



OUTDOOR EDUCATION

ATAR course examination 2021

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	d
2	c
3	b
4	b
5	c
6	c
7	b or d
8	a
9	d
10	d
11	c
12	c
13	b
14	b
15	b
16	d
17	a
18	b
19	a
20	a

Section Two: Short answer

50% (96 Marks)

Question 21

(11 marks)

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

Description	Marks
States an activity and identifies an appropriate hazard Answers could include: Mountain-biking • Hazard: ◦ the contributing factors that can lead to incidents such as slippery terrain ◦ potential source of harm to a person, sticks ◦ other people on the track.	1
Identify a risk appropriate to the stated hazard Answers could include: • injury such as a broken arm that could occur when falling off the bike due to exposure to the hazard.	1
Total	2
Accept other relevant answers	

- (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)

Description	Marks
For each of the following (2 x 3 marks)	
Identifies appropriate hazard for stated activity	1
Identifies risk appropriate to hazard	1
Identifies management strategy appropriate to hazard and risk	1
Total	6
Answers could include:	
Activity one: canoeing	
Hazard	Risk
Rocks in the middle of the rapid	Banging head on rocks causing injury
Management strategy	
Helmets to be worn whilst canoeing	
Activity two: rock climbing	
Hazard	Risk
Loose rocks on cliff face	Rocks falling on belayer below causing injury
Management strategy	
Helmets to be worn by all and warning shouts to be used	
Accept other relevant answers.	

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

Description	Marks
Any three of the following: • potential risks identified • likelihood and consequences of risk analysed • evaluation of risk acceptability made • emergency protocols made • alternatives/options have been presented • applying appropriate management strategies to the situation.	1–3
Total	3
Accept other relevant answers	

Question 22

(11 marks)

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

Description	Marks
$2^{\circ}22' - (10 \times 2'48'')$	1
$2^{\circ}22' - (28')$	1
$1^{\circ}54'$	1
$2^{\circ}W$	1
Total	4

- (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)

Description	Marks
Hill One: $322^{\circ} - 2^{\circ} - 180^{\circ} = 140^{\circ}$	1
Hill Two: $234^{\circ} - 2^{\circ} - 180^{\circ} = 52^{\circ}$	1
Hill Three: $128^{\circ} - 2^{\circ} + 180^{\circ} = 306^{\circ}$	1
Total	3

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

Description	Marks
Correctly draws three lines on map using the back bearing from part (b)	1–3
Total	3

For copyright reasons this image cannot be reproduced in the online version of this document but may be viewed at the link listed on the acknowledgements page.

Note: Accept plus or minus 2 degrees

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

Description	Marks
Correctly determines grid reference from the centre of the triangle drawn in part (c)	1
Total	1
Answer: 168 685	
Note: Accept 168(+/-1) 685(+/-1)	

Question 23

(12 marks)

For each of the 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.

Description	Marks
Physiological strategies Answers could include (any two): <ul style="list-style-type: none"> • ensure food/water is adequately provided for • meal plans • water supply drops • equipment checklist provided • shelters/tents/sleeping bags appropriate for weather to be encountered. 	1–2
Physiological de-motivating factor Answers could include: <ul style="list-style-type: none"> • lack of food/water dangerous to survival • lack of energy/desire to keep going. 	1
Safety strategies Answers could include (any two): <ul style="list-style-type: none"> • all known risks have been identified and management plans in place • risk assessment sheet/ground rules in place • qualified instructors training for activities before camp • appropriate safety equipment provided • first-aid kits are explained. 	1–2
Safety de-motivating factor Answers could include: <ul style="list-style-type: none"> • harm can result • injury-mental and physical • loss of items. 	1
Love/belonging strategies Answers could include (any two): <ul style="list-style-type: none"> • environment of open communication allowing for trust to develop being part of group • ongoing roles for all, including leadership • acceptance into the group • ice breakers (team building activities) organised • all in friendship groups so not left out • cooking/debrief circles so all part of group. 	1–2
Love de-motivating factor Answers could include: <ul style="list-style-type: none"> • emotionally isolating individuals • emotional trauma • not feeling part of the group. 	1
Esteem strategies Answers could include (any two): <ul style="list-style-type: none"> • time for students to reflect and praise/reward one another to allow for sense of achievement • establish appropriate individual goals • successes to be acknowledged • appropriate activities for age/experience • activities that allow for achievement • challenge by choice • alternative activities in case too difficult for some • positive feedback strategies in place-warm fuzzies and comments about the day. 	1–2

