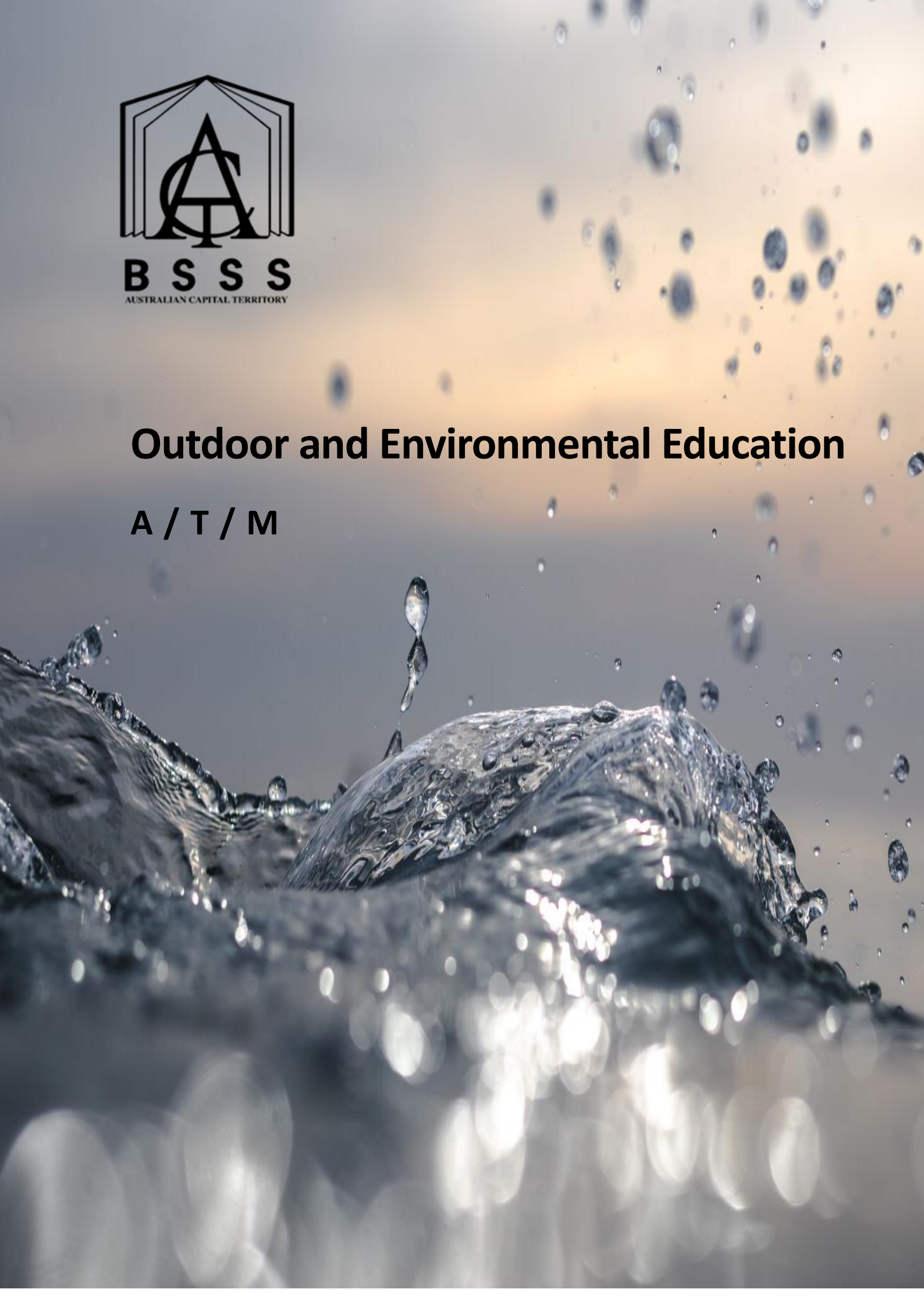
BSSS
AUSTRALIAN CAPITAL TERRITORY

Outdoor and Environmental Education

A / T / M



Cover Art provided by Canberra College student Aidan Giddings

Table of Contents

The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

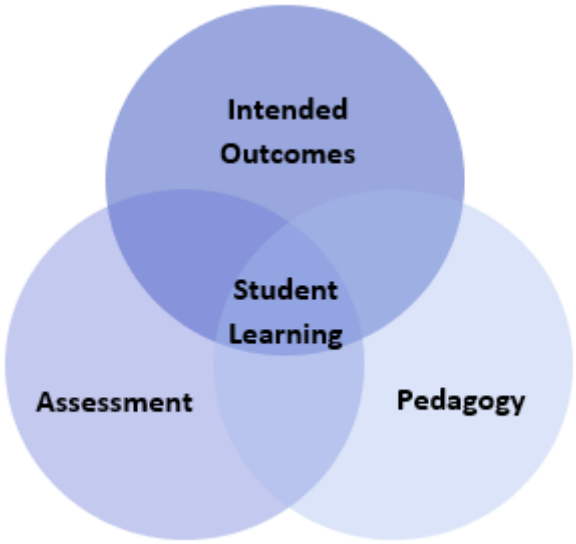
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)
5. Learning needs to take place in a context of high expectations.
   (High expectations)
6. Learners learn in different ways and at different rates.
   (Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. Outdoor and Environmental Education assists in the development of literacy by introducing specific terminology used in health, outdoor, physical activity and environmental contexts. Students understand the language used to describe activities, places, products, information and services. They also develop skills that empower them to be critical consumers able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and outdoor education. In physical activity settings, as performers and spectators, students develop an understanding of the language of outdoor education, team-work and the environment. This is essential in analysing their own and others' interactions and performances.

