



## ATAR course examination, 2021

### Question/Answer booklet

# OUTDOOR EDUCATION

Please place your student identification label in this box

WA 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: 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	9	9	90	96	50
Section Three Extended answer	3	2	60	40	30
<b>Total</b>					100

## Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2021: Part II Examinations*. 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. 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.

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. 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.

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1. To be included on the World Heritage list, a site must meet a set of criteria. Which of the following Western Australian Natural World Heritage sites meets the most criteria?
  - (a) Fremantle Prison
  - (b) Purnululu National Park
  - (c) Ningaloo Coast
  - (d) Shark Bay
  
2. The main goal of environmental interpretation is to
  - (a) get more people outdoors.
  - (b) maximise individuals' time in the outdoors.
  - (c) stimulate the interest of individuals.
  - (d) develop an understanding of risk.
  
3. Experiential learning can include all of the following **except**
  - (a) challenge by choice.
  - (b) involving staff directly.
  - (c) reflecting on learning.
  - (d) developing real and perceived risk.
  
4. In the Western Australian Department of Education's *Recreation and Outdoor Education Activities for Public Schools Procedures* document, which of the following statements is **incorrect**?
  - (a) staff roles in an emergency have been identified
  - (b) the guidelines are compulsory for all staff to follow
  - (c) parents have been informed of the educational purpose
  - (d) an appropriate communication strategy has been established
  
5. Using the three-step process in a debrief, what should be included in the second phase?
  - (a) key facts about the day
  - (b) group interactions that occurred
  - (c) interpretive meanings of the experience
  - (d) insights for future goal setting

**See next page**

6. Which of the following is **not** an environmental interpretive principle? Environmental interpretations
- (a) should be presented as a whole.
  - (b) need to relate to what is being displayed.
  - (c) aim to provide instruction.
  - (d) hope to create provocation.
7. Personal traits can be better understood by using
- (a) abstract conceptualisation.
  - (b) a Likert scale.
  - (c) risk management analysis.
  - (d) videography.
8. A technique used to educate groups about 'Leave No Trace' is
- (a) role modelling.
  - (b) experiencing nature.
  - (c) developing positive experiences.
  - (d) instilling a sense of place.
9. A main aim of World Heritage is to
- (a) develop sites so as to encourage a greater understanding of our heritage.
  - (b) improve facilities at the sites so they are more easily accessible.
  - (c) educate people on what our cultural and natural heritage offer.
  - (d) encourage international cooperation toward the conservation of our natural heritage.
10. A key program in the 'Natural Resource Management – Perth' is the management of
- (a) planned burns.
  - (b) global warming.
  - (c) overfishing.
  - (d) cultural heritage.
11. A key objective of water natural resource management is to
- (a) improve dual-use areas where people surf and swim.
  - (b) encourage people to use less water by promoting a greater understanding of water restrictions.
  - (c) protect and restore ecological values of the aquatic ecosystems and water resources.
  - (d) develop water management plans that align with local government strategies.

12. Which of the following is an example of an environmental interpretation activity?
- (a) completing reflective journals
  - (b) stargazing on a camp
  - (c) an exhibit on reducing fuel for fires
  - (d) an extended bushwalk
13. Which of the following is **not** a ground rule that you would have established before undertaking a debrief?
- (a) only one person to speak at a time
  - (b) everyone must participate actively
  - (c) all responses are to be valued
  - (d) confidentiality is to be respected
14. Which of the following is important to be taken into account when assessing risk?
- (a) experience and knowledge
  - (b) consequence and likelihood
  - (c) individual and group goals
  - (d) responsibility and attitude
15. Techniques used to coach others include all of the following **except**
- (a) keeping feedback to a minimum.
  - (b) being judgemental to others.
  - (c) correcting one error or mistake at a time.
  - (d) building concepts through direct experience.
16. During a debrief, 'open questions' usually
- (a) start with the words 'will', 'did' or 'if'.
  - (b) allow for the conversation to be switched to the respondent.
  - (c) end the discussion.
  - (d) lead a person into a way of thinking.
17. While paddling down a rapid, what type of reflection is **most** likely to help an individual improve?
- (a) internal reflection
  - (b) reflective thinking
  - (c) reflective practice
  - (d) practical learning

18. Which of the following is a facilitation skill that would be used when leading a group on an expedition?
- (a) only the leader is responsible for safety
  - (b) using a variety of questioning techniques
  - (c) making all group members participate
  - (d) the leader always making the final decision
19. According to Kolb's model of experiential learning, a person learning through 'critical thinking' is
- (a) a converger.
  - (b) an assimilator.
  - (c) an accommodator.
  - (d) a diverger.
20. An instructional technique to assist in the facilitation of a group's performance is
- (a) coaching.
  - (b) performance rating.
  - (c) questioning.
  - (d) holistic learning.

