



ATAR course examination, 2024

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	84	50
Section Three Extended answer	3	2	60	40	30
Total					100

Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2024: Part II Examinations*. 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. 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 preferably using a blue/black pen. Do not use erasable or gel pens.

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 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. Which of the following would be the **most** effective way of communicating the importance of a 'Leave No Trace' principle to a group of students?
 - (a) display a Power Point on the impact of a bushfire caused by a failure to put out a campfire correctly
 - (b) show students where to choose the location to set up a tent
 - (c) during a hike, get students to follow a trail so they understand why it is important to travel on durable surfaces
 - (d) undertake an experiment to find out how much heat is retained in a campfire after it has been used

2. Which of the following are considered physiological needs based on Maslow's hierarchy of needs?
 - (a) health and employment
 - (b) confidence and respect for others
 - (c) sleep and clothing
 - (d) breathing and family

3. An example of a strategy that could be used to evaluate a debrief can include
 - (a) having a discussion to focus on a student's strengths and weaknesses.
 - (b) asking to give feedback on the quality of questions used in a debrief.
 - (c) using a Likert scale to rate how well a leader conducted the debrief.
 - (d) a leader viewing a video of the debrief to analyse its strengths and weaknesses.

4. A positive relationship between humans and nature could be **best** developed by
 - (a) using knowledge of the 'Leave No Trace' principles to reduce environmental impact.
 - (b) creating a comprehensive equipment list prior to an expedition.
 - (c) participating in a team building challenge involving building a survival shelter.
 - (d) participating in a challenge by choice activity.

See next page

5. It is important to contribute to a debrief after participating in a team building game. Which of the following would **not** be considered a reason for participating in this debrief?
- (a) understand what could be done better to improve future activities
 - (b) create an opportunity to work better as a team
 - (c) provide a safe environment for group members to share thoughts and feelings
 - (d) discuss the strategies used when participating in the team building activity
6. The premise of Maslow's hierarchy of needs is to satisfy the needs in order, where a person cannot fulfil a need until a prior need has been satisfied. This would occur when students
- (a) establish cooking groups and then create leadership roles at the start of the expedition planning process.
 - (b) participate in team building activities during the preparation phase of the expedition planning and then establish group goals for the class.
 - (c) are asked to establish an emergency response plan prior to selecting appropriate safety equipment for an expedition.
 - (d) select an appropriate lightweight tent for the expedition and then check it for any damage.
7. A primary goal of an environmental interpretation activity is to
- (a) enrich a participant's understanding and appreciation of the environment.
 - (b) develop a strong connection to the environment.
 - (c) improve a person's knowledge of constellation names.
 - (d) create a greater awareness of the interaction of flora and fauna species.
8. What is the **most** advantageous reason for using video to observe personal skills?
- (a) it allows for those absent to see what happened
 - (b) it can show where mistakes have been made
 - (c) others can watch what students have achieved
 - (d) analysis can be made as a group many times
9. Closed questions are useful when a person may want to
- (a) create more discussions.
 - (b) clarify someone's understanding.
 - (c) make use of a range of scenarios.
 - (d) create more meaningful responses.

10. What is the difference between guidelines and procedures?
- (a) Procedures establish optimal practices for school groups, while guidelines establish optimal practices for commercial providers.
 - (b) Guidelines offer recommendations and exemplars of effective practices, while procedures are embraced voluntarily.
 - (c) Procedures have obligatory steps and processes, while guidelines offer recommendations and exemplars of effective practices.
 - (d) Guidelines show the context and timing of an activity, while procedures show the operational steps of an activity.
11. For students to be able to gain the **most** from environmental interpretive activities, these activities should
- (a) have relevance to the participants and their surroundings.
 - (b) be delivered in a classroom before an expedition.
 - (c) be led by a specialist with first-hand knowledge.
 - (d) provide information of facts and figures.
12. The **main** objective of a debrief is to
- (a) make sure all participants are present.
 - (b) discuss the day's occurrences.
 - (c) reflect on an experience.
 - (d) detail the schedule of the next day's events.
13. In which section of an expedition planning manual should a group member's photograph, experience and medical details be placed?
- (a) group
 - (b) participants
 - (c) emergency response
 - (d) logistical
14. How does a group maintaining confidentiality after a debrief contribute to better group dynamics?
- (a) allows for trust to be maintained
 - (b) helps forge closer friendships
 - (c) develops students' ability to reflect
 - (d) minimises non-participation
15. What is the primary rationale of implementing staff/student ratios in outdoor activities?
- (a) optimises participation levels
 - (b) allows students to maximise their understanding
 - (c) increases the likelihood of the group reaching its goals
 - (d) improves the safety of participants

