



ATAR course examination, 2018

Question/Answer booklet

OUTDOOR EDUCATION

Please place your student identification label in this box

Student number: In figures

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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	10	10	90	85	50
Section Three Extended answer	3	2	60	40	30
Total					100

Instructions to candidates

- The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2018*. Sitting this examination implies that you agree to abide by these rules.

- 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.

- 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.
- 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. Which of the following skills is **most** specific to outdoor roping activities such as abseiling and rock climbing?
 - (a) navigating in steep and rocky terrain
 - (b) using friction and belay devices safely
 - (c) recognising and tying correct knots
 - (d) providing first aid for rope burns and fractures

2. Which aspect of expedition planning involves the organisation of communication methods and equipment?
 - (a) logistical planning
 - (b) adherence to policy guidelines
 - (c) program development
 - (d) risk analysis and management

3. How do procedures differ from guidelines?
 - (a) Procedures are instructions for how to run an activity; guidelines explain where and when to run an activity.
 - (b) Procedures are taken on voluntarily; guidelines are compulsory and legally required to be followed.
 - (c) Procedures are mandatory specified steps and processes; guidelines provide advice and examples of good practice.
 - (d) Procedures outline best practice for school groups; guidelines outline best practice for commercial providers.

4. In Kolb's model of experiential learning, the learning stages at either end of the processing continuum are
 - (a) concrete experience and abstract conceptualisation.
 - (b) reflective observation and active experimentation.
 - (c) abstract conceptualisation and reflective observation.
 - (d) active experimentation and concrete experience.

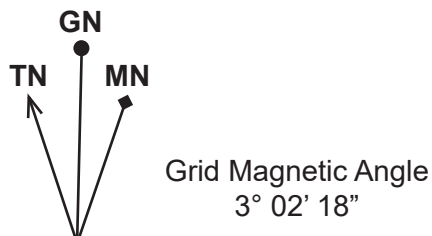
See next page

5. A local Indigenous guide conducts an activity communicating the Dreamtime stories and Indigenous history associated with a particular location. In relation to developing positive human/nature relationships, this is an example of
- (a) maximising personal comfort levels.
 - (b) revisiting places.
 - (c) instilling a sense of place.
 - (d) increasing knowledge of the natural environment.
6. Making an outdoor experience 'challenge-by-choice' is an example of establishing which ground rule?
- (a) nonviolence
 - (b) freedom to participate
 - (c) responsibility of group members
 - (d) ensuring confidentiality
7. Which of the following is a critical requirement of a functioning global positioning system?
- (a) a hand-held satellite receiver
 - (b) mobile internet coverage
 - (c) digital mapping of terrain and landmarks
 - (d) clear line-of-sight between satellites and receiver
8. The application of learning to future activities is included in which phase of a debrief?
- (a) 'What happened?' phase
 - (b) 'So what?' phase
 - (c) 'Now what?' phase
 - (d) 'Transfer of learning' phase
9. Which tool or process for the observation and analysis of personal skills in others is **most** effective for providing unbiased, objective feedback?
- (a) group/peer or personal reflection
 - (b) questioning
 - (c) performance rating
 - (d) video
10. The defining feature of a recreational outdoor program is a focus on
- (a) enjoyment and participation.
 - (b) learning about the environment.
 - (c) improving interpersonal skills.
 - (d) communing with nature.

11. Which of the following would need to be considered as a 'participant' planning aspect when conducting a physical outdoor program?
- (a) allocation of participants to activity groups
 - (b) frequency of planned water stops and rest breaks
 - (c) pre-existing medical conditions that might be affected by activity
 - (d) program and transport costs for individual participants
12. Relevant emergency procedures for expeditions should prioritise
- (a) communicating the emergency to local authorities.
 - (b) assisting and/or rescuing the casualty.
 - (c) continuing of the expedition to maximise beneficial outcomes.
 - (d) avoiding danger or harm to other participants and rescuers.
13. Which stage of Joplin's model of experiential learning is characterised by 'challenge'?
- (a) focus
 - (b) action
 - (c) feedback
 - (d) debrief
14. Strategies for evaluating a debrief include
- (a) using checklists and reflective questions.
 - (b) coaching others and peer review.
 - (c) creating scenarios and video feedback.
 - (d) performance rating and forward planning.
15. An effective environmental interpretive activity will be
- (a) information based, providing facts and figures to participants about the surrounding environment.
 - (b) provided in a classroom setting prior to an expedition, to better prepare participants for their environment.
 - (c) presented by an environmental expert with relevant qualifications and experience in the field.
 - (d) relatable to the participants and their environment, revealing new insights and provoking a response.
16. Which example **best** demonstrates communication of the importance of disposing of waste properly to expedition participants?
- (a) making an expedition participant pick up all their litter from their campsite
 - (b) discussing before-and-after photographs of litter accumulated in a natural environment
 - (c) instructing participants to take away all the litter they brought or found
 - (d) providing a list of environmental action groups participants may wish to join

17. World heritage sites are
- (a) of outstanding universal value to humanity.
 - (b) readily accessible to all people around the world.
 - (c) protected and unable to be further developed.
 - (d) owned and governed by UNESCO.