**End of Section One**

**See next page**

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**See next page**

**Section Two: Short answer**

**50% (96 Marks)**

This section has **nine** 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**

**(11 marks)**

- (a) Using an example from an adventure activity, identify the difference between a hazard and a risk. (2 marks)

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- (b) For each of **two** other adventure activities, identify a unique hazard, providing an appropriate risk and risk management strategy for that hazard. (6 marks)

Activity one: _____		
Hazard	Risk	Risk management strategy

Activity two: _____		
Hazard	Risk	Risk management strategy



- (c) Outline the importance of applying a risk analysis management system (RAMS) to an outdoor activity. (3 marks)

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Question 22

(11 marks)

You have been leading your group along the Munda Bididi Trail when you take a right turn onto a track. After a while you realise that you are no longer on the correct trail and are lost. You decide to triangulate your position so that you can find your location on the map and get your group back on course.

You can recognise three hills around you as follows:

- Hill One: GR 161 694 on a bearing of  $322^\circ$
- Hill Two: GR 154 673 on a bearing of  $234^\circ$
- Hill Three: GR 182 676 on a bearing of  $128^\circ$ .

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

- Grid magnetic angle:  $2^\circ 22'$  W
- Year of publication: 2011
- Annual change:  $2'48''$  E

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(b) Using the compass bearings that you have for the three hills, convert these into grid bearings, applying the appropriate back-bearing. Show **all** workings. (3 marks)

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

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

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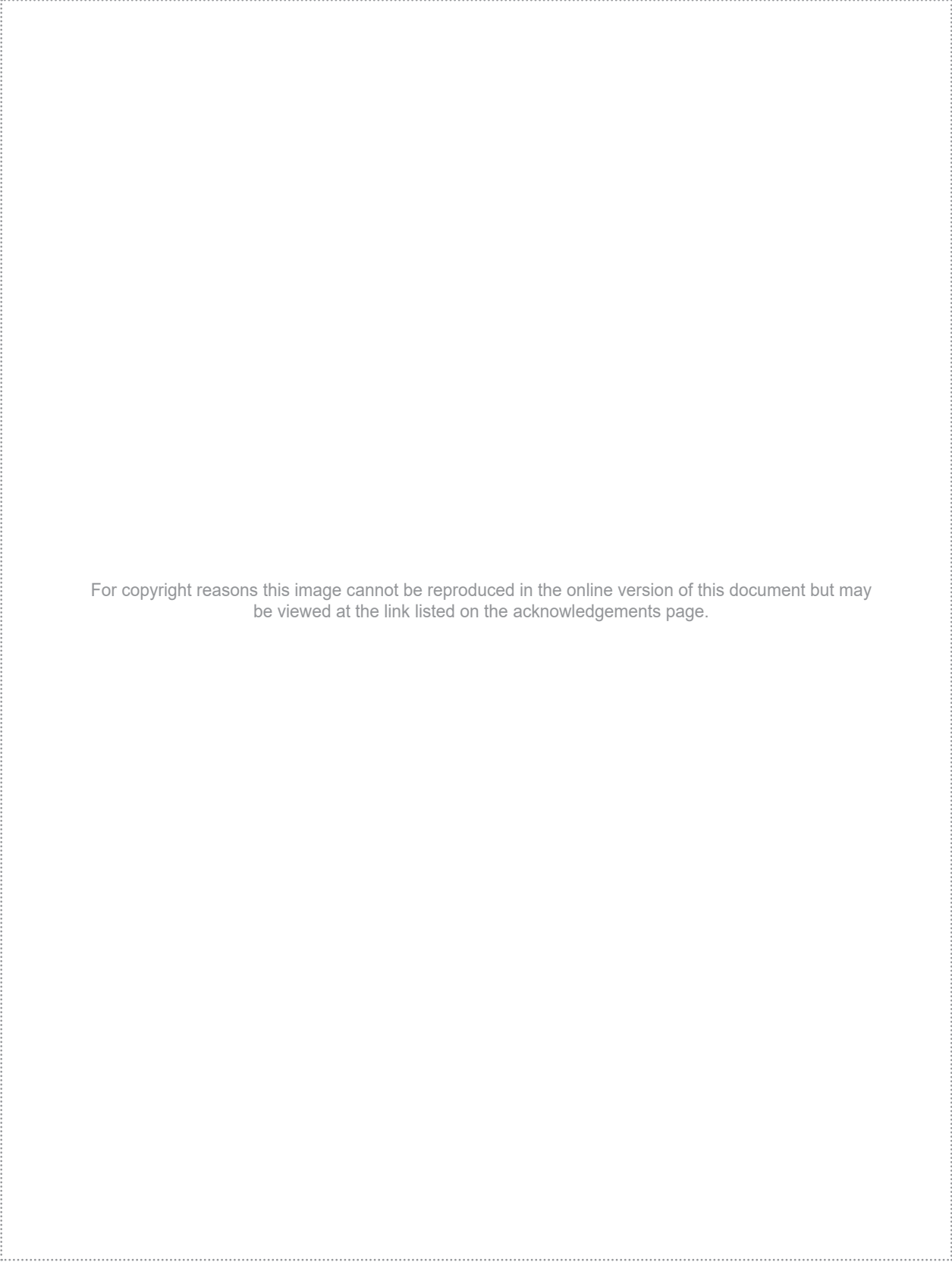
Hill Three: \_\_\_\_\_