Students also learn to comprehend and compose texts related to Outdoor and Environmental Education. This includes learning to communicate effectively for a variety of purposes to different audiences, express their own ideas and opinions, evaluate the viewpoints of others and express their emotions appropriately in a range of social and physical activity contexts.

Numeracy

This course provides students with opportunities to recognise the mathematics that exists in learning experiences. As they engage with Outdoor Education, students see the importance of numeracy, select relevant numeracy knowledge and skills, and apply these skills in a range of contexts. Students use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition, fitness, navigation in the outdoors or various skill performances. They use spatial reasoning in movement activities and in developing concepts and strategies for individuals and teams in recreational pursuits. Students interpret and analyse *Outdoor and Environmental Education* information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform safe and environmentally responsible behaviour and practices.

Information and Communication Technology (ICT)

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

This course enhances ICT learning by helping students to effectively and safely access online information and services to manage their own health and wellbeing. Students further develop their understanding of the role ICT plays in the lives and relationships of young people. Students develop an understanding of ethical online behaviour, including protocols and practices for using ICT for respectful communication. Students use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the Outdoor and Environmental Education field.

They use a range of ICT to analyse, measure and enhance movement performances and to access and critically evaluate health information, products and services. They also use ICT to develop personalised plans for expedition planning, nutrition and participation.

Critical and Creative Thinking

Outdoor and Environmental Education develops students' ability to think logically, critically and creatively in response to a range of issues, ideas and challenges. Students learn how to critically evaluate evidence related to the learning area and creatively generate and explore original alternatives and possibilities. Students' critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to health issues by designing appropriate strategies to promote and advocate personal, social and community health and wellbeing in and through the outdoors. Students also use critical thinking to challenge societal factors that negatively influence their own and others' health and wellbeing.

Students develop understanding of the processes in *Outdoor and Environmental Education* associated with physical skills, ways of refining their technique and reflection on their responses to experiences, places and challenges.

Personal and Social Capability

Outdoor and Environmental Education is a key contributor to the development of personal and social capability for all students. Working collaboratively with others develops students' personal and social skills as well as an appreciation of their own strengths and abilities and those of their peers. They develop a range of interpersonal skills such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives.

The curriculum provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own emotions, strengths and values.

They develop the knowledge, understanding and skills to set and monitor personal and academic goals, effectively manage their time, and prioritise tasks and responsibilities in order to balance their school, home, work and social commitments.

Ethical Understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Students examine ethical principles appropriate to different contexts, such as in the community, in relationships, in the natural environment and when using digital technologies such as social media. As students explore concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they develop skills to make ethical decisions and understand the consequences of their actions. They also develop the capacity to apply these skills in everyday situations and outdoor education based contexts.

As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities, environmental issues and global justice.

The course allows for evaluation of the ethics of the actions and motivations of individuals and groups, in their use of the natural environment, understanding the ethical dimensions of research and information, debating ethical dilemmas and applying ethics in a range of situations. Building ethical understanding through *Outdoor and Environmental Education* will assist students to engage with the more complex issues that they are likely to encounter in the future, and to navigate a world of competing values, rights, interests and norms.

Intercultural Understanding

This course provides opportunities for students to recognise and respect different ways of thinking about personal, family and social health issues. They also learn about different individual, group and intergroup participation in outdoor education activity and practices. Students learn to appreciate that differences in beliefs and perspectives may affect how some people make food and health choices, or how they are able to participate in physical activities.

Students recognise occasions when tensions between individuals and groups are based on cultural differences, and learn to act in ways that maintain individual and group integrity and that respect the rights of all. Students gain an understanding of how culture shapes personal and social perspectives and interactions. They also gain an understanding of what is valued in terms of health and physical activity within their families, social groups and institutions, and within other cultures in the broader community.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

In *Outdoor and Environmental Education* the Aboriginal and Torres Strait Islander histories and cultures priorities will provide opportunities for all students to appreciate and celebrate the beauty of the world's oldest continuous living cultures. Students will gain a deeper understanding of the significance and impact Australia's First Peoples' histories and dynamic cultures continue to have on our world. This priority provides important and engaging contexts for exploring personal, community and group identities. In doing this, it builds understanding about differences and commonalities in systems of knowledge and beliefs. Health and Physical Education explores Aboriginal and Torres Strait Islander cultural heritage and further develops student knowledge of key concepts of country/place, peoples and cultures.

In this course students learn about significant places and appreciate the natural environment as a source of well-being.

Asia and Australia's Engagement with Asia

An understanding of the engagement between Australia and Asia underpins the capacity of students to be active and informed citizens.

The Australian Curriculum: Health and Physical Education enables students to appreciate and engage with diverse cultures, traditions and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy and respect. Students examine the meaning of health and the mind-body-spirit connection across the cultures of the Asia region through wellness practices. These include physical activity. and traditions of medicine and healthcare.

In Health and Physical Education, students recognise the influence within Australian culture of traditional and contemporary movement activities from the Asia region. While exploring health and movement in the context of Asia, students develop an understanding of the links between humans, environments and active living practices. They may appreciate the diverse natural environments within the region.

Sustainability

Students explore how they connect and interact with natural, managed and built environments, and with people in different social groups within their social networks and wider communities. They consider how these connections and interactions within systems play an important role in promoting, supporting and sustaining the wellbeing of individuals, the community and the environment as a whole, now and into the future.

Students develop an understanding of their potential to contribute to sustainable patterns of living. They will develop their world view by exploring concepts of diversity, social justice and consumerism as these relate to the promotion and maintenance of health and wellbeing. Through outdoor experiences, students are provided with opportunities to develop a connection in and with local environments and to gain an appreciation of the interdependence of the health of people and that of environments.

