



OUTDOOR EDUCATION

ATAR course examination 2016

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	C
2	A
3	B
4	C
5	D
6	B
7	C
8	A
9	B
10	D
11	C
12	A
13	D
14	C
15	A
16	D
17	A
18	B
19	B
20	D

Section Two: Short answer

50% (82 Marks)

Question 21

(15 marks)

A member of your hiking group uses the GPS to check that the group's current position is along the planned route for the expedition.

- (a) How does a GPS work to locate your position? (1 mark)

Description	Marks
uses multiple satellites to triangulate position	1
Total	1

- (b) List **two** advantages and **two** disadvantages of using a GPS when navigating. (4 marks)

Description	Marks
Advantages. Any two of:	
<ul style="list-style-type: none"> • accurate location • low cost • light weight/portable • ease of use 	1–2
Disadvantages. Any two of:	
<ul style="list-style-type: none"> • battery life/failure • clear sky needed to detect signal • too reliant on technology 	1–2
Total	4

- (c) The GPS is not working. You now need to manually triangulate your position using a map and compass.

Your map contains the following information:

Grid Magnetic Angle – 2° 34' W

Year of publication – 2009

Annual change – 8' E.

Using this information, calculate the magnetic variation rounded to the nearest degree.

Show **all** workings.

(4 marks)

Description	Marks
One mark awarded for each step calculated correctly.	
2° 34' - (7 x 8')	1
2° 34' – 56'	1
1°38' W	1
Rounded answer = 2° W	1
Total	4

Question 21 (continued)

- (d) You are able to determine the compass bearings of **three** prominent land features. Use the magnetic variation to calculate the correct grid back bearing. Show **all** workings. (6 marks)

Description				Marks
One mark awarded for each correct calculation and one mark for each correct grid back bearing.				
Feature		Calculation	Grid back bearing	
One	215°	$215^\circ - 180 = 35 - 2 =$	33°	1-2
Two	112°	$112^\circ + 180 = 292 - 2 =$	290°	1-2
Three	301°	$301^\circ - 180 = 121 - 2 =$	119°	1-2
Total				6

Question 22

(6 marks)

- (a) Provide **one** example of an environmental interpretive activity that you participated in as part of an outdoor adventure activity. (1 mark)

Description		Marks
Provides an example of an appropriate activity with a relevant environmental context, such as:		
<ul style="list-style-type: none"> • constellation identification • flora/fauna identification • previous Indigenous and European land use of area 		1
Total		1

- (b) List **two** features that made this activity an environmental interpretive activity. (2 marks)

Description		Marks
Lists any two of the following features that allowed the participant to gain:		
<ul style="list-style-type: none"> • greater awareness of the environment and the impact of humans • knowledge of the environment and the relationships between organisms • an improved application of skills when in the outdoors • an improved attitude towards or value of the natural environment. 		1-2
Total		2

- (c) Identify **three** strategies the presenter of this environmental interpretive activity used to make it an effective learning experience. (3 marks)

Description		Marks
Identifies any three of the following strategies:		
The presenter: <ul style="list-style-type: none"> • used analogy to emphasise message • made the activity entertaining/enjoyable • made the activity relevant • engaged participants through practical hands on activities • conducted the activity in an outdoor environment • encouraged the participants to reflect on personal practices. 		1-3
Total		3

Question 23

(15 marks)

Joplin's model of experiential learning is a five stage learning model that can be used to design programs.

(a) Draw and label a diagram to illustrate the five stages of Joplin's learning cycle. (6 marks)

Description	Marks
Accurately draws the model.	1
Correctly labels all stages of the model (Feedback, Support, Focus, Challenging action, [accept 'Action'] Debrief) in correct position.	1-5
<p>The diagram illustrates Joplin's learning cycle as a continuous loop. It features a central spiral labeled 'CHALLENGING ACTION'. To the left of the spiral is a target icon. A horizontal line with arrows pointing right is labeled 'FOCUS' above it and 'SUPPORT' below it. To the right of the spiral is another target icon. A horizontal line with arrows pointing right is labeled 'DEBRIEF' above it and 'SUPPORT' below it. Above the spiral, five vertical dashed lines separate five sections, each labeled 'FEEDBACK' at the top. The entire cycle is enclosed in a rectangular frame.</p>	
Total	6

(b) From an activity you participated in this year, provide an example of a learning strategy the presenter used for each stage of Joplin's model. (5 marks)

