Outdoor Education

2019 Subject Outline | Stage 1 and Stage 2
This subject outline is accredited for teaching at Stage 1 from 2010 and at Stage 2 from 2011
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INTRODUCTION

SUBJECT DESCRIPTION

Outdoor Education is a 10-credit subject or a 20-credit subject at Stage 1, and a 10-credit subject or a 20-credit subject at Stage 2.

Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation.

By participating in outdoor activities, students develop knowledge and skills, and reflect on their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous Australians’ perspectives about land), and physical, emotional, and spiritual health. Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

The study of Outdoor Education also gives students opportunities to achieve good health and develop personal skills. Students reflect critically on environmental practices and are introduced to employment options in the outdoor and environmental fields.

CAPABILITIES

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The five capabilities that have been identified are:

- communication
- citizenship
- personal development
- work
- learning.

In Outdoor Education the emphasis is on the capabilities for personal development, communication, and citizenship, which are the focus of the learning requirements and performance standards. Social responsibility for sustainable environmental practices is emphasised in the content, the assessment, and the performance standards. Leadership skills and self-reliance are aspects of personal development that are also a focus in the learning requirements and performance standards. Communication skills are emphasised in the content, assessment, and performance standards, particularly in relation to collaboration with others.
Communication
In Outdoor Education, students develop capabilities for communication in many different contexts (e.g. within the class, beyond the classroom, and online) and for different purposes (e.g. as a leader, interacting with and managing group members, presenting findings in class, and interpreting and constructing written reports). Students understand and appreciate the communication of others through listening, observing, and interpreting, especially when participating in outdoor activities. They share information, thoughts, and feelings in a range of settings.

Students communicate an appreciation and awareness of environmental perspectives, issues, and experiences. They record their reflections on outdoor experiences, and may support their written or oral reports with documentation such as maps, route plans, and other visual material.

Citizenship
By taking part in outdoor journeys and environmental activities with others, students learn about diverse values, interests, attitudes, and cultures, especially in relation to the environment. Students develop their capacity for responsibly using the environment for recreational purposes. There is a strong emphasis on promoting environmental sustainability and opportunities to apply sustainable practices in relation to the environment. Students have opportunities to explore and appreciate Indigenous Australians’ perspectives on land and on the conservation of land.

Personal Development
Outdoor Education provides for the progressive and sequential development of a range of personal skills. Students undertaking Outdoor Education participate in outdoor activities that typically contain an element of adventure. They develop technical skills and use the activities as a means of applying their acquired theoretical knowledge in practical situations. They also develop independence and self-reliance.

Students have opportunities to connect with, and reflect on, their own relationship — and that of others — with the environment. Students develop their learning and understanding through field-based experiences. By reflecting on their experiences, students develop a stronger sense of their own identity in relation to the environment and outdoor activities.

Work
In Outdoor Education, students have opportunities to develop self-discipline and display leadership skills in outdoor activities. During these activities students participate in all aspects of personal and communal safety and apply skills of self-reliance, risk and safety management, resilience, and responsibility. Students develop leadership skills in varying capacities by assuming a range of responsibilities in outdoor activities and journeys. They develop a strong sense of individual and shared obligations and rights.

Students learn to minimise their impact on the environment and implement environmentally sustainable techniques as appropriate. There is an emphasis on providing opportunities and skills development that can be applied to work-related contexts.
Learning
Students reflect on the experiences they gain during outdoor journeys in different environments and apply their learning about personal and group responsibilities. The teaching and learning program is delivered through both theoretical and practical components. The strong link between theory and practice allows students to develop knowledge and understanding, and to apply and expand their knowledge and understanding in a range of practical situations.

LITERACY IN OUTDOOR EDUCATION
In Outdoor Education, students have opportunities to develop the following literacy skills:
- identifying, exploring, and analysing environmental issues
- investigating local knowledge about the landscape and environment
- using terminology appropriate to the particular outdoor activity
- reading, interpreting, giving, and following instructions
- recording and analysing observations, and reflecting on prior knowledge
- writing personal responses in reflective reports
- writing objective, analytical, and scientific responses in reports
- reading and interpreting topographic maps and signage
- interpreting weather information, such as weather maps and forecasts
- understanding and documenting appropriate risk and safety management guidelines
- documenting planning and implementation
- summarising investigative processes
- formulating conclusions based on a set of findings.