In *Outdoor and Environmental Education*, students develop a deeper understanding of the relationship between the health and wellbeing of the individual and the environment. They develop this understanding through a range of activities including learning in, and about, the outdoors and active outdoor recreation. As such, they will gain a capacity to advocate and act for a sustainable future.

Outdoor and Environmental Education

A / T / M

Rationale

Outdoor and Environmental Education provides students with skills and knowledge to understand the role of the environment in mental health and physical wellbeing. It provides skills allowing students to safely and respectfully participate in physical activity in diverse outdoor environments. It allows students to understand the concept of discriminating between risk and challenge and to develop social and leadership skills. Students develop insights into environmental sustainability, particularly in local contexts. This course prepares students for lifelong physical and recreational activity as well as employment pathways.

Students develop skills to improve their own and others' health, well-being and physical activity opportunities. Students develop analytical and critical thinking skills and learn to question and challenge assumptions about the environment and physical activity in the outdoors. They develop skills to communicate effectively and present logical and coherent arguments. Such knowledge has the potential for students to enhance their own and others' health and well-being in varied and changing contexts.

The study of *Outdoor and Environmental Education* provides pathways to further study in both tertiary and vocational areas as well as providing foundations for life-long enjoyment of the outdoors and respect for the environment.

Goals

This course should enable students to:

- analyse Outdoor and Environmental Education theories, concepts, principles, methodologies, assumptions, perspectives and ideas
- analyse the nature and purpose of health, outdoor and physical education and the impact of factors that influence self, others and well-being
- analyse values and attitudes and evaluate their influence on health and outdoor education
- communicate in a range of modes and mediums for specific purposes and audiences
- reflect on and apply concepts, skills and strategies.

Unit Titles

- Discover Outdoor Environments
- Planning and Management
- Responsibility of Self and Others
- Sustainable Outdoor Recreation
- Independent Study

Organisation of Content

Discover Outdoor Environments

Students explore the environment and its features through participating in outdoor activities in the natural environment. Students learn about the role of the environment in promoting mental health and physical well-being. They work with others to respectfully and safely participate in activities in diverse outdoor environments, building knowledge, skills, self-efficacy and appreciation of natural places.

Planning and Management

Students are involved in planning for participation in an expedition or an activity. Students learn to plan all aspects required for participation in an expedition or one or more activities. Students will also evaluate the risks involved in the activities and learn to develop risk management and emergency response plans (such as completing a first aid course) appropriate to the activity.

Responsibility of Self and Others

Students explore the relationships between people and the environment, teamwork, leadership and individual learning characteristics. These are explored through a variety of outdoor activities, and the choice of appropriate methods applied to individual activities.

Sustainable Outdoor Recreation

Students learn about the sustainable use of wilderness environments and the importance of healthy outdoor environments. Students develop their philosophy on adventure, connection to wilderness environments and the use of technology in outdoor recreation and various outdoor settings.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

Task Type	Knowledge and understanding	Skills
	Suggested tasks: • research essays • assignments • reports • exam/tests • multimedia tasks • reflective diaries • journals • portfolios • logs	**Suggested tasks:** • practical laboratories • presentations • orals • physical activity tasks • practical tests • campaigns & case studies • debates • seminars • field trips
Weightings in A 1.0 and 0.5 units	40 - 60%	40 - 60%
Weightings in T 1.0 and 0.5 units	40 - 60%	40 - 60%
Weighting in M 1.0 and 0.5 units	10 - 90%	10 - 90%

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Suggested guidelines for a written task: **A** 500 - 800, **T** 800 - 1500 words.
- Suggested guidelines for an oral presentation: **A** 5 - 8 minutes, **T** 8 - 15 minutes.

Achievement Standards

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards for Outdoor & Environmental Education A Course - Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses theories, concepts and models used to explain health, outdoor and physical activity • analyses principles, strategies, methodology, approaches to data and procedures • analyses health, outdoor, physical activity topics • communicates ideas with coherent arguments using appropriate evidence, language, and accurate referencing	• discusses theories, concepts and models used to explain health, outdoor and physical activity • discusses principles, strategies, methodology, approaches to data and procedures • discusses health, outdoor, physical activity topics • communicates ideas and arguments using appropriate evidence, language, and accurate referencing	• interprets theories, concepts and models used to explain health, outdoor and physical activity • interprets principles, strategies, methodology, approaches to data and procedures • interprets health, outdoor, physical activity topics • communicates ideas and arguments with referencing	• describes theories, concepts and models used to explain health, outdoor and physical activity • describes principles, strategies, methodology, approaches to data and procedures • describes health, outdoor, physical activity topics • communicates ideas and information with minimal referencing	• identifies theories, concepts and models used to explain health, outdoor and physical activity • identifies principles, strategies, methodology, approaches to data and procedures • identifies health, outdoor, physical activity topics • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, or ideas with control and precision or accuracy to a practical context • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances or experiences of self and others • analyses practical technique, performance, or experience with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with control or effectiveness to a practical context • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances or experiences of self and others • discusses practical technique, performance, or experience with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with some control or effectiveness to a practical context • undertakes guided inquiries and describes data and information based on appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others • interprets practical technique, performance, or experience with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with minimal control or with inconsistency to a practical context • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others • describes practical techniques, performance, or experience with some reference to specific criteria	• applies concepts, models, principles, methodology, or ideas inaccurately in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others • identifies practical technique, performance, or experiences with little or no reference to specific criteria