16. Which of the following did **not** contribute to Fremantle Prison being included on the World Heritage List?
- (a) the preservation of its colonial-era structures
 - (b) its role as a contemporary hub for cultural events
 - (c) its association with the convict transportation system
 - (d) its architectural uniqueness of its limestone walls
17. Which of the following **best** represents a participant adjusting a skill/practice to match an outdoor activity?
- (a) changing their equipment to match the packing list
 - (b) modifying the hiking route because participants are too slow
 - (c) when hiking, changing shoes at the end of the day to air out feet
 - (d) to avoid a rip while sea kayaking, changing the launching and landing site
18. The Australian Adventure Activity Standards (AAS) provide
- (a) legal standards for the outdoor industry to follow to protect leaders in a court hearing.
 - (b) instructors with the knowledge of how to best brief a group before an outdoor adventure activity.
 - (c) the necessary ratios that all schools should follow when delivering outdoor adventure activities.
 - (d) a voluntary good-practice framework for planning and delivering outdoor adventure activities.
19. You are to lead a group of adults on a weekend bushwalking hike. Before hiring an instructor to accompany you, what requirement would you **most** want them to have?
- (a) Royal Life Saving Society Bronze Medallion
 - (b) Working with Children Check
 - (c) recent experience in the area of the expedition
 - (d) First Aid
20. Having an emergency response plan can benefit an expedition by
- (a) providing contact numbers for use in case of an emergency.
 - (b) identifying causal factors of risks that may occur during an expedition.
 - (c) having a document that covers you in court if something goes wrong.
 - (d) identifying strategies to eliminate risks prior to the activity.

End of Section One

See next page

Section Two: Short answer**50% (84 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.

Question 21**(8 marks)**

You have been assigned the leadership role in your outdoor education class for the logistical aspects of an expedition. You are to plan for a three-day hiking expedition, focusing on lightweight hiking and camping.

Describe **four** logistical aspects of expedition planning that could be used.

One: _____

Two: _____

Three: _____

Four: _____

Question 22

(10 marks)

Triangulation is an important navigation skill that can be used to locate a person’s position on a map, when participating in outdoor activities.

- (a) Describe why a magnetic variation needs to be applied to a grid bearing when using a magnetic bearing in the field. (2 marks)

A student completed the following triangulation calculations.

- Grid magnetic angle: 2°15' E
- Year of publication: 2019
- Annual change: 2'3" W

2°15' + (5 x 2'3")
 2°45' + 10'15"
 2°55'15"
 MV = 3°

You can recognise three hills around you as follows:

- Hill one: bearing of 102°
- Hill two: bearing of 322°
- Hill three: bearing of 15°

Hill one: $102^\circ + 180 + 3^\circ = 285^\circ$
 Hill two: $322^\circ - 180^\circ - 3^\circ = 139^\circ$
 Hill three: $15^\circ + 180^\circ - 3^\circ = 192^\circ$

- (b) Identify **four** errors the student made when calculating the magnetic variation and bearings above. (4 marks)

One: _____

Two: _____

Three: _____

Four: _____

(c) Calculate the magnetic variation using the information provided below. Show **all** workings.

- Grid magnetic angle: $1^{\circ}20' W$
- Year of publication: 2014
- Annual change: $3'5'' W$

(4 marks)

Question 23

(9 marks)

Causal factors (people, equipment and environment) and risk management strategies (specific to causal factors) are two of the features of a risk analysis management system (RAMS).

Identify **three** other features of a RAMS and describe how you have applied each of these features to an outdoor activity that you have participated in.

Outdoor activity: _____

One: _____

Two: _____

Three: _____

Question 24

(10 marks)

- (a) For each of the following natural World Heritage sites in Western Australia, outline **two** features that led to them being recognised as an area of significant value. (6 marks)

Shark Bay

One: _____

Two: _____

Purnululu National Park

One: _____

Two: _____

Ningaloo Coast

One: _____

Two: _____

- (b) State **four** advantages of being included on the World Heritage list. (4 marks)

One: _____

Two: _____

Three: _____

Four: _____

Question 25

(12 marks)

When planning expeditions, it is important to choose a specific focus which best adheres to a participant's needs.

