# Pre-approved Learning and Assessment Plan

Stage 1 Outdoor Education (from 2020)

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **1** | **O** | **U** | **T** | **10** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 1 Outdoor Education

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1:About Natural Environments – weighting 40%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| P | ERP | EUA |
| Coast care – human impact on our beaches. **Understanding and developing sustainable practices. Sustainable environmental practises presented as a resource for educating others.** |  |  | 1,2 | 20 %  Multimodal options  Brochure/poster/recording  (800 words/~4min) 1 week of class time plus 2 day visit to coastal area |
| Cobbler Creek – finding out about our back yard  **Investigation of environmental issues in a local park – issues, causes and solutions for a sustainable future.** |  |  | 1,2 | 20%  Multimodal options (800 words/~4min) 1 week of class time plus ½ day visit to Cobbler Creek |

Assessment Type 2: Experiences in Natural Environments – weighting 60%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| P | ERP | EUA |
| Surfing – a resilience story, learning to get up and stay up  **Presentation outlining personal planning and learning that provides evidence and details of experiences, personal observations, skill development and achievement with reflection on these.** | 1 | 1, 2 |  | 20%  Multimodal options (600 words/~4min)  1-week class time following 2 days practical surfing |
| Bushwalking – finding my way the journey and destination. What I found out about along the way!  **Presentation outlining personal planning and learning that provides evidence and details of experiences, personal observations, skill development and achievement with reflection on these.** | 1 | 1, 2 |  | 40%  Multimodal options (1000 words/6min)  2 weeks class time following 3 day bushwalk |

*Three or four assessments.**Please refer to the Stage 1 Outdoor Education subject outline.*