SAMPLE EXPEDITION PLANNER

OUTDOOR EDUCATION
Expedition Planner

Name: ______________________________________
1. Research
1.1 History

Address three aspects of the Indigenous history of the expedition area.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

(3 marks)

Address three aspects of the European history of the expedition area.

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(3 marks)

1.2 The environment

Identify and provide identifying features of five examples of flora common to the expedition area.

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(1 mark)

Identify and provide identifying features of five examples of fauna common to the expedition area.

__________________________________________________________________________________

(1 mark)
Provide details of two significant abiotic characteristics common to the expedition area.

Provide details of weather relating to the expedition area. The information must include: climatic chart; weather maps; predictions about maximum and minimum temperature, precipitation and wind.

2. Expedition brief
2.1 Introduction and mode of travel
Identify and justify the main mode of travel.
Provide a labelled diagram of the main mode of travel.

List the additional equipment associated with the main mode of travel.

2.2 Expedition

Describe the expedition.

Discuss the adjustments that may need to be made on the route due to terrain.
Outline the distance to be travelled on each day of the expedition.

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(2 marks)

Identify the campsite(s) to be used while on expedition.

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(2 marks)

Discuss how your equipment, food and water will be organised.

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(2 marks)

3. Participant information
3.1 General information
Provide details of each participant including name, contact details and photo.
3.2 Experience
Provide a short description of each participant’s experience in expeditions.

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(3 marks)

4. Goals
4.1 Group goals
Outline four goals as decided by the group.

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(4 marks)
4.2 Personal goals

Outline a personal goal in **four** of the areas below:
- personal preparation
- outdoor activity performance
- roping skills
- navigation skills
- generic camping skills
- safety
- personal skills
- skills for working with others
- leadership
- debriefing participation
- the environment
- relationships with nature
- minimum impact

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(4 marks)

5. Schedule

Provide a table which outlines the travel schedule from time of departure from school until return to school.

(2 marks)
6. Leadership
6.1 Schedule
Provide a table which outlines the leadership schedule for all members of the group.

(2 marks)

6.2 Responsibilities
Prepare a detailed script you will use when addressing the group at the beginning of your session as group leader.

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(3 marks)

Identify three responsibilities you have as a leader during travelling time.

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(3 marks)
Identify **three** responsibilities you have as a leader during stops.

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(3 marks)

7. **Route**

7.1 **Rationale**

Outline **three** factors that affect the choice of the expedition route.

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(3 marks)

7.2 **Route cards**

Prepare a route card that indicates: grid reference (with description); grid and magnetic bearings; distance calculations; time calculations; route descriptions; emergency route; navigation points.

(7 marks)
7.3 Expedition map

Provide a copy of an expedition map of the area clearly identifying route to be followed, emergency points and lunch/campsites.

(4 marks)
8. Emergency considerations
8.1 Risk analysis

Identify three potential risks while on expedition and outline a cause and management procedure for each.

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(9 marks)

Discuss how the support crew has been organised.

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(2 marks)

Identify the location of the first aid kits and the equipment they contain.

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__________________________________________________________________________________

(3 marks)

8.2 Emergency procedures

Outline appropriate emergency procedures for each of the following.

The patient is cleared to continue.

__________________________________________________________________________________
__________________________________________________________________________________
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(3 marks)
The patient requires evacuation.

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(3 marks)

Identify and describe two types of appropriate emergency signalling equipment.

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(4 marks)
9. **Minimum impact practices**
For each of the ‘Leave No Trace’ principles below, outline **two minimum impact practices.**

- plan ahead and prepare
- travel and camp on durable surfaces
- dispose of waste properly
- leave what you find
- minimise campfire impacts
- respect wildlife
- be considerate of your hosts and other visitors

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(14 marks)
10. Equipment
10.1 Rationale
Outline three factors that affect the choice expedition equipment.
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__________________________________________________________________________________
(3 marks)

10.2 Clothing and equipment
List all necessary items of personal clothing that you will require.
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(2 marks)

List all necessary items of personal equipment that you will require.
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__________________________________________________________________________________
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__________________________________________________________________________________
__________________________________________________________________________________
(2 marks)

List all necessary items of group equipment that you will require.
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__________________________________________________________________________________
(2 marks)
11. Menu planning
Outline five considerations when planning your menu for the expedition.

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(5 marks)

Discuss how your food choices were affected by each of the considerations above.

