



OUTDOOR EDUCATION

ATAR course examination 2024

Marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Multiple-choice

20% (20 Marks)

Question	Answer
1	a
2	c
3	b
4	b
5	c
6	d
7	a
8	d
9	b
10	c
11	a
12	c
13	b
14	a
15	d
16	b
17	d
18	c
19	d
20	a

Section Two: Short answer

50% (84 Marks)

Question 21

(8 marks)

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

Description	Marks
For each logistical aspect of expedition planning (4 x 2 marks)	
Describes a logistical aspect of expedition planning	2
Outlines a logistical method of expedition planning	1
Total	8
<p>Answers could include:</p> <p>Budget: Personal costs for hiring the hiking equipment, lightweight food and transport to and from the expedition location.</p> <p>Transport: The size of the class will determine the type of bus that will be needed to transport the class to the expedition location. Supervisors will need the appropriate licence for this bus. Locations of fuel refilling stations will need to be identified to ensure enough fuel for the entire expedition.</p> <p>Accommodation: Students will be using lightweight hiking tents for this expedition. Location of camping sites will need to be identified and the camping sites need to have enough space to allow for all the students to set up their tents.</p> <p>Equipment bookings: Bookings need to be made for the hiking equipment to ensure enough backpacks, tents, sleeping bags etc are available for the size of your class.</p> <p>Relevant correspondence: An application to the Department of Biodiversity, Conservation and Attractions (DBCA) is required for permission to use the expedition location and to ensure camping sites are available for use. Permission will also be needed if the expedition location involves a private property.</p> <p>Communications: Check to see if mobile phone reception exists within the expedition location and which phone company provider receives a mobile signal. If mobile phone signal does not exist, then the group should hire or use a satellite phone for the expedition. Use of UHF radios would also be useful for communication within the group and with a support vehicle.</p> <p>Emergency response planning: An appropriate emergency response plan including evacuation procedures should be developed prior to the expedition. Including a map of the area with evacuation points identified and support vehicle access points. Emergency contact information and participant medical information should also be included in this planning document.</p> <p>Support crew: Roles and responsibilities of the support crew should be communicated prior to the start of the expedition. Including identifying the meeting points and times, communication procedures and other logistical roles as required. The support crew will be carrying important equipment and they will need to know the location and importance of equipment such as first aid kits, communication equipment and repair equipment.</p> <p>Accept other relevant answers.</p>	

Question 22

(10 marks)

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

Description	Marks
Describes why a magnetic variation needs to be applied to a grid bearing	2
Outlines why a magnetic variation needs to be applied to a grid bearing	1
Total	2
<p>Answers could include:</p> <p>A magnetic variation needs to be applied to a grid bearing because the magnetic north on the compass will be different to the grid north on the map. Magnetic north on the earth moves every year due to the earth rotating on its axis, this causes it to be different to the grid north when the map was produced and this needs to be accounted for.</p> <p>Accept other relevant answers.</p>	

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

Description	Marks
Any four of	
<ul style="list-style-type: none"> • $2^{\circ}15' + (5 \times 2'3'')$. This should be $2^{\circ}15' - (5 \times 2'3'')$ • the grid magnetic angle changed from $2^{\circ}15'$ to $2^{\circ}45'$ • the magnetic variation is $2^{\circ}E$ • $MV = 3^{\circ}$. This should be $MV = 3^{\circ}E$ • Hill two: $322^{\circ} - 180^{\circ} - 3^{\circ} = 139^{\circ}$. This should be $322^{\circ} - 180^{\circ} + 3^{\circ} = 145^{\circ}$ • Hill three: $15^{\circ} + 180^{\circ} - 3^{\circ} = 192^{\circ}$. This should be $15^{\circ} + 180^{\circ} + 3^{\circ} = 198^{\circ}$ 	1–4
Total	4

- (c) Calculate the magnetic variation using the information provided below. Show **all** workings. (4 marks)

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

Description	Marks
$1^{\circ}20' + (10 \times 3'5'')$	1
$1^{\circ}20' + 30'50''$	1
$1^{\circ}50'50''$	1
$2^{\circ}W$	1
Total	4

Question 23

(9 marks)

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.

