



## Western Australian Certificate of Education Examination, 2015

### Question/Answer Booklet

# OUTDOOR EDUCATION

## Stage 3

Please place your student identification label in this box

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 for paper:                            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 notes or other items of a non-personal nature in the examination room. 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 exam
Section One: Multiple-choice	20	20	30	20	20
Section Two: Short answer	6	6	90	77	50
Section Three: Extended answer	3	2	60	40	30
<b>Total</b>					100

## Instructions to candidates

- The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2015*. 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. 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 responses to the specific questions asked and to follow any instructions that are specific to a particular question.
- Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
  - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
  - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

## Section One: Multiple-choice

20% (20 Marks)

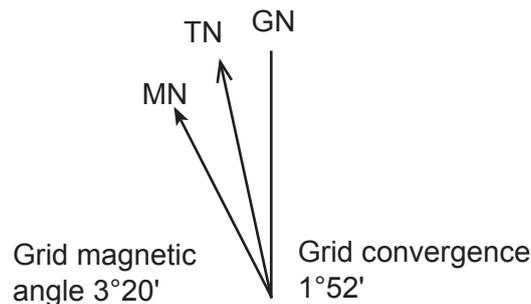
This section has **20** questions. Answer **all** questions on the separate Multiple-choice Answer Sheet provided. For each question, shade the box to indicate your answer. Use only a blue or black pen to shade the boxes. If you make a mistake, place a cross through that square, then shade your new answer. 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. You have calculated the error in magnetic variation as  $2^{\circ}40'$  W. When applying this to a bearing of  $302^{\circ}$  during a triangulation, the correct answer is

- (a)  $305^{\circ}$ .
- (b)  $300^{\circ}$ .
- (c)  $304^{\circ}$ .
- (d)  $299^{\circ}$ .

2. True north, grid north and magnetic north are shown diagrammatically for the centre of a map. Magnetic north is correct for 2005 and moves east by  $1'30''$  annually.



The correct calculation for magnetic variation using the north point diagram above is

- (a)  $3^{\circ}20' + (1'30'' \times 10)$ .
  - (b)  $3^{\circ}20' - (1'30'' \times 10)$ .
  - (c)  $1^{\circ}52' + (1'30'' \times 10)$ .
  - (d)  $1^{\circ}52' - (1'30'' \times 10)$ .
3. The correct back bearing for  $228^{\circ}$  is
- (a)  $48^{\circ}$ .
  - (b)  $408^{\circ}$ .
  - (c)  $231^{\circ}$ .
  - (d)  $226^{\circ}$ .

4. A global positioning system (GPS) would be **most** effective in which of the following scenarios?
- (a) Identifying your exact location in an emergency while canoeing in a steep river gorge.
  - (b) Meeting support crew at an agreed location while mountain biking on a stormy day.
  - (c) Searching for a cave exit after getting disorientated in the dark.
  - (d) Locating a wilderness campsite while sea kayaking in fine weather.
5. The **best** process for managing a conscious snakebite casualty is to
- (a) check for danger, compression bandage the limb, call 000 and then move the casualty to the closest emergency point.
  - (b) call 000, identify the snake, move casualty away from the snake and then monitor casualty while waiting for the ambulance.
  - (c) check for danger, call 000, compression bandage the limb and then monitor the casualty while waiting for the ambulance.
  - (d) call 000, compression bandage the limb and then move casualty away from the snake to the closest emergency point.
6. Participants are disagreeing over which direction to take at an intersection during an easy first day of a hiking expedition.
- The **best** conflict-management technique to use in this scenario is
- (a) collaborating.
  - (b) compromising.
  - (c) confronting.
  - (d) forcing.
7. Two students are arguing over who gets to use the Trangia first to cook lunch. One of the students is still a little upset as they were unable to complete the abseil due to a fear of heights in the previous activity.
- The **best** conflict-management technique to use in this scenario is
- (a) withdrawing.
  - (b) accommodating.
  - (c) soothing.
  - (d) forcing.
8. Which of the following statements **best** describes the advantages of using the 'forcing' conflict-management technique?
- (a) It gives participants an opportunity to learn how to deal with conflict.
  - (b) It builds confidence in the leader and the issue is resolved quickly.
  - (c) It allows a fair outcome for both parties involved in the conflict.
  - (d) The issue is resolved quickly and ensures that it will not continue in the future.

