



Western Australian Certificate of Education Examination, 2014

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

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	9	9	90	90	50
Section Three: Extended answer	3	2	60	40	30
Total					100

Instructions to candidates

- The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2014*. 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.
- The map must **not** be removed from this Question/Answer Booklet.

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. The aim of the World Heritage Convention is to
 - (a) maintain a set of guidelines to determine whether a site is of cultural or natural importance.
 - (b) provide emergency assistance to a site of cultural and natural importance.
 - (c) conserve and protect heritage that is of outstanding cultural or natural importance.
 - (d) enforce regulations set to protect World Heritage sites of cultural or natural importance.

2. Which set of facilitation skills would be most effective in assisting distrustful and insecure participants?
 - (a) The facilitator sits with the group, uses individual names and begins with an ice-breaker.
 - (b) The facilitator establishes a set of rules, such as everyone must participate, and begins by asking everyone to individually share a fear they have with the whole group.
 - (c) The facilitator gets the group to line up and asks individuals to demonstrate their prior knowledge of the activity.
 - (d) The facilitator uses strong language and a loud voice and begins by separating the group into smaller groups to promote competition.

3. The development and implementation of the Adventure Activity Standards (AAS) allows the outdoor adventure sector to demonstrate its collective integrity and agreed standards. Which group does the AAS **not** assist?
 - (a) Mining organisations to produce graduates who understand and meet industry standards.
 - (b) Consumers of our services to make informed choices about the services they select.
 - (c) Media, insurance and legal scrutineers of our industry and its members, to understand the details of acceptable practice.
 - (d) The developers of sustainable use practices that consider the specific natural and cultural heritage values of an area.

4. What information does a participant under the age of eighteen years need to provide for participation in a school organised outdoor activity?
- (a) Parent/guardian permission to participate in the activity and permission to receive any medication if needed.
 - (b) Participant medical information, details of at least two emergency contacts and parent/guardian permission to participate in the activity.
 - (c) Medical history and parent/guardian permission to travel on a bus and participate in the activity.
 - (d) Participant's name, address, contact details and logbook of past experience for the outdoor activity.
5. As a signatory to the World Heritage Convention (WHC) of 1972, the Australian Government has agreed to
- (a) create security and cooperation through education, science and culture.
 - (b) enforce strict regulations to conserve the world's most ecological important regions.
 - (c) work closely with the Australian Aboriginal people to allow the lands to be leased to government bodies.
 - (d) promote cooperation between nations by identifying, protecting and conserving World Heritage properties.
6. Which document are you required by law to refer to when completing a risk assessment for a school-organised outdoor education activity?
- (a) Outdoors WA Organisational Policies and Procedures
 - (b) Western Australian Department of Education: Outdoor Education and Recreation Activities Policy
 - (c) Catholic Education Office of Western Australia: Camps and Recreation Activities Guidelines
 - (d) Western Australian Schools Adventure Standards Guidelines
7. A group of students are given a mud map of a campsite with the locations of toilets, bins and water sources. Which 'Leave No Trace' principle does this demonstrate **most** clearly?
- (a) Be considerate of your host and other visitors.
 - (b) Take out what you take in.
 - (c) Dispose of waste properly.
 - (d) Tread softly and always use established tracks.
8. If an outdoor program encouraged parallels between the participants' wilderness experience and an Aboriginal Dreamtime story connected to the expedition area, it would be reflecting which element of an outdoor program?
- (a) spiritual relationship
 - (b) developmental
 - (c) environmental
 - (d) therapeutic

9. Three types of outdoor experience facilitation skills are
- (a) decision-making, conflict resolution and roping skills.
 - (b) first aid knowledge, self-appraisal and reflection.
 - (c) asking open-ended questions, problem-solving and swimming ability.
 - (d) using active listening, controlling the discussion and valuing responses.
10. In the Adventure Experience Paradigm, 'peak adventure' would be described as the point
- (a) at which personal competence matches and balances with situational risk.
 - (b) when an individual's perception of the risk of an activity is in conflict with his/her own competence.
 - (c) at which self-concept and understanding are at their most astute.
 - (d) when an activity is enhanced by the involvement of misadventure.
11. After an abseiling activity, the leader debriefing the group asks the participants to separate into pairs and discuss the questions:
- "What was the most challenging part of the activity and what strategies did you put in place to overcome those challenges?"
- Which debriefing phase did the leader initiate?
- (a) rules
 - (b) now what?
 - (c) so what?
 - (d) summary activity
12. Which of the following should be considered in a risk assessment relating directly to the environmental causal factor?
- (a) staff ratios
 - (b) the abilities of the participants
 - (c) faulty equipment
 - (d) weather forecast
13. In the 1860s and 1870s, the end of the Aboriginal people's traditional environmental management practice of fire-stick farming led to an increased
- (a) number of different plant species in an area.
 - (b) number of devastating bushfires.
 - (c) population of foreign animals.
 - (d) growth of edible plants such as bush potatoes.

