



ATAR course examination, 2022

Question/Answer booklet

OUTDOOR EDUCATION

Please place your student identification label in this box

WA student number: In figures

--	--	--	--	--	--	--	--

In words

Time allowed for this paper

Reading time before commencing work: ten minutes

Working time: three hours

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer booklet

Multiple-choice answer sheet

Number of additional
answer booklets used
(if applicable):

To be provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,
correction fluid/tape, eraser, ruler, highlighters

Special items: navigational baseplate compass

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of examination
Section One Multiple-choice	20	20	30	20	20
Section Two Short answer	9	9	90	90	50
Section Three Extended answer	3	2	60	40	30
Total					100

Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2022: Part II Examinations*. Sitting this examination implies that you agree to abide by these rules.

2. Answer the questions according to the following instructions.

Section One: Answer all questions on the separate Multiple-choice answer sheet provided. For each question, shade the box to indicate your answer. Use only a blue or black pen to shade the boxes. Do not use erasable or gel pens. If you make a mistake, place a cross through that square, then shade your new answer. Do not erase or use correction fluid/tape. Marks will not be deducted for incorrect answers. No marks will be given if more than one answer is completed for any question.

Sections Two and Three: Write your answers in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens.

3. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Section One: Multiple-choice**20% (20 Marks)**

This section has **20** questions. Answer **all** questions on the separate Multiple-choice answer sheet provided. For each question, shade the box to indicate your answer. Use only a blue or black pen to shade the boxes. Do not use erasable or gel pens. If you make a mistake, place a cross through that square, then shade your new answer. Do not erase or use correction fluid/tape. Marks will not be deducted for incorrect answers. No marks will be given if more than one answer is completed for any question.

Suggested working time: 30 minutes.

1. The early settlers relationship with the environment was characterised by
 - (a) exploitation of resources.
 - (b) hunting and gathering.
 - (c) modification to enhance living.
 - (d) manipulation to suit their needs.

2. The levels of physical needs in Maslow's hierarchy are
 - (a) transcendence and confidence.
 - (b) safety and physiological.
 - (c) self-actualisation and believing.
 - (d) self-belief and safety.

3. Which of the following **best** indicates the aim of environmental interpretive activities?
 - (a) developing confidence in nature
 - (b) encouraging students to revisit places
 - (c) raising awareness of the environment
 - (d) reflecting on learning in the outdoors

4. The major aim of fishing permits and bag limits is to
 - (a) reduce the exploitation of fish stocks.
 - (b) control fishing in specific areas.
 - (c) regulate fishing controls.
 - (d) develop the use of permits.

5. A risk analysis and management system (RAMS) should include
 - (a) logistical information for parents.
 - (b) identification of relevant industry standards.
 - (c) emergency response procedures.
 - (d) communication strategies.

See next page

6. The main reason why the supervision strategy of staff/student ratios should be applied when conducting outdoor activities is to ensure
- (a) group goals can be achieved.
 - (b) activities can be conducted safely.
 - (c) staff can facilitate learning appropriately.
 - (d) maximum participation of students is achieved.
7. With regards to 'Natural Resource Management – Perth', erosion would be of **most** concern in which one of the following key programs?
- (a) water
 - (b) biodiversity
 - (c) sustainable living
 - (d) coastal and marine
8. The accuracy of a global positioning system (GPS) is **most** dependent on
- (a) internet coverage being available.
 - (b) the strength of signal reception.
 - (c) two satellites being operational.
 - (d) whether the GPS has been updated.
9. Which type of questions are facilitators likely to use the **most**?
- (a) leading
 - (b) funnelling
 - (c) rhetorical
 - (d) probing
10. In Kolb's cycle of learning, 'Concrete Experience' is related to
- (a) doing.
 - (b) feeling.
 - (c) thinking.
 - (d) watching.
11. Which conflict management technique is used when a group identifies a specific issue and takes shared responsibility to address it?
- (a) confronting
 - (b) accommodating
 - (c) compromising
 - (d) soothing

