



# **OUTDOOR EDUCATION**

## **ATAR course examination 2017**

### **Marking Key**

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

## Section One: Multiple-choice

20% (20 Marks)

Question	Answer
1	a
2	c
3	b
4	d
5	c
6	a
7	b
8	b
9	a
10	c
11	d
12	c
13	b
14	a
15	b
16	b
17	d
18	c
19	d
20	a

## Section Two: Short answer

50% (83 Marks)

## Question 21

(12 marks)

(a) When planning for the year, the Outdoor Education teacher determined that the program would have an educational focus.

(i) State the aim of an outdoor adventure program with an educational focus. (1 mark)

Description	Marks
Any <b>one</b> of:	
<ul style="list-style-type: none"> <li>to change the way people feel and think</li> <li>to increase people's knowledge and/or skills</li> </ul>	1
<b>Total</b>	<b>1</b>

(ii) Outline how the outdoor education program would achieve this aim. (1 mark)

Description	Marks
Any <b>one</b> of the following activities:	
<ul style="list-style-type: none"> <li>focus on the learning of new skills</li> <li>further develop established skills</li> <li>facilitate the development of self-awareness</li> <li>increase the knowledge of participants.</li> </ul>	1
<b>Total</b>	<b>1</b>
Accept other relevant answers.	

(iii) Outline the difference between an outdoor adventure program with an educational focus and a program with a recreational focus. (1 mark)

Description	Marks
a program with an educational focus aims to change the way people think through participation in activities that increase learning and knowledge, whereas a program with a recreational focus, aims to change the way people feel through participation in fun activities	1
<b>Total</b>	<b>1</b>
Accept other relevant answers.	

Question 21 (continued)

- (b) It is important for the teacher planning the hiking expedition to include challenging activities for which an appropriate risk assessment has been undertaken.
- (i) The teacher has asked you to complete the risk analysis table below for the planned hiking expedition. (6 marks)

Description	Marks
Provides six relevant responses in the table. (See examples in bold in the table below.)	1–6
<b>Total</b>	<b>6</b>
Accept other relevant answers.	

Causal factor	environment	people	equipment
Hazard	forecast temperatures of 35 °C for dates of expedition	a new student has joined the class with no previous experience	missing parts of a tent
Risk management strategy	<b>water allocations or water drops or move during cooler part of days</b>	<b>training program mentor/pair with experienced student or change program or provide suitable alternatives</b>	<b>check equipment prior to departure or carry repair kit and/or spare equipment</b>

- (ii) Explain why it is important to apply a risk analysis management system (RAMS). (3 marks)

Description	Marks
Explains why it is important to apply a RAMS.	3
Makes some relevant comment/s about applying a RAMS.	2
Makes superficial comment/s about applying a RAMS.	1
<b>Total</b>	<b>3</b>
Answers could include: <ul style="list-style-type: none"> <li>• identify potential risks</li> <li>• analyse the likelihood and consequence of the risk</li> <li>• evaluation of whether risks are acceptable within activity being conducted</li> <li>• selection of options to modify risks deemed unacceptable</li> <li>• establish emergency protocols</li> <li>• ensure supervision and staffing is appropriate to the activity.</li> </ul>	

## Question 22

(8 marks)

- (a) Identify **four** logistical aspects that you will include in the manual. (4 marks)

Description	Marks
Any <b>four</b> of:	
<ul style="list-style-type: none"> <li>• budget</li> <li>• transport</li> <li>• accommodation</li> <li>• equipment bookings</li> <li>• relevant correspondence</li> <li>• communications</li> <li>• emergency response</li> <li>• support crew</li> </ul>	1–4
<b>Total</b>	<b>4</b>

- (b) Give **one** example of the type of information you will provide for each of these aspects. (4 marks)

