



ATAR course examination, 2020

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

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	88	50
Section Three Extended answer	3	2	60	40	30
Total					100

Instructions to candidates

- The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2020: Part II Examinations*. 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. 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.

- 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.
- 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.

1. A benefit of having an emergency response plan (ERP) is that
 - (a) support staff understand the plan.
 - (b) all participants have a knowledge of the risk.
 - (c) the management of the risk has been applied.
 - (d) the closest evacuation points are identified.

2. Devastation and disaster can occur when
 - (a) real risk outweighs competence.
 - (b) real risk and competence are equal.
 - (c) the perceived risk is higher than competence.
 - (d) competence is greater than the real risk.

3. Traditional lands often have restricted entry. Permission to enter is given to those who
 - (a) were born and live in Australia.
 - (b) are granted a permit.
 - (c) are Indigenous people.
 - (d) are members of a cultural tour party.

4. The logistical planning section of a sea-based activity manual should include all of the following **except** the
 - (a) overall budget limits of the group.
 - (b) support crew's roles and responsibilities.
 - (c) booking of a personal locator beacon.
 - (d) correspondence with the hire company being used.

5. Which one of the following interactions did the early European settlers have with the land? They
 - (a) introduced practices in farming that would make it sustainable into the future.
 - (b) tried to transform the natural environment to make it more like home.
 - (c) developed a kinship with the land to better understand this alien environment.
 - (d) followed nomadic seasons to interpret weather patterns.

See next page

6. Which of the following would **not** help you to develop a positive relationship with nature?
- (a) researching the local flora and fauna
 - (b) undertaking visits to similar locations prior to an expedition
 - (c) challenging yourself to participate in all activities
 - (d) ensuring that your clothing is suitable for the time of year
7. Planned questions are mostly used in
- (a) self-management.
 - (b) debriefs.
 - (c) facilitation.
 - (d) briefings.
8. A way to educate students about the Leave No Trace principles is by
- (a) not allowing fires at campsites.
 - (b) planting trees.
 - (c) role modelling.
 - (d) spending time outdoors.
9. The accuracy of a GPS is **most** likely to be negatively affected by
- (a) wet weather.
 - (b) extreme hot or cold weather.
 - (c) magnetic fields.
 - (d) heavy cloud cover.
10. In what phase of a debrief should a participant discuss their feelings about working with other group members?
- (a) so what?
 - (b) now what?
 - (c) what happened?
 - (d) what next?
11. Following an activity, which method provides specific information when observing and analysing personal skills in others?
- (a) interviews
 - (b) checklists
 - (c) video
 - (d) peer reflection

12. The process of triangulation involves
- (a) reciprocal bearing.
 - (b) geocaching.
 - (c) fixing your position.
 - (d) trilateration.
13. Refining skills and techniques used in outdoor activities can be achieved by
- (a) keeping a journal of reflections.
 - (b) making participants compete in pairs.
 - (c) timing how long it takes to complete an activity.
 - (d) undertaking the same activity in a variety of locations.
14. Probing questions are useful when there is a need for
- (a) feedback.
 - (b) confidentiality.
 - (c) clarification.
 - (d) sensitivity.
15. An outdoor program that encourages students to respect nature and each other, while working in groups and individually, combines
- (a) environmental and developmental.
 - (b) educational and recreational.
 - (c) recreational and environmental.
 - (d) developmental and educational.
16. When facilitating an interpretive activity, a leader tries to connect with members of the group by
- (a) giving them instructions.
 - (b) showing them sustainability.
 - (c) ensuring they use correct terminology.
 - (d) engaging them in critical thinking.
17. Which of the following is a key program to address environmental issues identified in the 'Natural Resource Management – Perth'?
- (a) cultural heritage
 - (b) catchment revegetation
 - (c) natural heritage
 - (d) land management

18. Which of the following activities involve students in Joplin's model of experiential learning?
- (i) being taught about environmental issues
 - (ii) participating in challenging outdoor activities
 - (iii) reflecting on their involvement
 - (iv) learning to assess risk
- (a) (i), (ii) and (iii)
 - (b) (i), (ii) and (iv)
 - (c) (i), (iii) and (iv)
 - (d) (ii), (iii) and (iv)
19. Your group wishes to canoe along a section of river that contains dangerous rapids. They decide to consult experienced canoe instructors in the week leading up to the expedition so that the level of risk can be
- (a) changed.
 - (b) minimised.
 - (c) negated.
 - (d) accepted.
20. The **most** beneficial reason for observing group performance on video is that it can
- (a) be seen by students who were absent.
 - (b) be analysed at a later date.
 - (c) be seen in detail immediately.
 - (d) record what might otherwise be missed.

End of Section One

See next page

Section Two: Short answer**50% (88 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.

The Munda Biddi Trail is a mostly off-road cycling trail, running over 1000 km from Mundaring to Albany in Western Australia. Your school group has been assigned the task of planning a camp for a Year 10 class who will be cycling on this trail for three days.

Question 21**(13 marks)**

Your task is to look at safety requirements for the camp.

- (a) (i) Name **two** publications that you would consult regarding safe practices in mountain-biking. (2 marks)

One: _____

Two: _____

- (ii) Outline the following terms. (2 marks)

Guidelines: _____

Procedures: _____

Question 21 (continued)

- (b) Identify **three** key aspects of these guidelines and procedures and outline how they would be applied to the planned camp. (6 marks)

Key aspect	Application to camp
One: _____ _____	_____ _____
Two: _____ _____	_____ _____
Three: _____ _____	_____ _____

The camp needs to employ some local instructors. The publications you named in part (a)(i) set out the qualifications and experience required for a person to be employed as an instructor for the camp.