Description	Marks
For each feature of a RAMS (3 x 3 marks)	
Identifies a feature of a RAMS	1
Subtotal	3
Describes how to apply the feature to an outdoor activity	2
Outlines how to apply the feature to an outdoor activity	1
Subtotal	6
Total	9
<p>Answers could include:</p> <p>Identification of relevant industry standards: Adventure Activity Standards (AAS) or standards from a specific organisation such as the Department of Biodiversity, Conservation and Attractions (DBCA) or Royal Life Saving Association. Whilst participating in a natural surface abseiling activity, the commercial operator conducting the activity had to comply with the industry standards established for abseiling to ensure that the supervisor to participant ratio was adhered to.</p> <p>Recommended policies and guidelines: Western Australian Department of Education Recreation and Outdoor Education activities for Public Schools Procedures are the main policy/guideline that schools must adhere to when conducting an outdoor activity. Whilst participating in a three day hiking expedition, the school had to ensure that the correct supervisor to student ratio was adhered to and that the supervisors had the appropriate qualifications to conduct a hiking expedition.</p> <p>Key skills required by staff: These relate to specific skills that staff are required to have to safely conduct an outdoor activity. Including specific activity skills, generic skills such as first aid and weather interpretation and meta skills of communication and problem-solving skills. Whilst participating in a mountain biking expedition, the teachers had a high level of mountain biking skills and were qualified in first aid. They were also able to manage the group well with excellent problem solving when circumstances changed during the expedition.</p> <p>Recommended course of action: Relates to an emergency response plan established to provide an adequate level of safety for the group. Including what to do when a potential risk occurs and includes retaining or accepting the risk, reducing the risk or avoiding the risk. When participating in a canoeing expedition the group approached a rapid that provided some risks to the participants. The supervising team looked at the rapid and decided that the risk was too great for the skill of the group and decided the best course of action was to avoid the risk by walking around the rapid and not attempting it.</p> <p>Accept other relevant answers.</p>	

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)

Description	Marks
For each natural World Heritage Site (3 x 2 marks)	
Outlines two specific features	2
Outlines one specific feature	1
Total	6
<p>Answers could include:</p> <p>Shark Bay:</p> <ul style="list-style-type: none"> • evolution of bays hydrological system at Hamelin Bay • Wooramel Seagrass Bank • it features the world’s most abundant and diverse example of stromatolites. <p>Purnululu National Park:</p> <ul style="list-style-type: none"> • beehive shaped cone towers of Bungle Bungle range • geomorphic process of cone karst formation on sandstone. <p>Ningaloo Coast:</p> <ul style="list-style-type: none"> • diversity of marine turtle species in area breeding • large marine diversity including whale sharks. <p>Accept other relevant answers.</p>	

- (b) State **four** advantages that may occur from being included on the World Heritage list. (4 marks)

Description	Marks
Any four of	
<ul style="list-style-type: none"> • international recognition which allows for pride locally and nationally • prestige of being a World Heritage site • facilities up-graded due to increased visitors • area protected from being developed in other ways • promotes tourism to the area, increasing flow of money to area • increased local job opportunities 	1–4
Total	4
Accept other relevant answers.	

Question 25

(12 marks)

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

Description	Marks
For each type of program (3 x 2 marks)	
Outlines two defining elements	2
Outlines one defining element	1
Total	6
<p>Answers could include:</p> <p>Developmental:</p> <ul style="list-style-type: none"> • activities allowing opportunity of how participants feel, think and behave aspects of challenge to personally grow/change the participant • follow up is vital to see transfer of learning • organised structured debriefing allows for reflection of transfer of learning. <p>Recreational:</p> <ul style="list-style-type: none"> • aim for fun/experiencing skills or environment activities • thrill seeking in a natural environment • opportunities for experiencing new activities or practise recreational fun activities e.g. surfing for enjoyment • large group sizes with focus on personal goals • program goals of safety but fun, goal of physical challenge. <p>Spiritual:</p> <ul style="list-style-type: none"> • structured reflection activities with a designated focus on spirituality of religion, connection to nature or land • guided experiences may include personal reflection time/time alone reflection related to wonder and awe • physical activities to connect to one-self. 	
Accept other relevant answers.	

