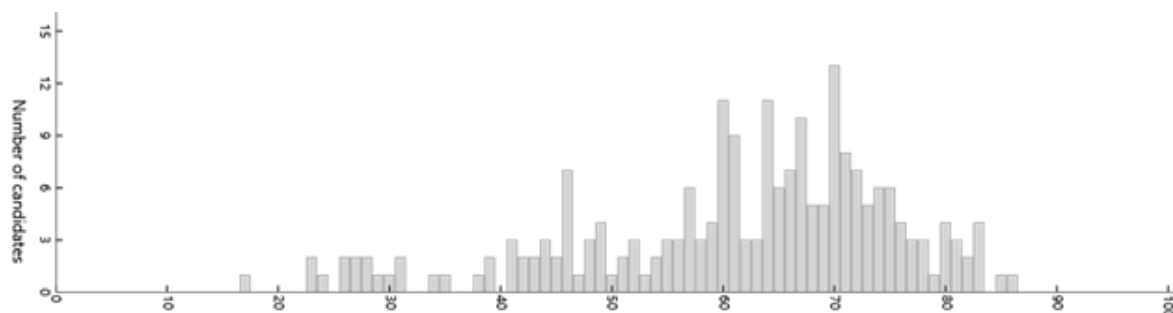




Summary report of the 2019 ATAR course examination: Outdoor Education

Year	Number who sat	Number of absentees
2019	215	3
2018	235	3
2017	319	9
2016	328	5

Examination score distribution–Written



Summary

The examination mean of 61.16% was higher than recent years. The highest candidate mark was 86.41% and the lowest candidate mark was higher than previous years. The higher mean and smaller range of marks suggests the 2019 examination may have provided a greater level of support and scaffolding to candidates. Course enrolments declined by 8.5% compared to 2018.

Attempted by 215 candidates	Mean 61.16%	Max 86.41%	Min 16.72%
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Section means were:

Section One: Multiple-choice	Mean 76.74%		
Attempted by 215 candidates	Mean 15.35(/20)	Max 20.00	Min 8.00
Section Two: Short answer	Mean 55.03%		
Attempted by 215 candidates	Mean 27.52(/50)	Max 42.76	Min 5.59
Section Three: Extended answer	Mean 61.83%		
Attempted by 212 candidates	Mean 18.55(/30)	Max 29.25	Min 0.00

General comments

Most candidates demonstrated an understanding of the course content and application of key concepts. Many candidates performed well in questions that applied theoretical models to practical experiences. Candidates need to read the questions carefully to ensure that they answer questions according to the instructional verb.

Advice for candidates

- Recognise and answer questions according to the instructional verb (i.e. 'list' or 'describe'). Use these to guide the structure and depth of your response.
- Familiarise yourself with the syllabus to identify key points when distinguishing between similar syllabus content areas (e.g. 'tools and processes').

- Practise good examination technique well ahead of time (i.e. how to deconstruct questions and how to write concisely under time restraints). Seek feedback from your teachers on these aspects in order to improve them.
- Avoid using prepared responses. Read each question carefully and provide the specific information. Your response structure should reflect the question structure. Clearly indicate question parts, headings and key points in your answer.
- Reflect upon your practical experiences while preparing for the examination and link these back to the theoretical concepts of the course. You will often be asked to provide examples or evidence from your outdoor experiences to support your responses. Make sure examples relate specifically to the question and preferably link or develop when used across several stages or phases of a model.
- For triangulation questions, set out your workings clearly and fully (i.e. without short cuts). This allows for appropriate mark allocation and also to identify and correct mathematical errors. Be sure to identify calculations for magnetic variation as being east or west. All bearings on a map should be drawn in pencil so you can erase incorrect lines. Bearings must originate from the centre of the feature (e.g. summit) and should maintain the same bearing along its length. Only extend bearings beyond the length of the compass using a ruler. Using the compass 'end on end' is inaccurate and leads to crooked lines.

Advice for teachers

- Explicitly teach examination technique and provide multiple opportunities for students to practise this technique with appropriate feedback.
- Ensure that you cover all syllabus dot-points to an appropriate depth of knowledge and be sure to use and reinforce terminology that matches the syllabus.
- Provide students with tasks that require them to consider the application of key concepts in a practical environment and similarly in reverse. Remind them that they are required to contextualise their learning and not just recall stages and characteristics.
- Candidates need to be given ample practise at scaffolding and answering extended response questions as part of their school-based assessment. This should include opportunities for students to practise the higher-order skills of analysis, evaluation and synthesis.
- Teachers should provide a range of sample questions for triangulation and not only expedition map/compass work, as questions relating to this area are different in an examination scenario from an expedition.

Comments on specific sections and questions

Section One: Multiple-choice (20 Marks)

Candidates were required to answer all questions in Section One. Thirteen of the twenty Multiple-choice questions had means ranging from 0.73 to 1.00. Questions 10, 11, 14, 17, 18 and 19 had means within 0.57 to 0.62. Many of these questions required a more detailed understanding of the content or used a qualifying descriptor in the question stem (e.g. best, not). The only question with a mean of less than 50% was Question 4 with a mean of 0.35.

Section Two: Short answer (76 Marks)

Most candidates demonstrated a good depth of knowledge of the course concepts. The mean of 55.03% was higher compared to 2008. This suggests a better articulation of knowledge in written responses.

Section Three: Extended answer (40 Marks)

Candidates chose two of the three available questions in this section. Question 31 was the most popular choice and achieved the highest mean.