NUMERACY IN OUTDOOR EDUCATION
In Outdoor Education, students have opportunities to develop the following numeracy skills:
- creating and interpreting maps, diagrams, and plans
- understanding navigational techniques and tools, using a range of appropriate technologies
- understanding and using appropriate spatial awareness and concepts when talking about the environment
- estimating and measuring nutritional needs and the weight and quantities of food and water supplies needed for outdoor journeys
- predicting patterns and trends in environmental degradation or improvement
- using transects to measure change in the environment over time
- understanding and using common methods of displaying data, such as tables and graphs
- recording observations related to maps and reference points, bearings, scale, and ‘dead reckoning’.
ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
- drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
- promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.
Stage 1 Outdoor Education
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Outdoor Education.

In this subject, students are expected to:

1. demonstrate the application of knowledge and skills by participating in human-powered outdoor journeys, or in journeys that use natural forces
2. investigate, evaluate, and communicate information about the natural environment and outdoor journeys
3. demonstrate responsibility for themselves and for other members of a group in conducting safe and effective outdoor journeys
4. identify and apply the appropriate risk and safety management practices of the outdoor industry
5. identify and apply the appropriate skills to minimise the impact of human-powered journeys, or journeys that use natural forces, on natural environments
6. identify issues that concern the sustainable use of natural environments, including, for example, Indigenous perspectives
7. reflect on the personal, group, social, and environmental outcomes of participation in an outdoor journey.

CONTENT

Outdoor Education is a 10-credit subject or a 20-credit subject at Stage 1. Both a 10-credit subject and a 20-credit subject consist of the following four topics:

- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journey.

Topics

Each of the topics may be approached through one or more focus studies. The list of suggested studies under each topic is neither prescriptive nor exhaustive. Teachers and students may negotiate appropriate topics and focus studies.

Material chosen for study should reflect students’ experiences and backgrounds and meet their diverse needs. It should also be compatible with school resources.
Environment and Conservation

In this topic, students develop an appreciation of the value of the natural history and culture of natural environments.

Focus studies in this topic could include:
- key elements of a natural environment
- the conditions necessary to maintain biodiversity
- natural systems evident in ecosystems
- the impact of outdoor activities on ecosystems
- Indigenous perspectives on a local environment
- historical perspectives on a local environment
- conservation and land management issues in a natural environment.

Planning and Management

In this topic, students develop basic skills in planning and implementing outdoor activities and lightweight journeys.

Focus studies in this topic could include:
- planning an outdoor journey, including aspects such as food, clothing, and shelter
- planning and implementing risk and safety management practices for an outdoor journey
- planning for dealing with health-related issues
- exploring land management issues in using natural environments for outdoor activities
- developing leadership and group management practices for an outdoor journey.

Outdoor Activities

In this topic, students develop the basic skills they need to participate safely and effectively in practicals — both outdoor activities and outdoor journeys.

Outdoor activities include:
- bushwalking
- canoeing
- caving
- cycling
- kayaking
- orienteering or rogaining
- rock climbing
- sailboarding
- sailing
- snorkelling
- snow skiing
- surfing.
This list of outdoor activities is neither prescriptive nor exhaustive. Teachers, in negotiation with their students, may add other activities. Students undertake at least two different outdoor activities.

Focus studies and skills that may be applied to practicals include:
- first aid, as applied to potential injuries that could occur during practicals
- the appropriate use and care of equipment
- leadership and group skills
- appropriate environmental behaviour
- the application of risk and safety management practices.

**Outdoor Journey**

In this topic, students undertake a 3-day outdoor journey that is either human-powered or uses natural forces. For a 10-credit subject, the outdoor journey must include an outdoor activity. For a 20-credit subject, at least one of the outdoor journeys must include an outdoor activity. The 3 days specified for a journey should be sufficient for students to achieve the best possible results against the performance standards. The outdoor activity included as part of a journey should, where possible, be different from the other outdoor activity undertaken as part of the ‘Outdoor Activities’ topic.

The teacher may negotiate alternative arrangements with a student who is unable to undertake a 3-day journey so that the student can complete the equivalent of a 3-day journey in another appropriate way.

The emphasis is on safe travel, minimum impact on the environment, group skills, and personal growth. Students use skills such as the following to plan, conduct, and evaluate their 3-day outdoor journey:
- planning (e.g. preparing water supplies and clothing, and choosing equipment and menus)
- management practices related to camping and the care of equipment
- risk and safety management
- reflection on personal and group responsibilities
- appropriate environmental behaviour.