Question 25 (continued)

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

Description	Marks
For each strategy (3 x 2 marks)	
Outlines the strategy	1
States what the strategy can achieve	1
Total	6
<p>Answers could include:</p> <p>Maximising personal comfort levels</p> <ul style="list-style-type: none"> • allows participants to be relaxed in the outdoor setting • a group feels safe and comfortable • successful experiences in the outdoors, resulting in gained confidence. <p>Instilling a sense of place</p> <ul style="list-style-type: none"> • developing feelings people have for a particular location • an environment enlists a sense of human attachment resulting in wanting to protect it • having shared experiences in the place and allowing for a sense of awe • having time to acknowledge the environment around that special place. <p>Increased knowledge of the natural environment</p> <ul style="list-style-type: none"> • increasing the knowledge of the environmental area assists in building an understanding of the natural world relationships that exist • learning about what makes the area unique fosters the relationship • students can learn more about the environment before the expedition. <p>Experiencing nature</p> <ul style="list-style-type: none"> • often results in an increased connectedness with that environment • allows for stimulation of our senses • can invoke an emotional response. <p>Developing skill and competence in outdoor activities</p> <ul style="list-style-type: none"> • allows people to notice the environment at a higher level as less focus will be needed towards their mode of travel • allows a person to feel more competent in nature which increases comfort levels and enjoyment. <p>Accept other relevant answers.</p>	

Question 26

(7 marks)

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

Description	Marks
Describes how a GPS works	2
Outlines how a GPS works	1
Total	2
Answers could include:	
<ul style="list-style-type: none"> • uses trilateration (form of triangulation) using three or more satellites to determine point on the earth's surface • GPS receiver uses information to pinpoint precise location. 	
Accept other relevant answers.	

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

Description	Marks
Any two of	
<ul style="list-style-type: none"> • obstacles such as tree canopy/being in a valley • wet weather • heavy cloud cover • magnetic fields 	1–2
Total	2
Accept other relevant answers.	

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

Description	Marks
Any three of	
<ul style="list-style-type: none"> • reliance on the battery life • might not work in certain environmental conditions • might be affected by obstacles • loss of navigation skills 	1–3
Total	3
Accept other relevant answers.	

Question 27

(10 marks)

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

Description		Marks
For each (2 x 2 marks)		
Early settlers: (any two of) <ul style="list-style-type: none"> land cleared for farming uses and to expand settlements forests logged: wood used for building bridges/boats/houses whales and seals hunted for oil and skins explored area for other settlement/discovery. Aboriginal and Torres Strait Islander Peoples: (any two of) <ul style="list-style-type: none"> hunted animals for survival mainly kept to their areas only took what they needed so encouraged sustainability followed seasonal migration patterns to follow animals that migrated with seasons. 	1-4	
Total		4
Accept other relevant answers.		

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

Description		Marks
Traditional environmental management technique	Present day environmental management technique	
sanctuary parks no hunting is allowed	national parks have restrictions on protected areas	1-2
use of firestick farming to control fires/hunting	controlled burn-offs to lessen the impact of fires	1-2
use of fish traps where smaller fish could escape	fishing restrictions/permits in place focusing on catch size/nets stopping juveniles being caught	1-2
Total		6
Accept other relevant answers.		

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.

Description	Marks
For each activity (3 x 2 marks)	
<p>Snorkelling: (any two of)</p> <ul style="list-style-type: none"> • initial briefing to go through emergency procedures, trail and water conditions • buddy system so all have a person with them • beach lookout on shore to give visual signs of hand signals • fluorescent rash tops to be worn so can be visibly seen • students in line of sight of staff. <p>Mountain biking: (any two of)</p> <ul style="list-style-type: none"> • initial briefing of tracks to follow during emergency procedures • leaders at front and back of group so group in enclosed area • one person to go down the track at a time when required • use of whistles/radios/hand signals that all group understand. <p>Canoeing/kayaking: (any two of)</p> <ul style="list-style-type: none"> • keeping group within a close spread • hand and paddle signals for communication • use of whistles for communicating when not in eye-line • possibility of changing into smaller pod sizes if group is too big • checking for exhaustion and fatigue • conduct appropriate safety checks throughout activity. <p>Abseiling/climbing: (any two of)</p> <ul style="list-style-type: none"> • initial briefing of emergency procedures • conduct appropriate safety checks throughout activity • verbal cues for communication • establish an exclusion zone for safety. <p>Hiking: (any two of)</p> <ul style="list-style-type: none"> • initial briefing of tracks to follow during emergency procedures • leaders at front and back of group so group in enclosed area • use of whistles/radios/hand signals that all group understand. 	1–6
Total	6
Accept other relevant answers.	