Description	Marks
Any <b>four</b> of:	
<ul style="list-style-type: none"> <li>• budget – details regarding: food, transport, accommodation, activities, equipment hire</li> <li>• transport – information regarding group size, fuel needs and fuel locations, licence requirements</li> <li>• accommodation – group numbers, suitability for weather, alternatives in case required</li> <li>• equipment bookings – relevant equipment and facility bookings</li> <li>• relevant correspondence – accommodation, ranger, land use requests/permissions</li> <li>• communications – protocols, relevant contacts, equipment i.e. satellite phone</li> <li>• emergency response – protocols, contacts, first aid equipment support crew involvement, vehicle access to locations</li> <li>• support crew – accommodation, equipment needs, responsibilities, food requirements, daily schedule</li> </ul>	1–4
<b>Total</b>	<b>4</b>
Accept other relevant answers.	

Question 23

(14 marks)

- (a) Use the north point diagram to calculate the magnetic variation rounded to the nearest degree. Show your workings clearly. (5 marks)

Description	Marks
Calculates magnetic variation as: 2017–2005 = 12 years.	1
$12 \times 3'18'' = 36'216'' = 39'36'' \text{ E}$	1
$1^\circ 35' \text{ W} - 39' 36'' \text{ E}$	1
$0^\circ 55' 24'' \text{ W}$	1
Correctly rounds magnetic variation to $1^\circ \text{W}$ (or $-1^\circ$ ).	1
<b>Total</b>	<b>5</b>

- (b) Convert the compass bearings of the landmarks into grid bearings and then convert these grid bearings to back bearings. Show your workings clearly. (2 marks)

Description	Marks
South Ledge Picnic Area = $111^\circ - 1^\circ + 180^\circ = 290^\circ$	1
Mundaring Weir wall = $98^\circ - 1^\circ + 180^\circ = 277^\circ$	1
<b>Total</b>	<b>2</b>

- (c) On the map provided, draw the lines of triangulation using the back bearings that you calculated in part (b). (2 marks)

Description	Marks
Correctly draws two lines on the map using the back bearings calculated in part (b).	1–2
<b>Total</b>	<b>2</b>

Note to markers: Accept plus or minus two degrees.

The map shows a section of Beelu National Park with various landmarks and roads. Key features include:
 

- South Ledge Picnic Area**: A yellow-shaded area with a red dot.
- Mundaring Weir**: A red structure on a river.
- Roads**: North Ledge Rd, South Ledge Rd, Pipe Road, and Gunjin Gully Road.
- Camp Sites**: Hewetts Hill Camp Site, Ball Creek Camp Site, and Perth Hills Discovery Centre.
- Other Landmarks**: The Dell Weir, Farrell Grove, and landing ground.
- Grid**: A coordinate grid with easting (66-69) and northing (24-25) markers.
- Legend**: A yellow dashed line represents the Bibbulmun Track.

 Two black lines have been drawn on the map, representing lines of triangulation from the South Ledge Picnic Area to the Ball Creek Camp Site and from the South Ledge Picnic Area to the Mundaring Weir wall, as per the question requirements.

- (d) Give the six-point grid reference to identify your current position. (1 mark)

Description	Marks
Correctly identifies location as GR 664 252.	1
<b>Total</b>	<b>1</b>
Note to markers: Accept location as any one of the following: 663 251, 663 252, 663 253, 664 251, 664 253, 665 251, 665 252, 665 253.	

- (e) To determine the accuracy of your triangulation, the teacher checks your answer using a GPS. Outline **two** advantages and **two** disadvantages of this piece of equipment. (4 marks)

Description	Marks
<b>Advantages</b>	
Any <b>two</b> of:	
<ul style="list-style-type: none"> <li>• light/portable</li> <li>• easy to use</li> <li>• accurate</li> <li>• low cost</li> </ul>	1–2
Accept other relevant answers.	
<b>Subtotal</b>	<b>2</b>
<b>Disadvantages</b>	
Any <b>two</b> of:	
<ul style="list-style-type: none"> <li>• battery life/failure</li> <li>• detection reduced when sky is not clear</li> <li>• reliance on technology/loss of navigation techniques</li> </ul>	1–2
Accept other relevant answers.	
<b>Subtotal</b>	<b>2</b>
<b>Overall total</b>	<b>4</b>

