



OUTDOOR EDUCATION

YEAR 10 AND SACE STAGE 1 & 2

OUTDOOR EDUCATION



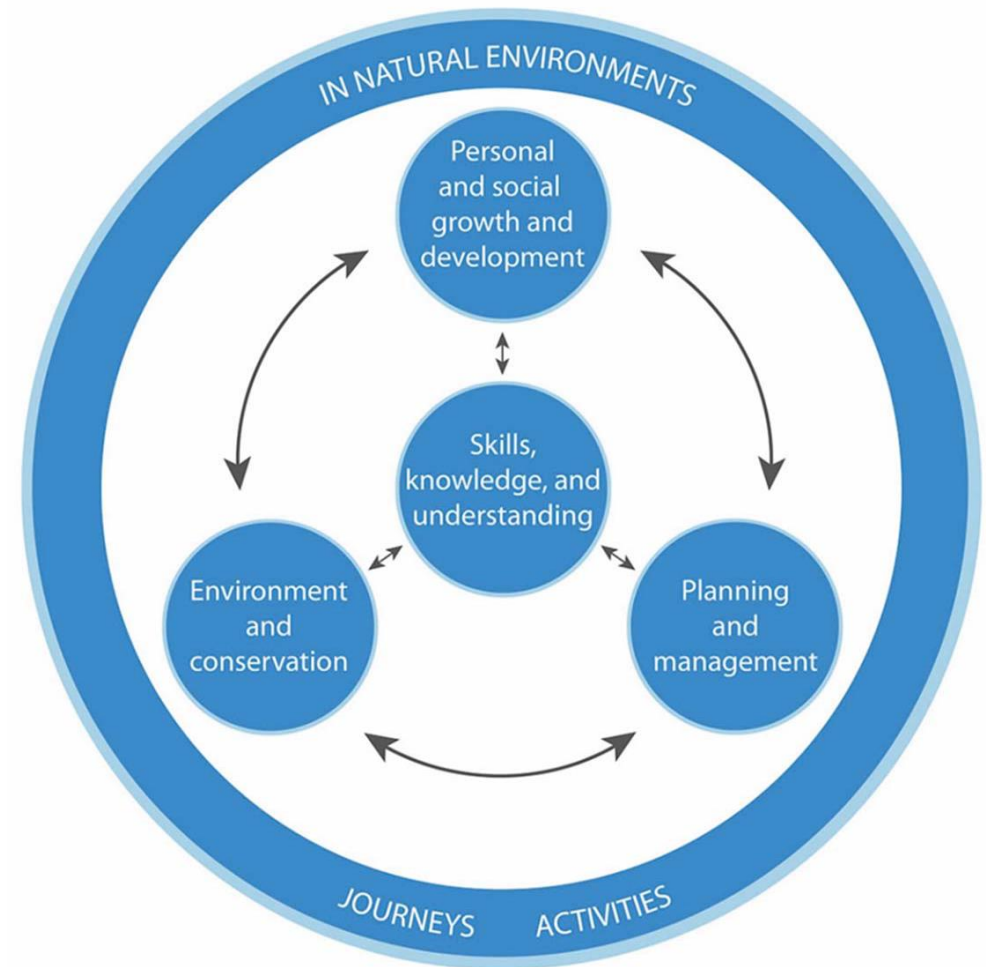
- The study of Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills.
- The development of their relationship with natural environments impacts positively on students' health and wellbeing and fosters a lifelong connection with nature and a commitment to responsible activity in natural environments.

STAGE 1

Outdoor Education is a 10-credit subject or a 20-credit subject at Stage 1. It consists of three interrelated focus areas:

- Focus Area 1 – Environment and conservation
- Focus Area 2 – Planning and management
- Focus Area 3 – Personal and social growth and development

For a 10-credit subject, students undertake a range of outdoor activities and journeys. At least one journey should be undertaken, with a duration of at least 3 days in the field. Outdoor activities might include, for example, bushwalking, canoeing, rock climbing, and surfing. Outdoor journeys involve human-powered activities between more than one site.



ASSESSMENT TYPE 1: ABOUT NATURAL ENVIRONMENTS

- Students develop an understanding of environmental systems and issues of potential human impacts on natural environments through investigation of ecosystems and consideration of historical, cultural, and/or personal perspectives of at least one environmental area.
- They explore and analyse human interactions with natural environments to build understanding of the balance between the human uses, potential risks, and conservation and sustainability of the environments.
- For a 10-credit subject, students undertake one or two tasks. The combined evidence should comprise a maximum of 1600 words if written, or 10 minutes for oral or multimodal presentations

