



OUTDOOR EDUCATION

ATAR course examination 2020

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

End of Section One

Section Two: Short answer

50% (88 Marks)

Question 21

(13 marks)

- (a) (i) Name **two** publications that you would consult regarding safe practices in mountain-biking. (2 marks)

Description	Marks
(Western Australia) Department of Education <i>Outdoor Education and Recreation procedures and guidelines</i>	1
Adventure Activity Standards (AAS)	1
Total	2

- (ii) Outline the following terms. (2 marks)

Description	Marks
• <i>guidelines</i> : recommendations for staff to follow	1
• <i>procedures</i> : steps that must be followed	1
Total	2

- (b) Identify **three** key aspects of these guidelines and procedures and outline how they would be applied to the planned camp. (6 marks)

Description	Marks
For any three of the following: (1 mark for aspect and 1 mark for outline)	
Supervision strategies to consider the safety and well-being of students: ratio of staff to students/capacity of students.	1–2
Information to be provided to parents/guardians so they know details of the camp and contact information.	1–2
Emergency response planning (ERP) what has been put in place so if there is an accident, people know what procedures need to be put in place.	1–2
Communication strategies appropriate strategies that all the group will use to communicate; to include support team as well.	1–2
Identifying risk All risks relevant to the camp have been identified and a RAMS plan has been formulated.	1–2
Qualifications of instructors Relevant qualifications to activity. Fast Aid training.	
Total	6

- (c) Name **three** requirements an applicant needs to meet before you would consider hiring them as an instructor.

Description	Marks
Any three of:	
<ul style="list-style-type: none"> • current Working With Children (WWC)/first-aid/instructor qualification • experience with similar groups • appropriate qualifications • local knowledge of the area to be cycled • recent experience of the area to be cycled • First-Aid qualifications • Police clearance 	1–3
Total	3

Question 22

(12 marks)

Complete the table below for each option, identifying **one** potential risk and outlining **one** risk management strategy you would apply to each risk identified.

Description			Marks
1 mark for each potential risk (linked to causal factor) 1 mark for outlining a strategy to manage the risk			
Answers may include			
February			
Causal factor	Potential risk	Risk management strategy may include	
People	<ul style="list-style-type: none"> physical injuries dehydration hyperthermia 	<ul style="list-style-type: none"> meetings and activities before camp so students can get to know one another shorter distances until experience gained 	1–2
Equipment	<ul style="list-style-type: none"> lack of water dehydration hyperthermia 	<ul style="list-style-type: none"> water drops planned minimum amount of water to be carried by individuals water purification tablets 	1–2
Environment	<ul style="list-style-type: none"> snake bites bushfires hyperthermia 	<ul style="list-style-type: none"> breathable clothing worn sun smart shade and rest points identified on trail 	1–2
Subtotal			6
July			
Causal factor	Potential risk	Risk management strategy may include	
People	<ul style="list-style-type: none"> physical injuries hypothermia 	<ul style="list-style-type: none"> packing lists final checks of waterproof equipment 	1–2
Equipment	<ul style="list-style-type: none"> physical injuries hypothermia 	<ul style="list-style-type: none"> set up tents before camp repairs made before camp repair kit carried 	1–2
Environment	<ul style="list-style-type: none"> physical injuries hypothermia 	<ul style="list-style-type: none"> waterproofing clothes layers of clothing use of fire-pits at campsites 	1–2
Subtotal			6
Total			12
Accept other relevant answers			

Question 23

(8 marks)

Outline, using a specific example, how each of Maslow's **four** lower order needs can be addressed in your planning for a camp.

