

Outdoor Education

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	EXP215113
COURSE SPAN	2013 — 2017
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2017. Use [A-Z Courses](#) to find the current version (if available).

Outdoor Education is designed to foster the development of independence and self-sufficiency within the context of outdoor recreational activities

Skills and knowledge will be developed through theoretical learning and experiences in a range of outdoor activities. Central to this course are the following elements: Personal Development, Social and Interpersonal Development, Skills and Technical Knowledge, and The Environment.

Course Description

Outdoor Education is designed to foster the development of independence and self-sufficiency within the context of outdoor recreational activities.

Skills and knowledge will be developed through theoretical learning and experiences in a range of outdoor activities.

Central to this course are the following elements:

- Personal Development
- Social and Interpersonal Development
- Skills and Technical Knowledge
- The Environment.

These elements shape the way in which the learners:

- consider themselves and their experiences
- learn and apply sustainable environmental practice
- learn to be effective members of a group
- communicate with others about outdoor activities
- solve problems associated with outdoor activities
- understand and apply safe practice in an outdoor-based adventure environment.

Learners studying Outdoor Education will undertake **five or more** outdoor activities. In undertaking these practical activities and reflecting on them, learners will develop technical activity skills and associated safety and best practice processes.

Learners will be provided with opportunities to interact with the environment and reflect on their relationship with it.

The course **must** be delivered through theoretical and practical experiences. Learning and skill development will be addressed in an holistic way. Strong links between the theoretical and practical aspects of the course allow learners to apply and further develop knowledge and understanding in practical situations.

Learning Statement

Outdoor Education is a Level 2 course in the Outdoor Education learning area. It provides learning experiences that engage learners in an holistic way. The course encourages learners to develop an understanding of self, and to foster positive relationships with others and the natural environment. Outdoor Education offers challenges to the learner's:

- physical self (activities require learners to be active at a variety of levels)
- mental self (thinking and asking questions)
- emotional self (feelings about, and engage with, the physical and social self).

Outdoor Education also aims also to foster an awareness of the natural environment, building responsibility for its care and conservation. These understandings empower learners to: develop positive self-image; interact with others in a collaborative manner; and contribute towards achieving an ecologically sustainable world.

Rationale

Tasmania is acknowledged internationally as a destination for a diverse range of quality outdoor recreation experiences. Outdoor recreation experiences offer Tasmanian learners the opportunity to develop a range of personal and interpersonal skills that allow them to relate to, and work more effectively with others in everyday life and promote career opportunities.

Tasmania needs young people who understand the physical, social, emotional and spiritual benefits of quality outdoor recreation experiences. Fundamental to exploring a range of outdoor recreation possibilities is developing an awareness of the importance of sustainable practice to help protect our natural environments for future generations.

This course provides an introduction for learners wishing to move into areas of employment where there is a requirement for good team workers who have a well-developed sensitivity to the need for responsible and safe action, as well as environmentally sustainable practice. The Defence forces, State Police, Fire and Forestry Departments are examples of employment areas in the public sector that rely on people with the skills and knowledge developed through studying this course.

Learning Outcomes

On successfully completing this course, learners will be able to:

1. display personal organisation skills
2. set and reflect on personal goals related to outdoor recreational activities
3. display understanding and skills related to planning for outdoor recreation activities
4. work as a member of a group to achieve group goals
5. communicate ideas and information about outdoor recreational activities
6. display skill sets and techniques related to a range of outdoor recreation activities
7. display understanding of safety practices in a range of outdoor recreation activities
8. display understanding of sustainable environmental practices and their application in the outdoors.

Access

The capacity to demonstrate fundamental movement skills applicable to selected outdoor activities is required in the course. Teamwork and interaction with others is a fundamental aspect of this course.

Learners considering undertaking this course must be aware of the complexity of the content and the high level of physical activity required.

Pathways

Learners completing Outdoor Education may use it as a basis for a wide range of personal, vocational and further education and training options.

Outdoor Education provides an excellent pathway to Outdoor Leadership Level 3 and/or VET Certificate III – Outdoor Recreation or tertiary studies.

The vocational pathways after the completion of this course include, but are not limited to: guiding; adventure tourism; natural sciences; defence forces; training academies; and Registered Training Organisations.

Resource Requirements

When conducting outdoor experiences, providers of this course must meet the requirements of the Department of Education's *Handbook for Off Campus Activities* (or equivalent), which are aligned with the *Australian Adventure Activity Standards*.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15

Course Content

Students will undertake learning in the:

- planning and preparation for the activity
- skills and techniques associated with the activity
- appropriate use of resources, equipment and procedures
- application of appropriate safety processes.