Esteem demotivating factor Answers could include: • lack of successes and achievement leading to lack of personal growth and development.	1
Total	12
Accept other relevant answers.	

Question 24

(15 marks)

- (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)

Description	Marks
Describe an activity that helps students develop positive relationships with nature.	2
Outlines an activity that helps students develop positive relationships with nature.	1
Total	2
Answers could include: <ul style="list-style-type: none"> • researching local history of area • understanding impact of human interaction in area • identifying local flora and fauna • developing skills/competence in relevant activities such as camp craft. Accept other relevant answers.	

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

Description	Marks
Any two of the following (2 x 2 marks):	
Identifies a way in which students can be helped to develop positive relationships with nature	1
Outlines the way in which students can be helped to develop positive relationships with nature	1
Total	4
Answers could include: <ul style="list-style-type: none"> Maximising personal comfort levels: <ul style="list-style-type: none"> • appropriate equipment for activities so as to cope with weather • matching competence/experience of group to tasks • relevant locations/time of year for expedition to take place. Revisiting places: <ul style="list-style-type: none"> • visiting area before camp • engagement with area using activities designed to complement camp • creating an emotional connection to the area. Developing skills and competence in outdoor activities (if not used in part (a)): <ul style="list-style-type: none"> • skill development in activity students are participating in. • development of generic camping skills that are related to a camp that is planned to take place. Instilling a sense of place <ul style="list-style-type: none"> • identifying a commitment or connection to a place Experiencing nature <ul style="list-style-type: none"> • undertaking activities in the natural environment Increasing knowledge of the natural environment <ul style="list-style-type: none"> • developing knowledge through research and participation Accept other relevant answers.	

- (c) 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)

Description	Marks
Marks are not awarded for identifying the principle.	
For each of three principles (3 x 3 marks)	
Describes a method related an appropriate LNT principle	2
Outlines a method without reference to a LNT principle	1
Subtotal	2
Provides an appropriate example linked to the method	1
Subtotal	1
Total	9
Communicating the importance	
Facts on impacts on environment to wildlife are given to students (Respect wildlife)	
Role model	
Demonstration of disposing of food by placing all rubbish in the bin by leader (Dispose of waste properly)	
Demonstration	
Showing how to select a suitable campsite by choosing an appropriate site. (Plan ahead and prepare)	
Accept other relevant answers.	

Question 25

(10 marks)

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

Description		Marks
Any three of the following (3 x 2 marks)		
Answers could include:		
Early settlers	Aboriginal and Torres Strait Islander Peoples	
Resources were seen as wild and needed to be tamed/used	Resources to be worked with to ensure sustainability for future generations	1-2
Animals hunted to near extinction (exploitation of land and resources)	Animals looked after so they could be replenished	1-2
No emotional connection to the land - just valued as a commodity	Strong emotional connection to the land	1-2
Exploration was seen as a challenge to discover more resources	Nomadic lifestyle based on seasons	1-2
Total		6
Accept other relevant answers.		

- (b) Describe how **two** of these techniques are used in modern society. (4 marks)

Description	Marks	
Any two of the following (2 x 2 marks)		
Describes a technique that is used in modern society	2	
Outlines a technique that is used in modern society	1	
Total		4
Answers could include:		
Sanctuary zones are used to restrict hunting. National Park allows for controlled recreational use. Permits to enter/camp issued. Allows for fauna and flora to grow/be protected.		
Fish traps are now used by way of larger nets stopping undersize fish to escape. Fishing permits/bag limits are issued. Size restrictions to encourage breeding.		
Use of fire burn-offs to manage environment Fires are lit in cooler months to lessen impacts of wildfires.		
Accept other relevant examples.		