Achievement Standards for Outdoor & Environmental Education T Course - Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses health, outdoor, physical education theories, concepts, and models and evaluates their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability • analyses representations and interpretations of health, outdoor, physical education topics and discusses their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• analyses health, outdoor, physical education theories, concepts, and models and explains their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses representations and interpretations of health, outdoor, physical education topics and explains their significance • communicates ideas and arguments using appropriate evidence, language, and accurate referencing	• explains health, outdoor, physical education theories, concepts, and models and describes their limitations and assumptions • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • explains representations and interpretations of health, outdoor, physical education topics describes their significance • communicates ideas and arguments with referencing	• describes health, outdoor, physical education theories, concepts, and models with some reference to their limitations and assumptions • describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health, outdoor, physical education theories, concepts, and models with little to no reference to their limitations and assumptions • identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies representations and interpretations of health, outdoor, physical education topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, or ideas with control and precision or high command to a practical context • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances or experiences of self and others • analyses with insight practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with control or command to a practical context • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances or experiences of self and others • analyses practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with some control or command to a practical • undertakes guided inquiries and describes data and information based on an appropriate source • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others • explains practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with minimal control or command to a practical context • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others • describes practical techniques, performance, or experiences with some reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with little or no control or command in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others • identifies practical techniques, performance, techniques, or experiences with little or no reference to specific criteria

Achievement Standards for Outdoor & Environmental Education A Course - Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses health, outdoor, physical education theories, concepts, and models and explains their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses health, outdoor, physical activity topics and explains their significance • communicates ideas with coherent arguments using appropriate evidence, language, and accurate referencing	• explains health, outdoor, physical education theories, concepts, and models and discusses their limitations and assumptions • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability • explains health, outdoor, physical education topics and discusses their significance • communicates ideas and arguments using appropriate evidence, language, and accurate referencing	• discusses health, outdoor, physical education theories, concepts, and models and describes their limitations and assumptions • discusses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • discusses health, outdoor, physical education topics describes their significance • communicates ideas and arguments with referencing	• describes health, outdoor, physical education theories, concepts, and models with some reference to their limitations and assumptions • describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health, outdoor, physical education theories, concepts, and models with little to no reference to their limitations and assumptions • identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies health, outdoor, physical education topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, or ideas with control and precision or high command to a practical context • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances or experiences of self and others • analyses practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with control or command to a practical context • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances or experiences of self and others • explains practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with some control or command to a practical context • undertakes guided inquiries and describes data and information based on appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others • describes practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with minimal control or command to a practical context • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others • identifies practical techniques, performance, or experiences with some reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with little or no control or command in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others • identifies practical techniques, performance, or experiences with little or no reference to specific criteria

Achievement Standards Outdoor and Environmental Education T Course - Year 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and Understanding	• critically analyses health, outdoor, physical education theories, concepts, and models and evaluates their limitations and assumptions • critically analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and evaluates their validity and reliability • critically analyses the nature and purpose of health, outdoor, physical education and evaluates the impact of strategies and techniques on individuals' performance, experience, health, and well-being in varied and changing contexts	• analyses health, outdoor, physical education theories, concepts, and models and explains their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses the nature and purpose of health, outdoor, physical education and explains the impact of factors on individuals' performance, experience, health, and well-being in changing contexts	• explains health, outdoor, physical education theories, concepts, and models and describes their limitations and assumptions • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • explains the nature and purpose of health, outdoor, physical education theories and describes the impact of factors on individuals' performance, experience, health, and well-being in familiar contexts	• describes health, outdoor, physical education theories, concepts, and models with some reference to their limitations and assumptions • describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes the nature and purpose of health, outdoor, physical education theories and identifies the impact of factors on individuals' performance, experience, health, and well-being in familiar contexts	• identifies health, outdoor, physical education theories, concepts, and models with little or no reference to their limitations and assumptions • identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies the nature and purpose of health, outdoor, physical education theories with little or no reference to the impact of factors on individuals' performance, experience, health, and well-being
Skills	• critically analyses representations and interpretations of health, outdoor, physical education topics and evaluates their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• analyses representations and interpretations of health, outdoor, physical education topics and explains their significance • communicates ideas and arguments using appropriate evidence, language, and accurate referencing	• explains representations and interpretations of health, outdoor, physical education topics and describes their significance • communicates ideas and arguments with referencing	• describes representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies representations and interpretations of health, outdoor, physical education topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
	• applies concepts, models, principles, methodology, or ideas with control and precision or high command to a practical context • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances or experiences of self and others • evaluates with insight on practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with control or command to a practical context • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances or experiences of self and others • analyses with insight on practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with some control or command to a practical context • undertakes guided inquiries and describes data and information based on a appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others • explains practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with minimal control or command to a practical context • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others • describes practical techniques, performance, or experiences with some reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with little or no control or command in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others • identifies practical techniques, performance, or experiences with little or no reference to specific criteria

Achievement Standards for Outdoor & Environmental Education M Course - Years 11 and 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• describes strategies, procedures with independence • describes practical techniques, performance, or experience with independence	• describes strategies, procedures with some assistance • describes practical techniques, performance, or experience with some assistance	• recounts strategies, procedures with assistance • recounts practical techniques, performance, or experience with assistance	• identifies strategies, procedures with continuous guidance • identifies practical techniques, performance, or experience with continuous guidance	• identifies strategies, procedures with direct instruction • identifies practical techniques, performance, or experience with direct instruction
Skills	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with independence • makes discerning choice of strategies and procedures to enhance physical performances or experiences of self with independence • plans and undertakes inquiries with independence	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with some assistance • selects strategies and procedures to enhance physical performances or experiences of self with some assistance • plans and undertakes inquiries with some assistance	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with assistance • selects strategies and procedures to enhance physical performances or experiences of self with assistance • undertakes guided inquiries with assistance	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with continuous guidance • selects strategies and procedures to enhance physical performances or experiences of self with continuous guidance • undertakes guided inquiries with continuous guidance	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with direct instruction • selects strategies and procedures to enhance physical performances or experiences of self with direct instruction • undertakes simple research on a topic with direct instruction