Description	Marks
Examples provided are appropriate to the assigned stage of Joplin's model of experiential learning.	
Stage 1: Focus Participants <ul style="list-style-type: none"> research history of an area research flora or fauna of an area set relevant goals 	1
Stage 2: Challenging action Participants <ul style="list-style-type: none"> engaged in outdoor activity such as paddling, hiking or abseiling 	1
Stage 3: Feedback Participants given feedback such as: <ul style="list-style-type: none"> performance on stroke technique how packing a kayak affects control hand position when abseiling 	1
Stage 4: Support Participants supported by other group members <ul style="list-style-type: none"> clear boundaries in place to provide safety and security 	1
Stage 5: Debrief Participants reflect on and evaluate performance and what has been learnt <ul style="list-style-type: none"> personal reflection journal 	1
Total	5

Question 23 (continued)

- (c) Kolb's model of experiential learning includes the characteristics of differing learning styles. Name **two** of these learning styles and state how people with each style prefer to learn. (4 marks)

Description	Marks
Any two of the following learning styles for one mark each.	
Converger Diverger Assimilator Accommodator	1-2
One mark for correctly identifying preferred learning method for each of the two selected styles.	
Converger: hands on application of theories (think and do) Diverger: discussions and use of imaginative ability (feel and watch) Assimilator: observation and creation of theories (think and watch) Accommodator: practical hands on, action based (feel and do)	1-2
Total	4

Question 24

(6 marks)

The adventure experience paradigm uses risk and competence to determine the challenge placed on a participant.

- (a) Provide a definition for each of the terms 'risk' and 'competence'. (4 marks)

Description	Marks
risk • the potential to lose or gain something of value • chance of something happening that will impact on objectives	1-2
competence • the matching of acquired skills to the demands of the task or the environment • the ability of an individual to respond to the environment	1-2
Total	4

Many outdoor programs aim to create peak adventure experiences.

- (b) (i) How is a peak adventure experience achieved in relation to risk and competence? (1 mark)

Description	Marks
peak adventure is achieved when risk and competence are balanced	1
Total	1

- (ii) Identify a benefit of achieving a peak adventure experience. (1 mark)

Description	Marks
Any one of:	
<ul style="list-style-type: none"> • creates optimum enjoyment • maximises benefits of learning experiences • high sense of personal/group achievement upon successful completion 	1
Total	1

Question 25**(12 marks)**

In preparation for a school expedition activity, you are required to conduct a risk assessment. Your teacher has provided a risk assessment template and a document that outlines the guidelines for conducting an expedition.

- (a) You have been provided with the following risk assessment template by your teacher. Choose an activity and:
- (i) Identify the **three** categories of causal factors. (3 marks)
- (ii) Provide **one** example of the causal factors for each category of your chosen activity. (3 marks)
- (iii) Provide **one** risk management strategy for each example provided. (3 marks)

Description			Marks
One mark for correctly identifying category, providing a relevant example and risk management strategy.			
Categories of causal factors	Example	Risk management strategy	
People	Example provided is relevant to chosen activity e.g. participant level of training, age of participants, group size	Strategy provided should either eliminate, reduce, isolate, control risk	1–3
Equipment	Example provided is relevant to chosen activity e.g. clothing, footwear, shelter	Strategy provided should either eliminate, reduce, isolate, control risk	1–3
Environment	Example provided is relevant to chosen activity e.g. predicted weather, terrain, animals/insects	Strategy provided should either eliminate, reduce, isolate, control risk	1–3
Total			9

There are specific guidelines that should be referred to when planning this type of expedition.

- (b) (i) Name the appropriate document that your teacher is likely to have provided. (1 mark)

Description	Marks
(Western Australia) Department of Education <i>Outdoor Education and Recreation procedures and guidelines.</i>	1
Total	1

- (ii) Identify **two** key aspects of the document that would help you with your planning. (2 marks)

Description	Marks
Any two of:	
<ul style="list-style-type: none"> • identifying risks • supervision strategies • qualification of instructors • information to be provided to parents • emergency response planning • communication strategies 	1–2
Total	2

Question 26

(12 marks)

Identify **three** traditional environmental management techniques used by Indigenous Australians and their equivalent present-day techniques. Provide a description of each technique.