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(5 marks)

Outline and justify and pre-preparation of food prior to the expedition.

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(3 marks)

Provide a table which outlines food required for each meal while on expedition.

(3 marks)
## Marking key for sample expedition planner

<table>
<thead>
<tr>
<th>1. Research</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 History</td>
<td>1–3</td>
</tr>
<tr>
<td>1 mark for each correct aspect of Indigenous history related to the expedition area (maximum 3 marks)</td>
<td></td>
</tr>
<tr>
<td>1 mark for each correct aspect of European history related to the expedition area (maximum 3 marks)</td>
<td></td>
</tr>
<tr>
<td>1.2 The environment</td>
<td>1–5</td>
</tr>
<tr>
<td>1 mark for identifying and providing details of each correct example of flora common to the expedition area (maximum 5 marks)</td>
<td></td>
</tr>
<tr>
<td>1 mark for identifying and providing details of each correct example of fauna common to the expedition area (maximum 5 marks)</td>
<td></td>
</tr>
<tr>
<td>1 mark for each of two abiotic characteristics common to the expedition area</td>
<td></td>
</tr>
<tr>
<td>1 mark for correct climatic average chart</td>
<td></td>
</tr>
<tr>
<td>1 mark for correct weather map of the area</td>
<td></td>
</tr>
<tr>
<td>2 marks each for appropriate prediction regarding:</td>
<td>1–6</td>
</tr>
<tr>
<td>• temperature (maximum, minimum)</td>
<td></td>
</tr>
<tr>
<td>• rain (chance of, amount)</td>
<td></td>
</tr>
<tr>
<td>• wind (direction, strength)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Expedition brief</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Introduction and mode of travel</td>
<td>1–2</td>
</tr>
<tr>
<td>1 mark for identification and 1 mark for justification of mode of travel</td>
<td></td>
</tr>
<tr>
<td>2 marks for clear labelled diagram of mode of travel</td>
<td></td>
</tr>
<tr>
<td>1 mark for simple diagram or does not accurately label</td>
<td></td>
</tr>
<tr>
<td>2 marks for comprehensive list of equipment associated with mode of travel</td>
<td></td>
</tr>
<tr>
<td>1 mark for basic list of additional equipment</td>
<td></td>
</tr>
<tr>
<td>2.2 Expedition</td>
<td>1–2</td>
</tr>
<tr>
<td>1 mark for accurate description of the expedition</td>
<td></td>
</tr>
<tr>
<td>2 marks for justification for adjustments to the route taken</td>
<td></td>
</tr>
<tr>
<td>1 mark for simple description of adjustments</td>
<td></td>
</tr>
<tr>
<td>2 marks for accurate calculations of distances to be travelled</td>
<td></td>
</tr>
<tr>
<td>1 mark for mostly accurate calculations</td>
<td></td>
</tr>
<tr>
<td>2 marks for identifying most appropriate campsites to be used during the expedition</td>
<td></td>
</tr>
<tr>
<td>1 mark for suitable but not most appropriate campsites</td>
<td></td>
</tr>
<tr>
<td>2 marks for well organised equipment allowing for ease of access</td>
<td></td>
</tr>
<tr>
<td>1 mark for reasonably well organised equipment</td>
<td></td>
</tr>
</tbody>
</table>

Total /26

Total /15
### Participant information

#### General information
For the list of participants, provide:
- name (1 mark)
- contact details (1 mark)
- photo (1 mark)

#### Experience
3 marks for comprehensive outline of each participant’s experience in the outdoors
2 marks for appropriate information for most of the participants
1 mark for some information provided but incomplete

### Goals

#### Group goals
1 mark for each appropriate group goal (maximum 4 marks)

#### Personal goals
1 mark for each appropriate personal goal (maximum 4 marks)
Goal must be linked to four different areas from:
- personal preparation
- outdoor activity performance
- roping skills
- navigation skills
- generic camping skills
- safety
- personal skills
- skills for working with others
- leadership
- debriefing participation
- the environment
- relationships with nature
- minimum impact

### Schedule
2 marks for accurate comprehensive travel schedule
1 mark for schedule that is incomplete or has errors

### Leadership

#### Schedule
2 marks for accurate comprehensive leadership schedule
1 mark for schedule that is incomplete or has errors