Discover Outdoor Environments Value: 1.0

Discover Outdoor Environments a **Value 0.5**
Discover Outdoor Environments b **Value 0.5**

Unit Description

Students explore the environment and its features through participating in outdoor activities in the natural environment. Students learn about the role of the environment in promoting mental health and physical well-being. They work with others to respectfully and safely participate in activities in diverse outdoor environments, building knowledge, skills, self-efficacy and appreciation of natural places.

Suggested Contexts

Outdoor adventure activities are performed within the natural environment. Suitable outdoor adventure activities may include but not limited to: abseiling, bushwalking, canoeing, caving, climbing, kayaking, mountain biking, orienteering, sailing, surfing, sea kayaking and scuba diving.

Excursion/expedition

To establish optimal teaching, learning and assessment situations for this unit, it is recommended that students participate in at least one expedition in a natural environment.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• participate in and observe outdoor adventure activities in an educational outdoor setting	• participate in and observe outdoor adventure activities in an educational outdoor setting	• participate safely in outdoor pursuits demonstrating knowledge of natural environments
• analyse and develop skills in outdoor pursuits that enable them to interact safely and respectfully with others and natural environments	• critical analyse and develop skills in outdoor pursuits that enable them to interact safely and respectfully with others and with natural environments	• demonstrate behaviours respectful to others and the environment
• appreciate natural environments and their role in promoting health and well-being	• evaluate the features of natural environments and their role in promoting health and well-being	

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• analyse theories, concepts and models of outdoor education	• critically analyse theories of outdoor education, such as, neo-Hahnian theory, Neil's growth = challenge + support theory, nature theory, biophilia hypothesis, eco-cultural theory	• discuss the concept of learning in and about natural environments through outdoor education
• analyse and respond to feedback within outdoor experiences coming from their own actions, through the behaviour of others, from the instructor, from the tasks, and from the environment	• critically analyse, evaluate and respond to feedback within outdoor experiences coming through their own actions, through the behaviour of others, from the instructor, from the tasks, and from the environment	• understand and act on feedback received during outdoor experiences
• analyse models such as the outward bound process model or booth's coping and resilience model in outdoor education as a way of building self efficacy, physical and mental health	• critically analyse and reflect on models such as the outward bound process model or booth's coping and resilience model in outdoor education as a way of building self efficacy, physical and mental health	• describe how outdoor and environmental education affects health and well-being
• analyse concepts of active and contemplative/ reflective interactions with nature	• critically analyse concepts of active and contemplative/reflective interactions with nature	• participate in active and contemplative interactions with nature
Principles, strategies, methodology		
• analyse and apply the principles of outdoor and environmental education such as, environmental respect, group support, safety and outdoor skills development through participation in outdoor adventure activities	• synthesise and apply the principles of outdoor and environmental education such as, environmental respect, group support, safety and outdoor skills development through participation in outdoor adventure activities	• describe individual role and the role group members played in discovering outdoor environments

A Course	T Course	M Course
• analyse strategies and methodologies of outdoor and environmental education through participation in outdoor adventure activities	• evaluate strategies and methodologies of outdoor and environmental education through participation in outdoor adventure activities	
• develop and apply knowledge and skills to safely participate in one or more types of outdoor activities	• develop and apply knowledge and skills to safely participate in one or more types of outdoor activities	• develop skills and attitudes to safely participate in activities
Nature and purpose		
• analyse personal role and contribution in a group in discovering outdoor environments	• evaluate personal role and contribution in a group in discovering outdoor environments	• describe your role and the role group-members played in discovering outdoor environments
• analyse characteristics and features of chosen environment/s, for example ecological principles which may include cycles, flora and fauna, hydrology, geomorphology and geology	• critically analyse the characteristics and features of chosen environment/s, for example ecological principles which may include cycles, flora and fauna, hydrology, geomorphology and geology	• describe natural features of the natural area in which the student experiences outdoor activity
• analyse environmental issues and impacts caused through recreational or commercial use	• synthesise environmental issues and impacts caused through recreational or commercial use	
• analyse the cultural significance of features of the natural area(s) in which the student experiences outdoor activity	• evaluate the cultural significance of features of the natural area(s) in which the student experiences outdoor activity	
Representations and interpretations		
• analyse and reflect on outdoor experiences	• critically analyse and reflect on outdoor experiences	• reflect on outdoor experiences
• investigate a range of sources of information, for example maps, journals or websites, to refine knowledge of the environment	• critically analyse a range of sources of information, for example maps, journals or websites, to refine knowledge of the environment	• explore a range of sources of information, for example, simple maps, journals or websites, to gain knowledge of the environment

A Course	T Course	M Course
• use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition, distances, topography and navigation in the outdoors or in various skill performances	• use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition/meal planning, distances, topography and navigation in the outdoors or in various skill performances	• use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition, distances, topography and navigation in the outdoors or in various skill performances
Communication		
• communicates ideas using appropriate terminology, conventions in language and acknowledgement of sources	• communicates using effective language, appropriate evidence, correct terminologies, language conventions, forms and acknowledging sources appropriately	• communicates ideas using appropriate language

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Planning and Management — Value: 1.0

Planning and Management a — **Value 0.5**
Planning and Management b — **Value 0.5**

Unit Description

Students are involved in planning for participation in an expedition or an activity. Students learn to plan all aspects required for participation in an expedition or one or more activities. Students will also evaluate the risks involved in the activity/ies and learn to develop risk management and emergency response plans (such as completing a first aid course) appropriate to the activity.

