Summary report of the 2016 ATAR course examination: Outdoor Education

| Year | Number who sat | Number of absentees |
| :---: | :---: | :---: |
| 2016 | 328 | 5 |

## Examination score distribution



## Summary

The examination provided a thorough review of the course content with all syllabus dot points covered. The examination consisted of three sections with candidates being required to attempt all questions in Sections One and Two and to choose two of the three questions in Section Three. The spread of marks ranged from $7.44 \%$ to $89.35 \%$ and the standard deviation was $13.52 \%$.

Attempted by 328 candidates
Mean 61.19\%(/100) Max 89.35\% Min 7.44\%
Section means were:
Section One: Multiple-choice
Section Two: Short answer
Section Three: Extended answer

| Mean 15.35(/20) | Max 20.00 | Min 5.00 |
| :--- | :--- | :--- |
| Mean 29.15(/50) | Max 43.90 | Min 2.44 |
| Mean 16.90(/30) | Max 27.75 | Min 3.00 |

## General comments

Candidates demonstrated a general understanding of the course content and application of key concepts. They performed well in questions that applied theoretical models to practical experiences. However, they needed to read the questions carefully to ensure that they were responding appropriately.

## Advice for candidates

- Avoid entering the examination with prepared responses.
- Recognise and answer questions according to the key action words i.e. 'list' or 'describe'.
- Familiarise with the syllabus to identify key points when distinguishing between similar syllabus content areas.
- Structure your response in the order of the question requirements and clearly indicate key points when responding to a question.


## Advice for teachers

- Ensure all syllabus dot points are covered.
- Teach students appropriate examination techniques, especially how to deconstruct questions and identify key action words.
- Reflect on teaching strategies for syllabus points of questions performed poorly, such as Environmental Interpretation activities, Planning Guidelines i.e. Adventure Activity Standards (AAS), the Western Australia Department of Education Outdoor Education and Recreation procedures and guidelines.


## Comments on specific sections and questions

## Section One: Multiple-choice

Attempted by 328 candidates
Mean 15.35(/20) Max $20.00 \quad$ Min 5.00
The multiple-choice questions were handled well. Almost half of the items had a mean of $0.80(/ 1)$ or more, with six of these having a mean of $0.90(/ 1)$ and above. Questions 7,12 and 14 were the only difficult items. Question 7 provided a figurative representation of Grid, True and Magnetic North. The distractors were fine discriminators that led to only 155 candidates choosing the correct answer (c). For Question 12, the majority of candidates chose (d), which on the face of it appeared to be a reasonable statement about the advantage of using a performance rating scale. However, rather than being an advantage applied to an individual's performance, the correct choice (a) identified the advantage as being that a rating scale is structured and consistent when applied to groups. For Question 14, the choices (c) and (d) for the name of the agency established to improve coordination and planning of emergency services in Western Australia were very similar. Unfortunately more candidates made the wrong choice (d).

## Section Two: Short answer

Attempted by 328 candidates
Mean 29.15(/50) Max $43.90 \quad$ Min 2.44
Most candidates attempted all the short answer questions and were able to demonstrate sufficient understanding of the concepts that were covered. The application of navigation skills continued to provide a challenge for candidates when having to calculate magnetic variations. Candidates often gave general responses to questions that required definitions or descriptions of key terminology, thus limiting the potential mark that could be achieved.

## Section Three: Extended answer

Attempted by 324 candidates
Mean 16.90(/30) Max $27.75 \quad \operatorname{Min} 3.00$
There was a concern that candidates provided prepared responses to questions rather than being able to demonstrate knowledge and application of the course content.