Description	Marks
Traditional techniques	
<ul style="list-style-type: none"> • firestick farming • fish traps • sanctuary zones 	1–3
Description	
<ul style="list-style-type: none"> • firestick farming: weed control, allow native species of plants to germinate • fish traps: enabled smaller fish to escape, relied on natural ebb and flow of waterway to catch fish • sanctuary zones: areas where hunting was restricted to allow for flora and fauna to increase in number/maturity 	1–3
Present-day equivalent (must match traditional technique)	
<ul style="list-style-type: none"> • controlled burns (firestick farming) • fishing restrictions/permits (fish traps) • national park management plans (sanctuary zones) 	1–3
Description	
<ul style="list-style-type: none"> • controlled burns: targeted burning of areas to reduce risk of uncontrolled fires • fishing restrictions: restrictions on quotas, seasonal fishing restrictions • national park management plans: government controlled areas of land to provide opportunities for recreational participants whilst maintaining environment viability 	1–3
Total	12

Question 27

(7 marks)

On the second morning of a three-day hike you overhear raised voices from one of the groups who are packing up their tents and equipment. One member of the group is sitting away from the others while they continue packing. The member sitting out has been given the task of carrying all the group’s equipment for the day and is unhappy about it.

- (a) Which conflict management strategy has the member sitting out used in this situation? (1 mark)

Description	Marks
withdrawing	1
Total	1

- (b) List **one** advantage and **one** disadvantage of this conflict management strategy. (2 marks)

Description	Marks
Advantage: any one of:	
<ul style="list-style-type: none"> • ability to focus on more urgent issues • gives you time to better prepare/think about situation • may help retain relationships that may be hurt by a different conflict resolution strategy 	1
Disadvantage: any one of:	
<ul style="list-style-type: none"> • conflict remains unresolved • may escalate to larger conflict • can lead to person being frequently taken advantage of 	1
Total	2

- (c) Identify the conflict management strategy that would have been the most appropriate to use in this situation and give a reason why. (2 marks)

Description	Marks
Confronting	1
Reason: any one of:	
<ul style="list-style-type: none"> • both sides are heard • negative feelings can be discussed • solution benefits both parties 	1
Total	2

- (d) The group has been unable to resolve the situation and you have only a short period of time until the larger group is due to begin the day's hike.

As the leader, identify a different strategy you could use in these circumstances and state how your choice could manage the situation. (2 marks)

Description	Marks
A conflict management strategy: any one of:	
<ul style="list-style-type: none"> • forcing • soothing • compromising 	1
Forcing: explanation, any one of:	
ends situation, directs focus onto task, limited time spent on resolving the issue	1
or	
Soothing: explanation, any one of:	
recognises issue without spending a large amount of time on it, allows issue to be revisited when better prepared to deal with it	1
or	
Compromising: explanation, any one of:	
temporary solution, directs focus onto task, relationships maintained	1
Total	2

Question 28

(9 marks)

The Great Sandy World Heritage Area in Queensland is currently on the tentative list to achieve natural World Heritage status.

- (a) Which organisation is responsible for overseeing the World Heritage Convention? (1 mark)

Description	Marks
UNESCO: United Nations Educational, Scientific and Cultural Organisation	1
Total	1

- (b) What is the primary goal of the World Heritage Convention? (2 marks)

Description	Marks
<ul style="list-style-type: none"> • protection and/or preservation of cultural and natural heritage of areas • considered to be of outstanding value to humanity 	
Total	2

- (c) Which **four** natural criteria can be met for a site to gain natural World Heritage status? (4 marks)

Description	Marks
Natural criteria include: <ul style="list-style-type: none"> • (vii) areas of exceptional natural beauty (aesthetic importance) • (viii) outstanding examples representing major stages of Earth's history, (record of life), (on-going geological processes) • (ix) outstanding examples representing significant on-going ecological and biological processes in evolution and development (terrestrial, fresh water, coastal and marine ecosystems) • (x) the most important and significant natural habitats for conservation of biological diversity (threatened species) 	1–4
Total	4

- (d) Name **one** natural World Heritage Site in Western Australia and a criterion it met to allow placement on the World Heritage List. (2 marks)

Description	Marks
One mark for correctly naming Site and one mark for identifying a criterion it met to achieve World Heritage listing.	
Ningaloo Coast (vii) or (x) Purnululu National Park (vii) or (viii) Shark Bay (vii) or (viii) or (ix) or (x)	1–2
Total	2

Section Three: Extended answer

30% (40 Marks)

Question 29

(20 marks)

For the final assessment of your Outdoor Education course, you are allocated a group of Year 8 students who will be under your duty of care for a three day camping experience. You have been asked to provide an experience that will be educational in its focus. Your teacher has encouraged you to consider Maslow’s hierarchy of needs when developing your program.