Suggested Contexts

Outdoor adventure activities are performed within the natural environment. Suitable outdoor adventure activities may include but not limited to: abseiling, bushwalking, canoeing, caving, climbing, kayaking, mountain biking, orienteering, sailing, surfing, sea kayaking and scuba diving.

Excursion/expedition

To establish optimal teaching, learning and assessment situations for this unit, it is highly recommended that students participate in at least one expedition in a natural environment.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• understand the importance of logistical planning and preparation considerations for outdoor adventure activities	• develop, understand and apply logistical planning and preparations for a range of outdoor adventure activities in different environments, for example: ocean, mountain, bush	• recognise the importance of logistical planning and preparations for outdoor adventure activities
• understand and apply risk management principles and emergency response procedures relevant to outdoor adventure activities in which they participate	• evaluate risk and create a risk management plan for one or more outdoor activity in which they participate • understand emergency response procedures relevant to outdoor adventure activities	• follow emergency procedures

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• analyses models for planning and managing outdoor adventure activities, for example, risk management planning, safety and emergency contingency plans, emergency response to complex and changing circumstances, standard first aid versus wilderness first aid, in relation to the planned activity	• critically analyses models for planning and managing outdoor adventure activities, for example, risk management planning, safety and emergency contingency plans, emergency response to complex and changing circumstances, standard first aid versus wilderness first aid, in relation to the planned activity	• plan some aspects of an outdoor adventure activity
• analyses models for planning and managing in outdoor environments for example, policies and legal requirements, risk management processes and templates, cost/budgeting	• critically analyses models for planning and managing in outdoor environments for example, policies and legal requirements, risk management processes and templates, cost/budgeting	• describe the risks involved in the proposed activity
Principles, strategies, methodology		
• applies and develops strategies for planning activities/trips, considering, for example, variables such as budget, location, route, duration, terrain, climate, group composition, equipment and food requirements	• applies, develops and justifies strategies for planning activities/trips, considering, for example, variables such as budget, location, route, duration, terrain, climate, group composition, equipment and food requirements	• describes the activity plan in terms of route and equipment required
• develops risk management and emergency response plans, through participation in an outdoor adventure activity and/or first aid course	• develops and justifies risk management and emergency response plans, through participation in an outdoor adventure activity and/or first aid course	• understand the reason for, and act on, a safety and emergency contingency plan

A Course	T Course	M Course
Nature and purpose		
• discuss the impact of strategies and techniques, for example, planning and management decision making, flexibility, monitoring, commitment, time-management on individual's and the group's well-being and on the environment	• analyse the impact of strategies and techniques, for example, planning and management decision making, flexibility, monitoring, commitment, time-management on individual's and the group's well-being and on the environment	• understand the purpose and the reasons for advanced planning of an outdoor activity
• analyses the characteristics and features of chosen environment/s, for example ecological principles that may include cycles, flora and fauna, hydrology, geomorphology and geology	• critically analyse the characteristics and features of chosen environment/s, for example, ecological principles that may include cycles, flora and fauna, hydrology, geomorphology and geology	• describe features of the natural area in which the student experiences outdoor activity
• analyse environmental issues and impacts caused through recreational or commercial use	• evaluate environmental issues and impacts caused through recreational or commercial use	
• analyse the cultural significance of features of the natural area(s) in which the student experiences outdoor activity	• evaluate the cultural significance of features of the natural area(s) in which the student experiences outdoor activity	
Representations and interpretations		
• analyse and reflect on outdoor experiences, with particular reference to the planning processes	• critically analyse and reflect on outdoor experiences, with particular reference to the planning processes	• reflect on outdoor experiences with reference to the planning process
• understands numerical comparisons, grouping, estimating, counting, statistical information, measuring instruments, interpreting, and using graphs, tables and diagrams	• understands numerical comparisons, grouping, estimating, counting, statistical information, measuring instruments	• use numeracy skills in relation to planning an activity, for example, amount of food required

A Course	T Course	M Course
• identify a range of sources of information, for example maps, journals or websites, to refine knowledge of the environment in relation to planning and risk assessment	• interpret a range of sources of information, for example maps, journals or websites, to refine knowledge of the environment in relation to planning and risk assessment • interpreting, and using graphs, tables and diagrams	
Communication		
• observe and reflect on practical activities • communicates ideas using appropriate terminology, conventions in language and acknowledgement of sources	• critically observe and reflect on practical activities • communicates using effective language, appropriate evidence, correct terminologies, language conventions, forms and acknowledging sources appropriately	• records observations and reflections

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Responsibility of Self and Others — Value: 1.0

Responsibility of Self and Others a — **Value 0.5**
Responsibility of Self and Others b — **Value 0.5**

Unit Description

Students explore the relationships between people and the environment, teamwork, leadership and individual learning characteristics. These are explored through a variety of outdoor activities, and the choice of appropriate methods applied to individual activities.

Suggested Contexts

Outdoor adventure activities are performed within the natural environment. Suitable outdoor adventure activities may include but not limited to: abseiling, bushwalking, canoeing, caving, climbing, kayaking, mountain biking, orienteering, sailing, surfing, sea kayaking and scuba diving.

