



## ATAR course examination, 2023

### Question/Answer booklet

# OUTDOOR EDUCATION

Please place your student identification label in this box

WA student number: In figures

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In words

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### 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	10	10	90	87	50
Section Three Extended answer	3	2	60	40	30
<b>Total</b>					100

## Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2023: 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.

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1. Organising a local guide to help with an expedition would be included in which section of the logistical aspect of planning?
  - (a) supervision strategies
  - (b) communication
  - (c) support crew
  - (d) group contacts
  
2. One criticism of Kolb's model of experiential learning is that
  - (a) it implies each stage is allocated equal time.
  - (b) it does not allow for individual difference.
  - (c) the stages are limited in number.
  - (d) there is a lack of clarity shown in all stages.
  
3. Which of the following factors should be considered to allow risk to be assessed?
  - (a) skill and competence
  - (b) consequence and likelihood
  - (c) ability and experience
  - (d) participation and enthusiasm
  
4. During debriefs, probing questions are **most** useful when
  - (a) no discussion is wanted.
  - (b) conflict has occurred.
  - (c) answers are required quickly.
  - (d) greater clarification is required.
  
5. Restoring woodlands to increase the habitat of black cockatoos would be in which of the following projects in 'Natural Resource Management – Perth'?
  - (a) coastal and marine
  - (b) cultural heritage
  - (c) biodiversity
  - (d) sustainable agriculture

**See next page**

6. An overriding aim of national parks is to
- (a) continue traditional ways of farming.
  - (b) protect the natural environment.
  - (c) develop areas of natural beauty.
  - (d) promote sustainable practices.
7. Which of the following is **not** a principle applied in firestick farming?
- (a) undertaken during the summer season
  - (b) conducted in patterns
  - (c) linked to replenishing stocks of food
  - (d) limit the risk of wildfires
8. After you have booked accommodation, what should also be addressed in the logistical aspect of planning an expedition?
- (a) the dietary requirements of the group
  - (b) how group equipment should be divided up
  - (c) weather forecasts
  - (d) the support crew's communication strategies
9. An advantage of a global positioning system (GPS) is
- (a) it is only a small piece of equipment to carry.
  - (b) the battery is self-charging when required.
  - (c) the signal only needs one satellite to work effectively.
  - (d) obstacles will only give small amounts of interference.
10. In Kolb's model of experiential learning, 'thinking' is related to
- (a) concrete experience.
  - (b) active experimentation.
  - (c) reflective observation.
  - (d) abstract conceptualisation.
11. Dreamtime/creative stories associated with locations, developed from Australian Indigenous culture, can be **best** used to develop positive human/nature relationships by
- (a) instilling a sense of place.
  - (b) encouraging revisiting places.
  - (c) improving knowledge of the natural environment.
  - (d) maximising personal comfort levels.

12. When analysing personal skills in others, the **most** unbiased way to gain feedback is to
- (a) apply a performance rating.
  - (b) video the performance.
  - (c) enable questioning.
  - (d) allow for peer reviews.
13. In what section of a debrief is talking about the transfer of learning **most** likely to occur?
- (a) what happened
  - (b) so, what
  - (c) the review
  - (d) now what
14. Which of the following is the **best** example of an environmental interpretive activity?
- (a) completing the risk assessment as a group
  - (b) comparing different types of plant structure
  - (c) picking up all the litter after a camp
  - (d) providing facts about wildlife in the expedition area
15. Which of the following is a tool or process that can be used to provide personalised feedback to enhance the decision making and problem solving skills of the group?
- (a) performance rating
  - (b) peer review
  - (c) coaching
  - (d) reflection
16. An aim of a therapeutic/redirectional outdoor educational program would be to
- (a) change the way people feel, think and behave.
  - (b) change the way people interact with one another.
  - (c) alter behavioural patterns to change dysfunctional actions.
  - (d) develop a better understanding of human relationships with nature.
17. While participating in an expedition, a teacher makes a conscious effort to pick up any rubbish found on the track. This is an example of
- (a) communicating the importance of how to leave what you find.
  - (b) showing how to care for the natural environment.
  - (c) developing an understanding of how to respect wildlife.
  - (d) role modelling how to dispose of waste properly.

18. Following an expedition debrief, the facilitator's friends discuss the performance and provide feedback on the quality of the debriefing skills. What strategy for evaluating the effectiveness of a debrief is this an example of?
- (a) appraisal
  - (b) peer review
  - (c) questioning
  - (d) video
19. A program that changes the way people think, feel and behave is an example of which outdoor adventure program?
- (a) educational
  - (b) environmental
  - (c) developmental
  - (d) recreational
20. An advantage of using scenarios to assist in the development of interpersonal skills is that
- (a) they allow a trial of responses without the stress of real consequences.
  - (b) they allow for a greater understanding of self-awareness.
  - (c) the process is quick and easy to complete.
  - (d) they help to gain the trust of the students participating.