Question 26

(9 marks)

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

Description	Marks
Answers could include (any three): <ul style="list-style-type: none"> • full maximisation of adventure experience where level of challenge matches level of ability • working towards peak adventure students can make smaller mistakes • confidence can be built up when students see success • students will need to persevere to succeed. 	1–3
Total	3
Accept other relevant answers.	

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

Description	Marks
<ul style="list-style-type: none"> • sensations associated with optimal arousal/euphoria • sensations of peace/calm associated with being at one with the world/in a state of flow 	1–2
Total	2
Accept other relevant answers.	

- (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)

Description	Marks
Program planned based on information gained from students' ability before the trip to ensure challenge matches skill for each student.	1
Examples can include: Canoeing with a partner with different skill level allowing for: <ul style="list-style-type: none"> • lower level participant to gain more experience safely • higher level participant is challenged through their leadership/passing on knowledge. Activities planned to include various levels of challenge.	1
Total	2
Accept other relevant answers.	

- (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)

Description	Marks
Relevant example	1
Links example to developing skills	1
Total	2
Answers can include (any two): <ul style="list-style-type: none"> • when the outcome is aimed at fun enjoyment • opportunity for some success to build confidence • practising leadership skills in controlled environment • practising a new skill in a controlled environment. 	
Accept other relevant answers.	

Question 27

(11 marks)

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

Description	Marks
Any two of the following: <ul style="list-style-type: none"> to identify what was learned from the experience reflect upon what was performed well, what needs improvement and what could be done differently next time allows the group to work together to discuss improvements allow for the transfer of learning. 	1–2
Total	2
Accept other relevant answers.	

- (b) 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)

Description	Marks
Any three of the following: <ul style="list-style-type: none"> where could we show improved level of teamwork? what impact poor behaviour had on the groups working together? how individuals felt about poor performance of the group? what improvements could be made as a group? what did you learn from the experience? how did you feel? 	1–3
Total	3
Accept other relevant answers.	

- (c) Describe **three** ways that you could use to evaluate the success of the debrief. (6 marks)

Description	Marks
For each of three ways (3 x 2 marks)	
Describes a way that could be used to evaluate the success of a debrief.	2
Outlines a way that could be used to evaluate the success of a debrief.	1
Total	6
Answers could include: <ul style="list-style-type: none"> Reflective questioning – questions to encourage discussion and analysis of debrief Checklists – lists that allow for evaluation in a rating/scale Peer reviews – getting others to review the quality of the debrief 	
Accept other relevant answers.	

Question 28

(8 marks)

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

Description	Marks
Any two of the following:	
<ul style="list-style-type: none"> • global navigation system using satellites to determine location • up-to-date mapping is provided • tracking movement • timing • location provided • determining position • navigation • monitoring mapping 	1–2
Total	2
Accept other relevant answers.	

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

Description	Marks
Advantages can include (any three of the following):	
<ul style="list-style-type: none"> • helps navigation when used as a supplement to map and compass • costs are low in comparison to other navigation systems • small light piece of equipment • works virtually anywhere • works in most weather. 	1–3
Disadvantages can include (any three of the following):	
<ul style="list-style-type: none"> • can fail-battery life-lasts only about 10 hours • need an external power supply for longer trips • accuracy is related to signal reception • obstacles can block the signals • position can be wrong when limited satellites available • reliance on technology. 	1–3
Total	6
Accept other relevant answers.	