Excursion/expedition

To establish optimal teaching, learning and assessment situations for this unit, it is highly recommended that students participate in at least one expedition in a natural environment.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• understand and apply leadership, teamwork and responsibility principles through participation in practical outdoor education activities	• develop, understand and apply leadership, teamwork and responsibility principles through participation in practical outdoor education activities	• apply teamwork and responsibility skills through participation in outdoor education activities
• understand the impact of their participation in practical outdoor education activities on the environment, and develop and apply responsible and ethical environmental practices	• understand the impact of their participation in practical outdoor education activities on the environment, and develop and apply responsible and ethical environmental practices	• apply responsible and ethical environmental practices

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• inquire into theories and concepts related to cultural perspectives of people/ environment such as, Indigenous connection to country	• critically assess theories and concepts related to cultural perspectives of people/ environment relationships such as, "Platform of deep ecology" and Indigenous connection to country	
• analyse leadership models, such as the directing, coaching, supporting and the storming, forming, etc in the context of outdoor adventure activities	• critically analyse leadership models, such as the directing, coaching, supporting and the storming, forming, etc in the context of outdoor adventure activities	• recognise that an outdoor adventure activity is often a team exercise and that team roles may vary
• examine models of facilitation for a group enterprise, for example, interpersonal skills, accommodating different learning styles, instructional methods, debriefing methods and feedback	• critically examine models of facilitation for a group enterprise, for example, interpersonal skills, accommodating different learning styles, instructional methods, debriefing methods and feedback	
Principles, strategies, methodology		
• analyse strategies for promoting positive interpersonal relationships, for example, contributing, accepting others, refraining from judgements, feedback, problem solving through participation in an outdoor adventure activity	• evaluate and apply strategies for promoting positive interpersonal relationships, for example, contributing, accepting others, refraining from judgements, feedback, problem solving through participation in an outdoor adventure activity	• use communication techniques, for example, speaking and listening skills, for promoting positive interpersonal relationships
• analyses and applies methodologies for teaching skills, e.g. types of knots, cross-checking navigation	• critically analyses and applies methodologies for teaching skills, e.g. types of knots, cross-checking navigation	

A Course	T Course	M Course
• use calculation, estimation and measurement to collect and make sense of information related to, for example, rope strengths, anchor angles, feedback scales	• use calculation, estimation and measurement to collect and make sense of information related to, for example, rope strengths, anchor angles, feedback scales	
Nature and purpose		
• develop and apply leadership and teamwork skills by facilitating one or more outdoor activities that could include, using a stove, setting up tent, navigation etc. • analyse the characteristics and features of chosen environment/s, for example, ecological principles that may include cycles, flora and fauna, hydrology, geomorphology and geology • synthesise environmental issues and impacts caused through recreational or commercial use • evaluate the ecological and/ or cultural significance of features of the natural area(s) in which the student experiences outdoor activity	• develop and apply leadership and teamwork skills by facilitating one or more outdoor activities that could include, using a stove, setting up tent, navigation etc. • critically analyse the characteristics and features of chosen environment/s, for example, ecological principles that may include cycles, flora and fauna, hydrology, geomorphology and geology • synthesise environmental issues and impacts caused through recreational or commercial use • evaluate the ecological and/ or cultural significance of features of the natural area(s) in which the student experiences outdoor activity	• demonstrate teamwork skills through activities such as cooking dinner, setting up a tent
Representations and interpretations		
• analyse and reflect on personal role and contribution in a team enterprise in discovering outdoor environments • interpret a range of sources of information, for example maps, journals or websites, to refine knowledge of the environment	• critically analyse and reflect on personal role and contribution in a team enterprise in discovering outdoor environments • interpret a range of sources of information, for example maps, journals or websites, to refine knowledge of outdoor education activities	• record observations and reflections

A Course	T Course	M Course
Communication		
• communicates ideas using appropriate evidence, language and referencing	• communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately	• communicates ideas using appropriate evidence, language and referencing

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Sustainable Outdoor Recreation — Value: 1.0

Sustainable Outdoor Recreation a — Value 0.5
Sustainable Outdoor Recreation b — Value 0.5

Unit Description

Students learn about the sustainable use of wilderness environments and the importance of healthy outdoor environments. Students develop their philosophy on adventure, connection to wilderness environments and the use of technology in outdoor recreation and various outdoor settings.

Suggested Contexts

Outdoor adventure activities are performed within the natural environment. Suitable outdoor adventure activities may include but not limited to: abseiling, bushwalking, canoeing, caving, climbing, kayaking, mountain biking, orienteering, sailing, surfing, sea kayaking and scuba diving.

Excursion/expedition

To establish optimal teaching, learning and assessment situations for this unit, it is highly recommended that students participate in at least one expedition in a natural environment.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse the complex human relationships and response to wilderness environments including threats to natural environments and minimal impact practices	• critically analyse the complex human relationships and response to wilderness environments including threats to natural environments and minimal impact practices	• describe the relationships between humans and wilderness/natural environments
• understand the impact of their participation in practical wilderness activities on the environment, the role that technology plays in adventure and its impact on natural environments	• evaluate the impact of their participation in practical wilderness activities on the environment, the role that technology plays in adventure and its impact on natural environments	• recognise the impact of individual participation in outdoor adventure activities on the natural environment

