



ATAR course examination, 2019

Question/Answer booklet

OUTDOOR EDUCATION

Please place your student identification label in this box

WA student number: In figures

--	--	--	--	--	--	--	--

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	76	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 2019*. 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.

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. The focus of an outdoor program that uses team building activities to highlight issues with group processes and leadership would be
 - (a) recreational.
 - (b) educational.
 - (c) therapeutic/re-directional.
 - (d) developmental.

2. How is the relationship of Indigenous Australians to the environment **best** described?
 - (a) exploit it for any useful resources
 - (b) hunt and gather as much food as they want
 - (c) rely on it for survival
 - (d) manipulate it to suit their needs

3. Two levels of psychological needs in Maslow's Hierarchy of Needs are
 - (a) self-esteem and confidence.
 - (b) self-management and believing.
 - (c) belonging and esteem.
 - (d) self-belief and esteem.

4. Which of the following does **not** relate to the facilitation of environmental interpretive activities?
 - (a) provoke, reveal, relate
 - (b) audience, resources, techniques
 - (c) knowledge, understanding, appreciation, care
 - (d) plan, do, monitor, review

See next page

5. Outdoor experiences with elements of reflection, personal growth and behavioural change are **most** likely to be in a program with what type of focus?
- (a) therapeutic/re-directional
 - (b) environmental
 - (c) recreational
 - (d) developmental
6. Modern environmental techniques that mimic the aims of traditional fish traps used by Indigenous Australians include
- (a) bag limits, size restrictions and permits.
 - (b) fishing permits, sanctuary zones and marine parks.
 - (c) limited seasons, net size restrictions and fish farming.
 - (d) sanctuary zones, fishing restrictions and age limits.
7. Coaching is a process that develops interpersonal skills and enhances group performance in others. Which of the following is **not** an advantage of using this process?
- (a) immediate feedback can be provided
 - (b) requires time and energy
 - (c) provides attention to the individual
 - (d) builds a relationship based on respect and trust
8. RAMS is the abbreviation for
- (a) risk and monitoring system.
 - (b) risk aspects management system.
 - (c) risk activity monitoring system.
 - (d) risk analysis management system.
9. Why must staff/student ratios be applied when conducting an outdoor activity?
- (a) It gives the group the best chance of achieving its goals.
 - (b) Participation in all activities is maximised.
 - (c) Ensures activities can be delivered safely.
 - (d) Enables staff to develop students' learning of the outdoor environment.
10. To obtain an accurate location, a GPS requires an unobstructed line of sight to a minimum of how many satellites?
- (a) 2
 - (b) 4
 - (c) 6
 - (d) 8

11. From Kolb's model of experiential learning, the learning style **best** described as 'more interested in abstract ideas and not concerned with practical application' is
- (a) converger.
 - (b) diverger.
 - (c) assimilator.
 - (d) accommodator.
12. Sustainable agriculture and water are two of the five key programs of 'Natural Resource Management – Perth'. What are the other three key programs?
- (a) coastal rehabilitation, natural heritage, biodiversity
 - (b) coastal and marine, biodiversity, cultural heritage
 - (c) dieback, catchment revegetation, coastal erosion
 - (d) wetland management, coastal and marine, natural heritage
13. An open-ended question is used by a leader to
- (a) keep the discussion concise and to the point.
 - (b) help participants make a decision.
 - (c) encourage deeper reflection.
 - (d) highlight specific problems within a group.
14. Which example would **best** educate a group of expedition participants about the Leave No Trace principle 'leave what you find'?
- (a) Tell participants not to break branches from plants while they walk.
 - (b) Examine shells on a beach and explaining their roles within natural life cycles.
 - (c) Instruct participants to pick up all of their litter from their campsite.
 - (d) Make participants clean mud off their shoes before boarding a bus to go home.
15. A disadvantage of participants withdrawing from a conflict situation is
- (a) they may feel that the decision is forced upon them by the leader.
 - (b) a lack of trust among participants.
 - (c) the problem is not resolved and may arise at a later time.
 - (d) participants may feel they are giving up more than the other party.
16. What would **not** be a similarity between traditional sanctuaries and a present-day national park?
- (a) protect areas of cultural importance
 - (b) provide nurseries for young fauna to develop and grow in safety
 - (c) preserve the ecosystem of a particular plant or animal species under threat
 - (d) limit the number of visitors for recreational activities