Questions 18–20 refer to the following north points diagram:



Magnetic North is correct for November 2008 and moves westerly by 1'25" annually

18. Since 2008, magnetic north has moved west by
- (a) 0° 10' 205".
 - (b) 0° 12' 50".
 - (c) 0° 14' 10".
 - (d) 1° 25' 00".
19. The current magnetic variation for this north points diagram is
- (a) 3° 16' 28".
 - (b) 3° 15' 43".
 - (c) 2° 49' 28".
 - (d) 2° 48' 08".
20. Using the calculated magnetic variation for this north points diagram, a magnetic bearing of 100° would be converted to a grid bearing of
- (a) 103°.
 - (b) 102°.
 - (c) 98°.
 - (d) 97°.

End of Section One

See next page

Section Two: Short answer

50% (85 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

(8 marks)

An understanding of Maslow’s hierarchy of needs should guide outdoor program development.

Outline how an expedition leader could ensure that each of the lower-order needs is met for their expedition participants and identify how failing to meet each lower-order need might affect the expedition.

Question 22

(7 marks)

- (a) Outline **two** features of the Adventure Activity Standards (AAS), identifying **two** limitations they may have. (4 marks)

Features

One: _____

Two: _____

Limitations

One: _____

Two: _____

- (b) Outline how the AAS documents can be of benefit to: (3 marks)
commercial operators and training organisations.

activity participants.

non-industry groups, such as media and insurance companies.

Question 23**(10 marks)**

Compromising and soothing are conflict management techniques. Explain each technique and identify a situation where each would be used appropriately. Provide **one** advantage and **one** disadvantage of each technique.

(a) Compromising

(5 marks)

Advantage: _____

Disadvantage: _____

(b) Soothing

(5 marks)

Advantage: _____

Disadvantage: _____

Question 24

(5 marks)

Outline an issue that each of the following key program areas identified by 'Natural Resource Management – Perth' aims to address.

Biodiversity: _____

Sustainable agriculture: _____

Water: _____

Coastal and marine: _____

Cultural heritage: _____

Question 25**(7 marks)**

- (a) Give **one** example from an expedition you participated in this year where a situation changed so that you needed to adapt to a new environment. **(2 marks)**

- (b) Identify a specific skill, strategy or technique from the expedition referred to in part (a), describing how it was adapted where a situation changed. Evaluate the effectiveness of this adaptation. **(5 marks)**

Question 26

(10 marks)

While a goal of outdoor programs is for participants to achieve peak experiences, individuals completing the same activity may have different experiences and perceptions.

- (a) Explain why adventure and misadventure are important to the development and facilitation of outdoor programs. (4 marks)

- (b) Identify **three** reasons why participants may have differing experiences while completing the same activity. (3 marks)

One: _____

Two: _____

Three: _____

- (c) Explain how you applied the Adventure Experience Paradigm to plan opportunities for participants to each achieve a peak experience in an outdoor program this year. (3 marks)

Question 27

(10 marks)

Describe the **two** methods you could use to educate a group about 'Leave No Trace' principles. Evaluate the effectiveness of each method, on the basis of your experiences this year, and justify your recommendation for the better method to use.

One: _____

Two: _____

Recommendation: _____

Question 28

(12 marks)

Describe each of the following facilitation skills and provide an example to illustrate each skill in an appropriate situation.

Valuing responses: _____

Asking open-ended questions: _____

Using active listening: _____

Controlling the discussion: _____

Question 29**(8 marks)**

Explain how each of the following strategies can develop a positive relationship between humans and nature, providing evidence of the effectiveness of both.

Experiencing nature: _____

Developing skill and competence in outdoor activities: _____

Question 30

(8 marks)

Identify all **four** Western Australian World Heritage sites, and outline **one** reason each site has achieved a World Heritage listing.

Site: _____

Reason: _____

Site: _____

Reason: _____

Site: _____

Reason: _____

Site: _____

Reason: _____

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.

Question 31**(20 marks)**

You have been asked to analyse the risks of conducting an outdoor activity for a small group of Year 10 students in Term 3.

- (a) Choose an outdoor activity appropriate to this group of students and an environment in which to conduct it. Identify **two** risks associated with the activity. (4 marks)
- (b) Apply a risk analysis management system (RAMS) assessment to the outdoor activity you chose in (a), using all features. Provide **one** example for each category of causal factors and outline **two** risk management strategies specific to each example. Provide **one** example for each of the remaining RAMS features. Recommend and justify your course of action. (16 marks)

Question 32**(20 marks)**

- (a) Describe **four** key tools or processes a leader could use to develop interpersonal skills or enhance group performance in others, identifying **one** advantage and **one** disadvantage of each tool or process. (16 marks)
- (b) Provide an example for one of the tools or processes identified in part (a) and evaluate its effectiveness. (4 marks)

Question 33**(20 marks)**

- (a) Compare **three** traditional environmental management strategies with their modern counterparts by outlining each strategy and identifying **one** similarity and **one** difference in how each is used to manage the environment. (15 marks)
- (b) (i) Explain how **one** of the three relationships Indigenous people have with the Australian environment is demonstrated through their use of traditional environmental management techniques. (3 marks)
- (ii) Outline how each of the other two relationships Indigenous people have with the Australian environment is demonstrated through their use of traditional environmental management techniques. (2 marks)

End of questions

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303 Sevenoaks Street
CANNINGTON WA 6107