**End of Section One**

**See next page**

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**See next page**

**Section Two: Short answer**

**50% (87 Marks)**

This section has **10** 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**

**(11 marks)**

Your group is about to undertake an expedition, in which you will participate in some water-based activities.

- (a) Using an example from an environmental causal factor, show a difference between a hazard and a risk that might apply in the upcoming activity. (2 marks)

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- (b) You have written up the risk management plan, but your teacher feels it has insufficient detail. Use the template below to clarify more information on the causal factor of people. (6 marks)

Causal factor	Hazard	Risk	Control strategy
<b>People</b>	One:		
	Two:		



- (c) Outline **three** key elements of your emergency response plan. (3 marks)

One: \_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

Three: \_\_\_\_\_

\_\_\_\_\_

Question 22

(11 marks)

While participating in a hiking expedition, your group has decided to go off track to save time. After a short while the leader of the group becomes disorientated and cannot find their location on the map. You have been asked by the leader to triangulate your position.

You can recognise three hills around you:

- Moondyne Hill GR 216977 on a bearing of  $92^\circ$
- hill two GR 194981 on a bearing of  $292^\circ$
- hill three GR 207995 on a bearing of  $2^\circ$ .

(a) Showing **all** your workings, calculate the magnetic variation using the information available on the map on page 11. (4 marks)

- Grid magnetic angle  $1^\circ 45'E$
- Year of publication: 2013
- Annual change  $1'8 W$

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(b) Convert the compass bearings that you have been given for the three hills above into grid bearings, applying the appropriate back-bearings. Show **all** workings. (3 marks)

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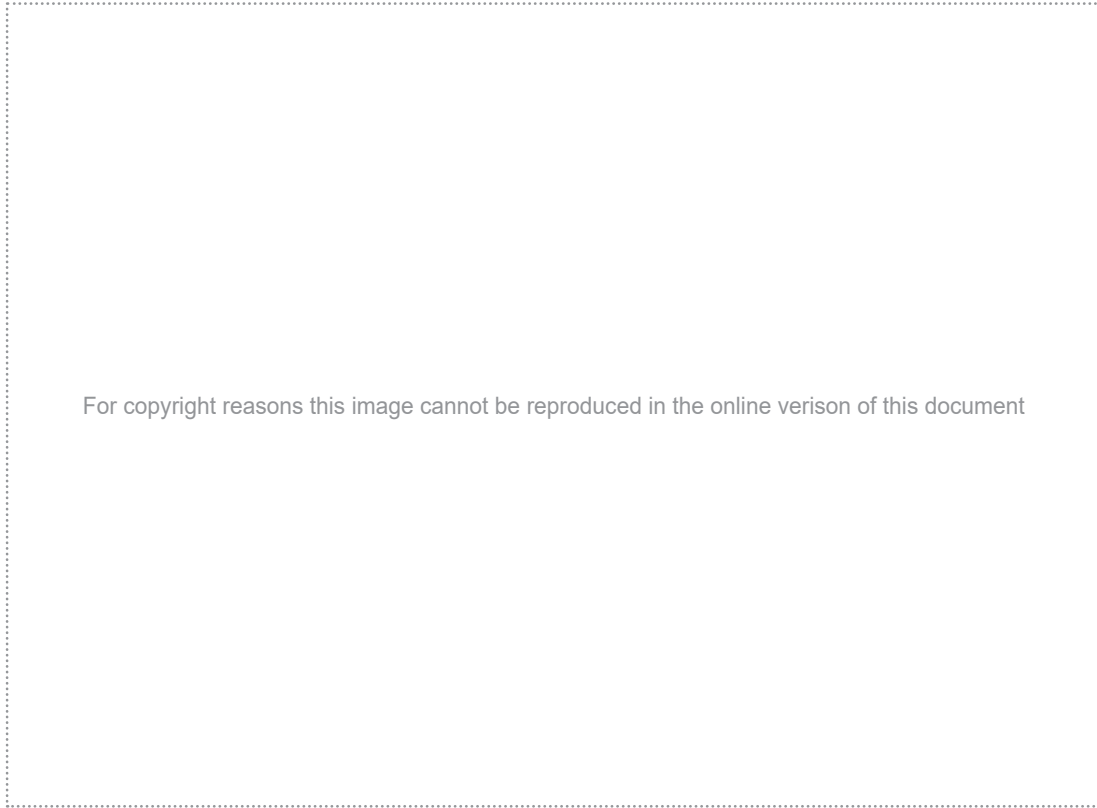
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- (c) Draw the **three** lines of triangulation, using the back-bearings from part (b) on the map below. (3 marks)



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.