Question 24

(12 marks)

- (a) Identify **four** strategies that are recommended for developing a positive relationship between humans and nature. (4 marks)

Description	Marks
Any <b>four</b> of:	
<ul style="list-style-type: none"> <li>• maximising personal comfort levels</li> <li>• revisiting places</li> <li>• instilling a sense of place</li> <li>• increasing knowledge of the natural environment</li> <li>• experiencing nature</li> <li>• developing skills and competence in outdoor activities</li> </ul>	1–4
<b>Total</b>	<b>4</b>

- (b) Describe how you will plan to address each of these strategies during the hiking expedition. (8 marks)

Description	Marks
For each of the <b>four</b> strategies:	
Describes how they will plan to address the strategy during the hiking expedition.	2
Makes superficial comment/s about the strategy and planning for the hiking expedition.	1
<b>Total</b>	<b>8</b>
<p>Answers could include:</p> <p><b>Maximising personal comfort levels</b> I will:</p> <ul style="list-style-type: none"> <li>• ensure that equipment is appropriate for forecasted weather and activities</li> <li>• ensure that the expedition is conducted during suitable times of the year</li> <li>• design activities that are appropriate to the experience and the competence of participants.</li> </ul> <p><b>Revisiting places</b> I will:</p> <ul style="list-style-type: none"> <li>• visit the location or a location similar in characteristics prior to the expedition where possible to ensure familiarity</li> <li>• include opportunities for participants to experience fun in the environment and to build their confidence and familiarity</li> <li>• design activities to develop an awareness and emotional connection to the location.</li> </ul> <p><b>Instilling a sense of place</b> I will:</p> <ul style="list-style-type: none"> <li>• facilitate connection to the location by providing opportunities for ‘awe’</li> <li>• research historical context and previous use of the location for incorporating into the planning of the experience/activities.</li> </ul> <p><b>Increasing knowledge of the natural environment</b> I will:</p> <ul style="list-style-type: none"> <li>• research plants and animals native to the location, food webs and relationships</li> <li>• understand impact of human use of location</li> <li>• access and ensure understanding/recognition of local management strategies.</li> </ul>	



Experiencing nature

I will:

- encourage contemplation in nature
- provide opportunities for interaction with nature.

Developing skills and competence in outdoor activities

I will:

- provide relevant training ahead of the hike
- encourage participants to problem-solve issues that may arise
- ensure a suitable level of challenge by participants.

Accept other relevant answers.

Question 25

(9 marks)

One of your responsibilities on the hiking expedition is to familiarise students with the 'Leave No Trace' principles.

Identify **three** 'Leave No Trace' principles and describe how you will use a specific method to educate the group about each principle. You **must** use a different method for each principle.

Description	Marks
'Leave No Trace' principles	
Identifies <b>three</b> 'Leave No Trace' principles.	1–3
<b>Subtotal</b>	<b>3</b>
<p>Note to markers: The 'Leave No Trace' principles are:</p> <div style="border: 1px dashed gray; padding: 10px; margin: 10px auto; width: 80%;"> <p>For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at <a href="http://www.lnt.org.au/programs/7-principles.html">http://www.lnt.org.au/programs/7-principles.html</a></p> </div>	
<b>Description</b>	
For each of the <b>three</b> principles:	
Describes how they will use a method to educate the group about the principle.	2
Identifies a method to educate the group about the principle but makes no or limited comments about it.	1
<b>Subtotal</b>	<b>6</b>
<p>Note: If a candidate uses the same method more than once, mark the first response but not the second.</p>	
<b>Overall total</b>	<b>9</b>
<p>Answers could include:</p> <p>Communicating the importance:</p> <ul style="list-style-type: none"> <li>• arrange for a guest speaker to speak about the 'Leave No Trace' principles</li> <li>• show a digital presentation emphasising the positive and negative effects of human impact on the environment</li> <li>• prepare and distribute handouts that identify and explain each of the 'Leave No Trace' principles</li> </ul> <p>Role model:</p> <ul style="list-style-type: none"> <li>• show students how to select, package and dispose of food</li> <li>• take students to the expedition area and show them practical examples of positive and negative human impact</li> </ul> <p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• demonstrate to students how to clean the campsite in accordance with 'Leave No Trace' principles before departing the campsite</li> <li>• show students how to select an appropriate campsite.</li> </ul>	