17. Which of the following Western Australian sites meets both of these World Heritage List criteria: (vii) superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance; (viii) outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features?
- (a) The Pinnacles
 - (b) Kimberley National Park
 - (c) Shark Bay
 - (d) Ningaloo Coast
18. Which of the following is a practice used by early European settlers in Australia?
- (a) using horses to drag chains through the forest to clear farmland
 - (b) lighting fires to clear-fell forests for timber use
 - (c) killing weeds and long grass with home-made chemical sprays
 - (d) using bulldozers to push over trees to clear forests for grazing
19. Which is the correct order of stages in Joplin's model of experiential learning?
- (a) Focus, Action, Feedback, Support, Debrief
 - (b) Focus, Challenging Action, Support, Feedback, Debrief
 - (c) Focus, Action, Support, Debrief, Transfer
 - (d) Focus, Challenging Action, Support, Debrief, Feedback
20. An example of a leader actively listening to their group would be
- (a) re-directing conversation back to the topic of discussion.
 - (b) maintaining eye contact and giving feedback.
 - (c) responding to the needs of participants with sensitivity.
 - (d) speaking in a non-violent manner.

End of Section One

See next page

Section Two: Short answer**50% (76 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**(7 marks)**

The Western Australian Department of Education's: *Outdoor Education and Recreation Procedures and Guidelines*, requires an Emergency Response Plan (ERP) to be created for all off-site school activities.

- (a) State the purpose and identify **two** elements of an Emergency Response Plan. (3 marks)

Purpose: _____

One: _____

Two: _____

- (b) Other than an ERP, name and outline **two** other key aspects of the *Outdoor Education and Recreation Procedures and Guidelines*. (4 marks)

One: _____

Two: _____

Question 22

(11 marks)

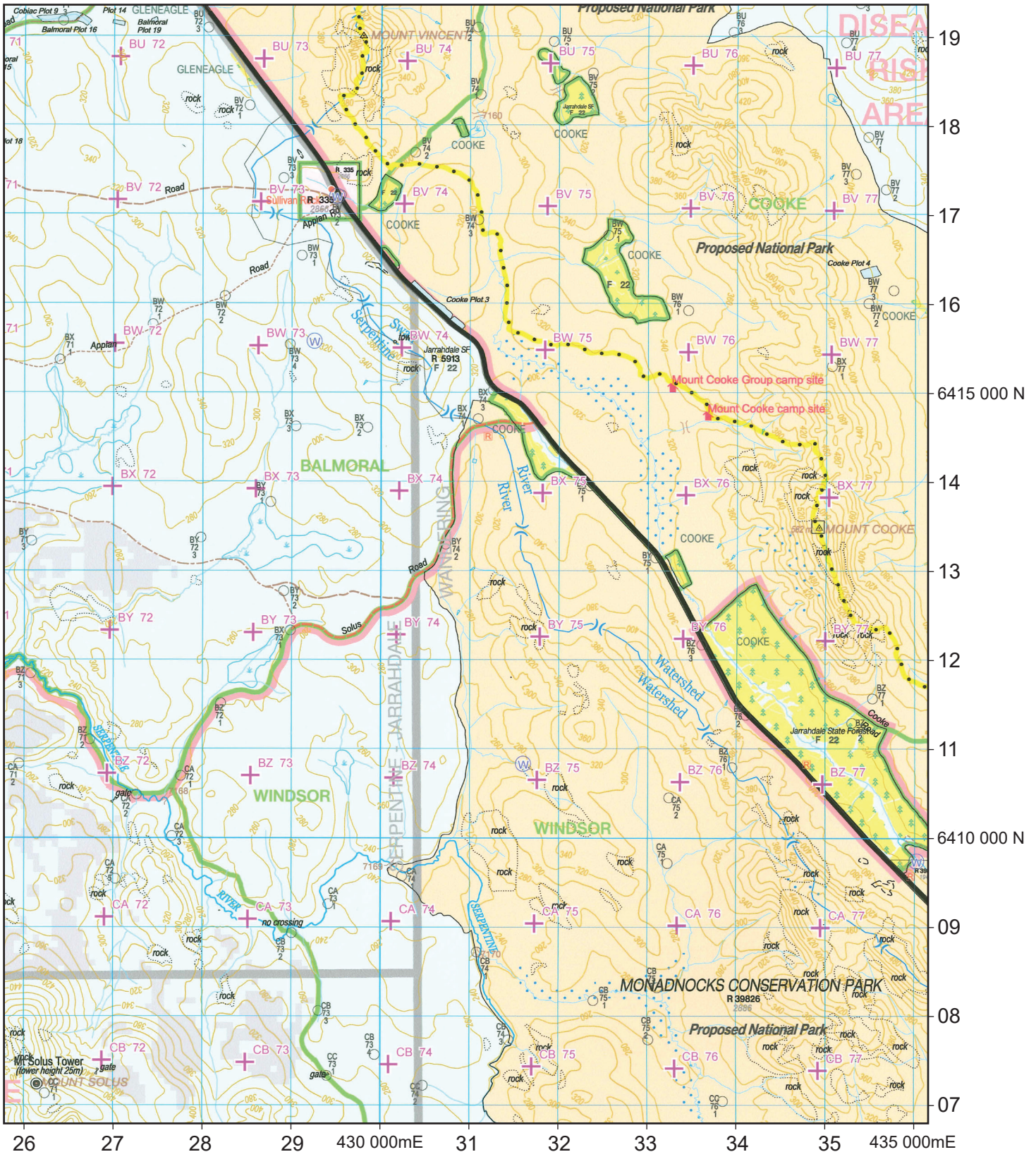
You are in a Year 12 Outdoor Education group on Day 3 of a five-day hiking expedition in the Monadnocks Conservation Park. Instead of following the Bibbulmun track to the next campsite, your group decides to test their navigation skills by taking an off-track route from Mount Cooke Campsite to Mount Solus. After about two hours of hiking, there is some conflict among group members about your exact location. To resolve the situation, your leader creates a navigation challenge to see who can triangulate the group's location most accurately.