9. Select the statement that **best** describes the disadvantages of using the 'compromising' conflict-management technique.
- (a) If the outcome is important, the best solution may not be reached.
  - (b) It takes time and commitment from both parties to reach a solution.
  - (c) The conflict is not resolved and may arise at a later time.
  - (d) Individuals may lose respect for the other party.
10. Asking students to describe an event they were challenged by during an activity, would fit which stage of a debrief?
- (a) what happened?
  - (b) what if?
  - (c) now what?
  - (d) so what?
11. Participants were asked to discuss the reasons they thought the group experienced conflict during an activity. For which phase of a debrief would this be **most** appropriate?
- (a) analyse events
  - (b) summarise events
  - (c) now what?
  - (d) so what?
12. Which is the **most** suitable question or activity for the final phase of a debrief at the conclusion of an expedition, to facilitate transfer of learning?
- (a) Describe a situation on the expedition where you had to apply conflict-management strategies.
  - (b) Describe what you have learnt about communication that you can apply to another group.
  - (c) Ask participants to describe the strengths and weaknesses of others in the group.
  - (d) Ask participants to share their personal goals and how successful they were in achieving them.
13. Select the **least** suitable criterion to include in a debrief evaluation checklist.
- (a) Participants were given coaching to improve their skills for the future.
  - (b) All participants were able to contribute and their responses were valued.
  - (c) Time was spent on all three stages of the debriefing process.
  - (d) Time was spent outlining the rules and exceptions at the start of the debrief.
14. Which of the following methods is **least** suited to observing and analysing the leadership skills of others following an activity?
- (a) completing a checklist on their use of flexible leadership styles
  - (b) asking them questions regarding their instructional skills
  - (c) watching a video-recording of their participation in a team building activity
  - (d) watching a video-recording of them facilitating a briefing

15. The **most** beneficial reason for developing a positive relationship with nature is so individuals will be more
- (a) likely to stay mentally and physically healthy.
  - (b) comfortable and confident participating in outdoor activities.
  - (c) able to educate others about the environment.
  - (d) likely to conserve the environment.
16. Which of the following locations are Western Australian and natural World Heritage listed sites?
- (a) Shark Bay and Ningaloo Coast
  - (b) Kakadu National Park and Karijini National Park
  - (c) Ningaloo Coast and Kakadu National Park
  - (d) Karijini National Park and Shark Bay
17. What Western Australian cultural site is World Heritage listed?
- (a) Rottnest Island
  - (b) Fremantle Prison
  - (c) Dirk Hartog Island
  - (d) King George Sound, Albany
18. The global governing body for World Heritage is
- (a) Greenpeace.
  - (b) World Conservation Union.
  - (c) United Nations Educational, Scientific and Cultural Organisation.
  - (d) International Union for Conservation of Nature.
19. Which statement is **not** part of the World Heritage mission?
- (a) Provide emergency assistance for World Heritage sites.
  - (b) Provide guidelines to minimise the impact on World Heritage sites from tourism.
  - (c) Encourage countries to cooperate to conserve cultural and natural heritage.
  - (d) Encourage management plans to be established for World Heritage sites.
20. Purnululu National Park satisfies two criteria for World Heritage due to which of the following two features?
- (a) Outstanding geological examples of cone karst in sandstone and a unique ecosystem containing significant populations of threatened fauna.
  - (b) A unique ecosystem containing significant populations of threatened fauna and extraordinary evidence of traditional Indigenous culture.
  - (c) Exceptional natural beauty and outstanding geological examples of cone karst in sandstone.
  - (d) Exceptional natural beauty and extraordinary evidence of traditional Indigenous culture.

**End of Section One**

**See next page**

Section Two: Short answer

50% (77 Marks)

This section has six (6) questions. Answer all questions. Write your answers in the spaces provided.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

- Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
- Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Suggested working time: 90 minutes.