More specifically, in each activity learners will:

- complete checklists detailing personal organisational requirements (e.g. equipment, clothing, monetary and transport requirements)
- set personal goals related to their involvement in the activity and reflect on the degree to which they achieve these (e.g. factors which contributed to success/lack of success, how realistic the goals were)
- record the experience, and their reflections on it, in their Logbook (note: these can be done using a variety of written and non-written formats)
- communicate simple information in field-based contexts (e.g. able to receive and pass on instructions to safely apply practical activity skills)
- follow directions of leaders regarding engagement in the activity and safety procedures
- identify personal and group risks, contributing to the risk analysis associated with the activity
- identify ways in which the outdoor activity impacts on the natural environment
- follow Environmental Conservation Principles (e.g. "Leave No Trace")
- verbally contribute to debriefing sessions in a meaningful and constructive manner
- contribute to the setting of group goals
- cooperate in a manner which facilitates the attainment of group goals.

COURSE STRANDS

All course strands are **compulsory**.

It is expected that strands will:

- be addressed via a mixture of theoretical and practical experiences
- not necessarily be delivered as discrete units, but rather be integrated as appropriate with specific outdoor activities.

The balance of time used for the theory and practical components must be appropriate to the learning and assessment requirements of this course. It is expected that a time ratio is of no less than one third theory (approximately 50 hours) and two thirds practical (approximately 100 hours).

STRAND A: PERSONAL DEVELOPMENT

- goal setting theory associated with personal achievement in outdoor activities (e.g. process goals, short and long term goals, goal setting principles)
- self-management techniques including prioritisation and allocation of resources to personally achieve specified outdoor activity outcomes
- experiencing challenging, 'out-of-the-comfort-zone' unexpected outcomes and fear, through involvement in planned activities
- using reflective practice to develop a deeper understanding of self, including personal limitations and self-acceptance
- maintaining a personal activity Log with entries reflecting on personal performance and self-development.

STRAND B: SOCIAL AND INTERPERSONAL DEVELOPMENT

- collaborative decision making and problem solving through outdoor activities
- class and group discussions to develop confidence in forming, sharing and consolidating opinion on outdoor activity issues, e.g. sustainable development, establishing new marine conservation areas, etc...
- using practical experiences to build group relationships (e.g. inclusion, trust, cooperation and collaboration, respecting others and teambuilding)
- communicating information effectively in classroom and field-based contexts.

STRAND C: SKILLS AND TECHNICAL KNOWLEDGE

- navigation including: topographical map; compass; and electronic navigation aides
- understanding weather interpretation and the impact weather conditions have on outdoor activities
- clothing and equipment necessary, and appropriate for outdoor activities, as well as how to use and maintain the equipment
- communication technologies and the limitations of their use in outdoor activities
- planning and/or cooking of meals to cater for nutritional needs, using and maintaining current food preparation technologies
- personal hygiene requirements for healthy participation in outdoor living environments
- basic emergency procedures for maintain the well being of individuals and those requiring outside assistance appropriate to remote settings
- basic first aid with a focus on conditions typically related to 'field activities' (e.g. exposure, hypothermia, dehydration, burn management, sprains, blisters, bleeds, bruises, bites and stings)
- planning and organising outdoor activities taking into account personal limitations, group capability, environmental issues, food, equipment, hazard and risk.

STRAND D: THE ENVIRONMENT

- interpretation of weather likely to influence the conduct of outdoor activities, including reliable sources of web-based meteorological information
- investigate behaviours that reflect 'leave no trace' principles and their application to outdoor activities
- identify local environmental issues resulting from impact of human activities
- explore the responsibility of outdoor recreation and government stakeholders in the sustainable use of outdoor environments
- show through written reports, photographs, drawings or other methods of communication, human interactions with the natural environment.

PRACTICAL EXPERIENCES

Learners will develop and apply their theoretical learning through experiences in **at least five** outdoor activities. No more than **one specific activity** can be selected **from each activity type**.

The listed activities are either of a journey (expedition) nature or centre-based outdoor adventure activities. Based on student interest and resource availability the provider may choose to:

- focus either on journey or centre-based activities
or
- select a mixture of both journey and centre-based activities.