The skills may be applied to outdoor activities that are appropriate for inclusion as part of an outdoor journey. These activities include:
- bicycle touring
- bushwalking
- canoeing
- cross-country skiing
- kayaking
- rock climbing
- sailing
- snorkelling
- surfing.

This list of outdoor activities is neither prescriptive nor exhaustive. Teachers, in negotiation with their students, may add other activities.
ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Outdoor Education:
- Assessment Type 1: Practical
- Assessment Type 2: Folio
- Assessment Type 3: Report.

For a 10-credit subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%. Students undertake:
- one outdoor journey that includes an outdoor activity, and at least one other outdoor activity, for the practical
- one folio assessment
- a report for the outdoor journey.

For a 20-credit subject, students should provide evidence of their learning through seven to ten assessments. Each assessment type should have a weighting of at least 20%. Students undertake:
- two outdoor journeys, at least one of which includes an outdoor activity, and at least one other outdoor activity, for the practical
- two folio assessments
- a report for at least one outdoor journey.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by teachers to:
- clarify for the student what he or she needs to learn
- design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:
- students should demonstrate in their learning
- teachers look for as evidence that students have met the learning requirements.
For this subject the assessment design criteria are:
- practical knowledge and skills
- participation and responsibility
- reflection and evaluation
- communication.

The specific features of these criteria are described below.
The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

**Practical Knowledge and Skills**
The specific features are as follows:
PKS1 Planning and preparation for outdoor activities.
PKS2 Proficiency in outdoor skills, including risk and safety management.
PKS3 Investigation of outdoor issues.

**Participation and Responsibility**
The specific features are as follows:
PR1 Collaboration with others in conducting safe and effective outdoor journeys and activities.
PR2 Responsibility for contributing to positive outcomes.

**Reflection and Evaluation**
The specific features are as follows:
RE1 Reflection on personal and group responsibilities in an outdoor journey.
RE2 Reflection on Indigenous or other cultural perspectives.
RE3 Evaluation of sustainable environmental practices.

**Communication**
The specific features are as follows:
C1 Use of appropriate terminology.
C2 Documentation of planning and implementation processes.
C3 Discussion of risk and safety management practices.
C4 Explanation of environmental issues.
SCHOOL ASSESSMENT

Assessment Type 1: Practical

This assessment type enables students to demonstrate their participation, and the development of their skills, in a practical outdoor activity that involves the use of human power or natural forces to explore the natural world.

For a 10-credit subject, students undertake one outdoor journey that includes an outdoor activity, and at least one other outdoor activity, for the practical.

For a 20-credit subject, students undertake two outdoor journeys, at least one of which includes an outdoor activity, and at least one other outdoor activity, for the practical.

Evidence of the outdoor activities and outdoor journey(s) may include:
- an observation checklist
- a practical skills test
- peer assessment
- a demonstration of practical skills
- a demonstration of the safe and appropriate use of equipment
- environmental observations.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:
- practical knowledge and skills
- participation and responsibility
- communication.

Assessment Type 2: Folio

Students undertake one folio assessment for a 10-credit subject and two folio assessments for a 20-credit subject.

A folio assessment may be linked to the outdoor activities and/or outdoor journeys, or it may be linked to any other aspect of the teaching and learning program.

A folio assessment may take the form of, for example:
- an oral presentation
- a practical test
- an observation checklist
- a minor investigation project
- a simulation
- a photographic essay or collage
- a video or other media presentation.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:
- practical knowledge and skills
- reflection and evaluation
- communication.
Assessment Type 3: Report

For a 10-credit subject, students keep a record of their reflections on and evaluation of their experiences during the outdoor journey. For a 20-credit subject, students keep a record of their reflections on and evaluation of their experiences during at least one outdoor journey.

This record should be a reflective report in which students relate the outcomes of the journey to planning, management, personal development, group development, and environmental observation and appreciation.

The report may be presented in one or a combination of the following forms:
- discussion
- short story
- photographic essay
- expedition log
- non-print form of communication (e.g. drama, song, and multimedia).

A report should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form. Documentation such as route plans, menu plans, equipment lists, or risk and safety management plans may be included as appendices, to provide supporting evidence.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:
- reflection and evaluation
- communication.