## Question 26

(10 marks)

It is now your turn to lead the expedition. Describe how you will use each stage of Joplin's Model of Experiential Learning to create a positive experience for the participants.

Description	Marks
For each of the <b>five</b> stages of Joplin's Model of Experiential Learning	
Describes how the stage of the model will be implemented.	2
Makes superficial comment/s about how the stage of the model will be implemented.	1
<b>Total</b>	<b>10</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• Focus – provide an opportunity for participants to plan, research and set goals</li> <li>• Challenging action – create an environment where participants are challenged and learn new skills/knowledge</li> <li>• Support – establish a safe and secure environment where members of the group and supervising staff members are encouraged to challenge themselves</li> <li>• Feedback – give information to participant so that they can progress through challenge and provide examples to clarify meaning or suggestions for skill development</li> <li>• Debrief – provide time for reflection and evaluation of task and use this information to create new goals and explore further challenges.</li> </ul>	

Question 27

(8 marks)

- (a) Describe an appropriate environmental interpretation activity that you could deliver to students on the hiking expedition. (2 marks)

Description	Marks
Describes an appropriate environmental interpretation activity for the hiking expedition.	2
Identifies an appropriate environmental interpretation activity for the hiking expedition.	1
<b>Total</b>	<b>2</b>
Answers could include: <ul style="list-style-type: none"> <li>• interpret cloud types to forecast weather</li> <li>• flora features and how these features have enhanced adaptation to environment</li> <li>• linking natural food sources to traditional Aboriginal and Torres Strait Islander Peoples</li> <li>• identifying star constellations and sharing their creation stories at night.</li> </ul>	

- (b) Describe **three** benefits for a student as a result of participating in your interpretation activity. (6 marks)

Description	Marks
For each of the <b>three</b> benefits:	
Describes a relevant benefit for a student as a result of participating in their activity.	2
Makes superficial comment/s about the benefit to a student of participating in their activity.	1
<b>Total</b>	<b>6</b>
Answers could include: <ul style="list-style-type: none"> <li>• gains an increased knowledge about the abiotic and biotic features of a forest ecosystem, geological structures or climatic conditions</li> <li>• develops a more positive attitude and responsibility towards the environment in terms of human impact and Leave No Trace principles</li> <li>• experiences improvement in their skill performance in terms of hiking in the outdoors, e.g. strategies for rubbish disposal, selection of camp site location, shelter construction.</li> </ul>	

## Question 28

(10 marks)

- (a) Present-day environmental management techniques have similarities to traditional methods used by Aboriginal and Torres Strait Islander Peoples. Identify the similarities by completing the table below. (6 marks)

Description	Marks
Provides six relevant responses. (See examples in bold in the table below.)	1–6
<b>Total</b>	<b>6</b>
Accept other relevant answers.	

Present-day method	controlled burns conducted by Department of Parks and Wildlife	seasonal fishing restrictions set by the Department of Fisheries	National park management plans
Traditional method	<b>firestick farming</b>	<b>fish traps</b>	<b>sanctuary zones</b>
Description of how the traditional method managed the environment	<b>sections of land were burnt to control weeds</b>	<b>traps allowed juvenile/small fish to escape</b>	<b>hunting was prevented from sections of land</b>

- (b) By comparison, early European settlers had a different relationship with the environment. Describe **two** land management techniques that the settlers implemented and the beliefs that influenced their relationship with the environment. (4 marks)

