PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Outdoor Education**

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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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **O** | **U** | **E** | **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.
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**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 |  |

Stage 1 Outdoor Education (10-credits)

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **PKS** | **PR** | **RE** | **C** |
| **Assessment Type 1: Practical****Weighting 50%** | **Bushwalking** Practical assessment of Bushwalking performance in an outdoor setting. Students will be assessed on their performance of lightweight outdoor skills, including correct and safe use of equipment, group cooperation and demonstration of appropriate risk management. Students provide evidence that they are well prepared, have investigated risk, choose appropriate personal equipment for bushwalking and apply knowledge and understanding. They work in a positive and supportive manner being willing to work with all students on the walk. Students use appropriate Bushwalking terminology. | 1, 2, 3 | 1, 2 |  | 2, 3 | 3 weeks planning and preparation, including focus studies of outdoor living skills, first aid and risk management practices.1 \* day-long outdoor activity (to fit the school timetable)Assessment is through teacher observation, SACE checklist, peer assessment and completion of lead - in planning tasks. |
| **Orienteering**Assessment is of planning and implementation of a 3 days (2 nights) orienteering experience from a base camp under canvas. Students develop navigation and outdoor living skills through completion of graded courses both day and night. Students provide evidence that they are well prepared, apply appropriate risk management, choose appropriate equipment and menus, and apply practical knowledge and skills through their camp craft and participation in the orienteering program. They willingly work in a positive and supportive manner within their tent group and collectively with the whole group throughout the activity. They use appropriate orienteering and navigation terminology and demonstrate willingness to share their outdoor living experiences with the group. | 1, 2 | 1, 2 |  | 1 | 6 weeks planning and preparation, including focus studies of navigation skills and application of specific orienteering techniques and strategies. 3 day orienteering outdoor activity and journey.Assessment through a teacher observation SACE checklist, performance in graded courses and in class assignments and navigation test. |
| **Assessment Type 2: Folio****Weighting 30%** | **Sustainable futures study**Students apply a natural history approach to investigate the importance of biodiversity, ecological sustainability, and Indigenous cultural perspectives in relation to natural ecosystems within their local community. Information is obtained through formal investigation and observation of the Pt Noarlunga Reef and Onkaparinga Estuary and Warriparinga Wetland and may be complemented with input from conservation groups, local council inquiries, library and internet research, personal requests for information from relevant people and organisations such as the Aboriginal Education Resource Centre. **Each student** prepares a report (presentation can be written, oral or multimodal), which identifies and promotes responsible and sustainable environmental and cultural practice in relation to the selected sites.  |  3 |  | 1, 2, 3 | 1,4 | 4 weeks planning and preparation that will incorporate a review of investigation findings.A report, written, oral or multimodal, with sources acknowledged, that reflects investigation and observations conducted in the field.Students share and discuss information, including observations and data recorded from their site visits. |
| **Assessment Type 3: Report****Weighting 20%** | **Orienteering journey**Students record, reflect and evaluate their experience during the 3-day Orienteering journey. They relate the outcomes of their expedition to: planning (trip plan, equipment, menu plan, risk assessment); management (group and equipment); personal development; group development; environmental observations and appreciation (including sustainable practices and Indigenous perspectives as relevant).Relevant photographs may be included in the report or in the appendices.Journey notes, route cards, risk assessments, equipment lists and weather observations/forecasts should be included as appendices. |  |  | 1, 2, 3 | 2, 3, 4 | 2 weeks planning and preparation. Negotiated presentation of a maximum of 1000 words if written or 6 minutes if oral or multimodal. Appendices are not included in the word count. |

***Four or five assessments.*** *Please refer to the Stage 1 Outdoor Education subject outline.*