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:
- referring to the performance standards
- taking into account the weighting of each assessment type
- assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).
## Performance Standards for Stage 1 Outdoor Education

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| **A**  
Constructive planning and preparation for outdoor activities.  
High level of proficiency in outdoor skills with sustained risk and safety management in a variety of familiar and unfamiliar contexts.  
Critical and logical investigation of outdoor issues. | Sustained and constructive collaboration with others in conducting safe and effective outdoor journeys and activities.  
Sustained, well-considered, and proactive responsibility for contributing to positive outcomes. | Comprehensive and insightful reflection on personal and group responsibilities in an outdoor journey.  
Perceptive and well-informed reflection on Indigenous or other cultural perspectives.  
Astute and well-informed evaluation of sustainable environmental practices. | Accurate and consistent use of appropriate terminology.  
Comprehensive documentation of planning and implementation processes.  
Coherent and detailed discussion of risk and safety management practices in complex situations.  
In-depth and well-informed explanation of environmental issues. |
| **B**  
Well-considered planning and preparation for outdoor activities.  
Consistent level of proficiency in outdoor skills and proficient risk and safety management in familiar and unfamiliar contexts.  
Logical investigation of outdoor issues. | Thoughtful collaboration with others in conducting safe and effective outdoor journeys and activities.  
Well-considered and active responsibility for contributing to positive outcomes. | Well-considered reflection on personal and group responsibilities in an outdoor journey.  
Thoughtful reflection on Indigenous or other cultural perspectives.  
Well-informed evaluation of sustainable environmental practices. | Mostly accurate use of appropriate terminology.  
Thorough documentation of planning and implementation processes.  
Detailed discussion of risk and safety management practices in familiar and some unfamiliar situations.  
Thoughtful and well-informed explanation of environmental issues. |
| **C**  
Competent planning and preparation for outdoor activities.  
Competent outdoor skills and considered risk and safety management in familiar and some unfamiliar contexts.  
Appropriate investigation of outdoor issues. | Considered collaboration with others in conducting safe and effective outdoor journeys and activities.  
Considered and generally active responsibility for contributing to positive outcomes. | Considered reflection on personal and group responsibilities in an outdoor journey.  
Informed reflection on Indigenous or other cultural perspectives.  
Informed evaluation of sustainable environmental practices. | Competent use of appropriate terminology.  
Appropriate documentation of planning and implementation processes.  
Competent discussion of risk and safety management practices in mostly familiar situations.  
Considered explanation of environmental issues. |
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<td>Some planning or preparation for outdoor activities.</td>
<td>Occasional collaboration with others in some situations. Superficial consideration of responsibility for contributing to positive outcomes.</td>
<td>Some consideration of personal or group responsibilities in an outdoor journey. Elements of reflection on Indigenous or other cultural perspectives. Description of one or more sustainable environmental practices.</td>
<td>Basic and repetitive use of terminology. Some appropriate documentation of planning or implementation processes. Superficial discussion of aspects of risk and safety management practices in limited situations. Description of elements of one or more environmental issues.</td>
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<td>Some demonstration of basic outdoor skills and superficial risk and safety management practices in known situations. Restricted investigation of outdoor issues.</td>
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<td><strong>E</strong></td>
<td>Limited planning or preparation for outdoor activities. Emerging outdoor skills and attempted risk and safety management practices in known situations. Limited investigation of outdoor issues.</td>
<td>Attempted collaboration with others. Limited contribution to positive outcomes.</td>
<td>Recognition of the need for personal or group responsibilities in an outdoor journey. Attempted description of Indigenous or other cultural perspectives. Recognition of one or more elements of sustainable environmental practices.</td>
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ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE
Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH
Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).

CAMPS AND EXCURSIONS
Refer to the websites below for guidelines on camps and excursions:
Stage 2 Outdoor Education
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Outdoor Education.

In this subject, students are expected to:

1. demonstrate skills in planning and implementing human-powered outdoor journeys, or journeys that use natural forces
2. investigate, critically analyse, and communicate information about the natural environment and outdoor journeys in a variety of ways and contexts
3. demonstrate initiative, self-reliance, leadership, and a sense of responsibility towards other people in a natural environment
4. choose, apply, and evaluate personal and group risk and safety management practices
5. identify and apply the appropriate skills to minimise the impact of human-powered journeys, or journeys that use natural forces, on natural environments
6. investigate, critically analyse, and reflect on the activities and strategies needed to achieve the sustainable use of natural environments, including, for example, Indigenous perspectives
7. reflect on the personal, group, social, and environmental outcomes of participation in an outdoor journey.

CONTENT

Outdoor Education is a 10-credit subject or a 20-credit subject at Stage 2.

10-credit Subject

A 10-credit subject consists of the following three topics:

- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys.