Activity Type	Specific Activity
Boating and Sailing	<ul style="list-style-type: none">• Dinghy and catamaran sailing• Board sailing• Keel boats and multi-hull• Stand up boarding
Day Bushwalking	<ul style="list-style-type: none">• Day coastal walks• Day alpine walks• Day winter walks
Overnight or Multi-day bush walking/camping	<ul style="list-style-type: none">• Coastal walks• Alpine walks• Winter walks
Camping	<ul style="list-style-type: none">• Residential and base camps• Coastal camps• Alpine camping• Snow camping

Flat-water Canoeing/Kayaking	<ul style="list-style-type: none"> • Flat water canoeing or kayaking • Multiday flat water journey
White-water Canoeing/Kayaking	<ul style="list-style-type: none"> • Up to river grade two water levels • Surf kayaking • Multiday canoeing/kayaking
Sea Canoeing/Kayaking	<ul style="list-style-type: none"> • Day sea kayaking • Multiday sea kayaking
Surfing	<ul style="list-style-type: none"> • Surf swimming • Body boarding • Surfboard riding • Kneeboard riding • Surf/wave ski
Caving	<ul style="list-style-type: none"> • Horizontal caving which involves crawling through narrow openings, fording streams and climbing up and down short rock faces • Vertical caving which involves the use of ropes or ladders to ascend or descend vertical drops known as 'pitches'
Diving	<ul style="list-style-type: none"> • Snorkelling • Free diving • SCUBA
Fishing	<ul style="list-style-type: none"> • Fishing can take place among rocks, on rivers or in the sea
Cycling	<ul style="list-style-type: none"> • Track cycling • Downhill • Mountain biking • Road Cycling • Cycle Touring (multi-day)
Orienteering	<ul style="list-style-type: none"> • Orienteering activities <ul style="list-style-type: none"> ◦ local courses ◦ challenging courses in bush/wilderness environments ◦ geocaching
Rafting	<ul style="list-style-type: none"> • White water rafting • Multi-day White water rafting
Rock Climbing – Indoors	<ul style="list-style-type: none"> • Climbing and abseiling on artificial climbing structures <ul style="list-style-type: none"> ◦ Sport climbing/wall climbing ◦ Lead climbing
Rock Climbing – Outdoors	<ul style="list-style-type: none"> • Bouldering • Top rope climbing • Multi-pitch/lead climbing
Abseiling	<ul style="list-style-type: none"> • Indoors • Outdoors
Snow Activities	<ul style="list-style-type: none"> • Downhill skiing • Snowboarding • Cross country skiing • Wilderness or remote area skiing • Snow walking/camping
Small Wheel Activities	<ul style="list-style-type: none"> • Skate board • Long board

- | | |
|--|--|
| | <ul style="list-style-type: none">• Roller skate/blade |
|--|--|

Work Requirements

Learners are required to create and maintain a Logbook consisting of a record of each activity undertaken giving the date and time, and the venue and people involved in the activity. The records will comprise a mixture of written and non-written texts (e.g. collages, sketches, maps, photographs). The log will also contain student reflections on their experiences and learning.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following process will be facilitated by TASC to ensure there is:

- a match between the competencies specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the course is being delivered and assessed according to the requirements specified in the course document and that the community expectations for fairness, integrity and validity of qualifications are being met. This will involve visits to providers to check:

- course delivery plans
- assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
- class records of assessment
- examples of learner work that demonstrate the use of the marking guide
- samples of learner's work, including that related to any work requirements articulated in the course document.

This process will usually also include interviews with past and present learners.

TASC will schedule audits based on risk factors.

Criteria

The assessment for Outdoor Education Level 2 will be based on the degree to which the learner:

1. Demonstrates organisational and planning skills
2. Demonstrates skills and techniques appropriate to a range of outdoor activities
3. Works effectively as a member of group
4. Understands and applies safety processes and procedures
5. Understands and applies ecologically sustainable practices
6. Communicates ideas and information.

Standards

Criterion 1: Demonstrates organisational and planning skills

The learner:

Rating A	Rating B	Rating C
identifies own equipment and associated needs for outdoor activities, and takes full account of the possibility of changed conditions	identifies own equipment and associated needs for outdoor activities, and takes some account of the possibility of changed conditions	identifies own basic equipment needs for given outdoor activities
follows direction regarding personal preparedness* for outdoor activities and assists others to do so	follows direction regarding personal preparedness* for outdoor activities	follows direction regarding personal preparedness* for outdoor activities
sets short-, medium- and long-term goals which are measurable, achievable and realistic	sets short- and medium-term goals which are measurable, achievable and realistic	sets short-term goals which are generally measurable, achievable and realistic
takes a pro-active role in evaluating the process of planning and conducting of outdoor activities		
identifies changes in situations and conditions effecting outdoor activities and responds appropriately	identifies changes in situations and conditions effecting outdoor activities	follows directions as required in order to address changes in situations and conditions effecting outdoor activities
accurately describes connections between current activities and their possible impact on future outdoor activities	describes some of the connections between current activities and their possible impact on future outdoor activities	
reflects on progress towards meeting personal goals, evaluates progress and plans future actions.	reflects on progress towards meeting personal goals and articulates ways in which goals can be met in the future.	reflects on progress towards meeting personal goals in a constructive manner.