14. To be an effective environmental interpreter, you need to
- (a) provide information and facts about an area, environment or object.
 - (b) include technology to increase younger people's understanding and interest in the environmental area.
 - (c) somehow relate what is being displayed or described to something within the personality or experience of the visitor.
 - (d) provide a positive environment by being enthusiastic, friendly and confident.
15. The members of a group try to identify and eliminate a specific cause of an issue. Which conflict resolution technique does this reflect?
- (a) confront
 - (b) force
 - (c) compromise
 - (d) soothe
16. Which theory argues that while people aim to meet basic requirements, once they do, they seek to achieve a successively higher level called 'self-actualisation'?
- (a) Kolb's cycle of experiential learning
 - (b) Maslow's hierarchy of needs
 - (c) Tilden's six principles of interpretation
 - (d) Joplin's experiential learning philosophy
17. The tools used to analyse the interpersonal skills in others need to
- (a) create an awareness of our own interpersonal skill levels.
 - (b) identify all modifications that a person can make to improve their skill level.
 - (c) provide a rating scale so that clear assessment of the proficiency of another person's interpersonal skill level can be made.
 - (d) break down the interpersonal skills into clear points so that concise feedback can be provided.
18. A global positioning system (GPS) device has failed after a bearing has been taken. You have a compass as a backup. What other information do you need to consider when continuing on the same bearing, using the compass?
- (a) the magnetic north reading
 - (b) the distance being travelled
 - (c) the magnetic variation
 - (d) the Naismith rule

19. When planning an outdoor education expedition, which logistical considerations should be addressed early?
- (a) Emergency Response Plan (ERP), medical details of the support crew and menu
 - (b) equipment, list of participants and petrol station locations
 - (c) safety ratios, parent permission and weather forecast
 - (d) correspondence to relevant authorities, budget, equipment and accommodation bookings
20. A management plan for any conservation land must contain a statement of
- (a) the government applications for the use of the land.
 - (b) the policies or guidelines proposed.
 - (c) the protected land or sea areas where traditional Indigenous owners live.
 - (d) sustainable farm practices in the area.

End of Section One

Section Two: Short answer

50% (90 Marks)

This section has **nine (9)** 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

(10 marks)

- (a) In planning a three day two night mountain biking expedition the leader-in-charge must consider a range of aspects. Complete **one** point in each section in the Risk Analysis Management System (RAMS) for this type of expedition. (6 marks)

Risk Analysis Management System

Activity: Mountain bike day tour

Location: Cape Naturaliste, south-west of Western Australia

Participant Ratio: 1:16 (minimum of two instructors)

Date: 21–24 July

	Risks Accident, injury, other	Casual factors Hazards, perils, dangers	Risk management strategies
People	Major physical injuries: Broken limbs, major bleeding and head injury.	_____ _____ _____ _____ (1 mark)	_____ _____ _____ _____ (1 mark)
Equipment	_____ _____ _____ _____ (1 mark)	_____ _____ _____ _____ (1 mark)	Comprehensive tool kit and spares to be carried on long trips.
Environment	_____ _____ _____ _____ (1 mark)	Track damaged by the environment, such as fallen trees, sharp objects and high rainfall.	_____ _____ _____ _____ (1 mark)

See next page

Question 22

(13 marks)

(a) Choose an outdoor activity you have facilitated and complete the table below. (11 marks)

Program focus:		(1 mark)	
	<p>Content What knowledge and/or skills are going to be used to enable the student to respond to the objectives?</p>	<p>Learning experiences How will students know what is expected of them? How will students acquire the knowledge and skills required? How will they practise applying them?</p>	<p>Resources What resources are available? How will the environment facilitate students' experiences during the session?</p>
Introduction	(1 mark)	(2 marks)	
Main activity	(1 mark)	(2 marks)	
Summary	(1 mark)	(2 marks)	