12. Withdrawing as a conflict management technique can occur when
- (a) multiple viewpoints are discussed.
 - (b) suggestions for managing the conflict are given by both sides.
 - (c) opponents' concerns are not pursued.
 - (d) suitable areas of agreement can be found.
13. Environmental interpretation could follow all of the following principles **except**
- (a) entertaining people.
 - (b) sparking an interest in its audience.
 - (c) being developed as a part process.
 - (d) provoking people into action.
14. A practice of the early settlers that impacted on to the Australian environment was to
- (a) use fires to rejuvenate the land.
 - (b) explore new lands.
 - (c) regulate fishing in lakes.
 - (d) clear forests for land use.
15. Which of the following is an aim of World Heritage?
- (a) provide emergency assistance for World Heritage sites in immediate danger
 - (b) assist governments in the preservation of the natural environment
 - (c) ensure that culturally significant events, customs and traditions are passed on to future generations
 - (d) establish management plans and regeneration plans for significant artefacts and landforms
16. The stromatolites found in Shark Bay are naturally occurring organisms. Which one of the following criterion of the World Heritage listing do they meet?
- (a) To represent a masterpiece of human creative genius.
 - (b) To bear a unique or at least exceptional testimony to a cultural tradition or to a civilisation which is living or which has disappeared.
 - (c) To be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance.
 - (d) To contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance.
17. Fremantle Prison is an example of a site that meets World Heritage criterion, 'to be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates a significant stage in human history' due to
- (a) using locally sourced limestone to build a significant structure.
 - (b) allowing the British to impose their law in the Swan River colony.
 - (c) being established near shipping routes for the transportation of convicts.
 - (d) using convicts as forced labour in establishing the colony.

See next page

18. Various methods can be used to educate a group of students about the importance of the 'Leave No Trace' principles. The **most** effective strategy that could be used during these education methods is to
- (a) provide bin bags for the group to use.
 - (b) never have a fire on hot days.
 - (c) use trail erosion as a learning opportunity.
 - (d) keep the group well away from natural animal habitats.
19. One aim of an outdoor program with a developmental focus would be to
- (a) encourage respect for others' beliefs.
 - (b) improve knowledge of social skills.
 - (c) teach greater respect for nature.
 - (d) promote personal growth.
20. The purpose of the Adventure Activity Standards is to provide
- (a) assistance in preparing for duty of care responsibilities.
 - (b) education for new teachers on issues that may arise.
 - (c) compulsory standards that must be followed.
 - (d) suggestions about where policies are available.

End of Section One

See next page

Section Two: Short answer**50% (90 Marks)**

This section has **nine** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 90 minutes.

Question 21**(8 marks)**

Kolb's model of experiential learning identified four different learning styles.

- (a) Identify **two** learning styles in which the learners are able to work well with others. For each learning style, outline a characteristic of these learners that enables this to occur. (4 marks)

Learning style one: _____

Characteristic: _____

Learning style two: _____

Characteristic: _____

- (b) Identify the other **two** learning styles, and outline why they may be seen as useful for people who do not work well in group situations. (4 marks)

Learning style one: _____

Usefulness: _____

Learning style two: _____

Usefulness: _____

Question 22

(10 marks)

Maslow's hierarchy can be used as a starting point for organisers to plan activities. The aim is to give all members of a group the opportunity to progress from the lower to the higher levels of needs

- (a) Identify **four** ways in which individuals' safety needs can be met when planning activities. (4 marks)

One: _____

Two: _____

Three: _____

Four: _____

It is important that all members of the group feel valued.

- (b) Identify **two** levels of needs in Maslow's hierarchy at which this may occur and for each level of need describe **one** example of a strategy that can be implemented in the planning stages of an activity to cater for this. (6 marks)

One: _____

Example: _____

Two: _____

Example: _____

Questions 23 to 25 relate to a school group going on a mountain-biking excursion.