Question 29

(9 marks)

- (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)

Description	Marks
Compromising technique	
Negotiate a mutually agreeable solution, partially satisfying both parties. Some sacrifice needs to be made to reach some middle ground. Both parties can retain some of their original position.	1-2
Example (any one of the following):	
Useful when <ul style="list-style-type: none"> • cost of conflict is greater than losing ground • equal strength of argument • time is an issue • goals are moderately important so other solutions not useful • to reach a temporary solution • as a first step before mutual trust developed. 	1
Soothing technique	
Forfeiting own needs to accommodate others. Appeasing by downplaying conflict.	1-2
Example (any one of the following):	
Useful when <ul style="list-style-type: none"> • issue is more important to the other person • when peace rather than winning is more important • to maintain relationships • to resolve minor issues • when conflict resolution is impossible • when temporary respite is required • when one party will accept no blame. 	1
Total	6
Accept other relevant answers.	

- (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)

Description	Marks
Identifies forcing or withdrawing	1
Forcing (any two of the following): <ul style="list-style-type: none"> • conflict stops as a decision made by leader • used in emergency–(First Aid required) • can focus on more important issues at hand • lowers tension/stress immediately • when firm solution is required. OR Withdrawing (any two of the following): <ul style="list-style-type: none"> • conflict stops as person avoids conflict • low stress solution required • time to find out more information about issue for later • can postpone situation until later. 	1-2
Total	3
Accept other relevant answers.	

Section Three: Extended answer

30% (40 Marks)

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)

Description	Marks
Marks given for linking model to positive experiences	
Concrete experience-person participates in an outdoor experience which allows them to experience new challenges and learn new skills.	1-2
Reflective observation-looks at experience in different ways and reflects on what learning that has occurred.	1-2
Abstract conceptualisation-conclusions are made about learning successes and theories developed to support future learning.	1-2
Active experimentation-new learning is applied, further skills attempted using different approaches to improve responses.	1-2
Total	8
Accept other relevant answers.	

- (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)

Description	Marks
Concrete experience of others – Cycling down a challenging track on a mountain-bike needs newly acquired skills to be successful.	1
Reflective observation – Reflection on successes of group participating-where the mistakes can be seen and hence where to make small changes.	1
Abstract conceptualisation – Needs identified of strategies to use to navigate down track for use in future attempts. Resilience required to keep going when it hard to do/keep going.	1
Active experimentation – Skills practiced on easier obstacles to develop skills so as to be able to tackle harder ones later shows building up level of skill.	1
Total	4
Accept other relevant answers.	

Question 30 (continued)

- (c) Using an expedition that you have participated in this year, describe **two** examples for each stage of Joplin's model of experiential learning. (8 marks)

Description	Marks
Relates each stage to an expedition participated in.	
Focus – planning for the expedition <ul style="list-style-type: none"> • use of a manual to research, which are looked for/identified on camp • briefing/front loading • sets goals to attain which can be updated. 	1–2
Challenging action – new skills are taught which are learnt <ul style="list-style-type: none"> • students take responsibility for their own performances. 	1–2
Support – safe environment allows all to be challenged and supported <ul style="list-style-type: none"> • appropriate instruction and supervision strategies • provides appropriate equipment • students in control of motivation to learn. 	1–2
Debrief/feedback – information given to participants, so they see where to make improvements <ul style="list-style-type: none"> • journal writing during trip allowed for reflection to create further challenges/goals. 	1–2
Total	8
Accept other relevant answers.	

Question 31

(20 marks)

- (a) Describe **four** logistical aspects that you would include in the manual, giving a detailed example for each. (12 marks)

Description	Marks
Any four of the following (4 x 3 marks):	
Describes a logistical aspect	2
Outlines a logistical aspects	1
Subtotal	2
Example	1
Subtotal	1
Total	12
Example must go into detail and not just list any of the following.	
<ul style="list-style-type: none"> • budget – food/transport/accommodation/activities/equipment hire • transport – fuel/drivers/size of group/license requirements • accommodation – group size/suitability/weather appropriate/alternatives • equipment bookings – equipment type/availability • correspondence – accommodation/land use permits/ranger • communications – procedures/contacts/mobiles/sat phones • emergency response – procedures/contacts/first-aid equipment/ emergency access • support crew – roles and responsibilities/schedule/food and accommodation. 	
Accept other relevant examples as answers.	