20-credit Subject

A 20-credit subject consists of the following six topics:

- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
• Sustainable Environmental Practices
• Leadership and Planning
• Self-reliant Expedition.

Topics
Each of the topics may be approached through one or more focus studies. The list of suggested studies under each topic is neither prescriptive nor exhaustive. Teachers and students may negotiate appropriate topics and focus studies.

Material chosen for study should reflect students’ experiences and backgrounds and meet their diverse needs. It should also be compatible with school resources.

Environmental Studies
In this topic, students develop the ecological knowledge to investigate the significance of the natural environments in which outdoor journeys are conducted. Students apply the theory they have learnt to field investigations in natural environments.

Focus studies in this topic could include:
• ecological literacy
• the use of a natural history approach (observation, investigation, recording, interpretation, and evaluation) to understand the principles of ecology
• biological and physical aspects of the environment
• the classification and examination of ecosystems
• a comparison of environmental perspectives (e.g. Indigenous Australian, European, scientific, and economic)
• human impact on the environment (including that of Indigenous Australian and other cultures, industry, and recreation).

Planning and Management Practices
In this topic, students develop skills in planning, organising, and managing the safe conduct of themselves and others in outdoor journeys. They explore the nature of risk, risk assessment, and risk management in the context of outdoor journeys.

Focus studies in this topic could include:
• aims and outcomes when planning, conducting, reviewing, and reflecting on outdoor journeys
• personal preparation for outdoor journeys (e.g. menus, navigation, assessment of weather, first aid, choice of equipment, methods of travel, and experience)
• the nature of risk
• risk assessment and risk and safety management for simple outdoor activities
• land management and access
• the management of health-related issues
• basic leadership, group management, and decision-making
• the legal responsibilities of land managers, leaders, and organisations.
Outdoor Journeys

In this topic, students develop skills in outdoor activities under supervision. Students develop the ecological knowledge to investigate the significance of the natural environments in which outdoor journeys are conducted. Students apply the theory they have learnt to field investigations in natural environments.

Focus studies in this topic could include:
- the skills needed for outdoor expeditions
- planning for safe participation in the chosen outdoor journeys
- practical skills for minimum-impact outdoor travelling, outdoor living, and the investigation of natural environments
- an aesthetic appreciation of natural environments
- evaluation of the personal and group outcomes of an outdoor journey
- leadership and decision-making
- personal care practices
- application of theory concepts of planning, management, and leadership
- appropriate group behaviour
- observation and recording in order to interpret environmental issues
- the personal relevance of outdoor journeys to the student.

This topic must include the following journeys:
- A journey of a minimum of 3 days, under direct supervision, using either a base camp (e.g. rock climbing) or lightweight travelling (e.g. bushwalking).
- A lightweight journey of a minimum of 3 days, travelling under supervision. Students work collaboratively in teams to plan, participate in, and evaluate the journey.

The teacher can negotiate alternative arrangements with a student who is unable to undertake one or both of the 3-day journeys so that the student can complete the equivalent of the 3-day journey(s) in another appropriate way. The 3 days that this subject outline specifies for each journey should be sufficient for students to demonstrate their learning against the performance standards.

Each 3-day outdoor journey must include at least one outdoor activity. The activities in each journey must be different.

Outdoor activities may be chosen from the following list:
- bushwalking
- canoeing
- caving
- cross-country skiing
- cycle touring
- kayaking
- orienteering or rogaining
- rock climbing
- sailboarding
- sailing
- snorkelling or scuba-diving
• snow skiing
• surfing.

This list of activities is neither prescriptive nor exhaustive. Teachers and students may negotiate other activities that meet the requirements of the subject outline.

**Sustainable Environmental Practices**

In this topic, students demonstrate their ecological knowledge and interpret the significance of the natural environments in which outdoor journeys are conducted. Field trips allow students to analyse sustainable practices, including Indigenous Australian practices, in relation to the natural environment.

Focus studies in this topic could include:
• the use of a natural history approach to investigate particular natural environments
• the impact of human activity on particular natural environments
• the importance of the natural environment for biodiversity
• strategies for managing and maintaining the ecologically sustainable development of natural environments
• the role of culture in developing sustainable practices.

**Leadership and Planning**

In this topic, students learn the skills of planning, management, and leadership needed for the safe conduct of self-reliant outdoor journeys involving lightweight travelling.