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(c) Draw the lines of triangulation using the back bearings from part (b) on the map on page 11. (3 marks)

(d) Identify the six-point grid reference of your current position on the map. (1 mark)

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A spare map is provided at the end of this Question/Answer booklet. If you need to use it, cross out this attempt and indicate that you have redrawn it on the spare map.

**See next page**

**Question 23**

**(12 marks)**

Maslow's model of hierarchy of needs suggests that to move up the pyramid, the lower needs should be met first. On an expedition you wish to give all of your students the opportunity to reach the higher-level needs.

For each of the four lower levels of need listed below:

- outline **two** strategies that can be put in place to allow an individual the opportunity to satisfy that need, and
- identify **one** factor that could have a **de-motivating** influence on the participants.

Physiological

Strategy one: \_\_\_\_\_

\_\_\_\_\_

Strategy two: \_\_\_\_\_

\_\_\_\_\_

Factor: \_\_\_\_\_

\_\_\_\_\_

Safety

Strategy one: \_\_\_\_\_

\_\_\_\_\_

Strategy two: \_\_\_\_\_

\_\_\_\_\_

Factor: \_\_\_\_\_

\_\_\_\_\_

Love/belonging

Strategy one: \_\_\_\_\_

\_\_\_\_\_

Strategy two: \_\_\_\_\_

\_\_\_\_\_

Factor: \_\_\_\_\_

\_\_\_\_\_

Esteem

Strategy one: \_\_\_\_\_

\_\_\_\_\_

Strategy two: \_\_\_\_\_

\_\_\_\_\_

Factor: \_\_\_\_\_

\_\_\_\_\_

Question 24

(15 marks)

One of your goals for a forthcoming expedition is to support all participants in developing positive relationships with nature. You plan for the students to undertake a number of activities that will aid in this development.

- (a) Describe an activity that you could facilitate at school prior to the expedition to help your students develop positive relationships with nature. (2 marks)

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- (b) Identify and outline **two** other ways in which you can develop students' positive relationships with nature. (4 marks)

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

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

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- (c) During the expedition, you want to make sure the students understand the importance of following the 'Leave No Trace' principles. Using **three** different principles, describe each method. Provide an example that you could use to help educate the group about 'Leave No Trace'. (9 marks)

Principle one: \_\_\_\_\_

\_\_\_\_\_

Example: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Principle two: \_\_\_\_\_

\_\_\_\_\_

Example: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Principle three: \_\_\_\_\_

\_\_\_\_\_

Example: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Question 25

(10 marks)

Australia's early settlers struggled with using the land to their advantage, whereas the Aboriginal and Torres Strait Islander Peoples had been working harmoniously with the land for many years.

