# School-developed Learning and Assessment Plan form

Stage 2 Outdoor Education

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| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

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

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| School use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |      |  |  |  |  | | --- | --- | --- | --- | | Signature of Principal/delegate |  | Date |  | |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.

Changes made to the learning and assessment plan

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| Describe any changes made to the pre-approved 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 of changes

The changes made to the learning and assessment 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

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type 1: About Natural Environments – weighting 20%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| PA | ERP | EUA |
| **Dunes to Dolphins:** Students undertake an investigation into the coastal or river environment that we will experience during our rock climbing, surfing or scuba diving expeditions. They will record observations of the plant and animal life and also analyse the human impact on the environment and strategies for sustainable use of the area. |  |  | EUA2 | 800 Word limit or 5 minutes if presented in a multimodal format. Field observation and classroom time allocated for production of final written or multimodal task.  Students are strongly encouraged to include annotated photographs where relevant. |
| **Not all fun and games:** Students will use a range of resources to learn about the development of managed parks areas with a focus on Morialta Conservation Park. They will look at how shared use areas are managed and the challenges that they face in accommodating multiple user groups as well as offering recommendations on how to best manage the issues that arise based on their field observations and research. |  |  | EUA1 | 800 Word limit or 5 minutes if presented in a multimodal format. Field observation and classroom time allocated for production of final written or multimodal task. |

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

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| PA | ERP | EUA |
| **Old Dog, New Tricks:** Students conduct and evaluate 2x 3-day expeditions. Choices can include scuba diving, sea kayaking, surfing, rock climbing and bushwalking.  Students will reflect upon previous experiences and decide upon appropriate goals for their expedition to practice, refine and evaluate. Peer and teacher evaluation will also form part of their learning experience. | PA1 | ERP2 |  | 1000 Word limit or 6 minutes if presented in a multimodal format. Assessment will consist of a planning, implementation and reflection component.  Notes, photographs, or recordings made during the journey should be included as appendices to the report. |
| **Castaway**: Students plan, conduct and evaluate a 3-day bushwalking, kayaking or mountain biking expedition at an appropriate location for their skill development.  Students will produce a written plan before the trip and a reflection upon their return. | PA1 | ERP1  ERP3 |  | 1500 Word limit or 9 minutes if presented in a multimodal format. Assessment will consist of a planning, implementation and reflection component.  Notes, photographs, or recordings made during the journey should be included as appendices to the report. |

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

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| PA | ERP | EUA |
| **No Plan(et) B:** Students undertake one task, based on their understanding of and experiences in natural environments. Students independently choose an area of interest to further explore the connections they have made. |  | ERP3 | EUA1  EUA3 | 2000-word limit or 12 minutes if presented in a multimodal format. Externally assessed. |

*Please refer to the Stage 2 Outdoor Education subject outline.*