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• investigate and analyse human impact over time on a variety of natural environments including global warming	• investigate and evaluate human impact over time on a variety of natural environments including global warming	• describe the effect human impact has on natural environment/s over time
• discuss the concept of stewardship of the environment for example world heritage areas, national parks, marine parks, Indigenous protected areas and Indigenous practices	• critically discuss the concept of stewardship of the environment for example world heritage areas, national parks, marine parks, Indigenous protected areas and Indigenous practices	• list ways in which natural environments can be protected and/or managed
• analyse the role that technology plays in outdoor recreational activities	• critically analyse the role that technology plays in outdoor recreational activities	
Principles, strategies, methodology		
• apply and evaluate practical techniques and skills in outdoor pursuits that promote sustainability in the environment for example minimal impact practices	• apply and evaluate practical techniques and skills in outdoor pursuits that promote sustainability in the environment for example minimal impact practices	• list and demonstrate minimal impact techniques when participating in outdoor adventure activities
• analyse human impact on wilderness environments through participation in one or more types of outdoor activities	• critically analyse human impact on wilderness environments through participation in one or more types of outdoor activities	
• analyse the impact of threats to outdoor environments and how these may then impact on society health and well-being	• critically analyse the impact of threats to outdoor environments and how these may then impact on society health and well-being	

A Course	T Course	M Course
• identify and analyse principles in environmental management of natural places for example, access, user pays, legislation, ethical considerations, protection/development balance	• investigate and evaluate principles in environmental management of natural places including access, user pays, legislation, ethical considerations, protection/development balance	
Nature and purpose		
• compare and contrast different human cultural philosophies of adventure in wilderness environments, for example, commercialisation of Everest climbing, climbing Three Sisters in Blue Mountains • analyse the characteristics and features of chosen environment/s, for example ecological principles that may include cycles, flora and fauna, hydrology, geomorphology and geology • identify environmental issues and impacts caused through recreational, commercial or tourism uses of natural environments and their balance with habitat protection, scientific research and the value of wilderness areas for humans	• compare and contrast different human cultural philosophies of adventure in wilderness environments, for example, commercialisation of Everest climbing, climbing Three Sisters in Blue Mountains • critically analyse the characteristics and features of chosen environment/s, for example, ecological principles that may include cycles, flora and fauna, hydrology, geomorphology and geology • synthesise environmental issues and impacts caused through recreational, commercial or tourism uses of natural environments and their balance with habitat protection, scientific research and the value of wilderness areas for humans	• describe natural features of the area in which the student experiences outdoor activity
Representations and interpretations		
• analyse and reflect on participation on own personal wilderness outdoor experiences • analyse sources of information, for example maps, journals or websites, to refine knowledge of the environment	• critically analyse and reflect on participation on own personal wilderness outdoor experiences • critically analyse sources of information, for example maps, journals or websites, to refine knowledge of the environment	• relate own personal experience in the outdoor adventure activity undertaken

A Course	T Course	M Course
• analyse the economic value of wilderness area, for example, commercial values of the Great Barrier Reef, National parks, ski resorts, mining	• evaluate the economic value of wilderness areas, for example, commercial values of the Great Barrier Reef, National parks, ski resorts, mining	
Communication		
• communicates ideas using appropriate evidence, language and referencing	• communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately	• communicate ideas using appropriate evidence, language and referencing

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Independent Study — Value: 1.0

Independent Study a — **Value 0.5**
Independent Study b — **Value 0.5**

Prerequisite

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Suggested Contexts

Outdoor adventure activities are performed within the natural environment. Suitable outdoor adventure activities may include but not limited to: abseiling, bushwalking, canoeing, caving, climbing, kayaking, mountain biking, orienteering, sailing, surfing, sea kayaking and scuba diving.

Excursion/expedition

To establish optimal teaching, learning and assessment situations for this unit, it is recommended that students participate in at least one expedition in a natural environment, and be self-sufficient.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse outdoor education philosophies through participation in a negotiated activity or special interest area	• critically analyse outdoor education philosophies through participation in a negotiated activity or special interest area	• participate in a negotiated activity or special interest area

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• evaluate the theories/models related to participation in an outdoor practical activities or special interest area	• critically evaluate the theories/models related to participation in an outdoor practical activities or special interest area	• describe the context of the negotiated activity or special interest area

A Course	T Course	M Course
Principles, strategies, methodology		
• analyse and apply principles, strategies and methodologies related to the chosen practical activity/special interest area • apply practical techniques with reference to specific skill criteria related to the chosen practical activity/special interest area	• critically analyse and apply principles, strategies and methodologies related to the chosen practical activity/special interest area • apply practical techniques with reference to specific skill criteria related to the chosen practical activity/special interest area	• list skills and resources needed for participation in the chosen practical activity/special interest area
Nature and purpose		
• evaluate the significance, nature and purpose of chosen topic/activity	• critically evaluate the significance, nature and purpose of chosen topic/activity	• describe the significance, nature and purpose of chosen topic/activity
Representations and interpretations		
• analyse and reflect on participation on own personal wilderness outdoor experiences • interpret and analyse a range of sources of information, for example, maps, journals or websites, to refine knowledge of the environment in which chosen activity is undertaken	• critically analyse and reflect on participation on own personal wilderness outdoor experiences • interpret and analyse a range of sources of information, for example, maps, journals or websites, to refine knowledge of the environment in which chosen activity is undertaken	• relate personal experiences about chosen practical activity/special interest area
Communication		
• communicate ideas using appropriate evidence, language and referencing	• communicate using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately	• communicate ideas using appropriate evidence, language and referencing

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and Unit Grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	**College**
Peter Mitchell	Brindabella Christian College
Ryan Davis-Philp	Dickson College
Mary Adams	Narrabundah College
Daniel McNamara	UC Senior Secondary College, Lake Ginninderra

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	**Definition**
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	**Outdoor and Environmental Education**
Classification/s:	**A T M**
Accredited from:	2019
Framework:	Health, Outdoor and Physical Education 2016