Question 31 (continued)

- (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)

Description			Marks
Any four of the following compared (4 x 2 marks):			
	Winter	Summer	
Temperature	low/cold: equipment waterproofed as rain likely	high/hot access to water/shade	1–2
Weather impacts	hypothermia due to exposure to cold	hyperthermia/sunstroke due to exposure to heat	1–2
Clothing	layers of clothing worn beanies/gloves wet suit worn if water based-full body (steamers) spare clothes	breathable/lightweight hat with a brim rash vests worn to protect from sun if water-based	1–2
Activities	students active to keep warm hiking surfing if experienced with winter wet-suit to be worn	activities designed to not be so active with breaks from direct sunlight. snorkelling/swimming with breaks in shade	1–2
Equipment	appropriate to cold weather waterproof tent sleeping bag rated to cold temperatures (down material)	appropriate to hot weather lightweight equipment sleeping bag rated to warm temperatures	1–2
Support crew	notify group of storms approaching need to seek shelter	notify group of bush fire risks water drops availability	1–2
Route undertaken	accessibility of area due to heavy rain water crossings	availability of shaded areas on route access to water	1–2
Total			8
Accept other relevant examples as answers.			

Question 32

(20 marks)

- (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)

Description	Marks
Any five programs from the following (5 x 3 marks) 1 mark for identifying program 2 marks for describing with reference to specific focus	
Educational: Using direct/indirect experience to change way people think through participation in activities that increase learning and knowledge. Focus – to promote personal change/growth through skill development.	1–3
Recreational: Participation in fun activities/thrill seeking/active. Focus – to develop skills/fitness/participation in enjoyable environment.	1–3
Developmental: Personal/social development of life skills and behaviour. Focus – personal development in new/different way.	1–3
Environmental: Using activities in outdoor environments to better understand human/nature relationships. Can combine adventurous/relaxing/research, etc. Focus – greater connection and understanding of the environment.	1–3
Therapeutic/re-directional/adventure: Using activities for groups to work towards working together better individually and as a group. Focus – to improve personal/group behaviour patterns.	1–3
Spiritual: Activities that allow group to find greater purpose understanding in relationships/culture/land/own existence. Focus – individuals/group to find shared spiritual/greater meaning in life/nature.	1–3
Total	15
Accept other relevant answers.	

Question 32 (continued)

- (b) Choose **one** of these programs, provide **three** benefits to the group and justify why you have chosen that program. (5 marks)

Description	Marks
Benefits of chosen program (any one of the following):	
Provides three benefits	1-3
Gives an appropriate justification for their chosen program.	1-2
Total	5
Benefits of chosen program (any one of the following):	
Educational: <ul style="list-style-type: none"> • self-awareness developed • increased knowledge and understanding • attitudes and thoughts are challenged. 	
Recreational: <ul style="list-style-type: none"> • new skills learnt/developed • enhanced sense of achievement due participation in fun activities • personal and social growth. 	
Developmental: <ul style="list-style-type: none"> • able to transfer functional behaviour to other aspects of life • personal growth in new and varied ways. • development of skills that allow them to gain confidence/self-worth. 	
Environmental: <ul style="list-style-type: none"> • skill development through direct experiences • knowledge gained to encourage safe and sustainable interaction with outdoors • greater understanding/appreciation of the outdoors/nature. 	
Therapeutic/re-directional: <ul style="list-style-type: none"> • transfer of skills to other life situations • personal and social skills development • improved behaviour patterns. 	
Spiritual: <ul style="list-style-type: none"> • feeling of 'cleansing of soul and spirit' • holistic feeling of being alone and also with others • development of respect and awareness of other people's beliefs/feelings. 	
Accept other relevant answers.	

ACKNOWLEDGEMENTS

Question 22(c) Department of Environment and Conservation. (2011). *Nanga Mill south* (Scale 1:25 000) [Map]. Department of Environment and Conservation.

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

An *Acknowledgements variation* document is available on the Authority website.

*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*