Question 29

(12 marks)

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.

Description		Marks
Outline of the tool	Advantage	
Personal Skills		
(Group/peer or personal reflection) reflecting together to show how a task was completed	feedback from peers who are part of the group	1–2
(Questioning) devise a series of questions as a guide to go through	questions allow for greater thought in answers	1–2
(Performance rating) a scale used to show how performances can be rated. Checklists/criteria to be ticked off	can be analysed easily by looking at answers	1–2
Interpersonal Skills		
(Coaching) provision of cues/information from another person can be given	support from another person given to support individual	1–2
(Reflection) responses can be verbalised/written to support views/ideas	can reflect later so more thoughts have been processed	1–2
(Scenarios) allows for a range of roles to be experienced by playing out situations as a group	can be tried without fear of failure. Different endings can be looked at and improved	1–2
Total		12
Accept other relevant answers.		
Note: no marks awarded for identifying the tool.		

Section Three: Extended answer

30% (40 Marks)

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)

Description	Marks
For each stage (4 x 2 marks)	
Outlines each stage of Kolb's model	1
Provides an example of achieving that stage	1
Total	8
<p>Answers could include:</p> <p>Concrete experience</p> <ul style="list-style-type: none"> involves directly participating in an outdoor activity to develop and learn new skills before I went on my outdoor education hiking expedition, I attempted to pack my backpack. <p>Reflective observation</p> <ul style="list-style-type: none"> a person reflects after attempting an outdoor activity and reflects on what learning that has occurred and what they can do to improve their skill in that activity after attempting to pack my backpack, I noticed that I could not fit all of the equipment in successfully and the weight distribution did not seem right. <p>Abstract conceptualisation</p> <ul style="list-style-type: none"> after reflecting on attempting an outdoor activity, a person makes conclusions about the learning that has occurred and develops theories to support future learning after reflecting on packing my backpack, I thought about a better way to pack the backpack by placing items in compression stuff sacks to reduce the amount of space they take up in the pack. I also came up with a different order of packing to help fit all of the items in the pack. <p>Active experimentation</p> <ul style="list-style-type: none"> this involves applying the new learning and attempting different approaches to improve the skill of the outdoor activity after developing a new packing technique, I then attempted to pack my backpack again using the different order of packing and the compression stuff sacks which allowed all the items to fit in successfully. <p>Accept other relevant answers.</p>	

Question 30 (continued)

- (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)

Description	Marks
For each feature (4 x 2 marks)	
Contrasts Joplin’s model with Kolb’s model	1
Suggests how the feature improves a learning experience	1
Total	8
<p>Answers could include:</p> <ul style="list-style-type: none"> • Joplin’s model has a focus stage that Kolb’s model does not have. It enables a person to be more engaged in the learning during an activity. • Joplin’s model has a support stage that Kolb’s model does not. The support stage involves having a safe environment to attempt the outdoor activity providing an opportunity for a person to feel comfortable in attempting that activity. • Joplin’s model has a feedback stage that Kolb’s model does not. This involves information that is given to participants so that they can make improvements when attempting an outdoor activity. • Joplin’s model has a debrief stage that Kolb’s model does not. This involves participating in a facilitated debrief after attempting an activity to see where learning has occurred and what improvements can be made in the future. 	
Accept other relevant answers.	