Question 23

(9 marks)

As part of your excursion, the school group will attempt some downhill mountain bike tracks. You have seen the completed risk management plan, but can only remember the strategies to prevent any accidents occurring.

Complete the table below by identifying the causal factors and providing unique examples of hazards and risks that could be associated with the given risk management strategies.

Causal factor	Hazard	Risk	Risk management strategy
			Show students the track before they attempt to use it
			Check equipment is working properly before setting off
			Ensure that there is an appropriate time interval between students

See next page

Question 24

(14 marks)

Emergency response procedures and communication strategies are two components of the logistical aspect of planning. Your group has been asked to complete these in preparation for the mountain bike excursion.

- (a) (i) State **one** reason why an emergency response plan (ERP) is essential for this excursion. (1 mark)

- (ii) Identify **two** aspects of this plan that need to be provided to all the participants. (2 marks)

One: _____

Two: _____

- (b) (i) Identify **one** reason why it is important to have a communication strategy in place when participating in this activity. (1 mark)

- (ii) Describe **two** different communication strategies that could be established by the group prior to departing. (4 marks)

One: _____

Two: _____

- (c) Identify **two** different environmental situations that could change and put the group's safety in danger while undertaking the activity. For each situation, outline **two** different actions the group could take to ensure that everyone is kept as safe as possible.

(6 marks)

Environmental situation one: _____

Actions

One: _____

Two: _____

Environmental situation two: _____

Actions

One: _____

Two: _____

Question 25

(12 marks)

You have been asked to conduct a performance rating on a student who has been chosen to undertake the initial briefing for the day, to the entire group.

- (a) Describe a performance rating that could be given, and state why it could be an appropriate way of analysing the ability of the student in delivering a briefing. (3 marks)

- (b) Using **three** other processes that can be used to observe and analyse appropriate personal skills in others, describe how each can be performed and give a unique advantage for each. (9 marks)

One: _____

Two: _____

Three: _____

This page has been left blank intentionally

See next page

Question 26

(11 marks)

While hiking along a track, your group think they have taken a wrong turn from the planned route. You decide to triangulate your position so as to find your location on the map and get your group back on course.

You can recognise three hills around you as follows:

- Hill one: GR 178 523 on a bearing of 303°
- Hill two: GR 215 508 on a bearing of 113°
- Hill three: GR 208 534 on a bearing of 44° .

(a) Showing **all** workings, calculate the magnetic variation using the information below that was obtained from the map. (4 marks)

- Grid magnetic angle: $2^\circ 13' W$
- Year of publication: 2012
- Annual change: $4' 01'' W$

(b) Calculate the grid back bearings using your magnetic variation from part (a). Show all your workings. (3 marks)