* For example, being at the appointed place, with the correct equipment, at the specified time.

Criterion 2: Demonstrates skills and techniques appropriate to a range of outdoor activities

The learner:

Rating A	Rating B	Rating C
consistently demonstrates complex movement and physical skills* appropriate to a range of outdoor activities	demonstrates some complex movement and physical skills* appropriate to a range of outdoor activities	consistently demonstrates fundamental movement and physical skills* appropriate to a range of outdoor activities
correctly applies appropriate, complex/sophisticated techniques** in a range of outdoor activities	correctly applies appropriate techniques** in a range of outdoor activities	correctly applies basic techniques** in a range of outdoor activities
correctly follows complex directions in the use of equipment used in a range of outdoor activities	correctly follows directions in the use of equipment used in a range of outdoor activities	follows directions in the use of specified equipment used in a range of outdoor activities. There may be some errors in doing so
leads others in the setting-up and packing away of equipment	appropriately assists others in the setting-up and packing away of	appropriately assists others in the setting-up and packing away of equipment

	equipment	
follows established safety procedures for the use of equipment and facilities as directed.	follows established safety procedures for the use of equipment and facilities as directed.	follows established safety procedures for the use of equipment and facilities as directed.

* Illustrative examples of movement and physical skills include, but are not limited to: climbing; paddling; throwing; balance; and hand-eye coordination.

** Illustrative examples of techniques include, but are not limited to: pitching a tent; using abseiling equipment; casting a line; packing a back-pack; waxing a surfboard; safety checking a bike; making an outdoor cooking fire; and cleaning equipment prior/after use.

Criterion 3: Works effectively as a member of group

The learner:

Rating A	Rating B	Rating C
describes similarities and differences between an individual's planning requirements for an outdoor activity and those of a group	identifies similarities and differences between an individual's planning requirements for an outdoor activity and those of a group	identifies some of the differences between an individual's planning requirements for an outdoor activity and those of a group
monitors, evaluates and adapts process to achieve group goals	remains focused on given group goals and tasks	remains focused on tasks and carries out assigned duties
negotiates and works collaboratively with all other group members	works cooperatively with other group members	adapts to changes and helps the group work effectively
works in a collaborative, responsible and active manner to achieve group goals	works in a collaborative and active manner to achieve group goals	works in a cooperative manner to achieve group goals
effectively employs a range of collaborative strategies and leads when appropriate	effectively employs collaborative strategies	employs some collaborative strategies
critically evaluates the processes of group planning and conducting activities.	takes an active role in evaluating the processes of group planning and conducting activities.	takes a role in group planning and evaluation processes.

Criterion 4: Understands and applies safety processes and procedures

The learner:

Rating A	Rating B	Rating C
accurately recalls given emergency procedures	accurately recalls given emergency procedures	accurately repeats given emergency procedures
accurately describes personal and group hazards related to a range of outdoor activities	identifies personal and group hazards related to a range of outdoor activities	identifies major personal hazards related to a range of outdoor activities
accurately describes safety processes and procedures for a range of outdoor activities and explains the specific risks they address	describes safety processes and procedures for a range of outdoor activities	identifies basic safety processes and procedures for a range of outdoor activities
describes the significance of a range of safety processes and procedures, and explains how they address risks	describes the significance of a range of safety processes and procedures	identifies some of the reasons why specific safety processes and procedures are necessary

describes the purpose/function of safety equipment associated with specific outdoor activities and correctly uses the equipment*	describes and correctly uses safety equipment associated with specific outdoor activities*	identifies and correctly uses safety equipment associated with specific outdoor activities*
follows established safety procedures for the use of equipment and facilities as directed	follows established safety procedures for the use of equipment and facilities as directed	follows established safety procedures for the use of equipment and facilities as directed.
acts with a high level of awareness of the safety of others (e.g. reports potential hazards, reports or appropriately corrects unsafe practice of others).	acts with awareness of the safety of others (e.g. reports unsafe practice).	

* Illustrative examples of safety equipment include: pads and padding; safety ropes and harnesses; helmets; devices for calling assistance; and floatation devices.