- (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)

Description	Marks
Identifies a learning style from Kolb’s model of experiential learning	1
Subtotal	1
Outlines why the learning style assists a preferred way of learning	1
Subtotal	1
Describes how the learning style is applied to develop a new skill	2
Outlines how the learning style is applied to develop a new skill	1
Subtotal	2
Total	4

Answers could include:

Converger

- I am good at problem solving using new and different approaches when trying to complete a task/I like to be hands on when applying my ideas to practical activities
- an example of this was when we were attempting a team building game, I came up with a possible solution to the game and tried it with my group. When it did not succeed the first time, I looked at a different way to solve the game and applied that with my group until we succeeded.

Assimilator

- I prefer to plan activities rather than directly participate in them/I will analyse an idea and come up with a theory on how to perform a task/I will then reflect on the application of that theory or model to analyse its success
- an example of this is when we were planning for our year 12 expedition. I was very focused on the logistical planning for the expedition and took on a significant leadership role during this time, however, when participating on the expedition, I was happy to follow the direction of other leaders who were more hands on and practical learners.

Accommodator

- I prefer to have a practical, hands on approach to learning new skills and solving problems/I like to use a trial and error approach to learning and take risks with attempting to solve problems
- an example of this was when our class was on a hiking camp and we came to a multi-track intersection. I looked at the map and made a judgement as to the correct trail to take and then suggested to the group to start hiking up that trail and see what happens.

Divergers

- I am able to look at the whole problem and break it down to smaller pieces of information to make it easier to understand/I am good at organising people and like to support and encourage other group members when they are providing input and ideas/I can also be very creative when providing ideas and solutions to problems
- an example of this was whilst on an expedition with my class, my leadership role involved organising the logistics for the equipment and loading the trailers. I looked at the amount of equipment and the size of the trailer and developed a method to fit all of the equipment in without damaging anything. I then organised the rest of the class to help load the trailer efficiently.

Accept other relevant answers.

Question 31

(20 marks)

- (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)

Description	Marks
For each (5 x 2 marks)	
Outlines the conflict management technique	1
States a disadvantage for each conflict management technique	1
Total	10
<p>Answers could include:</p> <p>Withdrawing:</p> <ul style="list-style-type: none"> distract the group by focusing on another issue and address the current issue later. <p>Disadvantages: (any one of)</p> <ul style="list-style-type: none"> no action leads to group seeing a weakness in leader postponing may make matters worse issue not addressed. <p>Forcing:</p> <ul style="list-style-type: none"> the leader takes immediate action and makes a quick decision on how to proceed. <p>Disadvantages: (any one of)</p> <ul style="list-style-type: none"> conflict can escalate losers may feel bitter towards the leader. <p>Compromising:</p> <ul style="list-style-type: none"> both groups decide the late group can eat first next time. <p>Disadvantages: (any one of)</p> <ul style="list-style-type: none"> trust can be lost both parties may be unsatisfied. <p>Soothing:</p> <ul style="list-style-type: none"> allow the late group to eat the left overs. <p>Disadvantages: (any one of)</p> <ul style="list-style-type: none"> one group has gained more than the other may take advantage again in the future. <p>Confronting:</p> <ul style="list-style-type: none"> groups come together to sort out a shared responsibility. <p>Disadvantages: (any one of)</p> <ul style="list-style-type: none"> a lot of time and effort may be required needs a commitment from all for it to work. <p>Accept other relevant answers.</p>	

- (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)

Description	Marks
Discusses how a leader could set up a debrief	4
Explains how a leader could set up a debrief	3
Describes how a leader could set up a debrief	2
Outlines how a leader could set up a debrief	1
Total	4
Answers could include:	
<p>During the debrief the leader makes sure that there is full confidentiality from the group to allow for all to be able to participate without judgement by others. They make sure only one person speaks at a time. There are no put downs preventing people from feeling judged. This freedom allows all to participate and give their personal opinions without restraints.</p>	
Accept other relevant answers.	

