



Western Australian Certificate of Education ATAR course examination, 2016

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	8	8	90	82	50
Section Three Extended answer	3	2	60	40	30
Total					100

Instructions to candidates

1. The rules for the conduct of the Western Australian Certificate of Education ATAR course examinations are detailed in the *Year 12 Information Handbook 2016*. 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. 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.

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. Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being planned/continued on the additional working space page.

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. 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 is a stage of Kolb's model of experiential learning?
 - (a) storming
 - (b) assimilator
 - (c) concrete experience
 - (d) challenging action

2. An outdoor program with a recreational focus aims to change the way a person
 - (a) feels by having fun and relaxing when learning skills.
 - (b) feels and thinks by becoming more aware of themselves.
 - (c) thinks, feels and behaves through personal growth in new and alternative ways.
 - (d) behaves by promoting personal growth and change.

3. The correct order of Maslow's hierarchy of needs (from the lowest) is
 - (a) esteem, safety, love and belonging, and physiological.
 - (b) physiological, safety, love and belonging, and esteem.
 - (c) physiological, love and esteem, belonging, and safety.
 - (d) safety, love and belonging, physiological, and esteem.

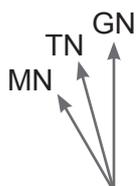
4. The Adventure Activity Standards are
 - (a) to provide outdoor enthusiasts with suggestions on what precautions to take when participating in an outdoor activity.
 - (b) compulsory when conducting an outdoor activity that has a large degree of risk.
 - (c) the minimum standards for activities undertaken in the outdoors as determined by industry experts.
 - (d) guidelines to support and assist teachers in obtaining and maintaining their duty of care.

5. Which of the following is an effective strategy for evaluating a debrief?
 - (a) scenarios
 - (b) controlling the discussion
 - (c) coaching
 - (d) peer review

See next page

6. Recording an activity on video is a useful tool for developing a group's interpersonal skills because it allows you to
- (a) see who was not behaving.
 - (b) rewind aspects of a group's performance for further analysis.
 - (c) keep a snapshot of where the activity was held.
 - (d) record an individual to show how they were feeling.

7. On topographical maps you will often find three northings similar to the diagram below.



Which of the following is a correct description for the diagram?

- (a) True north indicates the difference between grid north and magnetic north.
 - (b) Magnetic north indicates the variation change on an annual basis.
 - (c) Magnetic north indicates the direction in which a compass needle points.
 - (d) True north indicates the direction northwards along the lines of map projection.
8. Open-ended questions are an effective strategy when leading a group as they
- (a) encourage a participant to provide a more meaningful answer.
 - (b) provide a feeling of respect towards other group members.
 - (c) allow the leader to demonstrate their level of expertise and knowledge.
 - (d) give permission to all group members to voice their opinions.
9. The correct order for managing a first aid incident would be
- (a) check for danger, send for help, check for response, open airways, and check for breathing.
 - (b) check for danger, check for response, send for help, open airways, and check for breathing.
 - (c) check for danger, send for help, check for response, check for breathing, and open airways.
 - (d) send for help, check for danger, check for response, open airways, and check for breathing.
10. The aim of the 'Leave No Trace' principles is to
- (a) force participants to follow local area management rules and regulations.
 - (b) develop an understanding of the natural environment.
 - (c) hide any damage that is caused by participants.
 - (d) minimise the impact of visits to natural and cultural heritage areas.

11. Not moving shells or rocks when snorkelling would be an example of which 'Leave No Trace' principle?
- (a) plan ahead and prepare
 - (b) travel and camp on durable surfaces
 - (c) leave what you find
 - (d) be considerate of other visitors
12. An advantage of using a performance rating scale when observing skills in others is that it
- (a) is structured and consistent when applied to groups.
 - (b) allows a participant to ask questions regarding their performance.
 - (c) is a subjective measure that allows for individual bias.
 - (d) provides specific feedback on an individual's performance.
13. Which of the following would be appropriate for assisting in the development of the interpersonal skills of a group?
- (a) checklists
 - (b) performance ratings
 - (c) peer review
 - (d) coaching
14. Which of the following agencies was established to improve the coordination and planning of emergency services in Western Australia?
- (a) Western Australia Police
 - (b) St John Ambulance WA
 - (c) Department of Fire and Emergency Services
 - (d) State Emergency Service
15. Experiential learning is best described as
- (a) learning through reflection on doing.
 - (b) experiencing different activities.
 - (c) playing in a natural environment.
 - (d) learning from others' experiences.
16. Probing questions are used when
- (a) group members are in conflict.
 - (b) time is short and you need to move onto the next task.
 - (c) establishing the risk of an activity.
 - (d) further clarification is required.

17. Which of the following is a program of the National Resource Management – Perth region?
- (a) biodiversity
 - (b) fire management
 - (c) park ranger
 - (d) weed eradication
18. Triangulation can be used to
- (a) measure distances between two locations.
 - (b) identify your location using three prominent features.
 - (c) determine North when using the sun's movement and a stick.
 - (d) remember the levels in Maslow's hierarchy.
19. Which of the following is the **best** example of an environmental interpretive activity?
- (a) learning to tie knots
 - (b) comparing different tree nuts and identifying which tree they have fallen from
 - (c) conducting a debrief after a hike
 - (d) completing an orienteering course through a natural environment
20. *Devastation and disaster* is likely to occur when
- (a) perceived risk is greater than the actual risk.
 - (b) risk and competence are equal.
 - (c) competence outweighs risk.
 - (d) risk outweighs competence.

