



**NATIONAL SCHOOL  
SAILING ASSOCIATION**

**C.S.E. IN  
OUTDOOR  
EDUCATION**

**Curriculum  
Development  
Paper No 18**

**C. F. Care**

# C.S.E. IN OUTDOOR EDUCATION

## A DISCUSSION DOCUMENT

### INTRODUCTION

Outdoor Education lends itself to the C.S.E . system. It is open to assessment by a variety of methods; it is enjoyed by pupils of all abilities; it is based on background study which is not an extra for the academic or professional practitioner alone; theory is often integral to the safe practice of an activity at all levels of participation.

If the foregoing is true, it is still not sufficient justification for a teacher to decide to produce an Outdoor Education C .S .E . paper for his or her pupils without an attempt to answer several important questions.

The purpose of this paper is to pose these questions, rather than to provide the answers. The questions are being raised in order that there may not be a general, unquestioning rush onto the C. S .E . bandwagon to the detriment both of the C .S .E . examination and of Outdoor Education.

If anyone thinks that last statement is unfair, I suggest he or she looks at a representative sample of syllabuses and papers in all subjects and all three modes - yes, even MODE 1. Far too many appear to be constructed without the questions I am about to pose even being asked let alone answered.

Of the Outdoor Education C.S.E. examples that were sent to the N .A .O.E . committee many had not only faced but realistically and imaginatively answered the questions I am now going to consider. Their ideas are worth passing on. Few could fail to be inspired and stimulated by them.

## QUESTIONS

<u>Aims</u>	Why?
<u>Abilities</u>	To whom?
<u>Objectives</u>	What?
<u>Time-tabling</u>	How much time? How allocated?
<u>Finance</u>	Especially for pupils' travel and accommodation on expeditions.
<u>Resources</u>	<u>Staff</u> How many? What abilities?
	<u>Environment</u> What is available locally? Further afield?
	<u>Equipment</u>
	<u>Transport</u>

### Method of Assessment

There is no point in talking about resources, aid for pupils , time-tabling. They are all peculiar to the individual situation. That is not to say that in devising a syllabus and examination they may be glossed over: they must be faced, but not until the first three are resolved. All too often it is the other way round:

"We have these kids, these staff, this equipment and a gap on the options list, let's do Outdoor Pursuits."

"But that's just playing, not a proper subject."

"Oh no. It leads to C.S.E."

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First, decide why O.E. is good, why it is education, why it has value as a school subject.

After that, ask if you will offer it to all pupils or some special pupils (e.g. less able RoSLA). Design course to fit.

Next, decide what you want the pupils to learn, achieve, do.

Ask if an examination will help these objectives or hinder. Ask how you will achieve these aims and objectives. Finally, ask how you will assess the pupils' achievements.

I propose to go through the questions of aims, abilities, objectives and assessments noting some examples gathered from the sample of syllabuses and papers sent in. (Numbers by the entries refer to the index of contributors to be found at the end of this article.)

## AIMS

Most of us assiduously wrote aims, lesson plan and the like in our T.P. records whilst undergoing training, but have since outgrown them, or, to be more accurate, have run out of time for such niceties. Nevertheless, in designing a course and an examination we must keep our aims firmly in mind the whole time. That means they must be clearly stated on the syllabus.

### Examples:

## AIMS

In an era of misuse of the environment and an increase in available leisure time, the long term aims of outdoor pursuits appear as threefold.

1. To give the student an insight into the correct use of the countryside and wild country.
2. To give the student the means of acquiring proficiency in the use of camping equipment.
3. To teach the student the safe and correct use of equipment and the countryside.

- (1)
- (a) To enable the students to acquire some knowledge and skill thus allowing them to participate safely and competently in water activities.

- (b) To develop an appreciation of the environment and an awareness of natural phenomenon.
- (c) To develop opportunities for individual effort, team work and leadership.
- (d) To encourage active participation in some form of physical activity.
- (e) To emphasise common dangers and safeguards.

(10)

It is intended that the course will develop initiative, resilience, independence, and determination amongst boys and girls. All the children, according to their ability, will experience leading or organising groups on activities; this will range from simple activities of equipment issuing to the charge of groups while walking or canoeing.

The groups will, nevertheless, be under constant supervision by a competent adult trained in the activity being undertaken.