- (a) Compare **three** different ways in which the early settlers and the Aboriginal and Torres Strait Islander Peoples managed the land. (6 marks)

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (b) Aboriginal and Torres Strait Islander Peoples' traditional environmental management techniques are still used today, in an updated way. Describe how **two** of these techniques are used in modern society. (4 marks)

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Question 26****(9 marks)**

The adventure experience paradigm is a useful tool when planning experiences for individuals in outdoor activities.

- (a) Explain why it is beneficial that when you plan activities, all group members have the opportunity to reach peak adventure. (3 marks)

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- (b) Describe what individuals may physically feel during peak adventure. (2 marks)

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- (c) Outline, using an example, how you can plan activities to ensure that all group members have the opportunity to reach peak adventure. (2 marks)

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- (d) Provide an example of when it is appropriate to use exploration and experimentation as a way to develop skills in an adventure recreation program. (2 marks)

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Question 27

(11 marks)

At the conclusion of an activity, debriefs are an important part of the outdoor education experience.

- (a) Provide **two** reasons why it is important to undertake a debrief with a group after an outdoor experience. (2 marks)

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

\_\_\_\_\_

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

\_\_\_\_\_

- (b) After a difficult day mountain-biking, where the students performed poorly as a group, you want to undertake a debrief. The aim of the debrief is to develop a number of strategies for the group to use, to improve their performance during the next day. Propose **three** questions that you could ask the group as part of the '**so what**' stage of the debrief, to help the students reflect on their performances. (3 marks)

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

- (c) The following day you want to evaluate how the students responded to the debrief. Describe **three** ways to evaluate the success of the debrief. (6 marks)

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Question 28**

**(8 marks)**

A global positioning system (GPS) device is useful during an expedition. As your school group is going on a five-day expedition into a rural area, you have decided that you may need to purchase one. Your Principal has asked that you put the request in writing, explaining its use and function to justify its purchase.

- (a) Outline **two** functions of a GPS device that would justify taking one on the expedition. (2 marks)

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

\_\_\_\_\_

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

\_\_\_\_\_

Question 28 (continued)

- (b) Provide **three** advantages and **three** disadvantages of using a GPS device on the expedition. (6 marks)

Advantages

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

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

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

Disadvantages

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

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

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

**Question 29****(9 marks)**

Compromising and soothing are two recognised techniques for managing situations of conflict.

- (a) Describe each of these techniques, and provide **one** example of when it might be useful to use the technique to help resolve conflict. (6 marks)

Compromising technique

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Example:

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Soothing technique

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Example:

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- (b) Identify **one** other technique to resolve conflict which you would choose when a quick resolution was required. Explain why this would be an appropriate technique to use. (3 marks)

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**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 32.

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.

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**Question 30****(20 marks)**

- (a) Using Kolb's model of experiential learning, explain how it is possible to create positive experiences in outdoor education. (8 marks)
- (b) Using an activity that you have participated in this year, describe how you were able to experience the different stages of Kolb's model. (4 marks)
- (c) Using an expedition that you have participated in this year, describe **two** examples for each stage of Joplin's model of experiential learning:
- focus
  - challenging action
  - support
  - debrief/feedback. (8 marks)

**Question 31****(20 marks)**

You have been given the task of putting together the manual for the logistical aspects of an expedition where you are going on a four-day hike on the Bibbulmun Track.

- (a) Describe **four** logistical aspects that you would include in the manual, giving a detailed example for each. (12 marks)
- (b) Your group has the option of undertaking a four-day hike in either summer or winter. Compare **four** considerations that you will look at in the planning stage of the expedition so that your group is kept as safe as possible. (8 marks)

**Question 32****(20 marks)**

Your Principal has asked that you put together a proposal to take all Year 8 students on a residential camp.