Description	Marks
1 mark for outline of each need 1 mark for related example	
Physiological needs Students have learnt to manage their resources during the expedition to allow for food, water and shelter to be provided for <ul style="list-style-type: none"> • water – carried with group/at pre-determined drop-off points • food – amount that is to be carried by individuals and menu plans have been made • shelter – campsites have been booked suitable for the whole group • equipment – clothing lists have been made, appropriate for camp, layers. Winter/Summer. 	1–2
Safety needs Skills associated with safety in outdoors have been acquired such as first aid and activity-specific skills. Group have developed set of rules/expectations, so all feel physically and emotionally safe <ul style="list-style-type: none"> • wildlife – information given prior to camp so able to manage risk of snakes/spiders • safety in outdoors by practising technical skills before undertaking them on an expedition • planning to work with a buddy when snorkelling so looking out for one another • students understand all workings of safety equipment • identify risk and management strategies. 	1–2
Love and belonging (social) needs Acceptance of members of the group has been developed by all participating in inclusive activities. Bonding has developed through group work <ul style="list-style-type: none"> • team building games completed so all feel comfortable and supportive of group members • group interaction with students working in groups/buddies to cook and sharing of tents • all of the group have leadership roles such as in briefings • planning for debriefs to allow all members of group to discuss what happens, express views and share ideas. 	1–2
Esteem needs Camp designed so all are able to participate and feel challenged by the activities which allow for personal growth and development. The desire to be recognised for one's achievements requires a positive and supportive approach from all. <ul style="list-style-type: none"> • all students have been given leadership roles where they are in charge of giving a briefing to the group • intrinsically people feel good when skills are mastered, so time given for students to practice skills • level of challenge to allow the opportunity for all to reach peak adventure. 	1–2
Total	8
Accept other relevant answers	

Question 24

(10 marks)

- (a) Calculate the magnetic variation rounded to the nearest degree. Show **all** workings. (4 marks)

Description	Marks
$3^{\circ}24' - (8 \times 12')$	1
$3^{\circ}24' - (1^{\circ}36')$	1
$1^{\circ}48'$	1
Rounded= $2^{\circ}W$	1
Total	4

- (b) Calculate the grid back bearings, using your magnetic variation from part (a). Show **all** workings. (6 marks)

Description	Marks
1 mark for back bearing 1 mark for magnetic variation	
Hill One: $320^{\circ} - 180 = 140 - 2 = 138^{\circ}$.	1-2
Hill Two: $179^{\circ} + 180 = 359 - 2 = 357^{\circ}$.	1-2
Hill Three: $82^{\circ} + 180 = 262 - 2 = 260^{\circ}$.	1-2
Total	6

Question 25

(7 marks)

- (a) Describe an environmental interpretive activity that the students can undertake using blindfolds. State the educational purpose of the activity. (3 marks)

Description	Marks
Describe any one of:	
(Blindfold walk) In pairs, one person is blindfolded and then guided around an area where they can interact with nature. Use of senses other than sight. Partner gets them to listen, touch and smell objects to get a sensory understanding. Afterward students will go back and look at objects with blindfolds removed.	1–2
Educational purpose To encourage students to engage with nature and so gain more appreciation/allows students to focus on senses other than sight to experience nature in a different way.	1
Total	3
Accept other relevant answers	

- (b) Describe another environmental interpretive activity **not** using blindfolds that you could use to develop environmental awareness in these students. (2 marks)

Description	Marks
Describes any one of:	
(Guided walk) Walk through the region with explanations given at a number of stop points to explain areas significance.	1–2
(Talks or scripts) Person with expertise/knowledge is used to talk about the environmental area. Scripts are provided for group to use.	1–2
Total	2
Accept other relevant answers	

- (c) Give **two** reasons why both activities would be suitable for the Year 7 group. (2 marks)

Description	Marks
Any two of:	
<ul style="list-style-type: none"> • group is new to looking at the environment in this way • group will touch, smell and listen so as to help their understanding of nature • as students are new to the subject, it provides them with an introduction to nature • cost is minimal • allows for a hands-on approach to learning • activity is suitable for the age/skill of the group 	1–2
Total	2
Accept other relevant answers	

Question 26

(10 marks)

- (a) Describe how each of the following tools and processes can assist in the development of the group’s interpersonal skills. (8 marks)

Description	Marks
2 marks for each description	
Coaching Provision of cues and information which provides instruction and continued support and feedback/working alongside participants/can be one to one attention.	1–2
Reflection Students reflect on the performances of the group and themselves/ responses are vocalised or written so as to be useful in future situations occurs after events so individuals can process events.	1–2
Videography Students can see issues that arose by recording activities for later review can be viewed multiple times.	1–2
Scenarios Students provided with hypothetical situations and role-play/allows students to participate in situations/potential positive outcomes can be seen without having to worry about consequences.	1–2
Total	8
Accept other relevant answers	

- (b) Outline how **two** of these tools or processes can enhance group performance. (2 marks)