(14)

1. To encourage the development of each pupil through his interest in Outdoor Pursuits, activities being based on both academic and practical aspects of the subject, within our curriculum.
2. To provide the child with a greater understanding of himself and others; through this understanding it is hoped to develop compassion, co-operation, communication and leadership.
3. To enable him to realise his physical capabilities within himself and those of others.
4. To foster a love of participation in Outdoor Pursuits so that the activities may provide them with a source of enjoyment after leaving school.
5. To provide each child with the ability to enjoy each of the sports in relative safety.

(12)

1. To make students aware of environments beyond those of Urban Council Estates.
2. To give students the opportunity to learn skills which will maximise their participation in Outdoor Education.
3. To make students observant.
4. To provide students with leisure skills which will enrich their adult life.

(13)

### PUPIL'S ABILITIES

Having decided the aims, our next task is to define the objectives, but that depends on the pupils. On their ability depends the level of skill and the depth of academic study and theory to be covered; on their enthusiasm depends the time devoted to expeditions; perhaps, and this is to be regretted, on their ability to pay depends the scope of expeditions .

Outdoor Education ought to be more within the reach of pupils of all abilities than many subjects, but we must take pains to ensure either that the fortieth percentile idea is preserved or make it very clear that we intend to cater for a wider ability spread. Failure to do one of these could run the risk of debasing Outdoor Education or the C.S .E . system or both.

Furthermore , in the current debate about a common examination at 16+ the possibility, albeit difficult, of an Outdoor Education examination across the whole ability spectrum should be borne in mind.

### OBJECTIVES

Now we are in a position to define and state precise objectives.

Again, some examples:

## OBJECTIVES

1. To instil into the student the confidence and self-reliance to be able to look after himself in a potentially hostile environment.
2. To be able to determine the capability and limitations of himself and others .
3. To be able to assist in the event of an accident should one occur.

The objectives of the practical nature of the course are to encourage:

- i. initiative
- ii. responsibility
- iii. reliability
- iv. thought for others
- v. application of theoretical knowledge
- vi. common sense.

(1)

1. The acquisition of skills in outdoor activities.
2. To introduce an appreciation of the outdoor environment.
3. To provide opportunities for development of social responsibility and leadership.

(3)

2. To understand basic meteorological terms and recognise the signs, causes and effects of changes in the weather, with special reference to mountain areas.
4. To understand the basic requirements for walking and living in mountain areas.
5. To make full use of any emergency services or other facilities if the need arises and to understand how these operate.
6. To plan and lead a hiking/camping expedition of at least two days (one night) in wild country.

(4)

3. To produce in a satisfactory manner evidence of field work and to supplement this with some personal research.

(5)

1. To recall the information contained in the syllabus .
2. To understand, analyse and illustrate this information.
3. To apply their knowledge to a variety of situations to which it is appropriate.

(9)

A knowledge and understanding of:      Assessed by:

- |                                       |   |
|---------------------------------------|---|
| 1. Specific facts                     | W |
| 2. Physical and mathematical concepts | W |
| 3. Recommended techniques             | W |

An ability to:

- |  |   |   |
|--|---|---|
| 4. Solve simple problems                     | W | C |
| 5. Recognise a problem and devise a solution | W | C |
| 6. Draw conclusions from information         | W | C |

Acquire the practical skills of:

- |                                       |   |   |
|---------------------------------------|---|---|
| 7. Handling small boats and equipment | C | P |
| 8. Using measuring instruments        | C | P |
| 9. Making observations                | C |   |
| 10. To following instructions         | C | P |
| 11. To give instructions              | C | P |

The following attitudes can be observed:

- |                             |   |
|-----------------------------|---|
| 12. Work as an individual   | C |
| 13. Work as a team member   | C |
| 14. Perseverance            | C |
| 15. Interest and enthusiasm | C |
| 16. Reliability             | C |

W = Written Paper C = Course Work P = Practical Work

I do not propose to look at the question of an examination helping or hindering the achievement of chosen objectives: that is a personal decision according to the circumstances. Nor is this the place to discuss how to achieve them.

## ASSESSMENT

This is the area where Outdoor Education can be used to best advantage with continuous assessment, imaginative practical tests, log books, projects, and self led expeditions along the lines of the Duke of Edinburgh Award Scheme. The comparative weighting of- practical and continuous assessment to, written examination is a matter for negotiation with the particular regional board.

