# Learning and Assessment Plan

Stage 2 Outdoor Education

Learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **O** | **U** | **T** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Outdoor Education

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1:About Natural Environments – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| PA | ERP | EUA |
| 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 the WPA in the future. * Engage in an action that promotes WPA sustainability 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 sustainability in this area. * This could include, but not limited to; revegetation, support for endangered species, control or eradication of pest species. * You may discuss local activities and preserving areas where these activities occur. |  |  | 1,2,3 | Multimodal presentation (1600 words/10 mins)  5-weeks class time plus day visits to park areas for hands-on learning |

Assessment Type 2: Experiences in Natural Environments – weighting 50%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| PA | ERP | EUA |
| Stories of Personal Development  Teaching and learning opportunities through experiences in natural environments.  Planning and application of personal responsibilities, skill development and risk-management strategies to participate in safe and sustainable outdoor activities.  Reflection and evaluation focused on personal capabilities and learning new skills.  Provides evidence of planning, observations, skill development, capabilities and personal achievement. | 1 | 2 |  | Multimodal options (1000 words/6 mins).  1 term class time plus rock climbing day programs and Mt Arapiles climbing experience  Includes a planning portfolio. |
| The Journey to Self-reliance – personal reflection and evaluation of learning to achieve self-reliance in outdoor experiences.  Presentation using reflection and evaluation outlining personal capability and development, based on outdoor journeys and experiences.  Provides evidence of planning, relationships, leadership, collaboration, skill acquisition, personal growth and self-reliance. | 1 | 1, 3 |  | Multimodal options (1500 words/9 mins)  Includes a planning portfolio.  2 journeys in natural environments  4 weeks planning per journey and 2 weeks reflection time following each journey. |

Assessment Type 3: Connections with Natural Environments – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| PA | ERP | EUA |
| Connections with natural environments – To evaluate, and reflect on a personal connection with nature based on recent experiences, which led to a further exploration of either:  • an issue that relates to interaction of humans and natural environments and strategies that enhance environmental sustainability.  or  • a personal development or interest related to connections and interactions with natural environments. |  | 3 | 1,3 | Multimodal options (2000 words/12 mins)  4 weeks class time. |

Four assessments. Please refer to the Stage 2 Outdoor Education subject outline.