- (d) Identify the six-point grid reference of your current position on the map above. (1 mark)

Question 23

(8 marks)

While on an expedition, disagreements occur among some students. The main issue is over who in their leadership group will take responsibility to brief the group the following morning. At the evening debrief you decide to use the soothing conflict management technique to work through the conflict.

- (a) State **two** reasons why the soothing technique may be appropriate to use in this case of student conflict. (2 marks)

One: \_\_\_\_\_  
\_\_\_\_\_

Two: \_\_\_\_\_  
\_\_\_\_\_

- (b) Outline **two** disadvantages of using the soothing technique. (2 marks)

One: \_\_\_\_\_  
\_\_\_\_\_

Two: \_\_\_\_\_  
\_\_\_\_\_

You have plenty of time and the soothing method is not really solving the issue, so you decide another approach is necessary to keep all of the students satisfied.

- (c) Describe **two** other methods of conflict management that you deem appropriate to use in this situation. (4 marks)

One: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Two: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Question 24

(8 marks)

The Western Australian Department of Education's *Recreation and Outdoor Education Activities for Public Schools Procedures* document and AAS are used widely by schools planning to undertake adventurous activities.

- (a) Outline what AAS stands for and state why they are beneficial in Outdoor Education.

(2 marks)

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One of the aspects in the Western Australia Department of Education's *Recreation and Outdoor Education Activities for Public Schools Procedures* document includes information to be provided by parents/guardians to the school before students embark on an overnight expedition.

- (b) Outline **three** pieces of information the school should receive from parents/guardians.

(3 marks)

One: \_\_\_\_\_

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Two: \_\_\_\_\_

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Three: \_\_\_\_\_

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- (c) When using an outside provider to instruct a group, list **three** qualifications **and/or** skills you would expect them to have.

(3 marks)

One: \_\_\_\_\_

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Two: \_\_\_\_\_

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Three: \_\_\_\_\_

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Question 25

(8 marks)

In his model of experiential learning, Kolb identified that people develop one or more of the following styles of learning:

- diverger
- assimilator
- converger
- accommodator.

With reference to these **four** learning styles, demonstrate how each can have a unique way of supporting a group to complete a task.

Diverger: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Assimilator: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Converger: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Accommodator: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Question 26

(10 marks)

There are five stages of the adventure experience paradigm.

- (a) With reference to **four** of these stages, describe the benefits of using each stage to ensure that all participants are engaged successfully in an adventurous activity. (8 marks)

Stage: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Stage: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Stage: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Stage: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- (b) Using an example of an adventurous activity that you have participated in, outline an adjustment that could be made that would move participants from misadventure to a lower stage of the paradigm. (2 marks)

Activity: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Question 27

(6 marks)

Your teacher has asked your group to plan three different processes in which you can complete an evaluation of your group's personal skills during a day's excursion. The group will have no access to any technology during the day.

Identify **three** different processes you could use. For each, outline the steps involved.

One: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Three: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Question 28****(8 marks)**

The early settlers of Australia experienced a vastly different environment from what they were used to in their homelands. The Aboriginal and Torres Strait Islander Peoples, however, had gained knowledge from working with the land for many years.

Compare **four** ways the early settlers and Aboriginal and Torres Strait Islander Peoples used the land to meet their own needs.

	<b>Early settlers</b>	<b>Aboriginal and Torres Strait Islander Peoples</b>
One		
Two		
Three		
Four		

The following scenario applies to Questions 29 and 30.

You have been asked to lead a group activity with a Year 10 class to construct a survival shelter using only the elements from the bush environment around you.

**Question 29**

**(9 marks)**

On completion of the activity, you conduct a debrief to evaluate the learning that the group has experienced.

Identify **three** facilitation skills that you can implement during the debrief and describe how each of these skills may assist in improving the learning outcomes for each of the members of the group.

One: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Two: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Three: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Question 30**

**(8 marks)**

Describe how you would use the first **four** stages of Joplin’s model of experiential learning to guide this activity to ensure a high level of success in the shelter-building activity.

One: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Two: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Three: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Four: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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 33.

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.

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**Question 31****(20 marks)**

The UNESCO World Heritage convention was created in 1972, with its primary mission being to identify and protect the world's natural and cultural heritage sites that were considered to be of outstanding universal value.

- (a) State **four** of the mission aims of the UNESCO World Heritage convention. (4 marks)
- (b) Outline the **four** World Heritage criteria that relate to each of the Western Australian natural World Heritage sites. (4 marks)
- (c) For each of the following natural World Heritage sites in Western Australia, explain how it has met the criteria identified below: (9 marks)
- Purnululu National Park – Criteria 7 or 8
  - Shark Bay – Criterion 9
  - Ningaloo Coast – Criterion 10.
- (d) For each of these sites, identify a unique threat that exists in the area. (3 marks)

**Question 32****(20 marks)**

Your Year 12 class has decided to participate in a three-day mountain biking expedition.

- (a) Describe how the individuals in your class can develop a positive relationship with nature on this expedition, using the strategies listed below: (12 marks)
- experiencing nature
  - developing skill and competence in outdoor activities
  - maximising personal comfort levels
  - increasing knowledge of the natural environment
  - revisiting places
  - instilling a sense of place.
- (b) At the end of the first day, you begin a debrief with the group. State **three** reasons as to why it is important to debrief. (3 marks)
- (c) After the debrief, you ask the students for feedback. Describe why it is important to evaluate the effectiveness of the debrief and outline **three** strategies that could be used to evaluate its success. (5 marks)

**Question 33****(20 marks)**

Maslow's hierarchy of needs can be used as a starting point in the planning stage of an expedition.

- (a) For each of the **four** lower levels of Maslow's hierarchy of needs, explain how a leader could ensure that the needs of all participants could be met when planning for a three-day expedition. (12 marks)
- (b) Due to unforeseen circumstances that may occur on an expedition, sometimes our needs cannot be met. Outline **three** changes in environmental conditions that could occur, and for each, identify an effect it could have on the needs of the group. (6 marks)
- (c) Using an activity that you have participated in this year, describe a specific skill **or** technique that could be used to adapt to a changing situation. (2 marks)























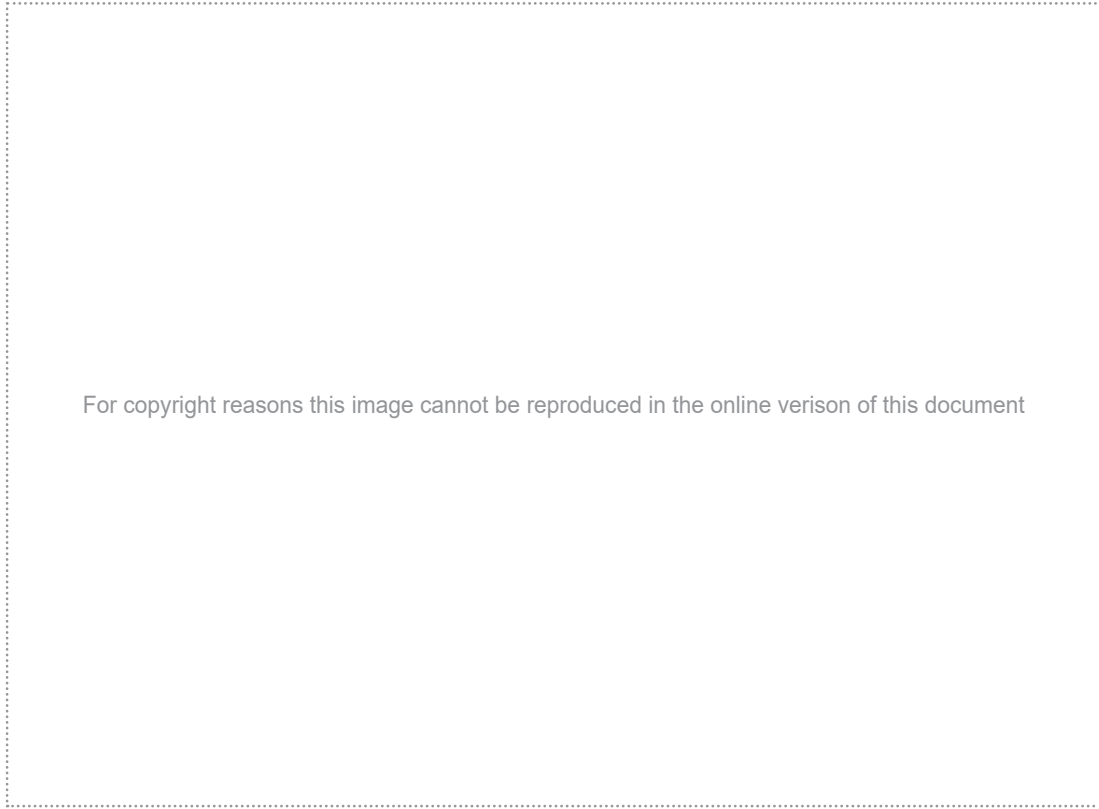








Spare map for Question 22(c)



## ACKNOWLEDGEMENTS

- Question 22** Adapted from: Department of Parks and Wildlife, Geographic Information Services Branch. (2015). *Moondyne Area. Kensington, WA* [Map].
- Question 31** Adapted from: UNESCO World Heritage Convention. (n.d.). *World Heritage*. Retrieved May, 2023, from <https://whc.unesco.org/en/about>

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