



Notice of Assessment Task

Year 11 Sports Lifestyle & Recreation

Outdoor Recreation

Date of initial notification: Term 1, Week 4 Friday 21st February, 2025	Date of submission of task: Term 1, Week 6 Friday 7th March, 2025
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Teacher: Keough/Spruce/Cavaleri	Task Number: 1
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Time Allowed: 2 Weeks	Weighting of task: 30%
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Course Component/Focus area/topic/module: Sports Lifestyle & Recreation (SLR) – Outdoor Recreation
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Task Description: Design, plan and prepare a camp

Plan, prepare and design an overnight (2 day) school camping experience for 15 – 20 Year 7 students. You will be assessed on your ability to PLAN and PREPARE for all aspects of an outdoor recreation experience.

Your plan must be completed using the scaffold provided on the Google Classroom.
You will be provided with 2 lessons of class time to work on your task. If you are absent for these lessons no extra time will be provided.

PLANNING

A. Camp location

- Select an appropriate location for your camp
- Provide latitude and longitude for the camp location
- Select the time of year that the camp will take place and provide a brief overview of expected weather conditions. Including temperature ranges, humidity and rainfall
- Provide a contact name and number of a member from the authorities (eg, local campsite authorities, emergency authorities)
- Ensure campsite meets council regulations
- Print off a map (you can draw this if you prefer)

B. Campsite details

- Provide a specific map of the campsite area and identify where you will be setting up the following:
 - Area for tents to be set up
 - Water source
 - Lavatories
 - Shelter
- Provide a short explanation as to why you picked this site and why you set the tents up in the nominated location.

C. Outdoor Activities

Select one (1) outdoor recreation activity that the students will be participating in during the camp. Some ideas for activities are below.

- Bush Walking
- Orienteering
- Canoeing/Kayaking
- Abseiling/ Rock Climbing
- Surfing
- Snow Skiing
- Mountain Biking

For your chosen activity you will need to:

- Create a **“How to Guide”** for each activity
- Provide a list of **relevant safety equipment** required for the activity.
- Complete a **Risk assessment** (use the template provided by your teacher)

D. Food Planning - you will need to design a menu for the camp starting with lunch on day one and finishing with lunch on day 2. When planning your menu you will need to consider the following:

- There will be no access to electricity
- Food can be cooked over a fire

E. Provide the Year 7 students with a **“What to Bring List”** of all the items that they will need to bring. The list needs to provide students with all items for them to stay safe and be realistic in an outdoor environment. ***Students need to carry everything they bring.

Task must be submitted to your teacher by 2:50pm on the due date.

- *If you are absent on the day that the task is due, you MUST see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).*
- *Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.*
- *All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.*

Outcomes/Competencies to be assessed in this task:

1.3 Demonstrates ways to enhance safety in physical activity

4.1 Plans strategies to achieve performance goals

Feedback: How will I receive feedback on this task?

X Written

X Individual

Outdoor Recreation - Marking Criteria

CAMP LOCATION

- 1.3 Demonstrates ways to enhance safety in physical activity
- 4.1 Plans strategies to achieve performance goals

GRADE	CRITERIA
A	<ul style="list-style-type: none">• The location and details of the camp are extensively demonstrated• Latitude / Longitude, whether information, contact details, regulations and maps were extensively covered.• Information is presented at an extensive level and is relevant to the 2-day camp
B	<ul style="list-style-type: none">• The location and details of the camp are demonstrated at a thorough level• Latitude / Longitude, whether information, contact details, regulations and maps were thoroughly covered.• Information is demonstrated at a thorough level and is relevant to the 2-day camp
C	<ul style="list-style-type: none">• The location and details of the camp are demonstrated at a sound level• Latitude / Longitude, whether information, contact details, regulations and maps were included• Majority of information is demonstrated at a sound level and is relevant to the 2-day camp
D	<ul style="list-style-type: none">• The location and details of the camp are demonstrated at a basic level• Latitude / Longitude, whether information, contact details, regulations and maps were included• Response lacks details and/or may be insufficient to plan a 2-day camp with
E	<ul style="list-style-type: none">• An Elementary level of information on the camp location is provided• Latitude / Longitude, whether information, contact details, regulations and maps may / may not have been included• Majority of the criteria is irrelevant or cannot be used to plan the 2-day camp

CAMPSITE DETAILS

- 4.1 Plans strategies to achieve performance goals

GRADE	CRITERIA
A	<ul style="list-style-type: none">• Campsite map is extensive and aspects of the campsite are clearly identified• Explanation explicitly details why campsite was set up in that structure
B	<ul style="list-style-type: none">• Campsite map is thorough and aspects of the campsite are clearly identified• Explanation thoroughly details why campsite was set up in that structure
C	<ul style="list-style-type: none">• Campsite map is detailed and aspects of the campsite are clearly identified• Explanation of camp structure set up is sound and/or some information may be missing
D	<ul style="list-style-type: none">• Campsite map is basic and may lack detail• Not all structures are identified and or structures are not in appropriate locations• Explanation provides basic details why campsite was set up in that structure
E	<ul style="list-style-type: none">• Campsite map information is elementary and details difficult to identify• No explanation provided as to why campsite was set up

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- Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.
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FOOD PLANNING

- 1.3 Demonstrates ways to enhance safety in physical activity
- 4.1 Plans strategies to achieve performance goals