Description	Marks
Land management techniques	
Any <b>two</b> of:	
<ul style="list-style-type: none"> <li>land clearing/deforestation to provide for agriculture/pastoral needs</li> <li>whaling/hunting of seals</li> <li>development of timber production</li> <li>implementation of European farming techniques</li> </ul>	1–2
Accept other relevant answers.	
<b>Subtotal</b>	<b>2</b>
Beliefs	
Any <b>two</b> of:	
<ul style="list-style-type: none"> <li>land and resources were there to be exploited</li> <li>land was to be tamed/colonised – yield to human needs</li> <li>land and seas were to be explored to discover new resources, other lands, animals etc.</li> </ul>	1–2
Accept other relevant answers.	
<b>Subtotal</b>	<b>2</b>
<b>Overall total</b>	<b>4</b>

Section Three: Extended answer

30% (40 Marks)

Question 29

(20 marks)

(a) Experiential learning occurs in an Outdoor Education program when a person performs activities and then reflects on what they have experienced. Kolb’s Model of Experiential Learning suggests how experiential learning occurs.

(i) Describe the characteristics of **three** of the stages of Kolb’s Model of Experiential Learning. (6 marks)

Description	Marks
For each of the <b>three</b> stages of Kolb’s Model of Experiential Learning:	
Describes the characteristics of the stage of the model.	2
Makes superficial comment/s about the stage of the model.	1
<b>Total</b>	<b>6</b>
Answers could include: <ul style="list-style-type: none"> <li>• concrete experience – person participates in an outdoor experience</li> <li>• reflective observation – looks at experience from differing perspectives and reflects on learning that has occurred</li> <li>• abstract conceptualisation – conclusions are made about success of learning and theories developed to support further learning</li> <li>• active experimentation – new learning is applied and attempts to improve skills through new/different approach.</li> </ul>	

(ii) Referring to an outdoor activity you have participated in, provide an example of how you experienced each stage of Kolb’s Model of Experiential Learning. (4 marks)

Description	Marks
Provides a relevant example of how they have experienced each of the <b>four</b> stages of Kolb’s Model of Experiential Learning in an outdoor activity they have participated in.	1–4
<b>Total</b>	<b>4</b>
Answers could include: <ul style="list-style-type: none"> <li>• concrete experience of others – paddling through a rapid</li> <li>• reflective observation – reflected on the success of individuals and their performance of others through rapids</li> <li>• abstract conceptualisation – participants identified the need for new skills and developed strategies to negotiate rapids</li> <li>• active experimentation – participants practiced and developed skills and strategies on open-water or simple rapids.</li> </ul>	

- (b) Describe each of the levels of challenge in the Adventure Experience Paradigm that a leader needs to consider when developing an Outdoor Education program. (10 marks)

Description	Marks
For the <b>five</b> levels of challenge in the Adventure Experience Paradigm	
Describes the characteristics of the level of challenge that a leader needs to consider when developing an Outdoor Education program.	2
Makes superficial comment/s about the level of challenge.	1
<b>Total</b>	<b>10</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• exploration and experimentation – task is easy and the individual has opportunity to develop new techniques/skills without significant risk, competence significantly outweighs risk, participants may become bored</li> <li>• adventure – contains an element of risk and the outcome is uncertain, participant’s attention becomes more fixed on the task, competence outweighs risk</li> <li>• peak adventure – participant experiences optimal arousal, and may be on edge, results in maximum performance, outcome is thinly-balanced, risk and competence is balanced</li> <li>• misadventure – challenge becomes too difficult, immediate reactions of participant to the experience are negative, risk outweighs competence, can occur due to participant overestimating skill levels</li> <li>• devastation and disaster – difficulty of task far outweighs individual’s skill level, harm or death may occur.</li> </ul>	

## Question 30

(20 marks)

(a) Your Outdoor Education class has selected a location for the end-of-year expedition but there is some uncertainty about whether this location is a world heritage site. Your teacher has instructed you to conduct some research in preparation for the expedition.