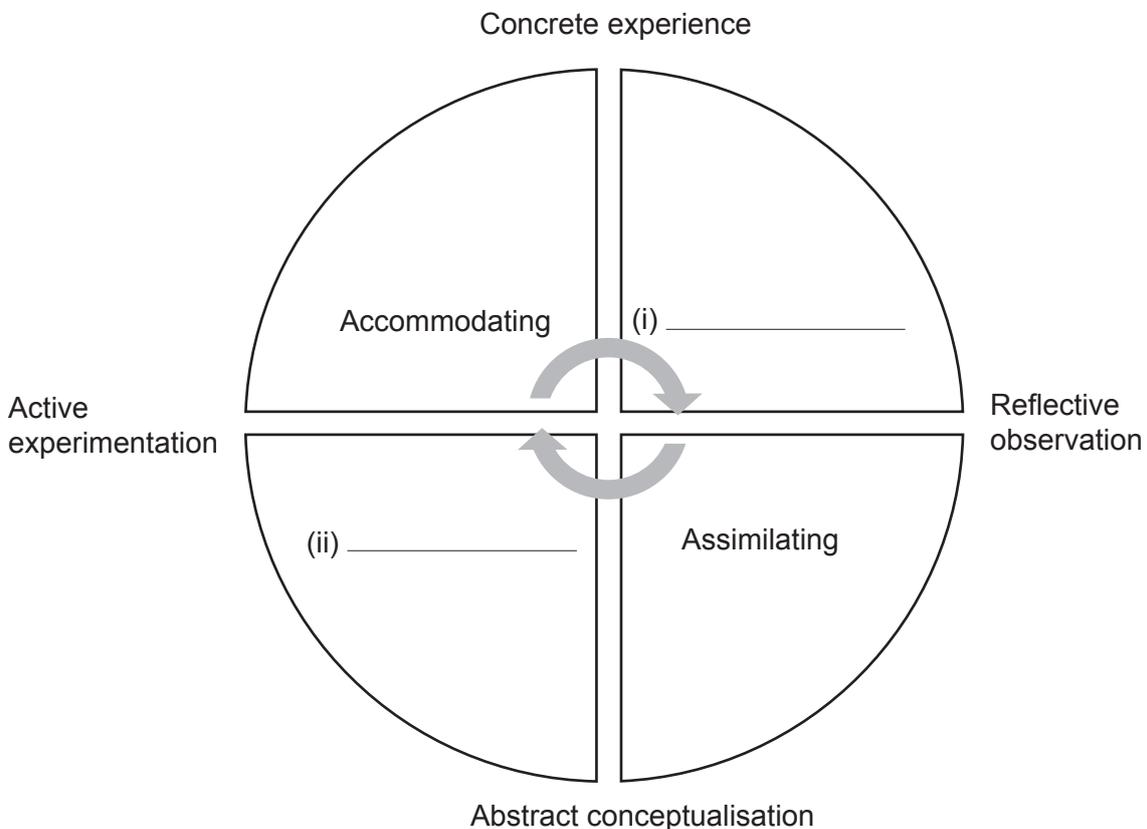
Question 21

(15 marks)

You have been asked to lead an outdoor program for Girl Guides that aims to develop the participants' hiking skills, while learning more about themselves and how to build effective relationships.

- (a) What is the specific focus of this type of program? (1 mark)

- (b) Kolb's model of experiential learning can be used in outdoor programs to facilitate learning. State the missing learning styles at (i) and (ii). (2 marks)



See next page

**Question 21** (continued)

- (c) Use an example from the outdoor program to outline the learning at each stage of Kolb's model of experiential learning. (8 marks)

Concrete experience: \_\_\_\_\_

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Reflective observation: \_\_\_\_\_

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Abstract conceptualisation: \_\_\_\_\_

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Active experimentation: \_\_\_\_\_

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- (d) Outline the characteristics of participants with the **two** identified learning styles below. Use examples of how they would respond to a challenge during a team-building activity to support your response. (4 marks)

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

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

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**Question 22**

**(17 marks)**

The Year 12 Outdoor Education students are planning an overnight camp for a group of Year 11 students to build personal skills in the participants to assist them with the pressures of senior school.

- (a) What is the specific focus of this type of program? (1 mark)

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- (b) The four personal skills that you would be aiming to develop in this program are listed below. For each, describe a different and effective method for observing and analysing each personal skill in the participants. (8 marks)

Flexibility: \_\_\_\_\_

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Commitment: \_\_\_\_\_

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Time-management: \_\_\_\_\_

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Monitoring: \_\_\_\_\_

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- (c) Maslow developed a hierarchy of needs whereby individuals are motivated to achieve self-actualisation if the lower levels are satisfied. Identify the **four** levels and outline considerations required in planning prior to this camp to satisfy each level. (8 marks)

Lowest level: \_\_\_\_\_

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Second level: \_\_\_\_\_

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Third level: \_\_\_\_\_

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Fourth level: \_\_\_\_\_

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Question 23

(11 marks)

You are the leader of a small group on an expedition that is working with a group of teenagers who display absenteeism, truancy and refusal to attend school. This program includes a range of activities that utilise managed risks, including rock climbing and mountain biking, to modify the participants' behaviour.

- (a) What is the specific focus of this type of program? (1 mark)

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For copyright reasons this image cannot be reproduced in the online version of this document, but may be viewed at <http://www.wilderdom.com/philosophy/PriestAdventureExperienceParadigm.html>

**(Adventure Experience Paradigm indicating a participant who is timid and fearful)**

- (b) Identify **two** missing conditions of challenge in the Adventure Experience Paradigm in the diagram above. Outline a positive and negative outcome for participants operating at each condition. (6 marks)

Missing condition one: \_\_\_\_\_

Positive outcome: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Negative outcome: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Missing condition two: \_\_\_\_\_

Positive outcome: \_\_\_\_\_

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Negative outcome: \_\_\_\_\_

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- (c) It is the intention of an outdoor leader to move participants toward being astute individuals. Describe how you would apply the Adventure Experience Paradigm to activities on this expedition to facilitate personal development in a timid and fearful participant. (4 marks)

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Question 24

(10 marks)

You are working for a commercial outdoor activity provider leading two-day, overnight rafting and hiking expeditions in Western Australia. This program is targeted at tourists who are looking for an enjoyable experience in the outdoors.

