



## ATAR course examination, 2017

### Question/Answer booklet

# OUTDOOR EDUCATION

Please place your student identification label in this box

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	8	8	90	83	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 2017*. 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. 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 the use of planning/continuing your answer to a question have been 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. 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. Under which logistical aspect of planning would the contact details for a local ranger be included?
  - (a) communications
  - (b) supervision strategies
  - (c) support crew
  - (d) group details
  
2. Which of the following has the broadest range of uses and would be the **most** reliable in alerting emergency services that you require assistance when in a remote location?
  - (a) GPS
  - (b) emergency flare
  - (c) EPIRB
  - (d) mobile phone
  
3. Which of the following is determined by industry experts and outlines the minimum requirements recommended for activities undertaken in the outdoors?
  - (a) Department of Education, Outdoor Education and Recreation procedures and guidelines
  - (b) Adventure Activity Standards
  - (c) Standard Operating Protocols
  - (d) Emergency Response Plan
  
4. Which of the following assists in maintaining or enhancing the condition of the land, water and biodiversity resources of Western Australia?
  - (a) Caring for Country
  - (b) Western Shield
  - (c) National Landcare Program
  - (d) Natural Resource Management program

**See next page**

5. The purpose of an outdoor program with a recreational focus is to
  - (a) develop skills and activities.
  - (b) change the way in which a person thinks.
  - (c) provide fun activities and positive experiences.
  - (d) change negative behaviours of participants.
  
6. The purpose of a debrief is to
  - (a) reflect on an experience and gain understanding.
  - (b) talk about the events of the day.
  - (c) ensure all participants are present.
  - (d) outline events for the following day.
  
7. Establishing ground rules is a strategy used when facilitating an experience to
  - (a) organise the distribution of tent locations at a campsite.
  - (b) outline acceptable behaviour of participants.
  - (c) determine the order of a debrief.
  - (d) outline methods by which a leader can allocate roles to participants.
  
8. Which of the following is an example of an environmental interpretation activity?
  - (a) a walk through a cave
  - (b) a bush tucker workshop
  - (c) stargazing
  - (d) a hiking expedition
  
9. Which of the following is an example of a natural world heritage site?
  - (a) Purnululu National Park
  - (b) Wave Rock
  - (c) Brides Cave, Margaret River
  - (d) Kalbarri Gorges
  
10. Experiencing nature and developing skills in outdoor activities are strategies used to develop
  - (a) facilitation skills for debriefing.
  - (b) leadership skills.
  - (c) positive human-nature relationships.
  - (d) risk identification.

11. A GPS uses satellites to
- (a) send a distress signal to emergency services.
  - (b) identify the true north on a map.
  - (c) communicate with group members who are lost.
  - (d) locate a position on the surface of the earth.
12. A risk analysis management system (RAMS) should
- (a) provide expedition information to parents.
  - (b) identify peak adventure.
  - (c) identify key skills required of staff.
  - (d) assess budgetary requirements.
13. According to Kolb's Model of Experiential Learning, a person who learns by watching and thinking is known as a
- (a) diverger.
  - (b) assimilator.
  - (c) converger.
  - (d) accommodator.
14. A criticism of Kolb's Model is that it
- (a) implies that each stage has equal time and emphasis.
  - (b) has only four stages.
  - (c) fails to have a debriefing stage.
  - (d) does not allow for individual differences.
15. In relation to the Adventure Experience Paradigm, competence is **best** described as
- (a) the skills an individual has developed in a classroom.
  - (b) the ability of an individual to respond to the environment.
  - (c) a balance between likelihood and consequence.
  - (d) the process of attaining skills for an expedition.
16. A group member's photo, experience and medical details should be included in which section of a planning manual?
- (a) logistical
  - (b) participant
  - (c) group
  - (d) emergency response

17. The correct order of Maslow's hierarchy of needs is:
- (a) esteem, love and belonging, safety, physiological
  - (b) physiological, safety, esteem, love and belonging
  - (c) esteem, safety, physiological, love and belonging
  - (d) physiological, safety, love and belonging, esteem
18. Which organisation is responsible for overseeing the World Heritage Convention?
- (a) SES
  - (b) DPaW
  - (c) UNESCO
  - (d) WHO
19. Maintaining confidentiality within a group that you are leading assists in
- (a) controlling the discussion.
  - (b) pressuring individuals to contribute.
  - (c) encouraging members to reflect on their thoughts.
  - (d) ensuring that trust is established.
20. To assess risk effectively, which of the following **must** be taken into consideration?
- (a) consequence and likelihood
  - (b) competence and participant skill levels
  - (c) competence and consequence
  - (d) peak adventure and participant skill levels

**End of Section One**

**See next page**

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**See next page**

**Section Two: Short answer****50% (83 Marks)**

This section has **eight (8)** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for the use of planning/continuing your answer to a question have been 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.