(b) Which **two** key aspects of the Western Australian Department of Education: *Outdoor Education and Recreation Activities Policy* did you take into account? (2 marks)

Question 23

(10 marks)

- (a) Explain why it is important to debrief a group after an outdoor experience. (1 mark)

- (b) Describe each stage of a debrief and identify **two** questions you would ask of each stage. (9 marks)

'What?' stage: _____

One: _____

Two: _____

'So What?' stage: _____

One: _____

Two: _____

'Now What?' stage: _____

One: _____

Two: _____

Question 24

(14 marks)

(a) You have been asked to assist at a Youth Support Camp for a group of ten 14-year-old boys. The program has a therapeutic focus and works at redirecting the boys' anger. You are to conduct an activity that can develop the boys' communication skills.

(i) Identify and describe the activity. (2 marks)

(ii) What kind of environment would you prepare for the activity? (1 mark)

(iii) Why is this environment appropriate for the activity? (1 mark)

(iv) Outline **two** rules you would introduce at the beginning of the activity. (2 marks)

One: _____

Two: _____

(b) While the activity is taking place, a disagreement between two participants, who continually seek to put down each other, disrupts the activity.

(i) Identify a conflict management technique that would be appropriate in this situation. (1 mark)

(ii) Why is this conflict management technique appropriate? (1 mark)

(iii) Identify **two** advantages of this conflict management technique. (2 marks)

One: _____

Two: _____

(iv) Identify **two** disadvantages of this conflict management technique. (2 marks)

One: _____

Two: _____

(c) A video is taken of the communication activity in part (a). Identify **two** purposes of showing the video to the group. (2 marks)

One: _____

Two: _____

Question 25

(8 marks)

- (a) Complete the table by identifying **two** skills in each section to construct a performance rating scale for a peer evaluation of leadership skills. (6 marks)

Leadership skills	Rating
Planning and organisational skills: <hr/> <hr/> <hr/>	
Instructional and facilitation skills: <hr/> <hr/> <hr/>	
Group management and relationship skills: <hr/> <hr/> <hr/>	
Total rating	

- (b) Identify a different tool **or** process to gather feedback. Provide **one** advantage that a performance rating scale has over this alternative tool **or** process. (2 marks)

Question 26

(10 marks)

Use the Monadnocks Conservation Park Area map overleaf to answer the following questions.

Your group left Monadnocks Campsite approximately 30 minutes ago and is hiking south. The group’s navigational leader has been stung by a bee and is known to have a severe allergy to bees. He panics, dropping the group’s global positioning system (GPS) device and smashing the screen, rendering it unable to be used. From your current location you can see three features:

- your last location, Mount Randall, on 326° field bearing
- a large peak on 118° field bearing and
- another large peak on 242° field bearing.

(a) Triangulate your possible position, showing **all** workings in the space provided below **and** on the map. Express your group’s position as a six-digit grid reference in the space below. (4 marks)

(b) Assessing your location, identify **six** emergency response procedures (ERP) you would put in place. (6 marks)