Description	Marks
Any two of the following tools or processes	
<ul style="list-style-type: none"> • coaching–positive reinforcement/builds relationship (trust)/feedback can be immediate/personalised feedback • reflection–events can be processed by the group/allows for accountability for what happened • videography–events can be referred to in the future/by videoing again students can see improvements being made • scenarios–can move students out of their comfort zones/different ways of handling situations can be practised. 	1–2
Total	2
Accept other relevant answers	

Question 27

(7 marks)

- (a) Describe the following terms in relation to a student's participation in an outdoor activity. (4 marks)

Description	Marks
Misadventure can occur when the challenge is too difficult for the individual. Risk outweighs competence. Can result in minor mishaps occurring when participating.	1–2
Perceived risk is the danger that an individual believes is there when participating in an adventurous activity.	1–2
Total	4
Accept other relevant answers	

- (b) Explain why students should be allowed to undertake activities that have a high level of perceived risk. (3 marks)

Description	Marks
Any three of: <ul style="list-style-type: none"> the aim is for students to reach peak adventure where they have a sense of awe and appreciation for the activity as misadventure can involve mistakes it can help improve the determination to succeed in a task that initially is difficult motivation to participate can be developed by intrinsic experiences such as self-satisfaction from over-coming fears resilience is developed by students being challenged to succeed optimum enjoyment can be reached which enhances student learning 	1–3
Total	3
Accept other relevant answers	

Question 28

(9 marks)

- (a) Name the fire management strategy they used and describe its effectiveness. (3 marks)

Description	Marks
Strategy: fire-stick farming	1
Description: any one of the following for 2 marks.	
<ul style="list-style-type: none"> allowed for regular burns that encouraged growth of undergrowth plant species. This developed dense bush into more open vegetation, better suited to hunting and gathering activities native species had chance to regenerate/germinate so as to continue abundant hunting encouraged fauna to migrate to areas where they could be more easily hunted minimise the effect of devastating bushfires 	1-2
Total	3
Accept other relevant answers	

- (b) Outline **one** similarity and **one** difference between traditional and present-day fire management strategies. (2 marks)

Description	Marks
Similarity: Any one of:	
<ul style="list-style-type: none"> burning was carried out before the dry season or before summer and both carried out carefully and systematically. Both require an understanding of environmental factors. neither was destructive of wildlife. Indigenous methods would preserve animal life as a source of food whereas today we care for animal populations. fire itself is form of land management, not to exploit resources and to protect living areas. small fires were started where they could be controlled methods are used to lessen fuel loads and mitigate catastrophic bushfire conditions. 	1
Difference: Any one of:	
<ul style="list-style-type: none"> fire was used as a cultural representation of ceremonies, such as smoking. used as a form of hunting. Animals were driven out by fire to areas where hunting was easier. modern methods are used to lessen fuel loads and mitigate catastrophic bushfire conditions use of technology to control burns. 	1
Total	2
Accept other relevant answers	

- (c) Describe the similarities in **two** other present-day environmental management techniques or strategies compared with those traditionally used by Aboriginal and Torres Strait Islander Peoples. (4 marks)

Description	Marks
Present day Fishing permits/restrictions are put in place to encourage breeding, as they restrict size of fish that can be kept or bag limits of how many are caught	1–2
Traditional Fish traps allowed for smaller fish to escape through gaps to encourage future growth and breeding	
Present day National park management plans allow land to be used for recreational use or areas of limited human interaction which allows for fauna and flora to flourish undisturbed	1–2
Traditional Sanctuary zones allowed for areas where no hunting was permitted which meant flora and fauna were restocked	
Total	4
Accept other relevant answers	

Question 29

(12 marks)

- (a) Identify **three** educational purposes of a debrief for students participating in an outdoor activity. (3 marks)

Description	Marks
Reflection encourages participants to take responsibility for their learning and behaviour.	1
A connection can be gained so individuals can correlate their experiences to other aspects of their lives. Transfer of learning.	1
Participants can open up about their experiences to the group and share thoughts and ideas.	1
Total	3
Accept other relevant answers	

- (b) Name the **three** phases of a debrief and outline the purpose of each in reflecting on the experience of an outdoor activity. (6 marks)

Description		Marks
1 mark for identifying each phase and 1 mark for outlining its purpose		
Debrief phase	Purpose	
What happened?	<ul style="list-style-type: none"> to recall and review specific events to describe experiences and attitudes (feelings towards activities) to compare with other experiences 	1–2
So what?	<ul style="list-style-type: none"> to identify learning from experience to analyse experience/team work to review ideas/skills 	1–2
Now what?	<ul style="list-style-type: none"> to transfer learning to other situations to put new strategies in place 	1–2
Total		6
Accept other relevant answers		

- (c) Identify **three** ways in which a debrief can be organised so that all group members will feel comfortable about participating.

