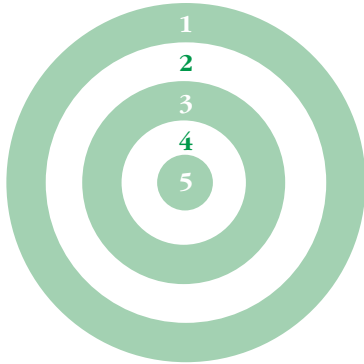


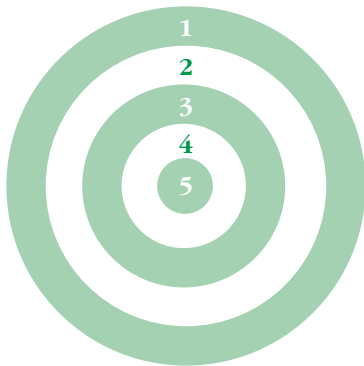


# Learning target Stage 1

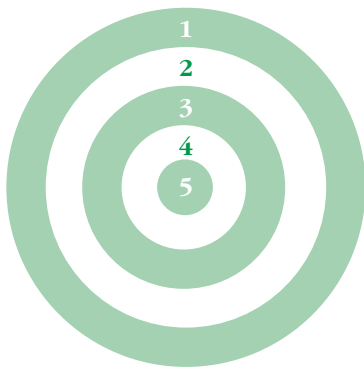
Decide whether the learner is “on target” to move on to stage 2.



- ✓ The learner can correctly demonstrate each of the looking, braking, and steering skills that support low-risk driving (page seven).
- ✓ They can explain how the low-risk method for using the controls can play a part in avoiding crashes. They can do this while they demonstrate the skill in a quiet area.
- ✓ They still look a bit mechanical, and have to concentrate hard. In quiet areas they perform correctly, although a bit slower than an experienced driver.
- ✓ If they do make a mistake when their attention is on other things, they comment immediately and know what they did wrong.



- ✓ The learner can explain what the road rules require them to do even though in some situations they may still be a bit slow working it out.
- ✓ The learner can fit in with other traffic and apply the road rules in simple situations.
- ✓ In busy traffic the learner knows what to do but may not be able to make quick decisions. In these situations they still need a lot of guidance.



- ✓ The learner can drive and at the same time look all around.
- ✓ They make general adjustments to their speed for the situation they are in.
- ✓ They make noticeable responses to obvious threats to safety.
- ✓ They anticipate busy situations and slow down before they get there.

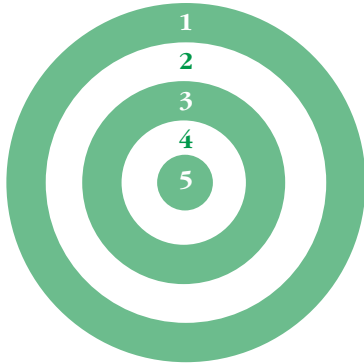
---

Comments

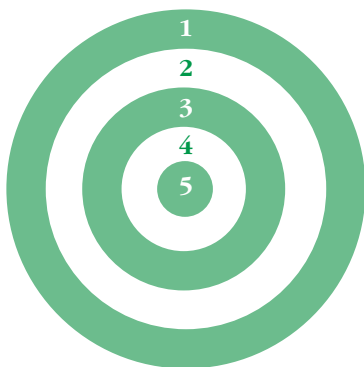


# Learning target Stage 2

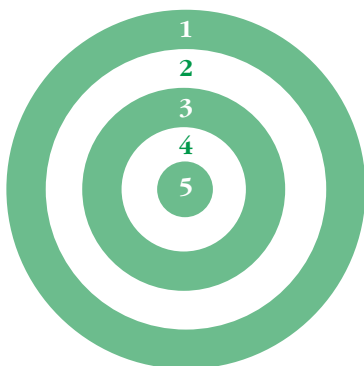
Decide whether the learner is “on target” to move on to stage 3.



- ✓ You no longer feel as though you are in a car driven by a learner. The student's basic control skills are now accurate and are becoming smooth. No longer does each driving task appear to be a separate action – they are merging.
- ✓ The learner can do a tight manoeuvre, such as a three-point turn in a narrow street on a slight incline and explain why certain techniques they use in the manoeuvre are important.
- ✓ Mistakes in using basic controls are now rare and they don't trouble the learner. For example, if the learner stalled, they would quickly restart the car and continue as if nothing had happened.



- ✓ The student now fits in well with other traffic. Other road users do not have to make adjustments for the learner driver.
- ✓ The learner also notices when they don't get the road rules right and say what they should have done. Their explanations include reasons why the action was unsafe.
- ✓ The learner can drive and at the same time see, interpret, explain and respond appropriately to every road sign as it becomes legible.
- ✓ The student can answer a question about the road rules as they apply to a situation they are in. They can do this in a reasonably busy traffic situation.



- ✓ The learner can judge how fast they are going and they adjust their speed to suit the conditions without being told.
- ✓ They can say when another driver's crash avoidance space is about to reach them.
- ✓ They can talk about traffic situations ahead of them (I can see) and what could happen (it might).
- ✓ When other's mistakes force them to brake, they can work out the reason they did not anticipate it.
- ✓ They notice when they have passed through a situation and were not able to keep track of everything that was happening.
- ✓ They rate their performance similarly to their instructor.

---

Comments



# Learning target Stage 3

Decide whether the learner is “on target” to attempt the Driving Test.



- ✓ The student now operates the car well and has had sufficient experience so that he or she no longer needs instruction on car control skills.



- ✓ The student follows the road rules and fits in with other traffic in any environment that they have driven in before.
- ✓ They can work out new situations on their own, but still have to concentrate to do this. When this happens they tend to miss seeing some hazards.
- ✓ The student can answer a question about the road rules as they apply to a situation they are in. They can do this in reasonably busy traffic. Big differences? The learner probably needs more experience in that area. Go back to page 44 in Beyond Test Routes and check how the student performs at each skill.



- ✓ The student can explain each step for recognising and responding to hazards and how these steps can be used to avoid each common type of crash.
- ✓ They can drive in any familiar environment and pick out the places crashes can happen. They can describe how these could become a threat to their safety.
- ✓ They consistently adjust to hazards at least three seconds before they get to them.
- ✓ They protect their crash avoidance space regardless of what others are legally required to do. After passing a hazard they can tell you the clues that they used to make the decision to continue.
- ✓ In new or more complex situations, they often miss recognizing hazards but they can generally work out what they should have done when the situation is pointed out to them.

---

Comments