- (c) Once the ground rules have been established, describe **three** other facilitation skills that you could use to allow for all students to purposefully contribute to the discussions in the debrief. (6 marks)

Description	Marks
For each facilitation skill (3 x 2 marks)	
Describes a facilitation skill	2
Outlines a facilitation skill	1
Total	6
Answers could include:	
<p>Valuing responses:</p> <ul style="list-style-type: none"> • makes students feel valued and that their opinion matters as they treat others with respect, thank them for contributions allows for positive self esteem. 	
<p>Controlling the discussion:</p> <ul style="list-style-type: none"> • the leader is able to direct discussions to stay on topic and can intervene if going off topic and bring it back to what is required, can re-affirm ground rules if required so all can re-focus. 	
<p>Problem solving and decision making:</p> <ul style="list-style-type: none"> • making decisions to ensure the best use of debrief and question choice to keep relevant. 	
<p>Using active listening:</p> <ul style="list-style-type: none"> • ensure the use of positive body language and eye contact when listening, such as nodding as a form of accepting an answer, clarifying meaning or understanding when required. 	
<p>Asking open-ended questions:</p> <ul style="list-style-type: none"> • allows for more meaningful responses with greater depth given in answers. 	
Accept other relevant answers.	

Question 32

(20 marks)

- (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 for each component. (10 marks)

Description	Marks
For each component of the Adventure Experience Paradigm (5 x 2 marks)	
Demonstrates how planning activities can impact participant experiences	1
Outlines an example	1
Total	10
<p>Answers could include:</p> <p>Exploration and experimentation: As competence is high and risk is low planning this activity would have more recreation than challenge for the participant. This outcome would occur if planning does not meet the challenge needs of the participants and it is too easy or necessary for the experimentation of new skills. Example: (any one of)</p> <ul style="list-style-type: none"> • hiking on a gravel path • highly skilled kayaker paddling flat water • experienced rock climber climbing a lower grade • experienced skier taking on a green 'easy' run. <p>Adventure: Participant has more experience and competence in the activity, but the perceived risk is lower. Participant experiences an 'adventure' experience through the activity but does not meet optimal arousal through the experience. Example: (any one of)</p> <ul style="list-style-type: none"> • skilled kayaker paddling lower grade rapids • experienced mountain-bike rider tackling a blue run. <p>Peak adventure: Competence increases, the risk increases to match. Pure balance of challenge and the skills and abilities to match the experience. The planning of this experience may begin with building confidence at lower levels, students then build on their skills to increase their level of confidence and skill to attempt more challenging environments. Example: (any one of)</p> <ul style="list-style-type: none"> • experienced kayaker paddling rapids which require them to use their full skill set • skilled mountain-biker tackling a black run. <p>Misadventure: Taking students in areas where the risk of failing is greater than their abilities, minor incidents may occur which can be learnt from. Example: (any one of)</p> <ul style="list-style-type: none"> • planned activity of sea kayaking when the weather has changed, resulting in larger swell • river level rising, resulting in higher grade rapids with multiple capsizes occurring but no major injury • mountain-biker taking a black track without the skill set. 	

<p>Devastation and disaster: This could be in the poor planning of the timing of the experience – activity is too long, causing participants fatigue and mistakes occurring. This could lead to accidents resulting in serious injury or possible death. Example: (any one of)</p> <ul style="list-style-type: none"> • river levels rising, resulting in risk being greater than the capabilities of the paddlers • inexperienced mountain-biker undertaking a black track on their first visit to an area.
Accept other relevant answers.

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

Description	Marks
For each (2 x 2 marks)	
Describes importance	2
Outlines importance	1
Total	4
<p>Answers could include:</p> <p>Misadventure Offers an opportunity for learning and the discovery of limitations through varying levels of success in challenging situations.</p> <p>Adventure Allows participants to improve skills and knowledge leading to the possibility of experiencing peak adventure.</p>	
Accept other relevant answers.	

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

Description	Marks
For each (2 x 3 marks)	
Explains how the need is met through appropriate planning	3
Describes how the need is met through appropriate planning	2
Outlines how the need is met through appropriate planning	1
Total	6
<p>Answers could include:</p> <p>Love and belonging Prior to an expedition students participate in group development activities to establish group goals, allowing relationships to be strengthened so that groups become more inclusive and cohesive.</p> <p>Esteem Activities are designed to provide challenges for all participants, as well as allow for recognition of success and the development of positive group interactions.</p>	
Accept other relevant answers.	

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