(i) State the primary aim of the World Heritage Convention. (1 mark)

Description	Marks
identification, protection and preservation of sites considered to be of outstanding value to humanity	1
<b>Total</b>	<b>1</b>

(ii) Outline the **four** natural criteria used to determine the listing of a world heritage site. (4 marks)

Description	Marks
superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance	1
outstanding examples of major stages in earth's history	1
outstanding examples representing significant ongoing ecological and biological process in evolution	1
containing the most important and significant natural habitats for in situ conservation of biological diversity.	1
<b>Total</b>	<b>4</b>



- (iii) Identify **two** natural Western Australian world heritage listed sites and describe how each site has met **one** of these criteria. (6 marks)

Description	Marks
Natural Western Australian world heritage listed sites	
Any <b>two</b> of:	
<ul style="list-style-type: none"> <li>• Purnululu National Park</li> <li>• Ningaloo Coast</li> <li>• Shark Bay</li> </ul>	1–2
<b>Subtotal</b>	<b>2</b>
Description of each of the <b>two</b> sites	
Describes how the site has met the criteria.	2
Identifies relevant criteria for the site.	1
<b>Subtotal</b>	<b>4</b>
<b>Overall total</b>	<b>6</b>
<p>Note to markers: The criteria for each site is as follows:</p> <ul style="list-style-type: none"> <li>• Purnululu National Park <ul style="list-style-type: none"> <li>◦ superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance</li> <li>◦ outstanding examples of major stages in earth's history.</li> </ul> </li> <li>• Ningaloo Coast <ul style="list-style-type: none"> <li>◦ superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance</li> <li>◦ containing the most important and significant natural habitats for in situ conservation of biological diversity.</li> </ul> </li> <li>• Shark Bay <ul style="list-style-type: none"> <li>◦ superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance</li> <li>◦ outstanding examples of major stages in earth's history</li> <li>◦ outstanding examples representing significant ongoing ecological and biological process in evolution</li> <li>◦ containing the most important and significant natural habitats for in situ conservation of biological diversity.</li> </ul> </li> </ul>	

Question 30 (continued)

(b) Standards and documentation for outdoor activities in Western Australian schools exist to protect participants, leaders and the environment.

(i) Identify the guiding document that should be used when planning an expedition and outline the **four** key aspects of this document. (5 marks)

Description	Marks
Document	
Department of Education <i>Outdoor Education and Recreation procedures and guidelines</i> or Department of Education Activities policy.	1
<b>Subtotal</b>	<b>1</b>
Key aspects of the document	
Any <b>four</b> of:	
<ul style="list-style-type: none"> <li>• identifying risk</li> <li>• determine supervision strategies</li> <li>• qualifications of instructors</li> <li>• information to be provided to parents/guardians</li> <li>• emergency response planning</li> <li>• communication strategies</li> </ul>	1–4
<b>Subtotal</b>	<b>4</b>
<b>Overall total</b>	<b>5</b>

(ii) Select **two** of these aspects and describe how each could be addressed for the expedition. (4 marks)

Description	Marks
For each of the <b>two</b> aspects:	
Describes how the aspect could be addressed for the expedition.	2
Makes superficial or general comments about how the aspect could be addressed for the expedition.	1
<b>Total</b>	<b>4</b>
Answers could include: <ul style="list-style-type: none"> <li>• identifying risk – related to the environment, student experience and capacity, activities to be conducted, equipment and capabilities of the supervisory team</li> <li>• determine supervision strategies – and ratios based on age, experience and capacity of students, medical conditions, nature and location of activity, weather, strategies to identify students</li> <li>• qualifications of instructors – check paddling instructors qualifications and student ratios</li> <li>• information to be provided to parents/guardians – including activity details to enable informed consent. Parents to provide medical information</li> <li>• emergency response planning – ensuring access to emergency support without compromising the safety and welfare of the group or of a casualty. All supervisors must be familiar with the evacuation procedures and the location of emergency equipment</li> <li>• communication strategies – that enable regular communication amongst all members. The establishment of emergency signals and communication modes.</li> </ul>	

Question 31

(20 marks)

(a) It is the second day of a three-day hike on the Bibbulmun Track with a group of Year 8 students. You are to lead the next activity on the expedition. Establishing ground rules and decision-making are examples of skills that other group members have demonstrated when leading activities.