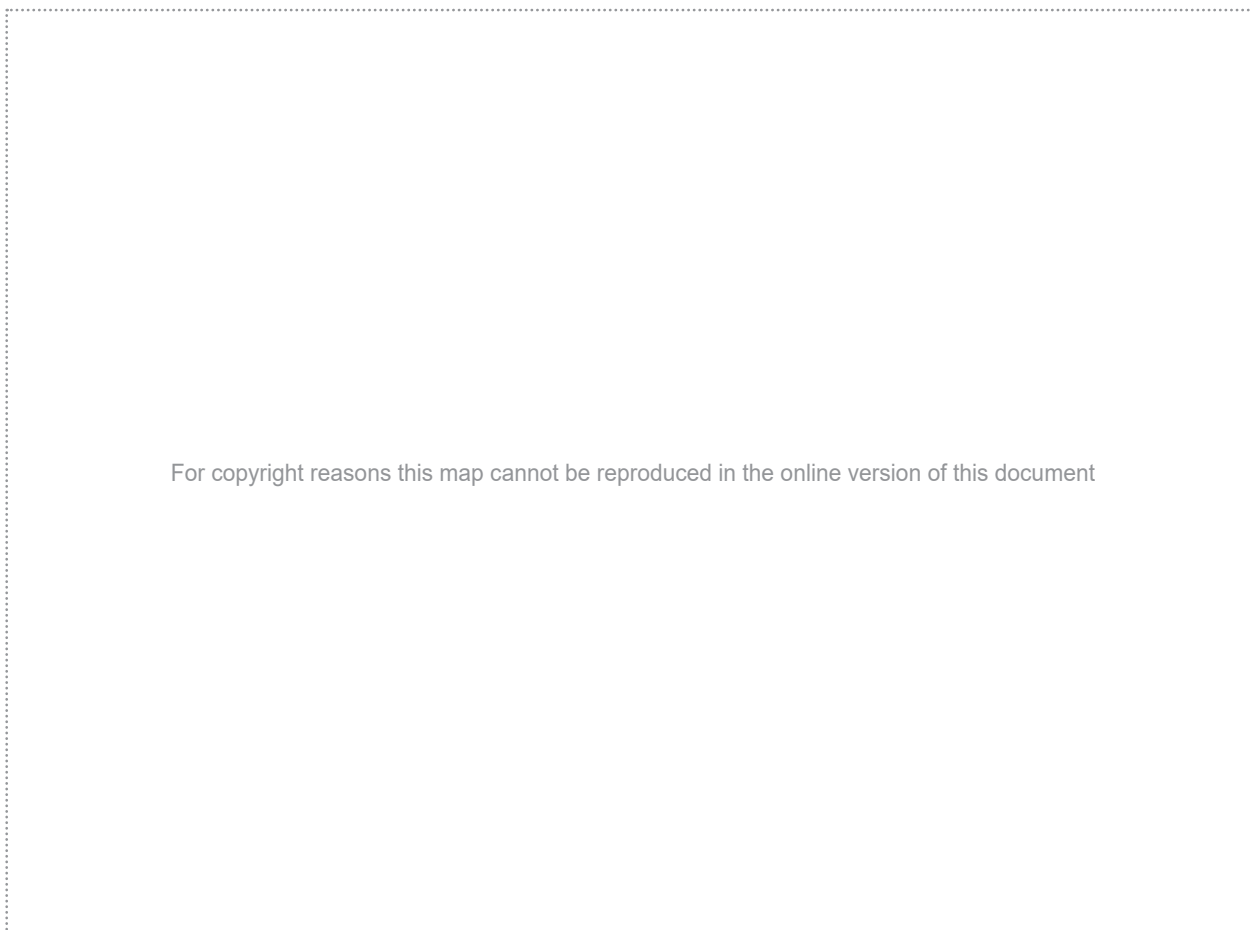
Hill one: _____

Hill two: _____

Hill three: _____

- (c) Draw the lines of triangulation on the map below and identify the six-figure grid reference of your group's current position. (4 marks)

Grid reference: _____



A spare map is provided at the end of this Question/Answer booklet. If you need to use it, cross out this attempt and indicate that you have redrawn it on the spare map.

The following scenario applies to Questions 27 to 29.

A group of Year 12 students has been asked to assist in developing a program for Year 7 students who are showing signs of being disengaged from school. The Year 7 students identified have had low attendance rates and show a noticeable increase in negative behaviour.

Question 27

(9 marks)

- (a) Identify a program focus to meet the needs of the Year 7 students and outline **two** outcomes you would expect from the program. (3 marks)

Program focus: _____

One: _____

Two: _____

The Year 12 students decide to focus on two tools and processes to develop the interpersonal skills of the Year 7 students.

- (b) Describe **two** tools and processes the Year 12 students could use and state a reason why they would be suitable for enhancing group performance. (6 marks)

One: _____

Two: _____

Question 28**(7 marks)**

The adventure experience paradigm has five key components in explaining the experience of participants in outdoor activities.