End of Section One

See next page

Section Two: Short answer**50% (82 Marks)**

This section has **eight (8)** questions. Answer **all** questions. Write your answers in the spaces provided.

Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being planned/continued on the additional working space page.

Suggested working time: 90 minutes.

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)

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

Advantage one: _____

Advantage two: _____

Disadvantage one: _____

Disadvantage two: _____

- (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)

See next page

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)

Prominent land features			
Feature		Calculation	Grid back bearing
One	215°		
Two	112°		
Three	301°		

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)

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

One: _____

Two: _____

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

One: _____

Two: _____

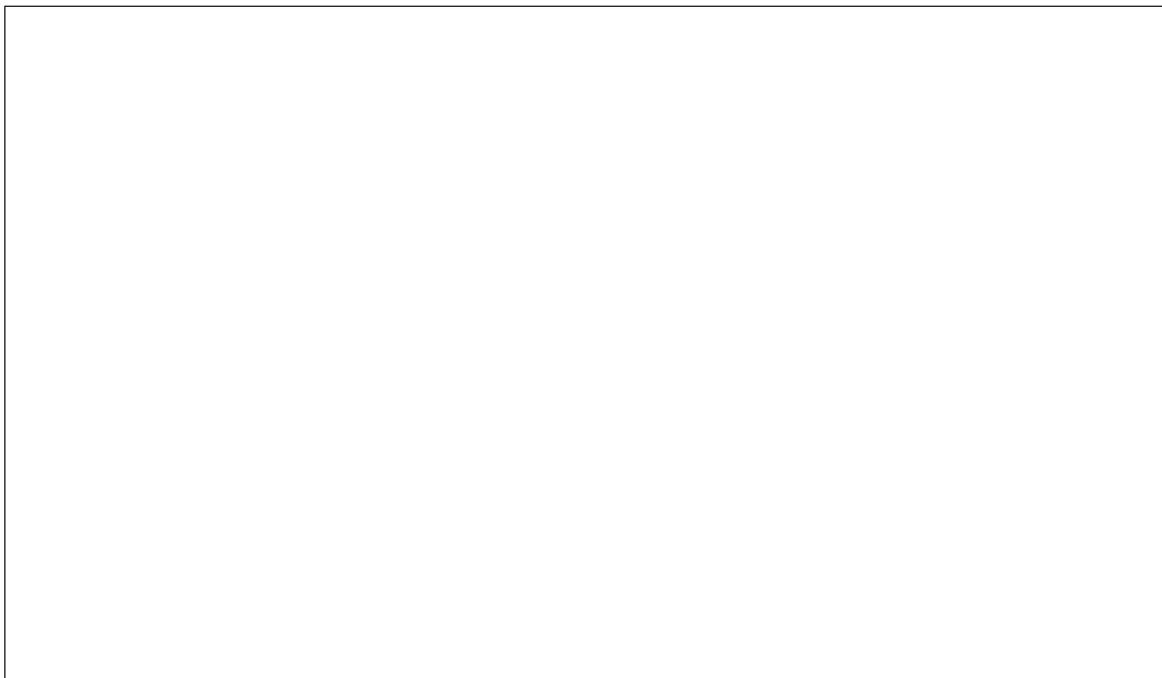
Three: _____

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)



- (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)

Stage one: _____

Stage two: _____

Stage three: _____

Stage four: _____

Stage five: _____

- (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)

One: _____

Two: _____

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)

Risk: _____

Competence: _____

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)

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

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)

Chosen activity _____ (0 marks)

Categories of causal factors	Example	Risk management strategy

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)

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

One: _____

Two: _____

See next page

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.

Traditional technique one: _____

Description: _____

Present-day technique: _____

Description: _____

Traditional technique two: _____

Description: _____

Present-day technique: _____

Description: _____

Traditional technique three: _____

Description: _____

Present-day technique: _____

Description: _____

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)

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

Advantage: _____

Disadvantage: _____

- (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)

Strategy: _____

Reason: _____

- (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)

Strategy: _____

Statement: _____

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)

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

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

One: _____

Two: _____

Three: _____

Four: _____

- (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)

Site: _____

Criterion: _____

End of Section Two

See next page

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

This section contains **three (3)** questions. You must answer **two (2)** questions. Write your answers on the lined pages provided following Question 31.

Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being planned/continued on the additional working space page.

Suggested working time: 60 minutes.

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)
- (b) explain the **four** levels of Maslow's hierarchy of needs. (8 marks)
- (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 moving successfully through each level. (4 marks)
- (d) name **three** logistical aspects in your planning document and provide **one** example of what would be included in each aspect. (6 marks)

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

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)
- (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)

End of questions

ACKNOWLEDGEMENTS

Question 31

Quote from: Outdoor Education Australia. (n.d.). *Rationale for outdoor ed.* Retrieved June, 2016, from <http://outdoorededucationaustralia.org.au/education/rational-for-oe>

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