(i) List **two** other facilitation skills that you could demonstrate while leading. (2 marks)

Description	Marks
Any <b>two</b> of:	
<ul style="list-style-type: none"> <li>• valuing responses</li> <li>• asking open-ended questions</li> <li>• using active listening</li> <li>• controlling the discussion</li> <li>• problem-solving</li> </ul>	1–2
<b>Total</b>	<b>2</b>

(ii) Explain how each of these skills would contribute to your effectiveness as a leader. (6 marks)

Description	Marks
For each of the <b>two</b> identified skills:	
Explains how the skill would contribute to their effectiveness as a leader.	3
Makes some relevant comments about the skill in relation to being a leader.	2
Makes superficial comment/s about the skill and being a leader.	1
<b>Total</b>	<b>6</b>
Answers could include: <ul style="list-style-type: none"> <li>• valuing responses – enables me to encourage participant engagement and participation</li> <li>• asking open-ended questions – allows me to gather more detailed information from participants and empowers participants to guide discussion</li> <li>• using active listening – asking clarifying questions allows me to further understand the thinking of participants and how to progress their thinking or increase their knowledge</li> <li>• controlling the discussion – ensures that I can maintain the focus of discussion and facilitate respectful conversations.</li> </ul>	

**Question 31** (continued)

(b) You have reached the campsite at the end of the second day and have scheduled a debrief for the group after dinner.

(i) Identify and describe the **three** phases of a debrief. (9 marks)

Description	Marks
<b>Phases of a debrief</b>	
What happened?	1
So what?	1
Now what?	1
<b>Subtotal</b>	<b>3</b>
<b>Description for each of the three phases:</b>	
Describes the phase of the debrief.	2
Makes superficial comment/s about the phase of the debrief.	1
<b>Subtotal</b>	<b>6</b>
<b>Overall total</b>	<b>9</b>
<p>Answers could include:</p> <p>Phase: What happened?</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• purpose is to describe the experience</li> <li>• focus is to recall and review of activities</li> <li>• aims to establish facts</li> <li>• enables discussion of how the experience affected individuals.</li> </ul> <p>Phase: So what?</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• purpose is to review what has been learnt</li> <li>• individuals discuss what has been learnt</li> <li>• enables discussion of what individuals were thinking, feeling at various points of the experience</li> <li>• allows for reflection on group/individual goals</li> <li>• establishes what is important and what needs to be addressed.</li> </ul> <p>Phase: Now what?</p> <p>Description:</p> <ul style="list-style-type: none"> <li>• purpose is to identify future goals, changes in behaviours, link learning to life</li> <li>• involves discussion about what can be done differently</li> <li>• enables application of what has been learnt to other situations in the participant's daily life.</li> </ul>	

(ii) Explain why it is important to evaluate the effectiveness of a debrief. (3 marks)

Description	Marks
Explains why it is important to evaluate the effectiveness of a debrief.	3
Makes some relevant comments in relation to evaluating a debrief.	2
Makes superficial comment/s about evaluating a debrief.	1
<b>Total</b>	<b>3</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• it is important to reflect upon the debrief and focus on what was performed well, what requires improvement and what could be done differently.</li> </ul>	

## ACKNOWLEDGEMENTS

- Question 23(c)** Map adapted from: Department of Parks and Wildlife (DPAW). (2016). *Bibbulmun Track, Map 1: Darling Range*. Perth: Author.
- Question 25** 'Leave No Trace' principles from: Leave No Trace Australia. (2011). *7 principles of Leave No Trace*. Retrieved November, 2017, from <http://www.Int.org.au/programs/7-principles.html>

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