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All questions within Section Two relate to a three-day hiking expedition that is being conducted on the Bibbulmun Track in south-western Australia as part of an Outdoor Education program. You are a member of a Year 12 student group in which students alternate as leaders during the expedition. The expedition is being conducted under the guidance of two experienced teachers.



**Question 21****(12 marks)**

Outdoor adventure programs can have focus areas that aim to develop and challenge individuals in different ways.

(a) When planning for the year, the Outdoor Education teacher determined that the program would have an educational focus.

(i) State the aim of an outdoor adventure program with an educational focus.

(1 mark)

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(ii) Outline how the outdoor adventure program would achieve this aim.

(1 mark)

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(iii) Outline the difference between an outdoor adventure program with an educational focus and a program with a recreational focus.

(1 mark)

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**Question 21** (continued)

(b) It is important for the teacher planning the hiking expedition to include challenging activities for which an appropriate risk assessment has been undertaken.

(i) The teacher has asked you to complete the risk analysis table below for the planned hiking expedition. (6 marks)

<b>Causal factor</b>			
<b>Hazard</b>	forecast temperatures of 35 °C for dates of expedition	a new student has joined the class with no previous experience	missing parts of a tent
<b>Risk management strategy</b>			

(ii) Explain why it is important to apply a risk analysis management system (RAMS). (3 marks)

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**Question 22****(8 marks)**

In preparing for the hiking expedition, you are required to create a planning manual that addresses the logistical aspects of the expedition.

- (a) Identify **four** logistical aspects that you will include in the manual. (4 marks)

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

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

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

Four: \_\_\_\_\_

- (b) Give **one** example of the type of information you will provide for each of these aspects. (4 marks)

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

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

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

Four: \_\_\_\_\_



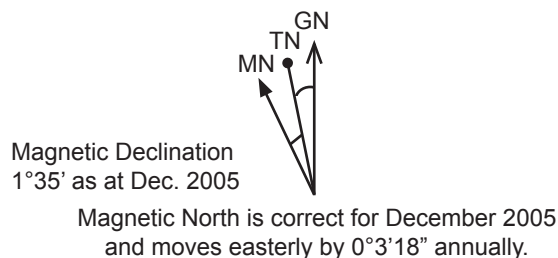
Legend:

- Bibbulmun Track

**Question 23**

**(14 marks)**

It's almost the end of the first day of the hike, but unfortunately you have missed your last checkpoint. While you are still on the Bibbulmun Track, you are now uncertain of your current position. Your teacher has asked you to triangulate your position using the map provided on page 12, your compass and the north point diagram provided below.



You are able to identify the following two landmarks: a visible sharp bend in the track worn into the rock located at the South Ledge Picnic Area (GR 672 248) on a bearing of 111° and the southern end of the Mundaring Weir wall (GR 675 249) on a bearing of 98°.

- (a) Use the north point diagram to calculate the magnetic variation rounded to the nearest degree. Show your workings clearly. (5 marks)

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- (b) Convert the compass bearings of the landmarks into grid bearings and then convert these grid bearings to back bearings. Show your workings clearly. (2 marks)

South Ledge Picnic Area: \_\_\_\_\_

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Mundaring Weir wall: \_\_\_\_\_

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- (c) On the map provided, draw the lines of triangulation using the back bearings that you calculated in part (b). (2 marks)

- (d) Give the six-point grid reference to identify your current position. (1 mark)

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**Question 23** (continued)

- (e) To determine the accuracy of your triangulation, the teacher checks your answer using a GPS. Outline **two** advantages and **two** disadvantages of this piece of equipment.