- (a) What is the specific focus of this type of program? (1 mark)

\_\_\_\_\_

- (b) Describe **four** logistical aspects of this program. (8 marks)

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (c) Identify the guideline that the commercial activity outdoor provider should comply with to reflect common safe practice. (1 mark)

\_\_\_\_\_

Question 25

(17 marks)

You are responsible for planning and leading a camp for Year 8 students with an environmental focus.

- (a) Outline an environmental interpretive activity that could be used on this program. (1 mark)

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- (b) Describe **two** key considerations in delivering an effective environmental interpretive activity. Use examples from the activity you outlined in part (a) to support your response. (4 marks)

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

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

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Question 25 (continued)

- (c) Identify and outline **four** strategies you could use **prior** to this camp to build a positive human-nature relationship in the participants. (8 marks)

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

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

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

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

- (d) Explain a method that you could use to educate the participants about each of the following 'Leave No Trace' principles **during** the camp. (4 marks)

Travel and camp on durable surfaces: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Respect wildlife: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Question 26

(7 marks)

The National Reserve System (NRS) is Australia's network of protected areas.

- (a) Which organisation is responsible for preparing and implementing environmental management plans in Western Australia? (1 mark)

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- (b) What is the primary purpose of environmental management plans? (1 mark)

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- (c) Following the development of a draft environmental management plan, what process is required prior to final approval? (1 mark)

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- (d) Use an example from an environmental management plan you have analysed to complete the following table. (4 marks)

Identify a <b>National Park</b> or <b>Sanctuary</b> with a management plan.	
Outline one identified <b>value</b> of the protected area.	
Outline the condition or <b>integrity</b> of this value.	
Outline the <b>management</b> approach required to conserve the integrity of this value.	

**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 29.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

- Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
- Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Suggested working time: 60 minutes.

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**Question 27****(20 marks)**

It is important that outdoor leaders be able to apply risk analysis management systems to specific situations. Consider the following scenario when responding to all parts of this question.

Context:

- school Outdoor Education
- Western Australia
- base camping or lightweight mobile camping
- Years 7–9 students attending their first outdoor education camp.

Environment:

- average maximum temperature 31°C
- average minimum temperature 17 °C
- forest/woodland environment.

- (a) Identify the **three** categories of causal factors. Outline **two** causal factors and **two** related risk management strategies for each category. Examples must relate directly to a camping context. (15 marks)
- (b) As this is a school activity, there are specific guidelines that should be utilised in planning a safe outdoor experience. Identify the appropriate guidelines and outline how you would apply **two** key aspects. (5 marks)

**Question 28****(20 marks)**

Use Joplin's model of experiential learning to evaluate a learning experience that you facilitated this year.

- (a) Describe the **five** stages of Joplin's model. Use examples from the activity you facilitated to support your response. (10 marks)
- (b) Select **five** of the facilitation skills and outline how you applied each skill to enhance learning during the activity. (5 marks)
- (c) Provide observations to reflect on the effectiveness of learning that took place at each stage. (5 marks)

**See next page**

## Question 29

(20 marks)

- (a) Using examples, discuss the differences between the relationships that Indigenous Australians and early European settlers had with the Australian environment. (8 marks)
- (b) Identify **three** traditional environmental management techniques and the equivalent present-day practices. For each pair of environmental management techniques, identify **one** aim that the techniques have in common and outline **one** difference between the two methods. (12 marks)

**End of Questions**

























## ACKNOWLEDGEMENTS

### Section Two

- Question 21** Diagram based on David Kolb's experiential learning model.
- Question 23** Diagram adapted from: Priest, S. (1986). The Adventure Experience Paradigm. In J. Neill. (2007). *The Adventure Experience Paradigm—Simon Priest* (Fig. 1). Retrieved June, 2015, from [www.wilderdom.com/philosophy/PriestAdventureExperienceParadigm.html](http://www.wilderdom.com/philosophy/PriestAdventureExperienceParadigm.html)
- Question 26(d)** Concept from: Department of the Environment. (n.d.). *National Reserve System: Plan of management guidelines* (p. 11). Retrieved April, 2015, from [www.environment.gov.au/system/files/pages/a839d059-981d-409a-999c-853dc5637c57/files/guidemanagement.pdf](http://www.environment.gov.au/system/files/pages/a839d059-981d-409a-999c-853dc5637c57/files/guidemanagement.pdf)  
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