- (c) Name **three** requirements an applicant needs to meet before you would consider hiring them as an instructor. (3 marks)

One: _____

Two: _____

Three: _____

Question 22**(12 marks)**

It is not yet decided whether an expedition will be held in early February or in late July. In February, the Outdoor Education class will have just met. The weather will be very hot. July is expected to be cold and wet, with possible storms. You have been asked to provide risk management strategies for both dates for the expedition.

Complete the table below for each option, identifying **one** potential risk and outlining **one** risk management strategy you would apply to each risk identified.

February

Causal factor	Potential risk	Risk management strategy
People		
Equipment		
Environment		

July

Causal factor	Potential risk	Risk management strategy
People		
Equipment		
Environment		

See next page

Question 23

(8 marks)

Maslow's hierarchy of needs can be useful for planning a camp.

Outline, using a specific example, how each of Maslow's **four** lower order needs can be addressed in your planning for a camp.

One: _____

Two: _____

Three: _____

Four: _____

Question 24**(10 marks)**

While on an expedition, you accidentally veer off the cycling trail and become lost. You need to triangulate your position so that you can find your way back to the trail.

The North Points diagram on your map provides the following information.

- Grid magnetic angle: $3^{\circ}24'$ W
- Year of publication: 2012
- Annual change: $12'E$

- (a) Calculate the magnetic variation rounded to the nearest degree. Show **all** workings. (4 marks)

You see three hills in the distance. Using your compass, you have taken the following bearings.

- Hill One: 320°
- Hill Two: 179°
- Hill Three: 82°

- (b) Calculate the grid back bearings, using your magnetic variation from part (a). Show **all** workings. (6 marks)

Hill One: _____

Hill Two: _____

Hill Three: _____

Question 25

(7 marks)

You have been given the task of developing environmental awareness in a group of Year 7 students who are undertaking lessons in outdoor education for the first time. You have decided to use an activity in which the students are blindfolded.

- (a) Describe an environmental interpretive activity that the students can undertake using blindfolds. State the educational purpose of the activity. (3 marks)

- (b) Describe another environmental interpretive activity **not** using blindfolds that you could use to develop environmental awareness in these students. (2 marks)

- (c) Give **two** reasons why both activities would be suitable for the Year 7 group. (2 marks)

One: _____

Two: _____

Question 26**(10 marks)**

You are guiding a team of novices who are struggling to bond as a group.

- (a) Describe how each of the following tools and processes can assist in the development of the group's interpersonal skills. (8 marks)

Coaching: _____

Reflection: _____

Videography: _____

Scenarios: _____

- (b) Outline how **two** of these tools or processes can enhance group performance. (2 marks)

One: _____

Two: _____

Question 27

(7 marks)

The Adventure Experience Paradigm is useful for helping students to understand the correlation between risk and competence.

- (a) Describe the following terms in relation to a student’s participation in an outdoor activity.

(4 marks)

Misadventure: _____

Perceived risk: _____

- (b) Explain why students should be allowed to undertake activities that have a high level of perceived risk.

(3 marks)

Question 28**(9 marks)**

Aboriginal and Torres Strait Islander Peoples used fire to their advantage when managing the environment.

- (a) Name the fire management strategy they used and describe its effectiveness. (3 marks)

- (b) Outline **one** similarity and **one** difference between traditional and present-day fire management strategies. (2 marks)

Similarity: _____

Difference: _____

- (c) Describe the similarities in **two** other present-day environmental management techniques or strategies compared with those traditionally used by Aboriginal and Torres Strait Islander Peoples. (4 marks)

One: _____

Two: _____

Question 29

(12 marks)

Debriefs are often used when participating in outdoor expeditions.

- (a) Identify **three** educational purposes of a debrief for students participating in an outdoor activity. (3 marks)

One: _____

Two: _____

Three: _____

- (b) Name the **three** phases of a debrief and outline the purpose of each in reflecting on the experience of an outdoor activity. (6 marks)

Phase one: _____

Phase two: _____

Phase three: _____

- (c) Identify **three** ways in which a debrief can be organised so that all group members will feel comfortable about participating. (3 marks)

One: _____

Two: _____

Three: _____

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.

Question 30**(20 marks)**

- (a) Describe Joplin's model of experiential learning in relation to outdoor educational experiences and learning. (10 marks)
- (b) Describe how each of Kolb's learning styles can be used during a debrief to ensure that all students develop an understanding of their outdoor educational experiences. (8 marks)
- (c) Describe a specific debrief example for **one** of Kolb's learning styles. (2 marks)

Question 31**(20 marks)**

Shark Bay is one of three Western Australian natural heritage sites on the UNESCO World Heritage list.

- (a) Name the **two** other natural heritage sites in Western Australia and describe why it is beneficial for them to be on the list. (3 marks)
- (b) Identify the World Heritage criteria for listing that Shark Bay achieved and provide a reason for its selection under these criteria. (8 marks)
- (c) For each of the Western Australian natural sites, identify **three** possible threats and outline how each site is managed in the face of these threats. (9 marks)

Question 32

(20 marks)

Your group has returned to their campsite after a strenuous day of canoeing. Everyone is exhausted and there are some disagreements that might escalate into larger arguments.

- (a) Identify **five** conflict management techniques that could be applied in the above situation and provide an advantage of each. (10 marks)

- (b) A disagreement develops between two students about who is to blame for leaving provisions outside, where they have been eaten or contaminated by wildlife. Describe how you could apply **four** conflict management techniques to resolve the issue. (8 marks)

- (c) Which conflict management technique do you consider the **best** to use with these two students. Justify your choice. (2 marks)

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