Description	Marks
Any three of:	
<ul style="list-style-type: none"> takes place in a quiet and pleasant environment, with no distractions group sits in a circle, with all facing one another and sitting on the same level only one person speaks at a time positive affirmations only with no put-downs 	1–3
Total	3
Accept other relevant answers	

Section Three: Extended answer

30% (40 Marks)

Question 30

(20 marks)

- (a) Describe Joplin's model of experiential learning in relation to outdoor educational experiences and learning. (10 marks)

Description	Marks
Focus provides an opportunity for students to research and plan for expeditions. Goals are set and worked towards	1–2
Challenging action students are in an environment where they can challenge themselves at the same time as learning new skills and knowledge	1–2
Support staff support students by providing a safe environment where students can participate	1–2
Feedback students are given regular information so they learn from their mistakes, so they can progress through challenges	1–2
Debrief allows for reflection and evaluation of tasks, hence creating further goals and challenges	1–2
Total	10

- (b) Describe how each of Kolb's learning styles can be used during a debrief to ensure that all students develop an understanding of their outdoor educational experiences. (8 marks)

Description	Marks
Divergers (feel and watch) are good at sharing their feelings and can explain in the (what happened?) stage of debrief.	1–2
Assimilators (watch and think) work better during (so what?) stage of the debrief using learnings in abstract ideas and concepts.	1–2
Convergers (think and do) also work better during (so what?) stage of the debrief using learnings in abstract ideas and concepts. Logical thoughts and solutions.	1–2
Accommodators (do and feel) are good at relating the (what happened?) component of the debrief explaining how they felt and what they did during the activity. Can apply ideas to other aspects of their lives (now what?).	1–2
Total	8
<ul style="list-style-type: none"> • 1 mark for a relevant point of the learning style • 1 mark for linking style to a debrief 	

- (c) Describe a specific debrief example for **one** of Kolb's learning styles. (2 marks)

Description	Marks
Describes a relevant debrief example where there is a clear link to a learning style.	2
Provides an example that has limited information linking it to a learning style.	1
Total	2

Question 31

(20 Marks)

- (a) Name the **two** other natural heritage sites in Western Australia and describe why it is beneficial for them to be on the list. (3 marks)

Description	Marks
Ningaloo Coast and Purnululu National Park. Both must be identified for 1 mark.	1
Description: Any two of: <ul style="list-style-type: none"> international recognition, promoting local and national pride increase tourism to the area, bringing more money to the area local job opportunities increasing income for local communities more local facilities built, such as interpretive facilities to enhance visitor experiences area is preserved and protected for future generations. 	1–2
Total	3
Accept other relevant answers	

- (b) Identify the World Heritage criteria for listing that Shark Bay achieved and provide a reason for its selection under these criteria. (8 marks)

Description	Marks
Criterion (vii)	
contains superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance	1
<ul style="list-style-type: none"> stromatolites, diverse sea-life, unique landscapes 	1
Criterion (viii)	
be an outstanding example representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features.	1
<ul style="list-style-type: none"> stromatolites, limestone sands 	1
Criterion (ix)	
be an outstanding example representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals	1
<ul style="list-style-type: none"> hypersaline waters, biotic zones defined by differing salinities, stromatolites, seagrass bank 	1
Criterion (x)	
contains the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation:	1
<ul style="list-style-type: none"> both terrestrial and aquatic: home to five globally threatened mammals, reptiles, fish and plants 	1
Total	8

- (c) For each of the Western Australian natural sites, identify **three** possible threats and outline how each site is managed in the face of these threats. (9 marks)