Focus studies in this topic could include:
• emergency response systems, including first aid and group management procedures
• skills of navigation and route-planning
• in-depth risk analysis of an activity, including the preparation of a risk and safety management plan
• models and styles of leadership, and decision-making processes
• communication with land managers and emergency response organisations
• evaluation of the personal, group, and environmental outcomes of an outdoor journey.

**Self-reliant Expedition**

This is the culminating topic for a 20-credit subject. Students conduct, review, and evaluate a self-reliant outdoor expedition. The expedition must be a minimum of 3 days and involve lightweight travelling under indirect supervision. The role of the teacher is to ensure safety, to observe, and to assess.

The focus of this expedition is on:
• planning
• self-reliance
• the application of risk and safety management practices
• the evaluation of risk and safety management practices and relevant environmental issues
• reflection.
It is expected that students will have had experience in any outdoor activity undertaken during the self-reliant expedition.

Focus studies in this topic could include:
- the skills needed for outdoor journeys
- leadership and decision-making
- personal care practices
- theories of planning and management
- group behaviour
- behaviour appropriate to the environment
- the observation, investigation, recording, interpretation, and evaluation of environmental issues related to the expedition
- the personal relevance of outdoor journeys to the student.
ASSESSMENT SCOPE AND REQUIREMENTS

All Stage 2 subjects have a school assessment component and an external assessment component.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Outdoor Education:

10-credit Subject

School Assessment (70%)
- Assessment Type 1: Folio (20%)
- Assessment Type 2: Group Practical (50%)

External Assessment (30%)
- Assessment Type 4: Investigation (30%)

20-credit Subject

School Assessment (70%)
- Assessment Type 1: Folio (20%)
- Assessment Type 2: Group Practical (30%)
- Assessment Type 3: Self-reliant Practical (20%)

External Assessment (30%)
- Assessment Type 4: Investigation (30%).

For a 10-credit subject, students should provide evidence of their learning through five assessments, including the external assessment component. Students undertake:
- two folio assessments
- two outdoor journeys for the group practical
- one investigation.

For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- at least four folio assessments
- two outdoor journeys for the group practical
- one self-reliant expedition for the self-reliant practical
- one investigation.
ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by:

• teachers to clarify for the student what he or she needs to learn
• teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

• students should demonstrate in their learning
• teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

• practical knowledge and skills
• investigation and critical analysis
• reflection and evaluation
• communication.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Practical Knowledge and Skills

The specific features are as follows:

PKS1 Proficiency in outdoor skills, including risk and safety management.
PKS2 Initiative, self-reliance, leadership, and responsibility in self-reliant and/or group activities.
PKS3 Application of strategies to ensure the sustainable use of natural environments.
PKS4 Planning for a self-reliant expedition and/or contribution to planning an outdoor journey.

Investigation and Critical Analysis

The specific features are as follows:

ICA1 Critical analysis of activities and strategies for the sustainable use of natural environments.
ICA2 Investigation and critical analysis of environmental issues or experiences.
ICA3 Explanation of the technical, interpersonal, and risk and safety management skills needed for a self-reliant expedition and/or an outdoor journey.
Reflection and Evaluation

The specific features are as follows:

RE1 Reflection on emotional and cognitive responses to a self-reliant expedition and/or an outdoor journey.

RE2 Evaluation of the student’s knowledge and understanding of, and relationship with, natural environments.

RE3 Evaluation of personal and group risk and safety management practices.

Communication

The specific features are as follows:

C1 Expression of ideas, opinions, and information in a variety of forms, using appropriate language.

C2 Structure and presentation of a report.

C3 Recording of relevant planning, data, and observations.

SCHOOL ASSESSMENT

Assessment Type 1: Folio (20%)

Students undertake two folio assessments for a 10-credit subject and at least four folio assessments for a 20-credit subject.

Each folio assessment should cover a different topic. One folio assessment must relate to the topic ‘Environmental Studies’. The focus of the other folio topics should relate to the topics ‘Planning and Management Practices’ and ‘Leadership and Planning’.

A folio assessment may take the form of, for example:

- an oral presentation
- a practical test
- an observation checklist
- a reflective and evaluative report
- a minor investigation project
- a simulation
- a photographic essay or collage
- a video or other media presentation.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- practical knowledge and skills
- investigation and critical analysis
- communication.
Assessment Type 2: Group Practical

The weighting for the group practical is 50% for a 10-credit subject and 30% for a 20-credit subject.

For a 10-credit subject and a 20-credit subject, students undertake two outdoor journeys of different types for the group practical.