- (a) With reference to **five** of the different types of programs that could be chosen, describe how you would provide a different specific focus for each. (15 marks)
  
- (b) Choose **one** of these programs, provide **three** benefits to the group and justify why you have chosen that program. (5 marks)

**End of questions**



























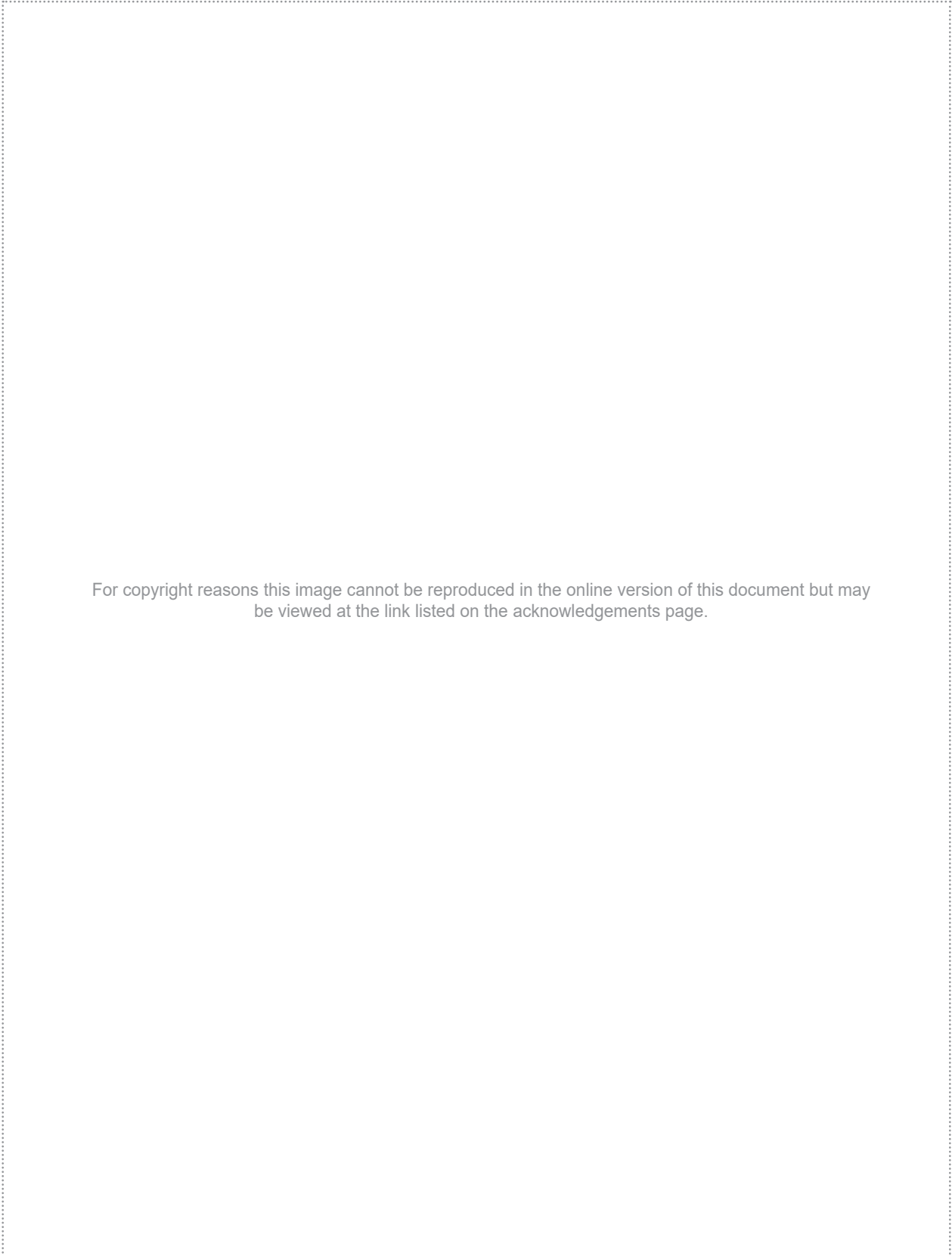








Spare map



## ACKNOWLEDGEMENTS

### Question 22

Department of Environment and Conservation. (2011). *Nanga Mill south* (Scale 1:25 000) [Map]. Department of Environment and Conservation.

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