One: _____

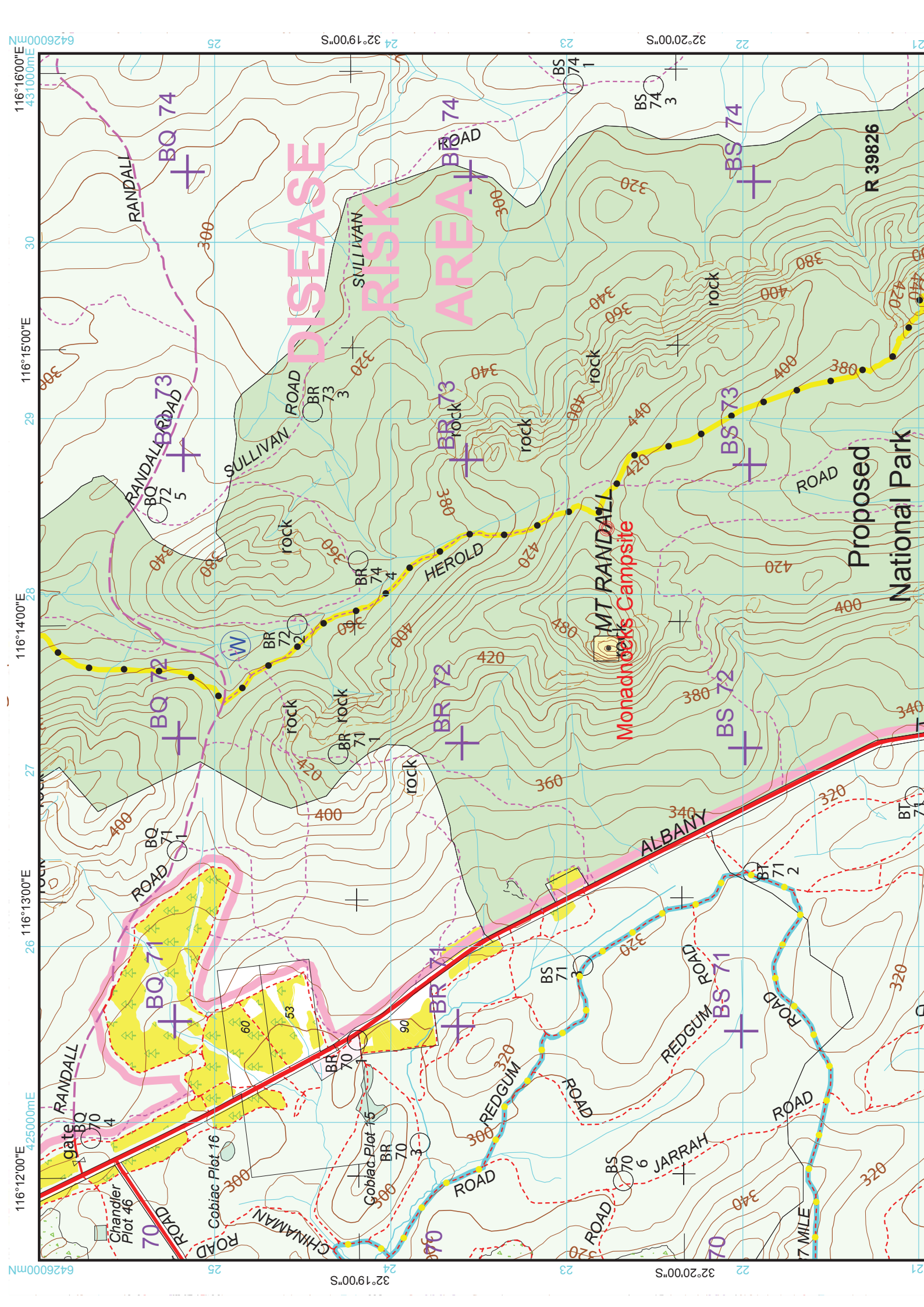
Two: _____

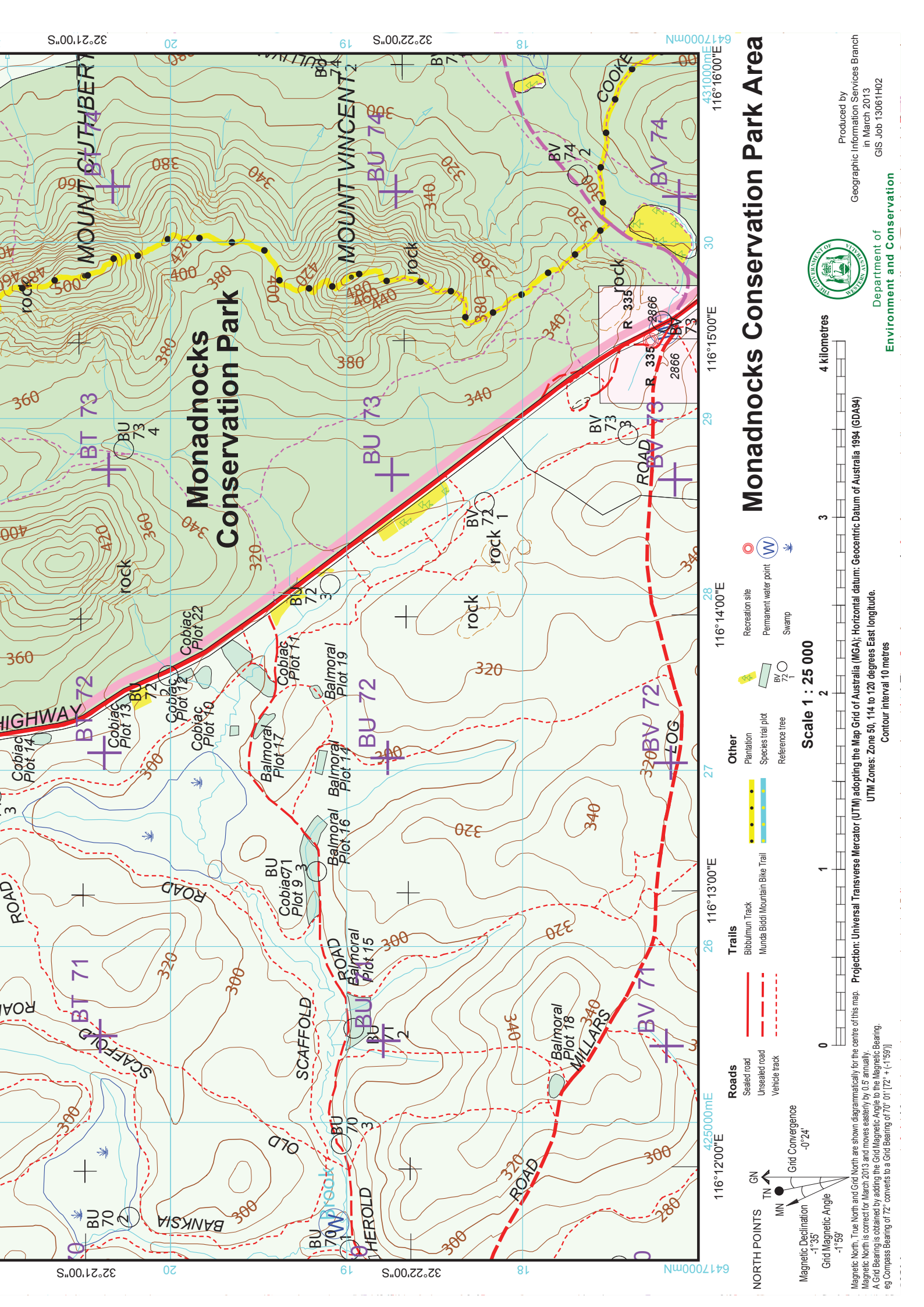
Three: _____

Four: _____

Five: _____

Six: _____





Monadnocks Conservation Park

Monadnocks Conservation Park Area

- Recreation site
- Permanent water point
- Swamp
- Plantation
- Species trial plot
- Reference tree
- Bibbulmun Track
- Munda Biddi Mountain Bike Trail
- Sealed road
- Unsealed road
- Vehicle track

Scale 1 : 25 000



NORTH POINTS

GN
TN
MN

Magnetic Declination
-1°35'

Grid Magnetic Angle
-0°24'

Grid Convergence