The different journey types are:
- one journey of a minimum of 3 days
- one lightweight, supervised journey of a minimum of 3 days.

Each of the 3-day outdoor journeys must include at least one of the outdoor activities listed in the topic ‘Outdoor Journeys’. The selected outdoor activity must differ between the two outdoor journeys.

The teacher can negotiate alternative arrangements with a student who is unable to undertake one or both of the 3-day journeys so that the student can complete the equivalent of the 3-day journey(s) in another appropriate way. The 3 days that this subject outline specifies for each journey should be sufficient for students to demonstrate their learning against the performance standards.

The weighting of each journey will depend on the focus of the selected outdoor activities. Practical knowledge and skills checklists must be used in assessing the group practical. The checklists are available on the SACE website (www.sace.sa.edu.au).

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:
- practical knowledge and skills
- investigation and critical analysis
- reflection and evaluation.

Assessment Type 3: Self-reliant Practical (20%)

(20-credit subject only)

Students undertake one self-reliant expedition for their self-reliant practical for a 20-credit subject. This expedition builds on practical knowledge and skills previously developed through tasks undertaken for Assessment Type 2: Group Practical.

The self-reliant expedition must be a minimum of 3 days and involve lightweight travelling under indirect supervision. As far as possible, it should be planned, organised, and conducted by students themselves. The role of the teacher is to ensure safety, to observe, and to assess.

There are three parts to the self-reliant practical:
- planning the self-reliant expedition
- conducting the expedition itself
- report.

The most important part of this assessment type is the expedition itself. Teachers and students refer to the assessment design criteria and the specific features to make decisions about the relative importance of the expedition in relation to its planning.
Students prepare a planning folio, with evidence of their focus studies, to support the self-reliant expedition. On completion of the expedition, students provide evidence of their reflection and evaluation. The evidence is presented in a report, which should be a maximum of 1500 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.

Practical knowledge and skills checklists must also be used in assessing the self-reliant practical. The checklists are available on the SACE website (www.sace.sa.edu.au).

By referring to the performance standards, students and teachers can make decisions about the quality and standard of the evidence of learning and the relative importance of each aspect.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- practical knowledge and skills
- investigation and critical analysis
- reflection and evaluation
- communication.

EXTERNAL ASSESSMENT

Assessment Type 4: Investigation (30%)

Students undertake an investigation based on their study of an environmental issue that is related to the group practical or self-reliant practical (20-credit subject only), or to their own experiences of outdoor activities, and present a written report.

The report should present information in a piece of extended writing that incorporates maps, tables, and other visual materials.

For a 10-credit subject, the report should be a maximum of 1000 words.

For a 20-credit subject, students complete either one report of a maximum of 2000 words, or two reports, each of a maximum of 1000 words.

If students complete two 1000-word reports, each must be on a different environmental issue or experience, or on a different aspect of the same environmental issue or experience.

The following structure is recommended for a report:

- an introductory statement outlining the chosen environmental issue or experience
- a summary of the investigative process undertaken
- discussion, including the critical analysis and evaluation of primary and secondary sources of information
- conclusions and recommendations based on findings.

Students should acknowledge sources appropriately.

The following specific features of the assessment design criteria for this subject are assessed in the investigation:

- investigation and critical analysis — ICA1 and ICA2
- reflection and evaluation — RE1 and RE2
- communication — C1, C2, and C3.
PERFORMANCE STANDARDS
The performance standards describe five levels of achievement, A to E.
Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.
During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.
At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:
• referring to the performance standards
• assigning a grade between A+ and E− for the assessment type.
The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E−.
### Performance Standards for Stage 2 Outdoor Education