#### Responsibilities
3 marks for a script that is comprehensive and contains all relevant information required by participants
2 marks for a script that provides participants with the majority of the information
1 mark for a script that is brief or incomplete
1 mark for each appropriate leader responsibility during travel (maximum 3 marks)
1 mark for each appropriate leader responsibility during stops (maximum 3 marks)

### Route

#### Rationale
1 mark for each appropriate factor that affects the choice of expedition route (maximum 3 marks)
### 7.2 Route cards
Route card provided that contains appropriate:
- grid reference (with description) (1 mark)
- grid and magnetic bearings (1 mark)
- distance calculations (1 mark)
- time calculations (1 mark)
- route descriptions (1 mark)
- emergency route (1 mark)
- navigation points (1 mark)  

<table>
<thead>
<tr>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–7</td>
</tr>
</tbody>
</table>

### 7.3 Expedition map
Expedition map provided that contains appropriate:
- route to be followed (2 marks)
- emergency points (1 mark)
- lunch/campsites (1 mark)  

<table>
<thead>
<tr>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–4</td>
</tr>
</tbody>
</table>

Total /14

### 8. Emergency considerations

#### 8.1 Risk analysis
For each of three potential risks, provide:
- identification of risk (1 mark)
- cause of the risk (1 mark)
- management procedure of the risk (1 mark)  

2 marks for accurate description of how the support crew has been organised
1 mark for simple description
1 mark for correctly identifying the location of the first aid kits
2 marks for accurate list of the equipment contained in the first aid kits
1 mark for an incomplete or inaccurate list

<table>
<thead>
<tr>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–9</td>
</tr>
</tbody>
</table>

#### 8.2 Emergency procedures
3 marks for comprehensive outline of appropriate emergency procedures for a patient who has been cleared to continue
2 marks for mostly correct procedures
1 mark for incomplete procedures or numerous errors made
3 marks for comprehensive outline of appropriate emergency procedures for a patient who requires evacuation
2 marks for mostly correct procedures
1 mark for incomplete procedures or numerous errors made
1 mark for identifying each of two appropriate pieces of emergency signalling equipment
1 mark for describing each of two appropriate pieces of emergency signalling equipment

<table>
<thead>
<tr>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–4</td>
</tr>
</tbody>
</table>

Total /24

### 9. Minimum impact practices
1 mark for each minimum impact practice for each of (maximum 2 each):
- plan ahead and prepare
- travel and camp on durable surfaces
- dispose of waste properly
- leave what you find
- minimise campfire impacts
- respect wildlife
- be considerate of your hosts and other visitors

<table>
<thead>
<tr>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–14</td>
</tr>
</tbody>
</table>

Total /14
<table>
<thead>
<tr>
<th>10. Equipment</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10.1 Rationale</strong></td>
<td>1–3</td>
</tr>
<tr>
<td>1 mark for each appropriate factor that affects choices of expedition equipment (maximum 3 marks)</td>
<td></td>
</tr>
<tr>
<td><strong>10.2 Clothing and equipment</strong></td>
<td></td>
</tr>
<tr>
<td>2 marks for comprehensive list of appropriate clothing for the expedition</td>
<td>1–2</td>
</tr>
<tr>
<td>1 mark for incomplete or inappropriate list</td>
<td></td>
</tr>
<tr>
<td>2 marks for comprehensive list of appropriate personal equipment for the expedition</td>
<td>1–2</td>
</tr>
<tr>
<td>1 mark for incomplete or inappropriate list</td>
<td></td>
</tr>
<tr>
<td>2 marks for comprehensive list of appropriate group equipment for the expedition</td>
<td>1–2</td>
</tr>
<tr>
<td>1 mark for incomplete or inappropriate list</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>/9</td>
</tr>
</tbody>
</table>

| 11. Menu planning | |
| 1 mark for each appropriate consideration when planning the menu for the expedition (maximum 5 marks) | 1–5 |
| 1 mark for each correct choice of food relating to the considerations outlined above (maximum 5 marks) | 1–5 |
| 1 mark for correct selection of food to be prepared prior to the expedition | 1 |
| 2 marks for justification of food preparation | 1–2 |
| 1 mark for simple justification | |
| 3 marks for comprehensive and complete table of all meals during the expedition | 1–3 |
| 2 marks for providing simplistic description | |
| 1 mark for incomplete menu or numerous food selected | |
| **Total** | /16 |

| Overall total | /145 |