When developing your program you must:

- (a) Identify the aim and purpose of a program with an educational focus. (2 marks)

Description	Marks
Aim: to change the way people feel and think	1
Purpose: to learn new skills while discovering greater self-awareness	1
Total	2

- (b) Explain the **four** levels of Maslow’s hierarchy of needs. (8 marks)

Description	Marks
For each of the four levels:	
Explains a level in detail	2
Briefly explains a level	1
Total	8
Answer may include:	
Physiological needs <ul style="list-style-type: none"> • requirements for human survival e.g. food, water, shelter, clothing Safety and security <ul style="list-style-type: none"> • safe from threats, enjoys basic freedoms e.g. physical, emotional, financial safety Social/Love and belonging <ul style="list-style-type: none"> • being a member of and identifying with a group e.g. friendships, family structure, acceptance Ego/Esteem <ul style="list-style-type: none"> • respected and valued by others, sense of achievement 	

Question 29 (continued)

- (c) For each of the **four** levels of Maslow's hierarchy of needs, provide a practical strategy that you could implement to ensure that individuals will have a better chance of successfully moving through each level. (4 marks)

Description	Marks
One mark for providing appropriate and relevant strategy to meet individual needs.	
For physiological needs, any one of:	
<ul style="list-style-type: none"> • students provided with equipment checklists • instruction on setting up shelters • identifying water supplies 	1
For safety and security, any one of:	
<ul style="list-style-type: none"> • risk assessment conducted • ground rules in place • qualified staff • students provided with prior training for activities 	1
For social/love and belonging, any one of:	
<ul style="list-style-type: none"> • activities to create group cohesiveness such as ice breakers • grouping students according to friendship groups • ensuring participants are not left out of activities 	1
For ego/esteem, any one of:	
<ul style="list-style-type: none"> • activities appropriate for age level and experience • activities that provide opportunities for achievement • positive feedback strategies put in place 	1
Total	4

- (d) Name **three** logistical aspects within your planning document and provide **one** example of what would be included in each aspect. (6 marks)

Description	Marks
For each of three logistical aspects:	
Names a logistical aspect	1
Provides an appropriate example for each	1
Total	6
Answers may include:	
<p>Budget</p> <ul style="list-style-type: none"> • costs for activities, accommodation, food • individual costs, group costs <p>Transport</p> <ul style="list-style-type: none"> • method of transport to location • mode of travel once expedition begins • booking details <p>Accommodation</p> <ul style="list-style-type: none"> • sufficient number of tents/dorms for participants • booking details <p>Equipment bookings</p> <ul style="list-style-type: none"> • sufficient equipment has been sourced/booked <p>Relevant correspondence</p> <ul style="list-style-type: none"> • notification to local management authorities, i.e. DPaW, ranger • parent/guardian contact and permission has been completed <p>Communications</p> <ul style="list-style-type: none"> • investigate phone reception for expedition area • hire satellite phone • use of other handheld communication devices, e.g. UHF radios <p>Emergency response</p> <ul style="list-style-type: none"> • RAMS has been completed • emergency response plans created • collection of participant medical information <p>Support crew</p> <ul style="list-style-type: none"> • vehicle and accommodation requirements • roles and responsibilities developed 	

Question 30

(20 marks)

Reflect on a debrief that was held following an outdoor activity you were involved in.

- (a) Describe the **three** phases of a debrief. (6 marks)

Description	Marks
For each phase of a debrief:	
Describes a phase of a debrief in detail	2
Describes briefly a phase of a debrief	1
Total	6
Answer may include:	
What happened? <ul style="list-style-type: none"> recall and review of activities discuss how experience affected individuals So what? <ul style="list-style-type: none"> individuals discuss what has been learned reflection on group/individual goals Now what? <ul style="list-style-type: none"> adapting what has been learnt to other situations/contexts in the participant's daily life 	

- (b) Explain **four** ground rules that were established and how each of these had a positive impact on the success of the debriefing session. (8 marks)

