



# **Draft Outdoor Recreation**

**A / M / V**

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## **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/carers 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.

## Vocational Education and Training in ACT Senior Secondary Schools

The Board of Senior Secondary Studies is responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Students can undertake Vocational Education and Training (VET) as part of a senior secondary certificate and completion by a student can provide credit towards both a recognised VET qualification and a Senior Secondary School Certificate.

The BSSS certifies VET qualifications and Statements of Attainment on behalf of ACT colleges and high schools that offer Australian VET Qualifications and are Registered Training Organisations (RTOs) or have a Third-Party Service Agreement (TPSA) with an RTO. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate.

The BSSS is not an RTO and is not responsible for those aspects that relate to VET delivery in schools or externally that fall within the role of the RTO.

Vocational programs must be assessed in accordance with the *Standards for Registered Training Organisations 2015* and the guidelines outlined in the relevant training package. Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and achievement standards referenced in the framework to produce A-E grades and scores. They will also be assessed against competency standards as described in the relevant training package.

The BSSS certifies VET that:

- is listed on the national training.gov.au website; and
- is delivered and assessed by an ACT college or high school, which is an RTO or has a Third-Party Service Agreement (TPSA) with an RTO that has scope from the Australian Skills Quality Authority (ASQA) to deliver specified qualifications
- is delivered and assessed in accordance with relevant Training Package requirements.

Vocational learning contributes to the ACT Senior Secondary Certificate in a variety of ways:

- BSSS accredited A, T, and M vocational courses with embedded competencies delivered by colleges are reported with A–E grades
- BSSS E courses recognising study at external RTOs are reported with the grade 'P' (Pass)
- Australian School Based Apprenticeships (ASBAs) are reported as E courses with the grade 'P' (Pass).

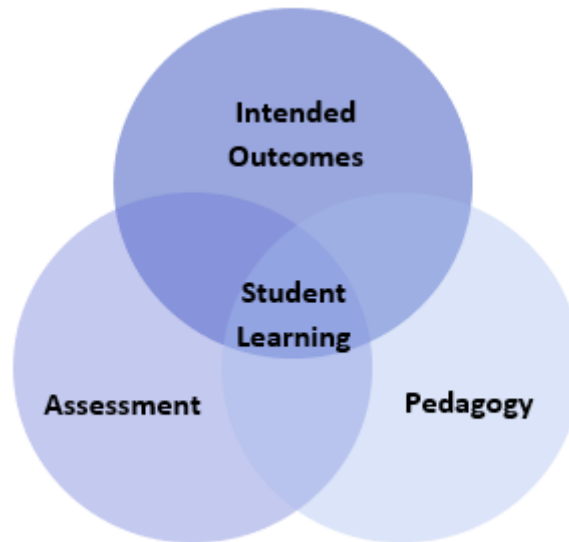
The BSSS credit arrangements recognise VET studies externally:

- through direct credit when the qualification or Units of Competence relate to a VET course that is being studied by the student
- towards the Senior Secondary Certificate, providing the VET does not duplicate content.

*Implementing Vocational Education and Training Courses* (Appendix F) provides further course information, including training package requirements, and should be read in conjunction with course documents.

## 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](http://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 Recreation assists in the development of literacy by introducing activity specific terminology and communication systems. 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 field of outdoor recreation. In practical contexts students develop an understanding of the languages, symbols and signalling systems used in outdoor recreation, for interpersonal communication, teamwork and leadership. They analyse their own and others’ experiences and performance. Students also learn to comprehend and compose texts related to outdoor recreation concepts, models and principles. 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 outdoor learning experiences. As they engage with Outdoor Recreation, 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, logistics, applied physics, navigation, and budgets in the preparation and performance of outdoor experiences. They interpret and analyse Outdoor Recreation information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions, and inform safe practices and environmentally responsible behaviour.

## **Information and Communication Technology (ICT) Capability**

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 diverse learning environments, 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 communication technologies to manage their own and others safety, health and wellbeing. Students further develop their understanding of the role ICT plays in the lives and relationships of young people. Students use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information, analysing performance, and evaluating experiences in the Outdoor Recreation contexts. They use a range of ICT to analyse, measure and enhance practical experiences and to access and critically evaluate health and wellbeing information, products, and services. They also use ICT to develop personalised plans for expedition planning, implementation, and participation.

## **Critical and Creative Thinking**

Outdoor and Recreation develops students' ability to think logically, critically and creatively in response to a range of issues, ideas and challenges. Students learn how to analyse evidence and experiences 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 and wellbeing issues by designing appropriate experiences to promote and develop personal, social and community health and wellbeing in and through the outdoors. They use critical and creative thinking to develop innovative solutions to a range of problems and challenges before, during and after outdoor recreation experiences.

## **Personal and Social Capability**

Outdoor Recreation 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 as it attains to self-actualisation. 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. The course provides students with opportunities to recognise, understand, validate and respond appropriately to their own and others' emotions, strengths and values as participants and leaders.

## **Ethical Understanding**

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values, personal attributes, traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students building a strong personal and socially oriented outlook that helps them manage, conflict, and uncertainty, 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. As students explore concepts and consequences of diversity, equitable participation, empathy, and respect in relationships, they develop skills to make ethical decisions, reflect and understand the consequences of their actions. They develop the capacity to apply these skills in everyday situations and outdoor recreation contexts. The course allows for evaluation of ethical action and motivation of individuals and groups, in outdoor recreation.

## **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 intercultural influences and its implication on participation in outdoor recreation activity and practices. Students learn to appreciate differences in beliefs and perspectives affect how some people access and experience outdoor recreation. Students consider occasions when tensions or conflicts 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 differences in values for health and wellbeing within different groups, cultures and the broader community.

## **Cross-Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

In Outdoor Recreation the Aboriginal and Torres Strait Islander histories and cultures priorities 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. Outdoor Recreation 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, people and appreciate the natural environment as a source of well-being and connection.

### **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. Outdoor Recreation 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, well-being, and governance across the cultures of the Asia region. Students learn to appreciate the diverse natural environments within the Asia-Pacific 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 health and well-being 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 outdoor recreation activities. 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. Through participation in Outdoor Recreation, students develop a deeper understanding of the relationship between the health and wellbeing of the individual, community, and the environment.