A big problem encountered in designing any written examination is the ease of setting factual, memory testing questions compared with the difficulty of setting questions involving deduction, use of concepts, transfer of training. The Outdoor Education teacher has less excuse than many others for asking factual questions. It may be important to know how to join two ropes of unequal thickness; it is not all that important to be able to name a sheet bend when shown one. It is vital to know why to add deviation west when converting from a magnetic bearing to compass; it is not important to remember mnemonics. It could be very important to know that you aim at a linear feature when unsure of your position on the hill in bad visibility; it is not necessarily important to explain the orienteering term 'attack-point'.

Purely factual questions test memory, surely not the most significant mental activity? If the candidate forgets , no marks . Factual questions prejudice the chances of the less able, whose memory is often weak, and do not allow the bright candidate to reveal his or her worth. If we must have some written constituent of the examination, let us take pains to ensure that the questions are truly broad and deep probing.

A selection to spur your imagination:

EXAMPLES  
ASSESSMENT

Written Paper 50 marks  
Practical Assessment Grid

	Section One	Section Two	Section Three	Final
	Route finding local	Night at Camp	Initial Pract.	expedition
		or Camp tasks	Marie Hall	
1. Reliability	—	2	1	4
2. Responsibility	1	1		3
3. Preparation	2	2	1	4
4. Application	2	2	1	4
5. Common Sense	2	1	1	3
6. Initiative	1	1		3
7. Group awareness	2	1	1	4
Marks	10	10	5	25

50 marks

Log book of the three  
sections on the grid 20 marks

Section Four

Folder on chosen topic  
including care of the equipment  
and safety factors involved.  
10 marks

Section Four Grid

	Reliability	Application	Interest	Successful	completion of	tasks
Canoeing	3	1	2		15	
Sailing	3	1	2		15	
Fell Walking	3	1	2		15	= 20

100 marks  
(1)

## Written Papers

Paper 1 Compulsory short answer questions	25%
Paper 2 Choice of 2 of 4 topics. Longer answers	25%

## Course Mark

- a. Map reading
- b. Use of compass
- c. Routefinding and navigation
- d. Personal equipment and packing
- e. Selection of campsite
- f. Elementary weather interpretation
- g. Use of rope on steep ground
- a. Elementary first-aid 30%

## Study Project

A study at greater depth of some aspect of the syllabus. Such studies may relate to types of equipment, the study of particular hazards or problems (e.g. hypothermia) or an investigation of a small area of mountain environment

20%

(3)

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Written Paper	Three sections	25%
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Section A Single questions on safety

Section B Choice of questions on theory of activities

Section C 30 short answers about environment and outdoor pursuits.

Folder of work on Safety, Theory, Environment, six essays project

35%

Practical coursework continuous assessment and log book

25%

Practical Test Final expedition of at least three nights will be organised by candidates at the end of the course

15%

(7)

## Theory

Folder - course work, home work, diagrams etc.	20%
Final examination	25%
Oral examination	5%
Periodic Tests	<u>5%</u>
	<u>55%</u>

## Practical

Knowledge of techniques and skills and ability to perform safely and efficiently	Canoeing	5%
	Sailing	5%
	Horsingriding	5%
	Rock-climbing	5%
	Orienteering	5%
	Lifesaving and survival	<u>5%</u>
* discard one of these.		<u>25%</u>

Use in expedition Skill and knowledge	Camperaft (including cooking)	5%
	Map and compass	5%
	First Aid	5%
	Water Safety and Mountain Rescue	5%
		20%

TOTAL: 100%

(14)

## Practical Assessment Part 1

Pupils will be graded according to their overall practical ability and general improvement in each of the ten pursuits assessable over the two years of the course . Consideration will be given to the pupil's own physical limitations. For the first year's work a mark of 10% will be allocated.

(10%)

## Practical Assessment Part 2

Each pupil will be assessed in the second year of the course on each of the chosen activities representing 30% of the final mark. Final assessment will be provided by a team of three assessors, including at least one external.

(30%)

Each activity will be marked out of 100 points and this will represent 30% of the final mark.

## Examination Paper 1

Each question will be equal to 25 marks; each pupil must attempt at least one question from each of his chosen areas of study and one from any other section.

(20%)

## Examination Paper 2

Each question will be equal to 10 marks , the paper consisting of 15 questions with an overall total of 150.

(20%)

Log Sheets. These will be completed by all pupils after practical sessions and marked out of 10 points. Log Sheets will be equal to 20% of final grade.