Criterion 5: Understands and applies ecologically sustainable practices

The learner:

Rating A	Rating B	Rating C
evaluates ways in which human activity (own and others) impacts on the environment	describes ways in which human activity (own and others) impacts on the environment	identifies some of the ways in which human activity (own and others) impacts on the environment
correctly identifies and explains ecological sustainability principles and strategies* as they relate to a range of outdoor activities	correctly identifies ecological sustainability principles and strategies* as they relate to a range of outdoor activities	correctly identifies some ecological sustainability principles and strategies* as they relate to specific outdoor activities
correctly and consistently applies 'leave no trace' practices in a range of outdoor activities, and assists others to do so	correctly and consistently applies 'leave no trace' practices in a range of outdoor activities	correctly applies 'leave no trace' practices as directed
describes aims/ motivations** of people interacting with the natural environment and evaluates environmental impact.	describes aims/motivations** of people interacting with the natural environment.	identifies some of the aims/motivations** of people interacting with the natural environment.

* Illustrative examples of ecological sustainability principles and strategies include: 'minimal impact'; and 'leave no trace'.

** Illustrative examples of aims/motivations include: physical exertion; solitude; excitement; peace; socialisation; and spirituality.

Criterion 6: Communicates ideas and information.

The learner communicates ideas and information in both verbal and written forms. The learner's communications:

Rating 'A':

In their writing the learner **correctly spells common and specialised words, and uses grammar, punctuation and complex sentence structure** to clearly convey meaning.

Rating 'B':

In their writing the learner **correctly spells common words and most specialised terms, and uses basic grammar, punctuation and sentence structure** to convey meaning.

Rating 'C':

In their writing the learner **correctly spells most common words and uses simple punctuation and sentence structure** to convey basic meaning.

Rating A	Rating B	Rating C
----------	----------	----------

clearly convey ideas and information to the intended audience	convey ideas and information to the intended audience	convey basic ideas and information to the intended audience
include the correct use of a wide range of relevant specialised terms*	include the use of a range of specialised terms.* The usage of such terms is generally correct	include the use of some specialised terms.* The usage of such terms is generally correct
are made using a broad range of appropriate methods, forms, styles and devices	are made using a variety of methods, forms, styles and devices	are made using a limited range of methods, forms and devices
are made, enhanced and presented using a broad range of appropriate technologies.	are made, edited and presented using a range of appropriate technologies.	are made and presented using a limited range of technologies.

* 'specialised terms' include those related to: specific outdoor activity equipment (and its parts); and processes or techniques used in specific activities.

Qualifications Available

Outdoor Education Level 2 (with the award of):

PRELIMINARY ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

HIGH ACHIEVEMENT

EXCEPTIONAL ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in Outdoor Education Level 2 are as follows:

Exceptional Achievement (EA)

5 'A' ratings, 1 'B' rating

High Achievement (HA)

3 'A' ratings, 2 'B' ratings, 1 'C' rating

Commendable Achievement (CA)

4 'B' ratings, 2 'C' ratings

Satisfactory Achievement (SA)

5 'C' ratings

Preliminary Achievement (PA)

3 'C' ratings

A learner who otherwise achieves the rating for a SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the leadership of Ramon Jacobs, Rodney Staples and the Tasmanian Assessment, Standards and Certification in the development of this course.

Accreditation

The accreditation period for this course is from 1 January 2013 to 31 December 2017.

Version History

Version 1 – Accredited Version (22 November 2012). This course replaces Outdoor Education (EXP215108) which expired on 31 December 2012.

Version 1.a – Reference to 'A' and 'B' ratings included in the ASSESSMENT section.

Appendix 1

LINE OF SIGHT – Outdoor Education Level 2

Learning Outcome	Strand	Criterion
<ul style="list-style-type: none">personal organisational skills	A and C	1
<ul style="list-style-type: none">the ability to set and reflect on personal goals related to outdoor recreational activities	A, B and C	1
<ul style="list-style-type: none">understanding and skills related to planning for outdoor recreation activities	A, B, C and D	1, 3
<ul style="list-style-type: none">the ability to work as a member of a group to achieve group goals	A, B, C and D	3
<ul style="list-style-type: none">the ability to communicate ideas and information about outdoor recreational activities	A, B, C and D	6
<ul style="list-style-type: none">skill sets and techniques related to a range of outdoor recreation activities	A, B and C	2
<ul style="list-style-type: none">understanding of safety practices in a range of outdoor recreation activities	B and C	4
<ul style="list-style-type: none">understanding of sustainable environmental practices and their application in the outdoors.	A and D	5