-0°24'

Produced by
Geographic Information Services Branch
in March 2013
GIS Job 13061H02

Department of
Environment and Conservation

Projection: Universal Transverse Mercator (UTM) adopting the Map Grid of Australia (MGA); Horizontal datum: Geocentric Datum of Australia 1994 (GDA94)

UTM Zones: Zone 50, 114 to 120 degrees East longitude.

Contour interval 10 metres

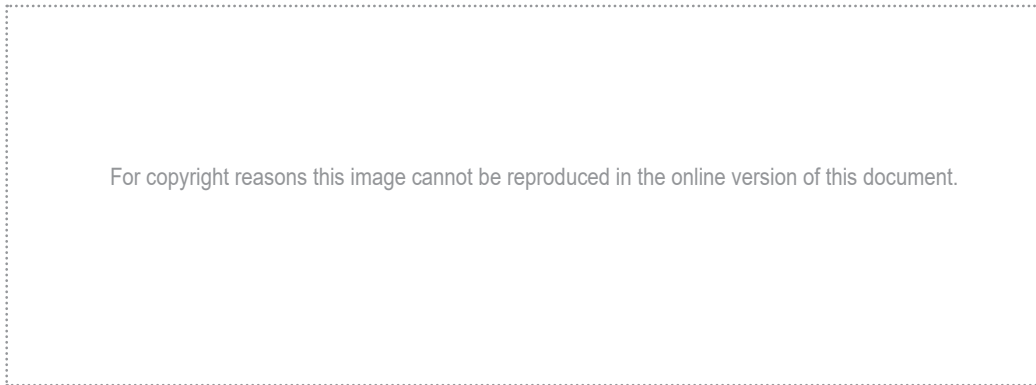


Question 27

(5 marks)

- (a) State the missing outcomes at (i) and (ii) from the Adventure Experience Paradigm (AEP) below.

