**Stage 2 Outdoor Education**

**Assessment Type 1: About Natural Environments**

**Purpose**

Students develop an understanding of environmental systems and issues of past, current, or potential human impacts on natural environments through investigation of ecosystems and consideration of historical, cultural, and personal perspectives of at least one environmental area.

Students explore and analyse human interactions with natural environments through direct observation, and/or collection and analysis of data and information. They evaluate current management strategies in order to recommend and/or implement management strategies for the conservation and sustainability of a chosen environmental area.

**Description of assessment**

Select one of the tasks below and present to the assessment design criteria.

Task 1

* Investigate and discuss the sustainability of South Australia's Wilderness Protection Areas (WPA).
* Select one WPA and analyse the conservation strategies to maintain biodiversity in this area.
* Explore how at least 1 environmental group is supporting the WPA.
* Research how advocacy and environmentalism can support WPA in the future.
* Engage in an action that promotes WPA sustainibility and summarise your action(s).

Or

Task 2

* Investigate and discuss the sustainability of a local natural environment that you have visited.
* Analyse the conservation strategies to maintain biodiversity in this area.
* Engage in a hands on initiative(s) to support sustainibility in this area.
* This could include, but not limited too, revegetation, support for endangered species, control or eradication of pest species.
* You may discuss local activities and preserving areas where these activities occur.

For either task you must include different environmental perspectives of stakeholders who use the area.

**Assessment conditions**

The combined evidence should comprise a maximum of 1600 words if written, or 10 minutes if oral, or the equivalent in multimodal form (where 6 minutes is equivalent to 1000 words).

For this assessment type students provide evidence of their learning primarily in relation to the following assessment design criterion; exploration, understanding, and analysis.

You have 5 weeks to complete the assessment including 8 lessons of class time.

Documents such as management plans, timeline photos and primary research may be included as appendices to support the report or presentation.

**Assessment Summary:**

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| --- | --- | --- | --- |
|  | **Specific Features** |  | **Grade** |
| Exploration, Understanding, and Analysis | Exploration and understanding of the interaction of humans and natural environments, considering a range of perspectives.    Analysis of environmental systems and issues, and the sustainability of natural environments.  Exploration of personal connections with natural environments that enhance personal development and/or strategies for environmental sustainability. | **EUA1**  **EUA2**  **EUA3** |  |
|  | **Overall Grade** | |  |

**Plagiarism and Collusion**

**Plagiarism**: using another person’s ideas, designs, words or works without appropriate acknowledgement

**Collusion**: another person assisting in the production of an assessment submission without the express requirement, or consent of the assessor

**TurnItIn**: ☐Yes ☐ No

I declare that all materials in the assessment task are my own work except where there is a clear acknowledgement and reference to the work of others.

Student signature: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_**

* Develop an understanding of environmental systems and issues of past, current, or potential human impacts on natural environments.
* Investigate ecosystems and consideration of historical, cultural, and personal perspectives on environmental areas.
* Explore and analyse human interactions with natural environments through direct observation, and/or collection and analysis of data and information.
* Evaluate current management strategies in order to recommend and/or implement management strategies for the conservation and sustainability of a chosen environmental area.

Stage 2 Outdoor Education Performance Standards

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Planning and Application** | | **Evaluation and Reflective Practice** | | **Exploration, Understanding, and Analysis** |
| **A** | Highly effective planning and application of responsibilities, leadership and risk management strategies to participate in safe and sustainable outdoor activities and journeys. | | Astute evaluation and critically-reflective practice of planning, leadership and collaborative skills in natural environments.  Astute evaluation and critically-reflective practice of the development and application of practical outdoor skills.  Comprehensive evaluation and discerning reflection of personal experiences and connections in natural environments. | Insightful and thoughtful exploration and understanding of the interaction of humans and natural environments considering a range of perspectives.  Comprehensive and critical analysis of environmental systems, issues and sustainability of natural environments.  Detailed and thorough exploration of personal connections with natural environments that enhance personal development, and/or strategies that enhance environmental sustainability. |
| **B** | Mostly effective planning and application of responsibilities, leadership and risk management strategies to participate in safe and sustainable outdoor activities and journeys. | | Well-considered evaluation and mostly critically-reflective practice of planning, leadership and collaborative skills in natural environments.  Well-considered evaluation and mostly critically-reflective practice of the development and application of practical outdoor skills.  Detailed evaluation and considered reflection of personal experiences and connections in natural environments. | Mostly insightful exploration and well-considered understanding of the interaction of humans and natural environments considering a range of perspectives.  Mostly detailed and critical analysis of environmental systems, issues and sustainability of natural environments.  Mostly detailed exploration of personal connections with natural environments that enhance personal development, and/or strategies that enhance environmental sustainability. |
| **C** | Competent planning and application of responsibilities, leadership and risk management strategies to participate in safe and sustainable outdoor activities and journeys. | | Considered evaluation and reflective practice of planning, leadership and collaborative skills in natural environments.  Considered evaluation and reflective practice of the development and application of practical outdoor skills.  Competent evaluation and mostly considered reflection of personal experiences and connections in natural environments. | Competent exploration and considered understanding of the interaction of humans and natural environments considering a range of perspectives.  Considered analysis of environmental systems, issues and sustainability of natural environments.  Informed exploration of personal connections with natural environments that enhance personal development, and/or strategies that enhance environmental sustainability. |
| **D** | Basic planning and application of responsibilities, and some leadership and risk management strategies to participate in safe and sustainable outdoor activities and journeys. | | Some description of reflective practice of planning, and/or leadership and/or collaborative skills in natural environments.  Basic description of reflective practice of the development and application of practical outdoor skills.  Some reflection of personal experiences and/or connections in natural environments. | Some exploration and some understanding of the interaction of humans and natural environments considering some perspectives.  Basic identification of some environmental systems, issues and sustainability of natural environments.  Basic exploration of personal connections with natural environments that enhance personal development, and/or strategies that enhance environmental sustainability. |
| **E** | Attempted planning and some application of responsibilities participate in safe and sustainable outdoor activities and journeys. | | Attempted description of reflective practice of some of the skills of planning, leadership and collaboration in natural environments.  Attempted description of reflective practice of the development and application of some practical outdoor skills.  Limited reflection of personal experiences or connections in natural environments. | Limited exploration and some attempt to understand the interaction of humans and natural environments.  Attempted description of environmental systems, and/or issues and/or sustainability of natural environments.  Superficial exploration of personal connections with natural environments. |