# Outdoor Recreation

## A/M/V

### Rationale

*Outdoor Recreation* focuses on the significance and practices of the outdoor recreation industry. It explores the role of outdoor recreation in the life of individuals and communities. It provides students with the opportunities to learn in, through and about the technical, interpersonal, intrapersonal, and metacognitive skills required to participate in and lead simulated and actual activities. *Outdoor Recreation* provides avenues for mental and physical growth, relaxation, management of risk, and social connection through activities as varied as, but not limited to, bushwalking, abseiling, rock climbing, caving, canoeing, kayaking, snorkelling, and scuba diving.

Through the study of *Outdoor Recreation*, students examine the features of the current outdoor recreation industry. They analyse models of outdoor recreation and adventure learning that incorporates managing risk and consider opportunities for innovation. Students investigate industry practices and procedures to plan, participate in, and facilitate outdoor recreation experiences. They develop practical skills in a variety of outdoor recreation activities to enhance their own and others' participation, health, and well-being.

Students analyse the nature and purpose of outdoor recreation and adventure learning models. They analyse pedagogy and leadership theories, communication, and collaboration models used in outdoor recreation and adventure learning contexts to apply in practical environments.

Students investigate professional standards in the outdoor recreation industry such as regulatory requirements, sustainability, climate change, and accessibility to pose solutions for the provision of recreation to a diverse range of people. The course provides a variety of pathways.

The *Outdoor Recreation* course provides opportunities for students to develop leadership and technical skills in natural spaces. This course provides skills that contribute to enhancing students' well-being. The course makes provision to complete VET qualifications in Certificate II in Outdoor Recreation, and/or a Statement of Attainment Certificate III in Outdoor Leadership, both from the Sport, Fitness and Recreation Training Package (SIS).

### Goals

This course should enable students to:

- analyse health, outdoor and physical 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, outdoor and physical education
- communicate in a range of modes and mediums for specific purposes and audiences
- reflect on and apply concepts, skills, and strategies.

## Unit Titles

- **Recreation Industry**
- **Outdoor Recreation Planning**
- **Adventure Learning**
- **Leadership in Outdoor Recreation**
- **Independent Study**

## Organisation of Content

### Recreation Industry

In this unit students analyse the nature and purpose of the outdoor recreation industry and enterprises which provide outdoor recreation programs to individuals and groups. They analyse the health and wellbeing benefits to themselves and others of participating in chosen outdoor recreation and adventure programs. Students analyse regulatory expectations and apply these requirements practices in outdoor recreation activities. They develop chosen outdoor recreation technical skills and reflect on their personal growth and development.

### Outdoor Recreation Planning

Students investigate approaches to planning, and preparing participants for outdoor recreation experiences, including their access by diverse groups. They analyse operational concepts such as risk management, emergency response, physical capabilities, sustainability, minimal impact, and logistics to make plans and apply learning to practical contexts. Students develop knowledge and technical skills necessary to plan and implement outdoor recreation activities and reflect on their personal growth, skill development, and project success.

### Adventure Learning

Students analyse, concepts, models, and theories of adventure learning experiences in a range of recreational and educational contexts. They analyse case studies of adventure learning programs designed for individuals and groups. Students reflect on learning and development gained through challenge and adventure in outdoor recreation contexts. They develop technical knowledge and skills necessary to experience adventure learning in chosen contexts. They apply adventure learning understandings to outdoor recreation experiences.

### Leadership in Outdoor Recreation

Students analyse leadership, communication and collaboration theories and models and apply these to controlled practical adventure and recreational settings. They reflect on their personal attributes, traits, and leadership skills developed through participating in and leading elements of outdoor activities. Students develop knowledge and technical skills in a chosen outdoor recreational context and reflect on their own learning and the success of their participation, leadership, communication, and collaboration.

### 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 or fourth 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
	<b>Suggested tasks:</b> <ul style="list-style-type: none"> <li>• research essays</li> <li>• assignments</li> <li>• reports</li> <li>• exam/tests</li> <li>• multimedia tasks</li> <li>• reflective diaries</li> <li>• journals</li> <li>• portfolios</li> <li>• logs</li> </ul>	<b>Suggested tasks:</b> <ul style="list-style-type: none"> <li>• practical laboratories</li> <li>• presentations</li> <li>• orals</li> <li>• physical activity tasks</li> <li>• practical tests</li> <li>• campaigns and case studies</li> <li>• debates</li> <li>• seminars</li> <li>• field trips</li> </ul>
<b>Weightings in A 1.0 and 0.5 units</b>	40 - 60%	40 - 60%
<b>Weightings in T 1.0 and 0.5 units</b>	40 - 60%	40 - 60%
<b>Weighting in M 1.0 and 0.5 units</b>	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 Outdoor Recreation A Course Year 11**

	A student who achieves an <b>A</b> grade typically	A student who achieves a <b>B</b> grade typically	A student who achieves a <b>C</b> grade typically	A student who achieves a <b>D</b> grade typically	A student who achieves an <b>E</b> grade typically
Knowledge and understanding	<ul style="list-style-type: none"> <li>analyses theories, concepts and models used to explain health, outdoor and physical activity</li> <li>analyses principles, strategies, methodology, approaches to data and procedures</li> <li>analyses health, outdoor, physical activity topics</li> <li>communicates ideas with coherent arguments using appropriate evidence, language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>discusses theories, concepts and models used to explain health, outdoor and physical activity</li> <li>discusses principles, strategies, methodology, approaches to data and procedures</li> <li>discusses health, outdoor, physical activity topics</li> <li>communicates ideas and arguments using appropriate evidence, language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>interprets theories, concepts and models used to explain health, outdoor and physical activity</li> <li>interprets principles, strategies, methodology, approaches to data and procedures</li> <li>interprets health, outdoor, physical activity topics</li> <li>communicates ideas and arguments with referencing</li> </ul>	<ul style="list-style-type: none"> <li>describes theories, concepts and models used to explain health, outdoor and physical activity</li> <li>describes principles, strategies, methodology, approaches to data and procedures</li> <li>describes health, outdoor, physical activity topics</li> <li>communicates ideas and information with minimal referencing</li> </ul>	<ul style="list-style-type: none"> <li>identifies theories, concepts and models used to explain health, outdoor and physical activity</li> <li>identifies principles, strategies, methodology, approaches to data and procedures</li> <li>identifies health, outdoor, physical activity topics</li> <li>communicates limited ideas and information with limited or no referencing</li> </ul>
Skills	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, or ideas with control and precision or accuracy to a practical context</li> <li>plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources</li> <li>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</li> <li>analyses practical technique, performance, or experience with reference to specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, or ideas with control or effectiveness to a practical context</li> <li>plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources</li> <li>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</li> <li>discusses practical technique, performance, or experience with reference to specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, or ideas with some control or effectiveness to a practical context</li> <li>undertakes guided inquiries and describes data and information based on appropriate sources</li> <li>makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others</li> <li>interprets practical technique, performance, or experience with reference to specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, or ideas with minimal control or with inconsistency to a practical context</li> <li>undertakes guided inquiries with some reference to data using limited sources</li> <li>makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others</li> <li>describes practical techniques, performance, or experience with some reference to specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, or ideas inaccurately in a practical context</li> <li>undertakes guided research with little or no reference to data and sources</li> <li>selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others</li> <li>identifies practical technique, performance, or experiences with little or no reference to specific criteria</li> </ul>

**Achievement Standards for Health, Outdoor Recreation A Course Year 12**

	A student who achieves an <b>A</b> grade typically	A student who achieves a <b>B</b> grade typically	A student who achieves a <b>C</b> grade typically	A student who achieves a <b>D</b> grade typically	A student who achieves an <b>E</b> grade typically
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses health, outdoor, physical education theories, concepts, and models and explains their limitations and assumptions</li> <li>analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability</li> <li>analyses health, outdoor, physical activity topics and explains their significance</li> <li>communicates ideas with coherent arguments using appropriate evidence, language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>explains health, outdoor, physical education theories, concepts, and models and discusses their limitations and assumptions</li> <li>explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability</li> <li>explains health, outdoor, physical education topics and discusses their significance</li> <li>communicates ideas and arguments using appropriate evidence, language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>discusses health, outdoor, physical education theories, concepts, and models and describes their limitations and assumptions</li> <li>discusses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability</li> <li>discusses health, outdoor, physical education topics describes their significance</li> <li>communicates ideas and arguments with referencing</li> </ul>	<ul style="list-style-type: none"> <li>describes health, outdoor, physical education theories, concepts, and models with some reference to their limitations and assumptions</li> <li>describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability</li> <li>describes health, outdoor, physical education topics and makes some reference to their significance</li> <li>communicates ideas and information with minimal referencing</li> </ul>	<ul style="list-style-type: none"> <li>identifies health, outdoor, physical education theories, concepts, and models with little to no reference to their limitations and assumptions</li> <li>identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability</li> <li>identifies health, outdoor, physical education topics and makes little or no reference to their significance</li> <li>communicates limited ideas and information with limited or no referencing</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, or ideas with control and precision or high command to a practical context</li> <li>plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources</li> <li>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</li> <li>analyses practical techniques, performance, or experiences with reference to specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, or ideas with control or command to a practical context</li> <li>plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources</li> <li>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</li> <li>explains practical techniques, performance, or experiences with reference to specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, or ideas with some control or command to a practical context</li> <li>undertakes guided inquiries and describes data and information based on appropriate sources</li> <li>makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others</li> <li>describes practical techniques, performance, or experiences with reference to specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, or ideas with minimal control or command to a practical context</li> <li>undertakes guided inquiries with some reference to data using limited sources</li> <li>makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others</li> <li>identifies practical techniques, performance, or experiences with some reference to specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, or ideas with little or no control or command in a practical context</li> <li>undertakes guided research with little or no reference to data and sources</li> <li>selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others</li> <li>identifies practical techniques, performance, or experiences with little or no reference to specific criteria</li> </ul>

**Achievement Standards for Health, Outdoor and Physical Education M Course**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> <li>describes strategies, procedures with independence</li> <li>describes practical techniques, performance, or experience with independence</li> </ul>	<ul style="list-style-type: none"> <li>describes strategies, procedures with some assistance</li> <li>describes practical techniques, performance, or experience with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>recounts strategies, procedures with assistance</li> <li>recounts practical techniques, performance, or experience with assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies strategies, procedures with continuous guidance</li> <li>identifies practical techniques, performance, or experience with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>identifies strategies, procedures with direct instruction</li> <li>identifies practical techniques, performance, or experience with direct instruction</li> </ul>
Skills	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with independence</li> <li>makes discerning choice of strategies and procedures to enhance physical performances or experiences of self with independence</li> <li>plans and undertakes inquiries with independence</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with some assistance</li> <li>selects strategies and procedures to enhance physical performances or experiences of self with some assistance</li> <li>plans and undertakes inquiries with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with assistance</li> <li>selects strategies and procedures to enhance physical performances or experiences of self with assistance</li> <li>undertakes guided inquiries with assistance</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with continuous guidance</li> <li>selects strategies and procedures to enhance physical performances or experiences of self with continuous guidance</li> <li>undertakes guided inquiries with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with direct instruction</li> <li>selects strategies and procedures to enhance physical performances or experiences of self with direct instruction</li> <li>undertakes simple research on a topic with direct instruction</li> </ul>

## Recreation Industry

**Value: 1.0**

**Recreation Industry a**

**Value 0.5**

**Recreation Industry b**

**Value 0.5**

### Unit Description

In this unit students analyse the nature and purpose of the outdoor recreation industry and enterprises which provide outdoor recreation programs to individuals and groups. They analyse the health and wellbeing benefits to themselves and others of participating in chosen outdoor recreation and adventure programs. Students analyse regulatory expectations and apply these requirements practices in outdoor recreation activities. They develop chosen outdoor recreation technical skills and reflect on their personal growth and development.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>analyse the nature and purpose of the outdoor recreation industry and enterprises which provide programs to individuals and groups</li> <li>analyse health and wellbeing benefits to themselves and other of participating in outdoor recreation and adventure programs</li> <li>analyse outdoor recreation regulatory expectations and apply these to practices in outdoor recreation</li> <li>apply technical skills and knowledge in outdoor recreation contexts</li> </ul>	<ul style="list-style-type: none"> <li>describe the outdoor recreation industry and enterprises which provide programs</li> <li>describes health and wellbeing benefits to themselves and other of participating in outdoor recreation</li> <li>describe outdoor recreation regulatory procedures</li> <li>apply technical skills and knowledge in outdoor recreation contexts</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>analyse the nature and purpose of the outdoor recreation industry and enterprises which provide programs to individuals and groups, for example Not-for Profit, commercial, community, peak bodies</li> <li>analyse health and wellbeing benefits to themselves and others of participating in outdoor recreation and adventure programs, for example, mental, physical, social and emotional wellbeing, community, connection to country</li> </ul>	<ul style="list-style-type: none"> <li>describes the outdoor recreation industry and enterprises which provide programs</li> <li>describes health and wellbeing benefits to themselves and other of participating in outdoor recreation</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>analyse outdoor recreation regulatory expectations and apply these to practices in outdoor recreation, for example, Australian Adventure Activity Standards, state-based specific sport and activity guidelines, Disability and Discrimination Act 1992</li> </ul>	<ul style="list-style-type: none"> <li>describes outdoor recreation regulatory procedures</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>communicates ideas with coherent arguments using appropriate evidence, language, with academic integrity</li> <li>apply concepts, models, principles, methodology, or ideas with control and precision to a practical context, for example, policies and procedures of people, environment, and equipment</li> <li>plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources, for example, analysis of provider's, outdoor industry technologies, industry associations and accreditations (Outdoors NSW &amp; ACT)</li> <li>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, for example, safe participation, WHS, activity specific practical skills, collaboration,</li> <li>communicates ideas with coherent arguments using appropriate evidence, language, with academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with independence</li> <li>apply technical skills and knowledge in outdoor recreation contexts</li> <li>plans and undertakes inquiries with independence</li> <li>makes discerning choice of strategies and procedures to enhance physical performances or experiences of self with independence</li> <li>communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with independence</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>analyses outdoor recreation techniques, performance, or experiences with reference to specific criteria, for example, activity specific techniques, physical performances, social and emotional wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>reflects on performance or experiences against criteria</li> </ul>

## 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 emphasize some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of **Outdoor Recreation** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **SIS20419 Certificate II in Outdoor Recreation** or **Statement of Attainment SIS30619 Certificate III in Outdoor Leadership**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

### Certificate II in Outdoor Recreation

The following **core competency** must be delivered and assessed over the semester:

Code	Competency Title
<b>SISXIND002</b>	<b>Maintain sport, fitness and recreation industry knowledge</b>

Two **elective competencies** MUST be delivered from the groups below not already utilised:

#### Climb

Code	Competency Title
SISOCLM001	Top rope climb single pitches, artificial surfaces (A)
SISOCLM002	Top rope climb single pitches, natural surfaces (A)

OR

#### Paddle Craft

Code	Competency Title
SISOCNE001	Paddle a craft using fundamental skills (A)

OR

#### Bushwalking

Code	Competency Title
SISOBWG001	Bushwalk in tracked environments (A)

OR

**Bike Riding**

Code	Competency Title
SISOCYT004	Ride off road bicycles on easy trails (A)

OR

**Snorkel**

Code	Competency Title
SISOSNK001	Snorkel (A)

OR

**Surf**

Code	Competency Title
SISOSRF001	Surf small waves using basic manoeuvres (A)

OR

**Ski**

Code	Competency Title
SISOSKT001	Ski on easy cross-country terrain (A)

OR

**Navigation**

Code	Competency Title
SISOFLD006	Navigate in tracked environments (A)

OR

**Cave**

Code	Competency Title
SISOCVE001	Traverse caves (A)

OR

**Abseil**

Code	Competency Title
SISOABS001	Abseil single pitches using fundamental skills (A)

OR

**Scuba**

Code	Competency Title
SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres (A)

**Statement of Attainment Certificate III in Outdoor Leadership**

The following **elective** competency must be delivered and assessed over the semester:

Code	Competency Title
SISXIND002	Maintain sport, fitness and recreation industry knowledge

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

**Assessment**

Refer to pages 15-16.

## Outdoor Recreation Planning

**Value: 1.0**

**Outdoor Recreation Planning a**

**Value 0.5**

**Outdoor Recreation Planning b**

**Value 0.5**

### Unit Description

Students investigate approaches to planning, and preparing participants for outdoor recreation experiences, including their access by diverse groups. They analyse operational concepts such as risk management, emergency response, physical capabilities, sustainability, minimal impact, and logistics to make plans and apply learning to practical contexts. Students develop knowledge and technical skills necessary to plan and implement outdoor recreation activities and reflect on their personal growth, skill development, and project success.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>analyse approaches to planning and preparing participants for outdoor recreation experiences, including their access by diverse groups</li> <li>analyse outdoor recreation operational concepts for application in practical contexts</li> <li>apply technical skills and knowledge to plan, implement, and undertake outdoor recreation activities</li> </ul>	<ul style="list-style-type: none"> <li>describe processes for planning and preparing for outdoor recreation experiences</li> <li>describe operation concepts for practical contexts</li> <li>apply technical skills and knowledge for planning and undertaking outdoor recreation activities</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>analyse approaches to planning and preparing participants for outdoor recreation experiences, for example, client briefs (activity goals, expectations and outcomes), skills analysis, prior learning</li> <li>analyse principles, strategies and approaches for planning and implementing outdoor recreation experiences for diverse groups and explains their validity, for example, equity, diversity, financial, leisure vs educational, event/activity/trip management</li> <li>analyse outdoor recreation topics and concepts when planning and implementing outdoor recreation activities, for example, minimal impact, risk analysis and mitigation,</li> </ul>	<ul style="list-style-type: none"> <li>describe processes for planning and preparing for outdoor recreation experiences</li> <li>describe approaches for planning outdoor experiences for diverse groups</li> <li>describe operation concepts for practical contexts</li> </ul>



A Course	M Course
emergency contingencies, communication methods, logistics	
<b>Skills</b>	
<ul style="list-style-type: none"> <li>communicates ideas with coherent arguments using appropriate evidence, language, with academic integrity</li> <li>apply concepts, models, principles, methodology, or ideas with control and precision to a practical context, for example, sustainability, minimal impact, first aid, emergency response</li> <li>plans and undertakes inquiries with independence</li> <li>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, for example, equipment preparations, handling, storage and everyday maintenance, physical preparations, modifications, reasonable adjustments,</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with independence</li> <li>apply technical skills and knowledge in outdoor recreation contexts</li> <li>plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources, for example, weather and environment, equipment, location regulations, cultural significances</li> <li>makes discerning choice of strategies and procedures to enhance physical performances or experiences of self with independence</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>analyses outdoor recreation techniques, performance, or experiences with reference to specific criteria, for example, activity specific techniques, equipment management, activity goals</li> </ul>	<ul style="list-style-type: none"> <li>reflects on performance or experiences against criteria</li> </ul>

## 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 it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of **Outdoor Recreation** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **SIS20419 Certificate II in Outdoor Recreation** or **Statement of Attainment SIS30619 Certificate III in Outdoor Leadership**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

### Certificate II in Outdoor Recreation

The following **core competency** must be delivered and assessed over the semester:

Code	Competency Title
SISOFLD002	Minimise environmental impact

The following **elective competency** must be delivered and assessed over the semester:

Code	Competency Title
SISOPLN001	Finalise operation of outdoor recreation activities (import from Cert III)

At least one **elective competency** MUST be delivered from a group below not already utilised:

#### Climb

Code	Competency Title
SISOCLM001	Top rope climb single pitches, artificial surfaces (A)
SISOCLM002	Top rope climb single pitches, natural surfaces (A)

OR

#### Paddle Craft

Code	Competency Title
SISOCNE001	Paddle a craft using fundamental skills (A)

OR

#### Bushwalking

Code	Competency Title
SISOBWG001	Bushwalk in tracked environments (A)

OR

**Bike Riding**

Code	Competency Title
SISOCYT004	Ride off road bicycles on easy trails (A)

OR

**Snorkel**

Code	Competency Title
SISOSNK001	Snorkel (A)

OR

**Surf**

Code	Competency Title
SISOSRF001	Surf small waves using basic manoeuvres (A)

OR

**Ski**

Code	Competency Title
SISOSKT001	Ski on easy cross-country terrain (A)

OR

**Navigation**

Code	Competency Title
SISOFLD006	Navigate in tracked environments (A)

OR

**Cave**

Code	Competency Title
SISOCVE001	Traverse caves (A)

OR

**Abseil**

Code	Competency Title
SISOABS001	Abseil single pitches using fundamental skills (A)

**Scuba**

Code	Competency Title
SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres (A)

**Statement of Attainment Certificate III in Outdoor Leadership**

The following two **Core** competencies MUST be delivered and assessed over the semester:

Code	Competency Title
SISOFLD002	Minimise environmental impact
SISOPLN001	Finalise operation of outdoor recreation activities

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

**Assessment**

Refer to pages 15-16.

## Adventure Learning

**Value: 1.0**

**Adventure Learning a**

**Value 0.5**

**Adventure Learning b**

**Value 0.5**

### Unit Description

Students analyse, concepts, models, and theories of adventure learning experiences in a range of recreational and educational contexts. They analyse case studies of adventure learning programs designed for individuals and groups. Students reflect on learning and development gained through challenge and adventure in outdoor recreation contexts. They develop technical knowledge and skills necessary to experience adventure learning in chosen contexts. They apply adventure learning understandings to outdoor recreation experiences.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>analyse concepts, models, and theories of adventure learning in a range of recreational and educational contexts</li> <li>analyse case studies of adventure learning programs designed for individuals and groups</li> <li>reflect on learning and development gained through challenge and adventure in outdoor recreation contexts</li> <li>apply technical skills and knowledge to experience adventure learning</li> </ul>	<ul style="list-style-type: none"> <li>describe a model or theory of adventure learning</li> <li>describe a case study of an adventure learning program</li> <li>reflect on own learning gained through challenge and adventure</li> <li>apply technical skills and knowledge to experience adventure learning</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>analyse concepts, models, and theories of adventure learning in a range of recreational and educational contexts, for example, challenge by choice, flow, adventure experience paradigm, team building, nature play, on country learning</li> <li>analyse case studies of adventure learning program principles, strategies and methodologies designed for individuals and groups, for example, outward bound based programs, youth development programs, adventure journey providers, wilderness therapy</li> </ul>	<ul style="list-style-type: none"> <li>describe a model or theory of adventure learning</li> <li>describe a case study of an adventure learning program</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>analyse adventure learning topics and concepts and their significance on participant experiences and outcomes, for example, psychological responses, collaboration, leadership, self-esteem, social identity, resilience and coping</li> </ul>	<ul style="list-style-type: none"> <li>describe adventure learning topics and concepts</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>communicates ideas with coherent arguments using appropriate evidence, language, with academic integrity</li> <li>apply concepts, models, principles, methodology, or ideas with control and precision to a practical context, for example, challenge and risk, teamwork, coping and resilience,</li> <li>plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources, for example, relevant case studies, program purpose and outcomes, participant need, facilitation approaches, cultural context</li> <li>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, for example, remoteness, experimentation, psychological states, rules and expectations, autonomy</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with independence</li> <li>apply technical skills and knowledge in outdoor recreation contexts</li> <li>plans and undertakes inquiries with independence</li> <li>makes discerning choice of strategies and procedures to enhance physical performances or experiences of self with independence</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>analyses outdoor recreation techniques, performance, or experiences with reference to specific criteria, for example, for example, activity specific techniques, personal growth, activity goals, social and emotional wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>reflects on performance or experiences against criteria</li> </ul>

## 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 emphasize some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of **Outdoor Recreation** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **SIS20419 Certificate II in Outdoor Recreation** or **Statement of Attainment SIS30619 Certificate III in Outdoor Leadership**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

### Certificate II in Outdoor Recreation

The following **elective competency** must be delivered and assessed over the semester:

Code	Competency Title
SISOABL001	Lead adventure-based learning activities (import from Cert III)

At least One **elective competency** MUST be delivered from any one group below not already utilised:

#### Climb

Code	Competency Title
SISOCLM001	Top rope climb single pitches, artificial surfaces (A)
SISOCLM002	Top rope climb single pitches, natural surfaces (A)

OR

#### Paddle Craft

Code	Competency Title
SISOCNE001	Paddle a craft using fundamental skills (A)

OR

#### Bushwalking

Code	Competency Title
SISOBWG001	Bushwalk in tracked environments (A)

OR

**Bike Riding**

Code	Competency Title
SISOCYT004	Ride off road bicycles on easy trails (A)

OR

**Snorkel**

Code	Competency Title
SISOSNK001	Snorkel (A)

OR

**Surf**

Code	Competency Title
SISOSRF001	Surf small waves using basic manoeuvres (A)

OR

**Ski**

Code	Competency Title
SISOSKT001	Ski on easy cross-country terrain (A)

OR

**Navigation**

Code	Competency Title
SISOFLD006	Navigate in tracked environments (A)

OR

**Cave**

Code	Competency Title
SISOCVE001	Traverse caves (A)

OR

**Abseil**

Code	Competency Title
SISOABS001	Abseil single pitches using fundamental skills (A)

OR

**Scuba**

Code	Competency Title
SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres (A)

**Statement of Attainment Certificate III in Outdoor Leadership**

The following **core competency** must be delivered and assessed over the semester:

Code	Competency Title
SISXFAC001	Maintain equipment for activities

The following **elective competency** must be delivered and assessed over the semester:

Code	Competency Title
SISOABL001	Lead adventure-based learning activities

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

## Assessment

Refer to pages 15-16.

## Leadership in Outdoor Recreation

**Value: 1.0**

**Leadership in Outdoor Recreation a**

**Value 0.5**

**Leadership in Outdoor Recreation b**

**Value 0.5**

## Unit Description

Students analyse leadership, communication and collaboration theories and models and apply these to controlled practical adventure and recreational settings. They reflect on their personal attributes, traits, and leadership skills developed through participating in and leading elements of outdoor activities. Students develop knowledge and technical skills in a chosen outdoor recreational context and reflect on their own learning and the success of their participation, leadership, communication, and collaboration.

## Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>analyse leadership, theories and models for outdoor recreation contexts</li> <li>analyse personal attributes, traits, and leadership skills required for leading outdoor activities</li> <li>apply technical skills and knowledge to assist or lead, and participate in elements of outdoor recreation activities</li> </ul>	<ul style="list-style-type: none"> <li>describe leadership and communication approaches for outdoor recreation</li> <li>describe personal attributes and traits useful for participating in outdoor activities</li> <li>apply technical skills and knowledge to lead or assist in the facilitation of outdoor recreation activities</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>analyse theories, concepts and models for leading outdoor recreation experiences, for example, authoritative, delegative, autocratic, democratic, Conditional Outdoor Leadership Theory, situational leadership</li> <li>analyse attributes, traits, and skills in leadership of outdoor recreation experiences, for example, extraversion, introversion, communication, teamwork, problem solving, empathy, group dynamics</li> </ul>	<ul style="list-style-type: none"> <li>describe leadership and communication approaches for outdoor recreation</li> <li>describe personal attributes and traits useful for participating in outdoor activities</li> </ul>



A Course	M Course
<ul style="list-style-type: none"> <li>analyses outdoor recreation leadership topics and explains their significance, including WHS, for example, WHS legislation and responsibilities, conflict resolution, building trust, problem solving, decision making, dynamic risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>describe leadership topics and their impact on outdoor experiences</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>communicates ideas with coherent arguments using appropriate evidence, language, with academic integrity</li> <li>apply concepts, models, principles, methodology, or ideas with control and precision or high command to a practical context including WHS, for example, group management, delegation, WHS inspections/ reporting, relationship building, facilitating program principles</li> <li>Plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources, for example, leadership theory, , reflective research, surveys, client feedback</li> <li>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, for example, facilitator/ participant led, instructional techniques, group vs one-on-one</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with independence</li> <li>apply technical skills and knowledge to lead or assist in the facilitation of outdoor recreation activities</li> <li>plans and undertakes inquiries with independence</li> <li>makes discerning choice of strategies and procedures to enhance physical performances or experiences of self with independence</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>analyses outdoor recreation techniques, performance, or experiences with reference to specific criteria, for example, surveys, reflective journals, activity goals</li> </ul>	<ul style="list-style-type: none"> <li>reflects on performance or experiences against criteria</li> </ul>

## 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 it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of **Outdoor Recreation** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **SIS20419 Certificate II in Outdoor Recreation** or **Statement of Attainment SIS30619 Certificate III in Outdoor Leadership**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student. In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

### Certificate II in Outdoor Recreation

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
SISOFLD001	Assist in conducting recreation sessions
HLTWHS001	Participate in workplace health and safety

At least One **elective competency** MUST be delivered from any one group below not already utilised:

#### Climb

Code	Competency Title
SISOCLM001	Top rope climb single pitches, artificial surfaces (A)
SISOCLM002	Top rope climb single pitches, natural surfaces (A)

OR

#### Paddle Craft

Code	Competency Title
SISOCNE001	Paddle a craft using fundamental skills (A)

OR

#### Bushwalking

Code	Competency Title
SISOBWG001	Bushwalk in tracked environments (A)

OR

**Bike Riding**

Code	Competency Title
SISOCYT004	Ride off road bicycles on easy trails (A)

OR

**Snorkel**

Code	Competency Title
SISOSNK001	Snorkel (A)

OR

**Surf**

Code	Competency Title
SISOSRF001	Surf small waves using basic manoeuvres (A)

OR

**Ski**

Code	Competency Title
SISOSKT001	Ski on easy cross-country terrain (A)

OR

**Navigation**

Code	Competency Title
SISOFLD006	Navigate in tracked environments (A)

OR

**Cave**

Code	Competency Title
SISOCVE001	Traverse caves (A)

OR

**Abseil**

Code	Competency Title
SISOABS001	Abseil single pitches using fundamental skills (A)

OR

**Scuba**

Code	Competency Title
SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres (A)

**Statement of Attainment Certificate III in Outdoor Leadership**

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
SISOPLN004	Identify hazards, assess and control risks for outdoor recreation activities
HLTWHS001	Participate in workplace health and safety

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

**Assessment**

Refer to pages 15-16.

## Independent Study

**Value: 1.0**

Independent Study a

**Value 0.5**

Independent Study b

**Value 0.5**

### Prerequisites

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 or fourth 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.

**NOTE:** There are no VET competencies attached to this unit. VET competencies may be assessed where relevant to the focus of the unit. The competencies selected must align with the requirements of the XX Training Package and to the competencies already completed during the course if students are to achieve the relevant qualifications.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>analyse concepts, models and theories of outdoor recreation in a chosen context</li> <li>analyse outdoor recreation principles, strategies and philosophies in a chosen context</li> <li>apply outdoor recreation skills and knowledge to the chosen context</li> </ul>	<ul style="list-style-type: none"> <li>describe concepts, models and theories of outdoor recreation in a chosen context</li> <li>describe outdoor recreation principles, strategies and philosophies in a chosen context</li> <li>apply outdoor recreation skills and knowledge to the chosen context</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>analyse concepts, models and theories of outdoor recreation in a chosen context</li> </ul>	<ul style="list-style-type: none"> <li>describe concepts, models and theories of outdoor recreation in a chosen context</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>analyse outdoor recreation principles, strategies and philosophies in a chosen context</li> <li>analyse outdoor recreation topics and explains their significance in chosen context</li> </ul>	<ul style="list-style-type: none"> <li>describe outdoor recreation principles, strategies and philosophies in a chosen context</li> <li>describe outdoor recreation topics and explains their significance in chosen context</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>communicates ideas with coherent arguments using appropriate evidence, language, with academic integrity</li> <li>apply concepts, models, principles, methodology or ideas with control and precision or high command to outdoor recreation practical context</li> <li>plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources in chosen outdoor recreation context</li> <li>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 in chosen outdoor recreation context</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with independence</li> <li>apply concepts, models, principles, methodology or ideas with to chosen outdoor recreation practical context</li> <li>plans and undertakes inquiries with independence in chosen outdoor recreation context</li> <li>makes discerning choice of strategies and procedures to enhance physical performances or experiences of self with independence in chosen outdoor recreation context</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>analyses outdoor recreation techniques, performance, or experiences with reference to specific criteria in chosen context</li> </ul>	<ul style="list-style-type: none"> <li>reflects on performance or experiences against criteria in chosen outdoor recreation context</li> </ul>

## 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 it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the

competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

## **Assessment**

Refer to pages 15-16.

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## 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 or fourth 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. While it is acceptable for a student to be given the opportunity to demonstrate competence in VET qualifications over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

### Relationship to other courses

This course shares common competencies with other BSSS accredited courses:

- Sport, Recreation and Leadership A/M/V

### New and/or updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the composition of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate.

## Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfill the time-based component of units that contributes to points and A to E grading for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview, or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the Industry context.

## 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.

## Reasonable Adjustment

Units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

## 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

## 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. An Independent Study unit 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 – Implementation of VET Qualifications

### VET Qualifications

For **SIS20419 Certificate II in Outdoor Recreation** the following packaging rules apply:

**Total number of units = 11**

**4 core units** plus

**7 elective units**

The elective units consist of:

- **3 units** from Group A
- **4 units** from Group A, Group B, elsewhere in SIS Training Package or any other Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Electives which appear in italics have prerequisite units of competency, which are also listed within their appropriate group.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

### Competencies for Certificate II in Outdoor Recreation

Code	Competency Title	Core/Elective
<b>HLTWHS001</b>	<b>Participate in workplace health and safety</b>	<b>Core</b>
<b>SISOFLD001</b>	<b>Assist in conducting recreation sessions</b>	<b>Core</b>
<b>SISOFLD002</b>	<b>Minimise environmental impact</b>	<b>Core</b>
<b>SISXIND002</b>	<b>Maintain sport, fitness and recreation industry knowledge</b>	<b>Core</b>
SISOABS001	Abseil single pitches using fundamental skills (A)	Elective
SISOBWG001	Bushwalk in tracked environments (A)	Elective
SISOCVE001	Traverse caves (A)	Elective
SISOCYT004	Ride off road bicycles on easy trails (A)	Elective
SISOCLM001	Top rope climb single pitches, artificial surfaces (A)	Elective
SISOCLM002	Top rope climb single pitches, natural surfaces (A)	Elective
SISOCNE001	Paddle a craft using fundamental skills (A)	Elective
SISOFLD006	Navigate in tracked environments (A)	Elective
SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres (A)	Elective
SISOSKT001	Ski on easy cross-country terrain (A)	Elective
SISOSNK001	Snorkel (A)	Elective
SISOSRF001	Surf small waves using basic manoeuvres (A)	Elective

**Imported Competencies (allowed in Training Package packaging rules)**

Code	Competency Title	Imported from
SISOABL001	Lead adventure-based learning activities	SIS
SISOPLN001	Finalise operation of outdoor recreation activities	SIS

**SIS30619 Statement of Attainment Certificate III in Outdoor Leadership**

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

**Competencies for Statement of Attainment Certificate III in Outdoor Leadership**

Code	Competency Title	Core/Elective
HLTWHS001	Participate in workplace health and safety	Core
SISOFLD002	Minimise environmental impact	Core
SISOPLN001	Finalise operation of outdoor recreation activities	Core
SISOPLN004	Identify hazards, assess and control risks for outdoor recreation activities	Core
SISXFAC001	Maintain equipment for activities	Core
SISOABL001	Lead adventure-based learning activities	Elective
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Elective

**VET Competencies Mapped to Course Units**

Grouping of competencies within units may not be changed by individual colleges.

Competencies designated at the Certificate III level can only be delivered by schools that have scope to do so. Colleges must apply to have additional competencies at a higher level listed on their scope of registration.