Description		Marks
For each site: any three of possible threats and its management		
Possible threats	Management	
Purnululu National Park		
<ul style="list-style-type: none"> mining activities in close vicinity 	<ul style="list-style-type: none"> mining inside park is banned and management of activities including waste effluent from mining activities 	1–3
<ul style="list-style-type: none"> wildfires 	<ul style="list-style-type: none"> burn-offs implemented 	
<ul style="list-style-type: none"> introduced species: cane toads, feral cats, donkeys, grazing cattle 	<ul style="list-style-type: none"> management of invasive plant and animal species 	
<ul style="list-style-type: none"> park boundaries are mainly water courses land tenure issues 	<ul style="list-style-type: none"> reserve land added to buffer the park 	
<ul style="list-style-type: none"> climate change 	<ul style="list-style-type: none"> park infrastructure funding 	
Ningaloo		
<ul style="list-style-type: none"> commercial overfishing 	<ul style="list-style-type: none"> reduced fishing catch size 	1–3
<ul style="list-style-type: none"> increased tourism (causing increased fishing, coral and marine life viewing) 	<ul style="list-style-type: none"> education printed material interpretive signs/displays tourism effects monitored sanctuary or no-go zones 	
<ul style="list-style-type: none"> introduced marine pests/feral animal predators habitat modification 	<ul style="list-style-type: none"> management of invasive plant and animal species greater research into animal habitats 	
<ul style="list-style-type: none"> sewage and waste disposal oil and mineral exploration commercial shipping accidents reduced water quality lack of respect for cultural values increased water demands 	<ul style="list-style-type: none"> ecosystem management – restricted/prohibited of activities inconsistent with biodiversity 	
Shark Bay		
<ul style="list-style-type: none"> increased tourism 	<ul style="list-style-type: none"> increased buffer zones 	1–3
<ul style="list-style-type: none"> commercial/recreational fishing 	<ul style="list-style-type: none"> trawler fishing managed 	
<ul style="list-style-type: none"> salt and gypsum mining pastoralism feral animals fire threat to species 	<ul style="list-style-type: none"> management and administration structures set up public access to areas controlled 	
Total		9
Accept other relevant answers		

Question 32

(20 marks)

- (a) Identify **five** conflict management techniques that could be applied in the above situation and provide an advantage of each. (10 marks)

Description		Marks
1 mark for each technique and 1 mark for its advantage.		
Conflict management technique	Advantage	
withdrawing	conflict stops/time allows for a better understanding of the issue	1–2
forcing	quick fix solution/useful when firm action is required	1–2
compromising	can provide for temporary solution quickly/lowers levels of tension	1–2
soothing	gives opportunity to reassess situation stops conflict escalating/calms people down	1–2
confronting	shared responsibility for situation/outcome/reinforces trust/respect. Outcome beneficial to both parties.	1–2
Total		10
Accept other relevant answers		

- (b) A disagreement develops between two students about who is to blame for leaving provisions outside, where they have been eaten or contaminated by wildlife. Describe how you could apply **four** conflict management techniques to resolve the issue. (8 marks)

Description		Marks
Forcing/competing Leader/facilitator can take charge and make decisions over whose fault it was. Students told what to do.		1–2
Withdrawing Both students to be given different groups to work with regarding provisions for the day. Allows for time so issue can be dealt with later, when both students have calmed down.		1–2
Compromising Negotiate an expedient and mutually acceptable solution to partially satisfy each person. Both will have to sacrifice some ground to reach a middle agreement. Each person to accept some responsibility for the provisions being left out. One student should have put it away. Other one should have checked that they had put it away.		1–2
Soothing To make sure the relationship of the two students is maintained or if one of the students will not accept any blame/wants to make more of the issue. Downplay the issue and work at a solution such as some of the provisions can still be used. Or others have more than enough provisions to share.		1–2
Confronting Both students are given the opportunity to give their side of the story. Negative feelings are discussed and so individuals see other student's point of view.		1–2
Total		8
Accept other relevant answers		

- (c) Which conflict management technique do you consider the **best** to use with these two students. Justify your choice. (2 marks)

Description	Marks
Justifies reason for choice of management technique	1-2
Total	2

ACKNOWLEDGEMENTS

Question 31(b) Department of Agriculture, water and the Environment. (2020). World Heritage selection criteria. Retrieved August, 2020, from <https://www.environment.gov.au/heritage/about/world/world-heritage-criteria>
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