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<th>Practical Knowledge and Skills</th>
<th>Investigation and Critical Analysis</th>
<th>Reflection and Evaluation</th>
<th>Communication</th>
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<tr>
<td><strong>A</strong> Proactive and focused use of highly proficient outdoor skills, with sustained and astute risk and safety management in complex situations. &lt;br&gt;Significant initiative, self-reliance, and leadership, and a consistently high level of responsibility in self-reliant and/or group activities. &lt;br&gt;Consistent and constructive application of the most appropriate strategies to ensure the sustainable use of natural environments. &lt;br&gt;Comprehensive and insightful planning for a self-reliant expedition and/or contribution to planning an outdoor journey.</td>
<td>Discerning critical analysis of activities and effective strategies for the sustainable use of natural environments. &lt;br&gt;Insightful investigation and perceptive critical analysis of environmental issues or experiences. &lt;br&gt;Perceptive explanation of the technical, interpersonal, and risk and safety management skills needed for a self-reliant expedition and/or an outdoor journey.</td>
<td>Insightful reflection on emotional and cognitive responses to a self-reliant expedition and/or an outdoor journey. &lt;br&gt;Meaningful evaluation of the student’s own knowledge and understanding of, and relationship with, natural environments. &lt;br&gt;Highly sophisticated evaluation of personal and group risk and safety management practices.</td>
<td>Sophisticated expression of ideas, opinions, and information in a variety of forms, using appropriate language. &lt;br&gt;Fluent and logical structure and presentation of a report. &lt;br&gt;Comprehensive and effective recording of relevant planning, data, and observations.</td>
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<td><strong>B</strong> Active and well-considered use of proficient outdoor skills, with consistent and effective risk and safety management in various situations. &lt;br&gt;Sound initiative, self-reliance, and leadership, and a mostly high level of responsibility in self-reliant and/or group activities. &lt;br&gt;Well-considered application of appropriate strategies to ensure the sustainable use of natural environments. &lt;br&gt;Detailed and thoughtful planning for a self-reliant expedition, and/or contribution to planning an outdoor journey.</td>
<td>Thoughtful critical analysis of activities and effective strategies for the sustainable use of natural environments. &lt;br&gt;Well-considered investigation and thoughtful critical analysis of environmental issues or experiences. &lt;br&gt;Thoughtful explanation of the technical, interpersonal, and risk and safety management skills needed for a self-reliant expedition and/or an outdoor journey.</td>
<td>Thoughtful reflection on emotional and cognitive responses to a self-reliant expedition and/or an outdoor journey. &lt;br&gt;Logical evaluation of the student’s own knowledge and understanding of, and relationship with, natural environments. &lt;br&gt;Detailed evaluation of personal and group risk and safety management practices.</td>
<td>Detailed expression of ideas, opinions, and information in a variety of forms, mostly using appropriate language. &lt;br&gt;Well-structured and clear presentation of a report. &lt;br&gt;Detailed recording of relevant planning, data, and observations.</td>
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<tr>
<td>Practical Knowledge and Skills</td>
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<td>C</td>
<td>Competent critical analysis of activities and strategies for the sustainable use of natural environments. Informed investigation and considered critical analysis of environmental issues or experiences. Considered explanation of the technical, interpersonal, and risk and safety management skills needed for a self-reliant expedition and/or an outdoor journey.</td>
<td>Competent reflection on emotional or personal and some cognitive responses to a self-reliant expedition and/or an outdoor journey. Generally thoughtful evaluation of the student’s own knowledge and understanding of, and relationship with, natural environments. Considered evaluation of personal and group risk and safety management practices.</td>
<td>Usually appropriate expression of ideas, opinions, and information in a variety of forms, generally using appropriate language. Mostly organised and clear presentation of a report. Mostly clear recording of relevant planning, data, and observations.</td>
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<td>D</td>
<td>Some description of activities and strategies for the sustainable use of natural environments. Some identification and analysis of environmental issues or experiences with some relevance. Restricted explanation of the technical, interpersonal, and risk and safety management skills needed for a self-reliant expedition and/or an outdoor journey.</td>
<td>Basic reflection on emotional and personal responses to a self-reliant expedition and/or an outdoor journey. Superficial reflection on the student’s own knowledge and understanding of, and relationship with, natural environments. Some identification and discussion of personal and group risk and safety management practices.</td>
<td>Some appropriate expression of ideas, opinions, and information, occasionally using appropriate language. Presentation of the elements of a report. Some recording of planning, data, and observations.</td>
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<td>E</td>
<td>Limited description of an activity or strategy for the sustainable use of natural environments. Attempted identification or description of environmental issues or experiences. Undeveloped identification of the technical, interpersonal, and risk and safety management skills needed for a self-reliant expedition and/or an outdoor journey.</td>
<td>Brief communication of personal responses to a self-reliant expedition and/or an outdoor journey. Some description of the student’s own knowledge and understanding of, and relationship with, natural environments. Attempted description of personal or group risk and safety management practices.</td>
<td>Expression of some emerging ideas, opinions, or information, with some attempted use of appropriate language. Emerging presentation skills. Limited recording of planning, data, and observations.</td>
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ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE
Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH
Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).

CAMPS AND EXCURSIONS
Refer to the websites below for guidelines on camps and excursions: