



OUTDOOR EDUCATION

ATAR course examination 2022

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

Section Two: Short answer

50% (90 Marks)

Question 21

(8 marks)

- (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)

Description	Marks
For each learning style (2 x 2 marks)	
identifies a learning style (divergers or accommodators)	1
outlines a characteristic	1
Total	4
<p>Answers could include:</p> <p>Divergers:</p> <ul style="list-style-type: none"> • can understand people • sensitive to others feelings • interested in people and seen as caring. <p>Accommodators:</p> <ul style="list-style-type: none"> • prefer to work in teams • hands on practical approach • makes them good team leaders. <p>Accept other relevant answers.</p>	

- (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)

Description	Marks
For each learning style (2 x 2 marks)	
identifies a learning style (convergers or assimilators)	1
outlines why they may be seen as useful for people who do not work well in group situations	1
Total	4
<p>Answers could include:</p> <p>Convergers:</p> <ul style="list-style-type: none"> • not concerned with interpersonal issues • like to make decisions and solve problems. <p>Assimilators:</p> <ul style="list-style-type: none"> • less interested in people as they prefer reading and analysis • like ideas and abstract concepts • more concerned with planning and organisation than participating in activities. <p>Accept other relevant answers.</p>	

Question 22

(10 marks)

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

Description	Marks
Any four of (4 x 1 mark)	
<ul style="list-style-type: none"> • experience of students is appropriate to the activity being undertaken • students to wear appropriate safety equipment – helmets/suitable shoes/gloves • physiological needs have already been met – food/water/clothing • emergency response plans in place – students know procedures • procedures followed by group – spacing out/group checking out obstacles before attempting • risks identified and appropriate management plans put in place (RAMS) • appropriate first aid equipment/traning and staff/student knowledge • safety briefing given at start of day/activity/when necessary. 	1–4
Total	4
Accept other relevant answers.	

- (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)

Description	Marks
For each level of need (2 x 1 mark)	
Identifies a level of need	1
Subtotal	2
For each strategy (2 x 2 marks)	
Describes a strategy that can be implemented in the planning stages of an activity to cater for these needs	2
Makes a general statement about a strategy that can be implemented in the planning stages of an activity to cater for these needs	1
Subtotal	4
Total	6
Levels of need <ul style="list-style-type: none"> • loving and belonging • esteem. Strategies could include: Love and Belonging: <ul style="list-style-type: none"> • group development activities planned before excursion to encourage working together/group cohesion • all group members catered for so nobody left out of groups/activities • leadership roles allocated to allow all to be included/valued. Esteem: <ul style="list-style-type: none"> • supportive atmosphere by group planned by no put downs allowed and only positive feedback strategies in place • appropriate level of challenges for group organised so all students have opportunity to achieve success • time set aside for feedback/debriefs to acknowledge successes. 	
Accept other relevant answers.	

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

Question 23**(9 marks)**

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.

Description				Marks
One mark for each factor, hazard and risk identified.				
Causal factor	Hazard	Risk	Risk management strategy	
Environment	<ul style="list-style-type: none"> • tree root • rocks • drop off • slippery 	Hits environmental obstacle causing injury: cuts/bleeds/fractures	Show students the track before they attempt to use it	1–3
Equipment	<ul style="list-style-type: none"> • Brakes fail so individual cannot slow down • Helmet not worn correctly or appropriate standard 	Crashes into obstacle due to excessive speed causing injury: concussion/fractures/cuts/bleeds	Check equipment is working properly before setting off	1–3
People	<ul style="list-style-type: none"> • Another student on the track • Inattentive behaviour • Irresponsible behaviour 	Crashes into student who is slower/stopped on track causing injury: concussion/fractures/cuts/bleeds	Ensure that there is an appropriate time interval between students	1–3
Total				9
Accept other relevant answers.				

Question 24

(14 marks)

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

Description	Marks
A step-by-step guide to follow in case of an emergency.	1
Total	1
Accept other relevant answers.	

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

Description	Marks
Any two of (2 x 1 mark)	
<ul style="list-style-type: none"> • individual medical records • emergency contact numbers • maps with access points and emergency exits • local medical facilities • roles in case of an emergency. 	1–2
Total	2
Accept other relevant answers.	

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

Description	Marks
Identifies that it is important to ensure that all have access to regular communication. (Have worked out emergency signals that all can understand and use).	1
Total	1
Accept other relevant answers.	

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

Description	Marks
For each strategy (2 x 2 marks)	
Describes a communication strategy that could be established by the group prior to departure	2
Identifies a communication strategy that could be established by the group prior to departure	1
Total	4
Answers could include: <ul style="list-style-type: none"> • all group member wearing fluorescent vests for group identification • leaders at front and back of group so all contained within a defined/accessible area • hand/voice/whistle signals used that have been predetermined by the group • regular stops made to check that group members are okay (numbering off) • radios/phones carried by two leaders to regularly check on group members/progress. 	
Accept other relevant answers.	

- (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)

Description	Marks														
Identifies any two of the following environmental situations putting group in danger (2 x 1 mark):															
<ul style="list-style-type: none"> • bushfire: in close vicinity and getting closer • approaching storm with lack of cover close by • nightfall closing in with finish point not yet reached • lightning getting closer to group • terrain becomes more dangerous along route being taken • extreme cold leading to hypothermia • extreme heat leading to hyperthermia. 	1-2														
Outlines two actions for each of two related changing environmental situations: (2 x 2 marks)															
<table border="1"> <tr> <td>Bushfire</td> <td> <ul style="list-style-type: none"> • seek shelter – clear area away from bushland • evacuate group using emergency vehicle • change route direction away from bushfire. </td> </tr> <tr> <td>Storm</td> <td> <ul style="list-style-type: none"> • seek shelter – undercover area • evacuate group using emergency vehicle. </td> </tr> <tr> <td>Nightfall</td> <td> <ul style="list-style-type: none"> • make camp at a different spot that is deemed safe • group walk together arm in arm (connected) • use of torches and group closer together. </td> </tr> <tr> <td>Lightning</td> <td> <ul style="list-style-type: none"> • seek cover (not under trees) • lay down on ground • discard metallic materials. </td> </tr> <tr> <td>Unsafe terrain</td> <td> <ul style="list-style-type: none"> • consult map to change route to easier terrain • get vehicle to take group around unsafe terrain • choose safest route and go slower. </td> </tr> <tr> <td>Extreme cold</td> <td> <ul style="list-style-type: none"> • warm student up • hydrate • seek shelter. </td> </tr> <tr> <td>Extreme heat</td> <td> <ul style="list-style-type: none"> • cool student down • hydrate • seek shelter. </td> </tr> </table>	Bushfire	<ul style="list-style-type: none"> • seek shelter – clear area away from bushland • evacuate group using emergency vehicle • change route direction away from bushfire. 	Storm	<ul style="list-style-type: none"> • seek shelter – undercover area • evacuate group using emergency vehicle. 	Nightfall	<ul style="list-style-type: none"> • make camp at a different spot that is deemed safe • group walk together arm in arm (connected) • use of torches and group closer together. 	Lightning	<ul style="list-style-type: none"> • seek cover (not under trees) • lay down on ground • discard metallic materials. 	Unsafe terrain	<ul style="list-style-type: none"> • consult map to change route to easier terrain • get vehicle to take group around unsafe terrain • choose safest route and go slower. 	Extreme cold	<ul style="list-style-type: none"> • warm student up • hydrate • seek shelter. 	Extreme heat	<ul style="list-style-type: none"> • cool student down • hydrate • seek shelter. 	1-4
Bushfire	<ul style="list-style-type: none"> • seek shelter – clear area away from bushland • evacuate group using emergency vehicle • change route direction away from bushfire. 														
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Extreme cold	<ul style="list-style-type: none"> • warm student up • hydrate • seek shelter. 														
Extreme heat	<ul style="list-style-type: none"> • cool student down • hydrate • seek shelter. 														
Total	6														
Accept other relevant answers.															

Question 25

(12 marks)

- (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)

Description	Marks
Describes a performance rating.	2
States a performance rating.	1
Subtotal	2
States why a performance rating could be deemed an appropriate way to analyse the ability of a peer in delivering the briefing.	1
Subtotal	1
Total	3
Answers could include: Describes a performance rating: <ul style="list-style-type: none"> • design a performance rating scale sheet • list of subjective ratings are given on sheet • key elements of the briefing analysed using a range of criterion. States why appropriate: <ul style="list-style-type: none"> • allows for each criterion to be assessed • easy to understand and analyse • provides immediate feedback on strengths and weaknesses. Accept other relevant answers.	

- (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)

Description	Marks
For each process (3 x 2 marks)	
Describes how each can be performed.	2
States how each can be performed.	1
Subtotal	6
For each process (3 x 1 marks)	
States a unique advantage.	1
Subtotal	3
Total	9
Answers could include: Group/peer or personal reflection <ul style="list-style-type: none"> • peer/s complete reflection on how they saw the person completed the task • advantage – feedback from peers who are part of the group who identify strength/weaknesses. Questioning <ul style="list-style-type: none"> • student given series of questions guiding them through reflection process • advantage: questions allow for greater depth of thought. Video <ul style="list-style-type: none"> • session is videoed by a member of group so they can view at a later date • advantage: can be viewed multiple times. Accept other relevant answers.	

Question 26

(11 marks)

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

- Grid magnetic angle: 2°13' W
- Year of publication 2012
- Annual change: 4'01"

Description	Marks
GMA+(Years × Annual Change) 2°13'+(10 x 4' 01")	1
2°13'+(40' 10")	1
2°53' 10"	1
~3° W	1
Total	4

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

Description	Marks
Hill One: $303^\circ - 180^\circ = 123^\circ - 3^\circ = 120^\circ$	1
Hill Two: $113^\circ - 180^\circ = 293^\circ - 3^\circ = 290^\circ$	1
Hill Three: $44^\circ + 180^\circ = 224^\circ - 3^\circ = 221^\circ$	1
Total	3
Follow on marks accepted from answer given in (a).	

(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)

Description	Marks
lines drawn on map accurately	1-3
GR 193 516 (accept +/-1)	1
Total	4

The following scenario applies to Questions 27 to 29.

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)

Description	Marks
Identification of program focus	
re-directional/therapeutic	1
Outcomes outlined, any two of (2 x 1 mark)	
<ul style="list-style-type: none"> recognition of unwanted behaviour modify undesirable behaviour improved attendance development of social skills transfer skills to other life situations. 	1-2
Total	3
Accept other relevant answers.	

- (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)

Description	Marks
For each tool and process (2 x 2 marks)	
Describes a tool and process to develop interpersonal skills of the Year 7 students.	2
Identifies a tool and process to develop interpersonal skills of the Year 7 students.	1
Subtotal	4
For each tool and process (2 x 1 mark)	
States a reason why they would be useful for enhancing group performance.	1
Subtotal	2
Total	6
<p>Answers could include:</p> <p>Coaching:</p> <ul style="list-style-type: none"> providing teaching points for skill development providing feedback on performance getting the participants to complete the task. <p>Reason: students are then focused on using their skills to complete the task.</p> <p>Reflection:</p> <ul style="list-style-type: none"> gaining a variety of perspectives on actions deeper understanding of motivations for actions. <p>Reason: develop students' reflective practises to allow them to improve performance independently.</p> <p>Scenarios:</p> <ul style="list-style-type: none"> creating a safe space for students to practise new skills practical application of skills in a similar situation to where they are needed. <p>Reason: allows students to practise skills in real/relevant, but safe environment.</p> <p>Video:</p> <ul style="list-style-type: none"> video taken of activity to watch back opportunity to watch multiple times video multiple activities to highlight comparison. <p>Reason: allows students to watch their application of skills in a situation.</p>	
Accept other relevant answers.	

Question 28

(7 marks)

- (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)

Description		Marks
For each, outlines a component (5 x 1 mark)		
Exploration	play encourages participation and may be used to build success in the program	1
Adventure	participants see challenge is present and are able to recognise ability to complete the challenge	1
Peak experience	students are challenged to their capacity, experience 'flow'	1
Misadventure	students extend beyond capacity – mistakes happen and injuries could occur. Individuals become aware of their limitations	1
Devastation and disaster	examples highlight what could happen due to inappropriate behaviour or attempting activities far greater than individual competence	1
Total		5
Accept other relevant answers.		
Note: do not award marks for only identifying a component.		

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

Description		Marks
Any two of: (2 x 1 mark)		
<ul style="list-style-type: none"> • perceived or real risk increases challenge in activity • can increase sense of achievement • improved participants' concentration on the task, making them more focused. 		1-2
Total		2
Accept other relevant answers.		

Question 29

(10 marks)

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.

Description	Marks
For each stage (5 x 2 marks)	
Identifies an action the Year 12 students can take.	1
Outlines how it enhances participation and success.	1
Total	10
<p>Answers could include:</p> <p>Focus:</p> <ul style="list-style-type: none"> • outline how the activity will be conducted (briefing) • goal setting • shows students the goals and outcomes they can work to. <p>Action:</p> <ul style="list-style-type: none"> • a challenging activity is chosen • risk is managed throughout the task • motivated to improve and complete the task. <p>Support:</p> <ul style="list-style-type: none"> • monitor students and promote good group work • actively listen to participants if the participants have difficulties • provides a safe environment to complete the task. <p>Feedback:</p> <ul style="list-style-type: none"> • set clear teaching points for completing the activity • monitors application of skills and provides further information to be able to move forward • provides opportunity to be given information to improve performance . <p>Debrief:</p> <ul style="list-style-type: none"> • lead a debrief about completing the activity • opportunity for group to go through achievements from participation • focus on now what - how navigating their future will help them achieve their goals. 	
Accept other relevant answers.	

Section Three: Extended answer

30% (40 Marks)

Question 30

(20 marks)

- (a) Identify **three** relationships of Aboriginal and Torres Strait Islander Peoples with the Australian environment. (3 marks)

Description	Marks
adapting to the environment	1
relying on the environment for survival	1
use of fire	1
Total	3
Accept other relevant answers.	

- (b) Explain **three** techniques or strategies by which Aboriginal and Torres Strait Islander Peoples managed the environment. (9 marks)

Description	Marks
For each of three management techniques or strategies (3 x 3 marks)	
Explains a management technique or strategy by which Aboriginal and Torres Strait Islander Peoples managed the environment.	3
Describes a management technique or strategy by which Aboriginal and Torres Strait Islander Peoples managed the environment.	2
Identifies a management technique or strategy by which Aboriginal and Torres Strait Islander Peoples managed the environment.	1
Total	9
Answers could include:	
<ul style="list-style-type: none"> • Firestick farming – with the hot environment, learned to use fires to their advantage rather than succumbing to or fighting them. Managed to promote regeneration and directed fauna to hunting areas. Was beneficial to both the environment and the inhabitants. Used to reduce the impact of extreme bushfires. • Fish traps – used natural materials (sticks) and knowledge of the environment (tides) to trap only mature fish to maintain the fish population as a food source. Understood breeding issues. • Sanctuaries – understood the impacts of over hunting. In areas that were protected and preserved, flora and fauna levels were maintained. 	
Accept other relevant answers.	

Question 30 (continued)

- (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)

Description	Marks
For each strategy (4 x 2 marks)	
Describes a strategy that could be used to enhance positive relationships/interactions with the environment, including the actions involved in the strategy.	2
States the main points of a strategy that could be used to enhance positive relationships/interactions with the environment. Provides limited or no detail of the strategy.	1
Total	
8	
<p>Answers could include any four of the following:</p> <p>Maximising personal comfort levels:</p> <ul style="list-style-type: none"> • making sure all of the group is comfortable (water/food) • socially connected/interacts with group • sense of safety/security/belonging • equipment taken is appropriate for the environmental conditions • improved comfort levels creates a greater awareness and connection to the environment. <p>Revisiting places:</p> <ul style="list-style-type: none"> • opportunities to revisit same areas with different activities or at different times • development of understanding of environmental/emotional connection. <p>Instilling a sense of place:</p> <ul style="list-style-type: none"> • to create a connection between the environment and the group • development of positive experiences/memories from a particular area • spiritual connection to place developed. <p>Increasing knowledge of the natural environment:</p> <ul style="list-style-type: none"> • developing interest by showing impacts of human interaction • developing an understanding of environments such as habitats and food webs • opportunities to interact with nature. <p>Experiencing nature:</p> <ul style="list-style-type: none"> • opportunities given to interact with nature by experiencing it first hand • good experiences lead to greater positive feeling/thought/sensations when outdoors. <p>Developing skills and competence in outdoor activities:</p> <ul style="list-style-type: none"> • by participating and improving skills, confidence can grow • with greater competence, creates a greater awareness of the environment • group experience abilities appropriate to activities experienced. <p>Accept other relevant answers.</p>	

Question 31

(20 marks)

- (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)

Description	Marks
For each phase (3 x 2 marks)	
Describes the aim of the phase and how this enhances learning for all participants.	2
States the aim of the phase, does not describe how it enhances learning.	1
For each phase (3 x 1 mark)	
Includes an example of a possible question that a facilitator could ask.	1
Total	9
<p>Answers could include any two of the following:</p> <p>What happened?</p> <ul style="list-style-type: none"> aim is to describe the experience by recalling events factually allows for discussion of how experience affected them sample question – how did the experience affect you? <p>So what?</p> <ul style="list-style-type: none"> aim is to review what the group learnt, allowing a reflection of goals and an interpretation of the day's experiences allows for discussion of what students were thinking and feeling during the day and what has been learnt sample question – next time, what would you do differently? <p>Now what?</p> <ul style="list-style-type: none"> aim is to identify future goals and link what has been learnt to other/future situations. Apply what has been learnt allows for discussion around the transfer of learning sample question – where could you use the skills learnt in other aspects of your daily life? <p>Accept other relevant answers.</p>	

Question 31 (continued)

- (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)

Description	Marks
For each ground rule (3 x 2 marks)	
Identifies a ground rule that the group can follow during a debrief.	1
Identifies how the rule encourages all to participate in a positive atmosphere.	1
Total	6
<p>Answers could include any three of the following:</p> <p>Single person speaking:</p> <ul style="list-style-type: none"> allows all to be heard and freedom to give their viewpoint/perspective. <p>Freedom to participate:</p> <ul style="list-style-type: none"> option to opt out without any judgement from others. <p>Responsibility of group members:</p> <ul style="list-style-type: none"> responsible for their own thoughts and feelings. <p>Confidentiality:</p> <ul style="list-style-type: none"> students feel safe sharing information to the group. <p>Non-violent</p> <ul style="list-style-type: none"> no put downs, everyone feels safe to participate. <p>Accept other relevant answers.</p>	

- (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)

Description	Marks
States why it is important to evaluate the success of a debrief.	1
Subtotal	1
For each strategy to measure its effectiveness (2 x 2 marks)	
Describes a strategy used to measure the effectiveness of a debrief.	2
Outlines a strategy used to measure the effectiveness of a debrief.	1
Subtotal	4
Total	5
<p>Answers could include any two of the following:</p> <p>Reflection allows for focus on what was done and what could be improved or attempted differently.</p> <p>Reflective questions:</p> <ul style="list-style-type: none"> by using questions to encourage reflective discussion and analysis of how well the debrief went. <p>Checklists:</p> <ul style="list-style-type: none"> lists given out that allow for evaluation in a simple rating/scale format. <p>Peer reviews:</p> <ul style="list-style-type: none"> peers give feedback on quality of debrief, what went well and what did not. <p>Accept other relevant answers.</p>	

Question 32

(20 marks)

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

Description	Marks
Describes an environmental interpretive activity	
Describes an effective environmental interpretive activity.	2
Outlines an effective environmental interpretive activity.	1
Subtotal	2
Justifies why it is an appropriate environmental interpretive activity.	
Justifies why it is an appropriate environmental interpretive activity.	2
States why it is an appropriate environmental interpretive activity.	1
Subtotal	2
Total	4
Answers could include: Environmental activity: <ul style="list-style-type: none"> • talks or scripts • guided trails • flora and fauna • interpretive walk. Justification: <ul style="list-style-type: none"> • activity increases awareness of impacts from humans on the environment • activity increases understanding of relationships in nature • activity improves understanding of and attitude towards nature. Accept other relevant answers.	

- (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)

Description	Marks
For each method (2 x 3 marks)	
Explains a method of educating a group of students about the 'Leave No Trace' (LNT) principles. Gives a specific example of how this could be implemented.	3
Describes a method of educating a group of students about the 'Leave No Trace' (LNT) principles. Gives an example of how this could be implemented.	2
Identifies a method of educating a group of students about the 'Leave No Trace' (LNT) principles. Limited information is given with no relevant example.	1
Total	6
Answers could include: Communicating their importance: <ul style="list-style-type: none"> • demonstrating the effects • highlighting teaching points • highlighting negative effects. Demonstrating: <ul style="list-style-type: none"> • the use of fire pits • planning ahead. Role modelling: <ul style="list-style-type: none"> • picking up litter • sticking to established trails when hiking/biking Accept other relevant answers.	

Question 32 (continued)

- (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)

Description	Marks
For each facilitation skill (5 x 2 marks)	
Describes a facilitation skill useful in getting the group to work well with one another.	2
Outlines a facilitation skill useful in getting the group to work well with one another.	1
Total	10
<p>Answers could include:</p> <p>Establishing ground rules:</p> <ul style="list-style-type: none"> • single person speaking • freedom to participate • responsibility of group members • ensuring confidentiality • non-violent <p>Valuing responses:</p> <ul style="list-style-type: none"> • atmosphere of respect created • shows all answers have some value so they feel part of the group. <p>Asking open ended questions:</p> <ul style="list-style-type: none"> • questions to enhance deeper thought and greater detail • allows for more meaningful answers to be drawn out from the group members, using emotions/knowledge/perceptions. <p>Active listening:</p> <ul style="list-style-type: none"> • all attentive to each speaker • eye contact and positive body language maintained • allows for all speakers to have their say as no talking over speaker, even if they disagree. <p>Controlling the discussion:</p> <ul style="list-style-type: none"> • ability to direct/redirect discussions to topics required • ability for group to keep on track/avoid conflicts/all feel willingness to participate, encourages all to participate. <p>Decision making and problem solving:</p> <ul style="list-style-type: none"> • able to identify issues arising • options to solve problems are identified and options given • identifies pros and cons • allows for all to feel they have input into problem solving. 	
Accept other relevant answers.	

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