- (a) Outline how each of the **five** components could be used to inform the selection of outdoor activities used in the program for the Year 7 students. **(5 marks)**

One: _____

Two: _____

Three: _____

Four: _____

Five: _____

- (b) State **two** reasons why risk is used to enhance outcomes for participants. **(2 marks)**

One: _____

Two: _____

Question 29

(10 marks)

The Year 12 Outdoor Education students decide to run a navigation activity. They are using a metaphoric transfer as a means to link navigation skill with the students' ability to navigate the challenges confronting them in their future. The Year 12 students have set up an orienteering course around their school for the Year 7 students to complete in small groups.

The activity will use Joplin's model of experiential learning to guide planning.

For the facilitation of each of the **five** stages of Joplin's model, identify an action the Year 12 students can take and outline how it enhances the Year 7's participation and success.

One: _____

Two: _____

Three: _____

Four: _____

Five: _____

End of Section Two

See next page

Section Three: Extended answer**30% (40 Marks)**

This section contains **three** questions. You must answer **two** questions. Write your answers on the pages following Question 32.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 60 minutes.

Question 30**(20 marks)**

The Aboriginal and Torres Strait Islander Peoples have lived and worked harmoniously with the environment for thousands of years, developing a positive relationship with nature.

- (a) Identify **three** relationships of Aboriginal and Torres Strait Islander Peoples with the Australian environment. (3 marks)
- (b) Explain **three** techniques or strategies by which Aboriginal and Torres Strait Islander Peoples managed the environment. (9 marks)
- (c) In contemporary society, humans are encouraged to develop their own positive relationships with nature. Describe **four** strategies that could be used to enhance these interactions. (8 marks)

Question 31**(20 marks)**

At the end of a day's activity, a way to ensure that learning is reinforced is for groups to take part in a structured debrief. This can be broken down into three phases:

- what happened?
 - so what?
 - now what?
- (a) Describe the aim of each of these phases and how this enhances learning from all participants. Include an example of a possible question that a facilitator could ask for each phase. (9 marks)
- (b) Identify **three** clear ground rules that the group can follow during the debrief and how they encourage all group members to participate fully in a positive atmosphere. (6 marks)
- (c) State why it is important to evaluate the success of a debrief. Describe **two** strategies you could use to measure its effectiveness. (5 marks)

Question 32**(20 marks)**

You have been asked to design an environmental interpretive activity for a group of students to educate them on 'Leave No Trace' principles.

- (a) Describe an effective environmental interpretive activity, justifying why it is appropriate. (4 marks)

- (b) Explain **two** methods of educating the group about the 'Leave No Trace' principles. Provide a specific example of how each of these could be implemented. (6 marks)

- (c) Describe **five** facilitation skills that could be useful in getting the group to work well with one another during the environmental interpretive activity. (10 marks)

End of questions

Question number: _____

Lined writing area with 25 horizontal lines for student response.

Question number: _____

Lined writing area consisting of 27 horizontal lines.

Spare map for Question 26(c)

For copyright reasons this map cannot be reproduced in the online version of this document

ACKNOWLEDGEMENTS

- Question 15** Answer from: UNESCO World Heritage Centre. (n.d.). *World heritage*. Retrieved June, 2022, from <https://whc.unesco.org/en/about/>
Used under Creative Commons Attribution-ShareAlike 3.0 IGO licence.
- Question 16, 17** 16(a)–(d) & 17 quote from: UNESCO World Heritage Centre. (n.d.). *The criteria for selection*. Retrieved June, 2022, from <https://whc.unesco.org/en/criteria/>
Used under Creative Commons Attribution-ShareAlike 3.0 IGO licence.
- Question 26(c)** Adapted from: Department of Conservation and Land Management & Department of Land Information. (2004). *2132 - 3 Nanga 1:50 000* [Map]. Land Management Series (3rd ed.).

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

An *Acknowledgements variation* document is available on the Authority website.