ASSESSMENT TYPE 2: EXPERIENCES IN NATURAL ENVIRONMENTS

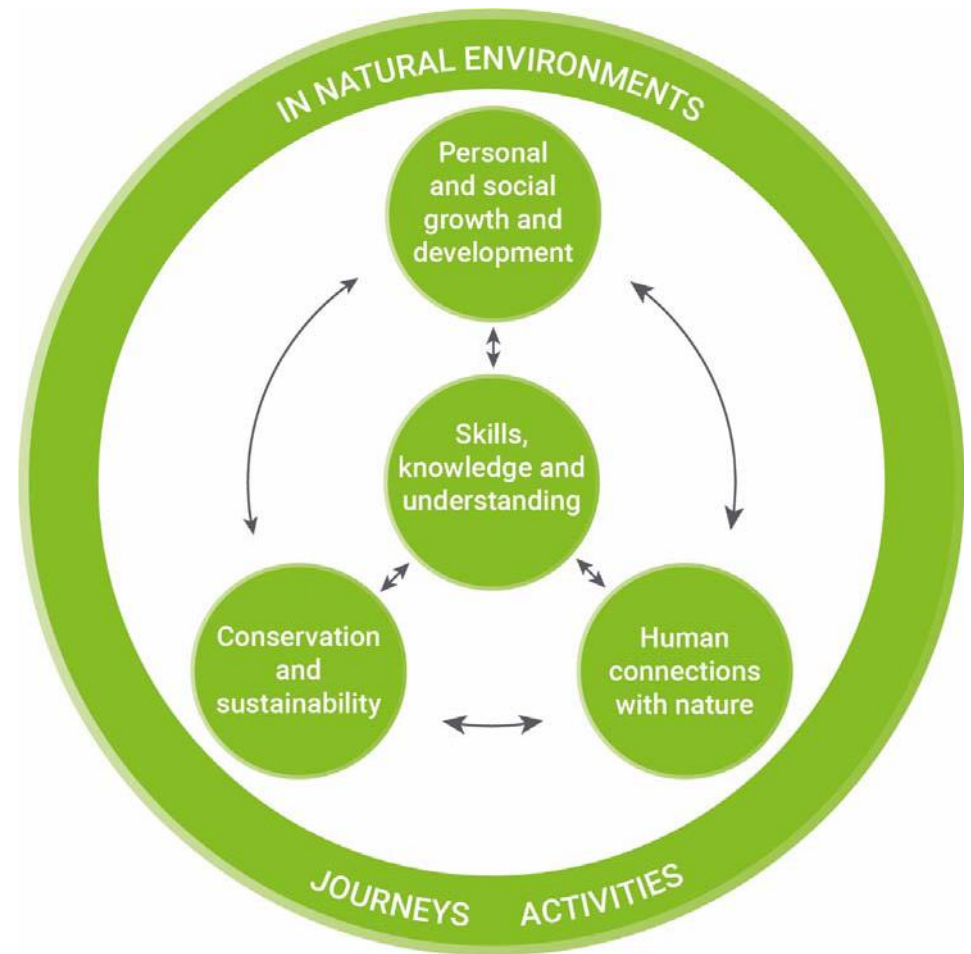
- Students plan and undertake outdoor activities and journeys in a group. Students use peer assessment and self-assessment to gather information about the development of their teamwork and practical outdoor skills.
- For a 10-credit subject, students undertake two tasks. The combined evidence should comprise a maximum of 1600 words if written, or 10 minutes for oral or multimodal presentations.



STAGE 2

Outdoor Education is a 20-credit subject at Stage 2. It consists of three interrelated focus areas:

- Focus Area 1 – Conservation and sustainability
- Focus Area 2 – Human connections with nature
- Focus Area 3 – Personal and social growth and development
- Outdoor activities might include, bushwalking, canoeing, rock climbing, and surfing. Outdoor journeys involve human-powered activities between more than one site.
- Students participate in outdoor activities and journeys in natural environments for a minimum total of 9 days in the field. Students undertake at least two journeys. Each journey has a duration of at least 3 days in the field, and must provide opportunities to build self-reliance.



ASSESSMENT TYPE 1: ABOUT NATURAL ENVIRONMENTS

- School Assessed – Weighting 20%
- Students develop an understanding of environmental systems and issues of past, current, or potential human impacts on natural environments through investigation of ecosystems and consideration of historical, cultural, and personal perspectives of at least one environmental area.
- Students explore and analyse human interactions with natural environments through direct observation, and/or collection and analysis of data and information. They evaluate current management strategies in order to recommend and/or implement management strategies for the conservation and sustainability of a chosen environmental area.
- Students complete one or two tasks. These one or two tasks should be a combined maximum of 1600 words if written or 10 minutes if oral, or the equivalent in multimodal format.

ASSESSMENT TYPE 2: EXPERIENCES IN NATURAL ENVIRONMENTS

- School Assessed – Weighting 50%
- Students undertake two tasks that include documented evidence collected and annotated when planning, experiencing, and reflecting on outdoor activities or journeys in natural environments. Students may refer to this evidence to inform [Assessment Type 3: Connections with Natural Environments](#).
- Students have at least one opportunity to plan, lead, and facilitate an activity or journey (or part thereof) with consideration of appropriate leadership styles, planning, risk assessment, decision-making, and use of interpersonal skills. They use peer-assessment and self-assessment, together with reflective practice to evaluate development of their planning, practical skills, risk management, self-reliance, leadership, and facilitation skills.
- Students complete two tasks. The tasks should be a combined maximum of 2500 words if written or a maximum of 15 minutes if oral, or the equivalent in multimodal format.

ASSESSMENT TYPE 3: CONNECTIONS WITH NATURAL ENVIRONMENTS

- Externally Assessed – Weighting 30%
- Students undertake one Connections with Natural Environments task, based on their understanding of and experiences in natural environments. Students independently choose an area of interest to further explore the connections they have made.
- Students may use the evidence collected in [Assessment Type 2: Experiences in Natural Environments](#). Students may use the skills and understanding developed while participating, leading, and/or facilitating outdoor activities and journeys, and/or their own outdoor experiences. They use these skills and understanding to explore the personal connections they have made with nature to enhance their own personal growth and development, and/or strategies for environmental sustainability.
- Students complete one task. The task should be a maximum of 2000 words if written, or 12 minutes if oral, or the equivalent in multimodal format.



OUTDOOR EDUCATION- 2023 CLASSES







MORE INFORMATION/QUESTIONS

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