(20%)

(12)

## CONCLUSION

If this discussion and, in particular, the quoting of examples has incited you to produce a C . S .E . course in Outdoor Education, it should also and much more importantly have encouraged you to ask yourself why you want to.

If you already intended to produce one, I hope there are some ideas to get your creative urges going so that you adapt them and come up with other possibilities. If you do have good ideas , please send them to the Editor of the newsletter; they may in turn goad others into action.

I have been concerned, throughout this article, that some careful and critical thought on aims, objectives and methods of assessment goes into the preparation of a course. Outdoor Education may be no more guilty of woolly thinking than any other discipline, but it is more vulnerable to criticism because it is fairly new, is less obviously vocational, is to some eyes a frill.

If we are workmanlike, whether it leads to an examination or not, Outdoor Education could be seen as a valid school subject offering valuable education experiences which enable it to stand with traditional subjects as equal among equals..

## ACKNOWLEDGEMENTS

Thank you to those people who send in examples. They were all of value to me in writing this, whether or not they were cited as example.

## TO BE CONTINUED

It is envisaged that the Association should run a bureau of C.S.E. syllabuses. If you have a syllabus or a comment on this paper , I should be grateful if you would send it to me:

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ESSEX. RM17 5JR.

## SUBJECTS OFFERED IN THE SAMPLE

Archaeology

Art

Backwood activities: camping, cooking, raft-making,  
bridge building, without specialist  
equipment.

Camperaft Canoeing Canoe building

Climbing Country Code

Cycling Ecology

Environment: appreciation of, understanding of pressures on.

Equipment: choice of materials, choice of design.

Expeditions: theory, planning, self-leading.

Expeditions: study of famous expeditions .

Fell-walking.

First Aid

Fishing - study of commercial trawling

Geology Geography

History: man's influence on the environment

Leisure: study of leisure activities, leisure planning,  
conservation, national parks.

Life saving

Mapwork

Maths: sampling, statistics, graphs, visual displays.

Meteorology

Navigation - land

Navigation - sea

Orienteering

Ornithology

Pony trekking

Pot holing

Sailing

Seamanship

Services: mountain rescue, coastguard, life boat, fire service, police, life saving, National Park Wardens.

Skiing

Swimming

Walking

Of the above subjects those which could be classed as activities usually include the practice, theory, safety procedures and choice of equipment. Sometimes they include the history of the sport's development.

## LIST OF ORGANISATIONS SUBMITTING SYLLABUS

Contributor	Title of Syllabus	Assessment
1. Nicholas Chamberlaine Comp. Sch.	Outdoor Pursuits	W C L P
2. Ash Green High School	Outdoor Pursuits	Not stated
3. London Nautical School	Outdoor Education	W C P
4. Scalby School	Outdoor Pursuits	W P E
5. Westborough High School	Outdoor Pursuits	W L T
6. South Holderness School	Outdoor Pursuits	T
7. Stourport on Severn High School	Outdoor Pursuits	W C L P E
8. Beacon School	Outdoor Education	Not stated
9. Thornes House School	Outdoor Pursuits	W L E T
10. Marine Training Centre	Practical Water Activities	W C
11. Tom Hood Senior High School	Outdoor Living	W P E T
12. Langdon School	Outdoor Education	W C L
13. Craigrayston High School	Outdoor Studies	P T
14. Furtherwick Park Comp. Sch.	Outdoor Pursuits	W C L P E T

### Key to Method of Assessment

- W. One or more written examination paper.
- C. Continuous assessment over the two years .
- L. Sometimes with higher weighting for second year than first.
- P. Log book activities and/or field notebook.
- P. Special study project or folder of work done over the two years.
- E. Expedition, pupils responsible for planning and leading.
- T. Practical test or tests.

## NOTE

The Craigroyston High School course is a special case. It consists of Science; Maths/Pursuits; History; Geography; Art.

Each of these to allocated three periods per week. Maths and Pursuit are taken by two groups who alternate between the two sybjects

The aims and objectives submitted for each subject make up a model of outdoor Education which would be worth reproducing in full. Unfortunately that is not possible here.

## BEST MISTAKE

### El Canoeing

Candidates who take part in Activities Afloat will be required, preferably, to follow an A .S .A . Personal Survival Course or be able to swim 50 yards in full clothing.

C.F. CARE  
March 1977.