Description	Marks
For each ground rule:	
Explains a ground rule and its positive impact on the debriefing process	2
Explains a ground rule	1
Total	8
Answer may include:	
ground rule: single person speaking explanation: speaker could be heard, information could be of use to all members of group, different perspectives	
ground rule: non-violent explanation: no put downs, creates an environment of safety. participants more likely to share thoughts	
ground rule: freedom to participate explanation: no judgements when a person chooses to opt out	
ground rule: responsibility of group members explanation: responsibility to other members within group, respect and value of the individual promotes discussion	
ground rule: ensuring confidentiality explanation: trust is established, participants feel supported and safe sharing their feelings, thoughts	

- (c) Identify **three** facilitation skills used by the leader of the debrief. Provide a practical example of how each skill was implemented. (6 marks)

Description		Marks
Identifies three facilitation skills		1–3
Provides a practical example for each skill		1–3
Total		6
Answers may include:		
facilitation skill:	values responses	
practical example:	treats individuals with respect, thanks person for contributing, provides feedback, avoids pressuring individuals who are not ready	
facilitation skill:	asks open ended questions	
practical example:	encourages meaningful responses from group members, encourages group members to reflect on their thoughts, comments	
facilitation skill:	uses active listening	
practical example:	concentrates on what the person is saying summarises contributors thoughts, provides feedback, encourages participants to share	
facilitation skill:	decision making and problem solving	
practical example:	identifying options and coming to a decision, such as which route to take on a walk	
facilitation skill:	controls the discussion	
practical example:	keeps discussion on task, provides opportunities for all members to contribute, shapes the discussion and asks questions that will elicit relevant responses, identifies when to intervene in discussion	

Question 31

(20 marks)

Outdoor Education Australia provides the following rationale for outdoor education:

Opportunities to develop positive relationships with the environment, others and ourselves through interaction with the natural world can be achieved through outdoor education. These relationships are essential for the wellbeing and sustainability of individuals, society and our environment.

Consider the early settlers' relationship with Australia's natural environment with that of the Aboriginal and Torres Strait Islander Peoples.

- (a) Describe how their differing relationships with the natural environment influenced their interaction with it. (12 marks)

Description	Marks
One mark for relationship, one mark for influence on interaction.	
Aboriginal and Torres Strait Islander Peoples	
adapted to environment	1
relied on environment for survival	1
used fire	1
Interactions. Any three of: <ul style="list-style-type: none"> nomadic with seasons, food stocks strong connection to land kinship use of sustainable practices 	1-3
Early settlers	
exploitation of land and natural resources	1
taming/colonising wild land	1
exploration of land and sea	1
Interactions. Any three of: <ul style="list-style-type: none"> resources to be tamed valued as a commodity, no emotional connection little knowledge – attempted to impose European farming practices hunting of animals to near extinction exploration of continent due to challenge 	1-3
Total	12

- (b) Reflecting on your participation in the Outdoor Education course, identify **four** strategies that have helped you to develop a more positive relationship with nature. Provide **one** example from an outdoor activity that supports each strategy. (8 marks)

Description	Marks
For each strategy:	
Identifies strategy	1-4
Provides relevant practical example	1-4
Total	8
Answers may include:	
Maximising comfort levels <ul style="list-style-type: none"> • having appropriate equipment to participate in activities, cope with weather conditions • choosing appropriate locations/time of year to conduct activities • managing challenge of experience to competence/background of the group Revisiting areas <ul style="list-style-type: none"> • visiting area before hand • engaging with environment in playful manner • emotional connection to the environment Instilling a sense of place <ul style="list-style-type: none"> • spiritual connection to a place • researching history of the area Increasing knowledge of the natural environment <ul style="list-style-type: none"> • researching flora and fauna • understanding impact of human interaction Experiencing nature <ul style="list-style-type: none"> • visiting natural environment Developing skills and competence in outdoor activities <ul style="list-style-type: none"> • learning skills such as cooking, setting up tents, leave no trace principles, mode of travel skills such as kayaking, mountain biking. 	

ACKNOWLEDGEMENTS

Question 23(a)

Diagram from: Joplin, L. (1981). On defining experiential education. *Journal of Education*, 4(1), p. 16. Retrieved July, 2016, from https://moodle.mit.edu/pluginfile.php/1575/mod_resource/content/1/On%20Defining%20Experiential%20Education.pdf

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