GRADE	CRITERIA
A	<ul style="list-style-type: none">• Food planning is extensive and highly appropriate for a 2-day camp• Food planning has clearly considered the location and facilities available
B	<ul style="list-style-type: none">• Food planning is thorough and appropriate for a 2-day camp• Food planning has considered the location and facilities available
C	<ul style="list-style-type: none">• Food planning is sound• Some food items may not be entirely appropriate for a 2-day camp• Food planning has some consideration of facilities available
D	<ul style="list-style-type: none">• Food planning is basic and may not be entirely appropriate for a 2-day camp• Food planning may show little consideration of the facilities available
E	<ul style="list-style-type: none">• Food planning is elementary and would not be sufficient for a 2-day camp• Food planning shows little consideration for facilities available

OUTDOOR ACTIVITY

- 1.3 Demonstrates ways to enhance safety in physical activity
- 4.1 Plans strategies to achieve performance goals

GRADE	CRITERIA
A	<ul style="list-style-type: none">• Creates an extensive "How to Guide" for the outdoor activity• Guide is logical and easy to follow.• Creates an extensive list of relevant safety equipment that considers all aspects of the activity.• Risk assessment is extensive and has considered all safety aspects of the activity• Risk assessment is clear and easy to read
B	<ul style="list-style-type: none">• Creates a thorough "How to Guide" for the outdoor activity• Guide is logical and easy to follow.• Creates a thorough list of relevant safety equipment that considers all aspects of the activity• Risk assessment is thorough and has considered most safety aspects of the activity• Risk assessment is clear and easy to read
C	<ul style="list-style-type: none">• Creates a sound "How to Guide" for the outdoor activity• Guide is logical and easy to follow.• Creates a sound list of safety equipment.• List may not consider all aspects and/or some aspects may not be relevant to the activity• Risk assessment is sound and has considered most safety aspects of the activity• Risk assessment is clear and easy to read
D	<ul style="list-style-type: none">• Creates a basic "How to Guide" for the outdoor activity and/or incomplete a "How to Guide"• Guide may lack structure• Creates a basic list of safety equipment.• List may not consider all aspects and/or some aspects may not be relevant to the activity• Risk assessment is basic and has not considered all safety aspects of the activity• Risk assessment may be unclear and hard to understand
E	<ul style="list-style-type: none">• Creates an elementary "How to Guide" for the outdoor activity and/or does not complete a guide for the activity• Guide may lack structure• Creates an elementary list of safety equipment• List may not consider all aspects and/or some aspects may not be relevant to the activity• Risk assessment is limited and shows very little consideration for safety aspects of the activity• Risk assessment is incoherent and/or irrelevant

WHAT TO BRING LIST

- 4.1 Plans strategies to achieve performance goals

GRADE	CRITERIA
A	• List is extensive and demonstrates extensive consideration for all aspects of the camp
B	• List is thorough and demonstrates consideration for most aspects of the camp
C	• List is sound, however may lack consideration for some aspects of the camp
D	• List is basic and a student using this list would require extra assistance
E	• List is demonstrated at an elementary level and the information required and would not be beneficial to students planning to attend the camp

Feedback

What you did well?	
What could you improve?	
What to do next?	

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Year 11 SLR Assessment Scaffold- Outdoor Recreation 2024

Task Description:

Plan, prepare and design an overnight (2 day) school camping experience for 15 – 20 Year 7 students. You will be assessed on your ability to PLAN and PREPARE for all aspects of an outdoor recreation experience.

PLANNING

Camp location

Select an appropriate location for your camp (include all relevant details of the site);

Provide latitude and longitude for the camp location;

Select the time of year that the camp will take place;

Provide a brief overview of expected weather conditions;
(Including temperature ranges, humidity and rainfall)

Provide contact names and numbers of a member from the authorities (eg, local campsite authorities, emergency authorities)

Ensure campsite meets council regulations;
(What are council regulations and how is the camp site meeting these?)

Print or draw a map

Campsite details

Provide a specific map of the campsite area and identify where you will be setting up the following:

- *Area for tents to be set up*
- *Water source*
- *Lavatories*
- *Shelter*

Provide a short explanation as to why you picked this site (think about access, facilities, safety, location, conditions, experience);

- *If you are absent on the day that the task is due, you MUST see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).*
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Why did you set the tents up in the nominated location;

Outdoor Activities

Select one (1) outdoor recreation activity that the students will be participating in during the camp.

Some ideas for activities are below.

- *Bush Walking*
- *Orienteering*
- *Canoeing/Kayaking*
- *Abseiling/ Rock Climbing*
- *Surfing*
- *Snow Skiing*
- *Mountain Biking*

Chosen Activity: _____

- Create a “**How to Guide**” for your selected activity (you can include step by step instruction and diagrams to help explain);
- Provide a list of **relevant safety equipment** required for the activity;

- Complete a **Risk assessment** (use the template provided by your teacher);

- *If you are absent on the day that the task is due, you **MUST** see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).*
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Food Planning

You will need to design a menu for the camp starting with Lunch on day one and finishing with lunch on day 2. When planning your menu you will need to consider the following:

- There will be no access to electricity
- Food can be cooked over a fire

Brainstorm ideas in the space below and justify why you have selected your food options for each type of food.

Meal Ideas	Justification of why you chose these foods
Lunch ideas (2x lunches)	
Snack ideas (1x morning tea, 2x afternoon tea)	
Breakfast Ideas (1x breakfast)	
Dinner Ideas (1x dinner)	
Liquids	

Provide the Year 7 students with a **“What to Bring List”** of all the items that they will need to bring. The list needs to provide the students with all items for them to stay safe and be realistic in an outdoor environment. ****Students need to carry everything they bring.*

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