- (a) Outline **two** defining elements of each of the following types of programs. (6 marks)

Developmental

One: _____

Two: _____

Recreational

One: _____

Two: _____

Spiritual

One: _____

Two: _____

You are to plan an expedition for a group of Year 10 Outdoor Education students, which is to have an environmental focus. You have decided to revisit the location used in their Year 9 expedition.

- (b) Outline **three** other strategies that you can use to develop the students' relationship with nature and state what each can achieve. (6 marks)

One: _____

Two: _____

Three: _____

Question 26

(7 marks)

On a hiking excursion, the leader has decided that the group will take a global positioning system (GPS) device to enhance the safety of the participants.

(a) Describe how a GPS works. (2 marks)

(b) Identify **two** ways in which the accuracy of a GPS can be negatively affected. (2 marks)

One: _____

Two: _____

(c) Identify **three** other disadvantages of relying on a GPS during an expedition. (3 marks)

One: _____

Two: _____

Three: _____

Question 27**(10 marks)**

The early settlers and the local Aboriginal and Torres Strait Islander Peoples used the land for differing purposes.

- (a) Identify **two** ways in which each used the land for the benefit of their respective communities. (4 marks)

Early settlers

One: _____

Two: _____

Aboriginal and Torres Strait Islander Peoples

One: _____

Two: _____

- (b) Identify the purpose of **three** traditional environmental management techniques and **three** present day environmental management techniques. (6 marks)

Traditional environmental management technique	Present day environmental management technique

Question 28

(6 marks)

Outline **two** unique supervision strategies that could be put in place to comply with the Western Australia Department of Education *Recreation and Outdoor Education Activities for Public Schools Procedures*, in **three** of the following activities:

- snorkelling
- mountain biking
- canoeing/kayaking
- abseiling/climbing
- hiking.

Activity one: _____

One: _____

Two: _____

Activity two: _____

One: _____

Two: _____

Activity three: _____

One: _____

Two: _____

Question 29**(12 marks)**

During the year, your group has been observing personal and interpersonal skills in others. To help simplify your understanding you decide to make a table to help you see the differences when analysing the two types of skills.

Complete the table below to outline **three** tools that may be used to analyse personal skills and to develop interpersonal skills without using modern technology. State an advantage for each.

Outline of the tool	Advantage
Personal Skills	
Interpersonal Skills	

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) Outline each stage of Kolb's model of experiential learning and provide an example of how you achieved that stage using an outdoor activity that you have participated in. (8 marks)
- (b) Using **four** different features, contrast Joplin's model of experiential learning with Kolb's model of experiential learning. Suggest how each feature improves a learning experience. (8 marks)
- (c) Identify a learning style from Kolb's model of experiential learning. Outline why it assists your preferred way of learning. Using an example of an outdoor activity, describe how you can apply this learning style to develop a new skill. (4 marks)

Question 31**(20 marks)**

After a long day hiking, your group has taken much longer than expected to reach the destination. At the campsite some of the group, who arrived earlier than others, have already started eating the group's shared food. Small arguments ensue between members of the group, which you as leader want to stop escalating.

- (a) Use **five** conflict management techniques to outline how each could help solve the arguments occurring and state a disadvantage for each of them. (10 marks)

Later in the evening you organise a debrief to get the group working together as a team again.

- (b) Discuss how a leader could set up some ground rules during a debrief so all members of the group are able to feel comfortable about participating. (4 marks)
- (c) Once the ground rules have been established, describe **three** other facilitation skills that you could use to allow all students to be able to purposefully contribute to the discussions in the debrief. (6 marks)

See next page

Question 32**(20 marks)**

As a facilitator, it is important to consider the needs and experiences that your participants will have when planning outdoor activities and expeditions.

- (a) With reference to the components of the adventure experience paradigm (AEP), demonstrate how planning appropriate activities can have an impact on participants' experiences. Outline an example of each component. (10 marks)

You want to make your expedition a fun and enjoyable experience while still maintaining it as a challenging experience.

- (b) Describe why misadventure and adventure are important to consider when planning outdoor expeditions. (4 marks)

When planning expeditions, it is important to consider participants' needs.

- (c) Using both Maslow's 'love and belonging' and 'esteem' needs, explain how students' needs are met through appropriate planning. (6 marks)

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