**Note:** When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

All core competencies must be delivered in the relevant unit. The elective competencies delivered are dependent on the elective units chosen.

## VET Implementation Summary

### SIS20419 Certificate II in Outdoor Recreation

BSSS Unit Title	Competencies	
Outdoor Recreation Industry	<b>Core</b>	
	<b>SISXIND002</b>	<b>Maintain sport, fitness and recreation industry knowledge</b>
	<b>Electives</b>	
	SISOABS001	Abseil single pitches using fundamental skills (A)
	SISOBWG001	Bushwalk in tracked environments (A)
	SISOCVE001	Traverse caves (A)
	SISOCYT004	Ride off road bicycles on easy trails (A)
	SISOCLM001	Top rope climb single pitches, artificial surfaces (A)
	SISOCLM002	Top rope climb single pitches, natural surfaces (A)
	SISOCNE001	Paddle a craft using fundamental skills (A)
	SISOFLD006	Navigate in tracked environments (A)
	SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres (A)
	SISOSKT001	Ski on easy cross-country terrain (A)
	SISOSNK001	Snorkel (A)
	SISOSRF001	Surf small waves using basic manoeuvres (A)
Outdoor Recreation Planning	<b>Core</b>	
	<b>SISOFLD002</b>	<b>Minimise environmental impact</b>
	<b>Compulsory Elective</b>	
	SISOPLN001	Finalise operation of outdoor recreation activities (import from Cert III)
	<b>Electives</b>	
	SISOABS001	Abseil single pitches using fundamental skills (A)
	SISOBWG001	Bushwalk in tracked environments (A)
	SISOCVE001	Traverse caves (A)
	SISOCYT004	Ride off road bicycles on easy trails (A)
	SISOCLM001	Top rope climb single pitches, artificial surfaces (A)
	SISOCLM002	Top rope climb single pitches, natural surfaces (A)
	SISOCNE001	Paddle a craft using fundamental skills (A)
	SISOFLD006	Navigate in tracked environments (A)
	SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres (A)
	SISOSKT001	Ski on easy cross-country terrain (A)
	SISOSNK001	Snorkel (A)
	SISOSRF001	Surf small waves using basic manoeuvres (A)



<b>Adventure Learning</b>	<b>Compulsory Elective</b>	
	SISOABL001	SISOABL001 - Lead adventure-based learning activities (import from Cert III)
	<b>Electives</b>	
	SISOABS001	Abseil single pitches using fundamental skills (A)
	SISOBWG001	Bushwalk in tracked environments (A)
	SISOCVE001	Traverse caves (A)
	SISOCYT004	Ride off road bicycles on easy trails (A)
	SISOCLM001	Top rope climb single pitches, artificial surfaces (A)
	SISOCLM002	Top rope climb single pitches, natural surfaces (A)
	SISOCNE001	Paddle a craft using fundamental skills (A)
	SISOFLD006	Navigate in tracked environments (A)
	SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres (A)
	SISOSKT001	Ski on easy cross-country terrain (A)
	SISOSNK001	Snorkel (A)
	SISOSRF001	Surf small waves using basic manoeuvres (A)
<b>Leadership in Outdoor Recreation</b>	<b>Core</b>	
	SISOFLD001	Assist in conducting recreation sessions
	HLTWS001	Participate in workplace health and safety
	<b>Electives</b>	
	SISOABS001	Abseil single pitches using fundamental skills (A)
	SISOBWG001	Bushwalk in tracked environments (A)
	SISOCVE001	Traverse caves (A)
	SISOCYT004	Ride off road bicycles on easy trails (A)
	SISOCLM001	Top rope climb single pitches, artificial surfaces (A)
	SISOCLM002	Top rope climb single pitches, natural surfaces (A)
	SISOCNE001	Paddle a craft using fundamental skills (A)
	SISOFLD006	Navigate in tracked environments (A)
	SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres (A)
	SISOSKT001	Ski on easy cross-country terrain (A)
	SISOSNK001	Snorkel (A)
	SISOSRF001	Surf small waves using basic manoeuvres (A)

**30619 Statement of Attainment Certificate III in Outdoor Leadership**

<b>BSSS Unit Title</b>	<b>Competencies</b>	
<b>Outdoor Recreation Industry</b>	<b>Elective</b>	
	SISXIND002	Maintain sport, fitness and recreation industry knowledge
<b>Outdoor Recreation Planning</b>	<b>Core</b>	
	SISOFLD002	Minimise environmental impact
	SISOPLN001	Finalise operation of outdoor recreation activities
<b>Adventure Learning</b>	<b>Core</b>	
	SISXFAC001	Maintain equipment for activities
	<b>Elective</b>	
	SISOABL001	SISOABL001 - Lead adventure-based learning activities
<b>Leadership in Outdoor Recreation</b>	<b>Core</b>	
	HLTWHS001	Participate in workplace health and safety
	SISOPLN004	Identify hazards, assess and control risks for outdoor recreation activities

**Competency Based Assessment**

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills** – undertaking specific workplace task(s)
- **Task management skills** – managing a number of different tasks to complete a whole work activity
- **Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
- **Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures, or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace
- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated
- provide evidence for grades and or scores for the Board course component of the assessment process.

## **Standards for Registered Training Organisations 2015**

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011
- VET Quality Framework.

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the standards, refer to:

<https://www.legislation.gov.au/Details/F2017C00663>

To access The Users' Guide to the Standards refer to:

<https://www.asqa.gov.au/standards>

## **Guidelines for Colleges Seeking Scope**

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

## **Assessment of Certificate III Units of Competence**

Colleges delivering any Units of Competence from Certificate III (apart from those competencies allowed in training package rules) will need to have them listed on their scope or negotiate a

Third-Party Agreement with a scoped training partner. This document must be kept on record by the college as the RTO.

## Appendix G – 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](mailto: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.

<b>College:</b>			
<b>Course Title:</b>	<b>Outdoor Recreation</b>		
<b>Classification/s:</b>	<b>A</b> <b>M</b>	or	<b>A/V</b> <b>M/V</b>
<b>Accredited from:</b>	2024		
<b>Framework:</b>	Health, Outdoor, and Physical Education		