides simple descriptions of a limited number of environmental terms. Inconsistently identifies natural indicators to forecast environmental conditions. Demonstrates few environmentally respectful behaviours.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.