(4 marks)

Advantages

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

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

Disadvantages

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

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

**Question 24****(12 marks)**

In preparing for the hiking expedition, the teacher has asked you to focus on planning activities that encourage environmental awareness.

- (a) Identify **four** strategies that are recommended for developing a positive relationship between humans and nature. (4 marks)

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

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

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

Four: \_\_\_\_\_

- (b) Describe how you will plan to address each of these strategies during the hiking expedition. (8 marks)

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Four: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Question 25

(9 marks)

One of your responsibilities on the hiking expedition is to familiarise students with the 'Leave No Trace' principles.

Identify **three** 'Leave No Trace' principles and describe how you will use a specific method to educate the group about each principle. You **must** use a different method for each principle.

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

Method: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Method: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Method: \_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_





Question 27

(8 marks)

- (a) Describe an appropriate environmental interpretation activity that you could deliver to students on the hiking expedition. (2 marks)

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- (b) Describe **three** benefits for a student as a result of participating in your interpretation activity. (6 marks)

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

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

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

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**Question 28**

**(10 marks)**

- (a) Present-day environmental management techniques have similarities to traditional methods used by Aboriginal and Torres Strait Islander Peoples. Identify the similarities by completing the table below. (6 marks)

<b>Present-day method</b>	controlled burns conducted by Department of Parks and Wildlife	seasonal fishing restrictions set by the Department of Fisheries	National park management plans
<b>Traditional method</b>			
<b>Description of how the traditional method managed the environment</b>			

- (b) By comparison, early European settlers had a different relationship with the environment. Describe **two** land management techniques that the settlers implemented and the beliefs that influenced their relationship with the environment. (4 marks)

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Section Three: Extended answer****30% (40 Marks)**

This section contains **three (3)** questions. You must answer **two (2)** questions. Write your answers on the pages following Question 31.

Supplementary pages for the use of planning/continuing your answer to a question have been 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 29****(20 marks)**

- (a) Experiential learning occurs in an Outdoor Education program when a person performs activities and then reflects on what they have experienced. Kolb's Model of Experiential Learning suggests how experiential learning occurs.
- (i) Describe the characteristics of **three** of the stages of Kolb's Model of Experiential Learning. (6 marks)
  - (ii) Referring to an outdoor activity you have participated in, provide an example of how you experienced each stage of Kolb's Model of Experiential Learning. (4 marks)
- (b) Describe each of the levels of challenge in the Adventure Experience Paradigm that a leader needs to consider when developing an Outdoor Education program. (10 marks)

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

- (a) Your Outdoor Education class has selected a location for the end-of-year expedition but there is some uncertainty about whether this location is a world heritage site. Your teacher has instructed you to conduct some research in preparation for the expedition.
- (i) State the primary aim of the World Heritage Convention. (1 mark)
  - (ii) Outline the **four** natural criteria used to determine the listing of a world heritage site. (4 marks)
  - (iii) Identify **two** natural Western Australian world heritage listed sites and describe how each site has met **one** of these criteria. (6 marks)
- (b) Standards and documentation for outdoor activities in Western Australian schools exist to protect participants, leaders and the environment.
- (i) Identify the guiding document that should be used when planning an expedition and outline **four** key aspects of this document. (5 marks)
  - (ii) Select **two** of these aspects and describe how each could be addressed for the expedition. (4 marks)

**See next page**

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

- (a) It is the second day of a three-day hike on the Bibbulmun Track with a group of Year 8 students. You are to lead the next activity on the expedition. Establishing ground rules and decision-making are examples of skills that other group members have demonstrated when leading activities.
- (i) List **two** other facilitation skills that you could demonstrate while leading. (2 marks)
  - (ii) Explain how each of these skills would contribute to your effectiveness as a leader. (6 marks)
- (b) You have reached the campsite at the end of the second day and have scheduled a debrief for the group after dinner.
- (i) Identify and describe the **three** phases of a debrief. (9 marks)
  - (ii) Explain why it is important to evaluate the effectiveness of a debrief. (3 marks)

**End of questions**

































## ACKNOWLEDGEMENTS

### Question 23

Map adapted from: Department of Parks and Wildlife (DPAW). (2016). *Bibbulmun Track, Map 1: Darling Range*. Perth: Author.

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