(2 marks)



- (b) Identify which AEP outcome the participants in the hiking expedition in Question 26 would be **most** likely to experience and explain why.

(3 marks)

Question 28

(12 marks)

Complete the table below by describing **two** examples of traditional and present-day environmental management techniques/strategies. For each example, give the similarities and differences of these techniques/strategies with reference to cultural attitudes or impact on the environment.

	Traditional environmental technique or strategy	Present-day environmental technique or strategy
Example one (2 marks)	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Similarities in the environmental management techniques and strategies (2 marks)	<hr/> <hr/> <hr/>	
Differences in the environmental management techniques and strategies (2 marks)	<hr/> <hr/> <hr/>	
Example two (2 marks)	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Similarities in the environmental management techniques and strategies (2 marks)	<hr/> <hr/> <hr/>	
Differences in the environmental management techniques and strategies (2 marks)	<hr/> <hr/> <hr/>	

Question 29

(8 marks)

- (a) Describe **two** advantages of using Joplin’s model of experiential learning when educating groups about the ‘Leave No Trace’ principles. (4 marks)

One: _____

Two: _____

- (b) Identify and describe **one** stage of Joplin’s model of experiential learning and explain how you would use it to educate groups about **one** ‘Leave No Trace’ principle. (4 marks)

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 32.

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.

Question 30**(20 marks)**

In April 2014, an upgrade of the Kalbarri National Park, designed to boost tourism in Western Australia's Mid-West region, was opened.

The upgrade includes improvements to part of the Loop-Z Bend access road and new facilities at two popular visitor sites.

The Minister for the Environment and Heritage stated:

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- (a) Use the 'Leave No Trace' principles to analyse the facilities being introduced and provide **three** positive **and/or** negative effects the improvements listed above will have on the human-nature relationship. At least **one** example **must** be positive and at least **one** example negative. (6 marks)
- (b) Discuss whether the Kalbarri National Park upgrade is in accordance with the overarching aim of the World Heritage Convention in creating and maintaining the World Heritage site listings. (4 marks)
- (c) Identify a World Heritage site in Western Australia and give **three** reasons to justify its inclusion as a UNESCO World Heritage site by referring to the selection criteria. (10 marks)

See next page

Question 31**(20 marks)**

- (a) Identify each stage of Kolb's experiential learning model and illustrate the differences between each stage with the use of an example from your own outdoor education experiences. (12 marks)
- (b) Select **one** of Kolb's experiential learning styles to answer the following: (8 marks)
- (i) Considering your learning style, identify which stage of Kolb's Experiential Learning Cycle you perform best at.
 - (ii) Identify a strength of this style and provide an example of when you have benefited from it during an expedition this year.
 - (iii) Identify a weakness of this style and provide an example of when it has disadvantaged you during an expedition this year.

Question 32**(20 marks)**

Your school Principal has asked you to write an article for a Western Australian education magazine promoting the value of the school's Outdoor Education program. Write a summary of the key content of the article, including reference to:

- Maslow's Hierarchy of Needs
- the Adventure Experience Paradigm
- how Outdoor Education has assisted you in developing a greater understanding of and connection to natural environments in Western Australia
- the abilities and skills you have developed and the benefits you have gained through your own experiences and reflections in the outdoors.

End of questions

ACKNOWLEDGEMENTS

Section Two

Question 26 Department of Environment and Conservation. (2013, March). *Monadnocks Conservation Park Area* [Map insert]. Perth: Department of Environment and Conservation.

Question 27 Diagram adapted from: Priest, S., & Gass, M.A. (2005). *Effective leadership in adventure programming* (2nd ed.) Champaign, IL: Human Kinetics, p. 50.

Section Three

Question 30 Quote from: Government of Western Australia. Media Statements. (2014, April 17). *\$7.7m revamp for Kalbarri National Park*. Retrieved April, 2014, from www.mediastatements.wa.gov.au/pages/StatementDetails.aspx?listName=StatementsBarnett&StatId=8250

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