You take these magnetic bearings to the following surrounding landmarks:

Mount Cooke 52°, Mount Vincent 348°, Mount Solus Tower 238°.

Complete all the workings required to triangulate your location, including magnetic variation (rounded to nearest degree), grid bearings and back bearings. Draw your lines directly onto the map on page 9 and state the feature at your triangulated position.

Question 22 – Map

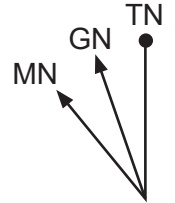


Map Information

Scale 1 : 60 000
 Year Produced: 2017
 Grid Magnetic Angle: 1° 59' West
 Magnetic North is accurate for June 2017
 and is moving Easterly at 30" annually.

Key

- ⋯ Bibbulmun track
- ▨ Plantation
- CC 73 Reference tree
- W Permanent water point
- ▲ Summit



See next page

This page has been left blank intentionally

See next page

Question 23**(6 marks)**

During the late 1800s and early 1900s, European settlers in Australia encountered a very different environment from their homelands.

- (a) Identify **two** ways in which early settlers may have exploited what seemed like infinite environmental resources and state a reason why for each. (4 marks)

One: _____

Two: _____

- (b) Apart from exploiting the land and resources, identify **two** other key ways in which early European settlers related to the Australian environment. (2 marks)

One: _____

Two: _____

Question 24

(6 marks)

Once you have identified and assessed the risks for an outdoor activity, there are four main options you will consider for the management of these risks.

Retain	Avoid	Reduce	Transfer
---------------	--------------	---------------	-----------------

A group participating in an outdoor activity may retain and engage with a risk because they consider they have the ability to deal with any occurrence, due to its low probability and/or the likely minor severity of the consequences. The group might, for example, be properly prepared with the equipment and procedures needed to deal with potentially hazardous weather conditions.

For each of the other **three** options in the table below, state a reason for choosing each of them to allow the group to proceed with the activity. Give a specific example of each option being used during the group’s outdoor activity.

Risk management option	Reason for the group using this option	Example
Avoid		
Reduce		
Transfer		

Question 25**(6 marks)**

'Support crew' is one aspect of logistical planning for an expedition.

- (a) Provide **two** examples of information contained in the support crew section of an expedition planner. (2 marks)

One: _____

Two: _____

- (b) Identify **two** other logistical aspects of expedition planning and provide an outline of the information in each aspect. (4 marks)

One: _____

Two: _____

Question 26

(6 marks)

You have been asked to conduct a peer assessment of another Year 12 student who is preparing a meal and cooking it on a camping stove. Describe **three** 'tools and processes' suitable for observing and analysing the skills demonstrated by your peer while performing the task.

One: _____

Two: _____

Three: _____

Question 27

(8 marks)

During a hiking expedition, your group encounters an intersection of tracks that are not signposted. As the group leader, you observe the two student 'navigators', A and B, arguing over which direction to take. After failing to come to an agreement, student A overrules student B and begins leading the group down one of the paths.

- (a) Identify which conflict management technique has been used by student A and state **one** advantage and **one** disadvantage of this technique. (3 marks)

Conflict management technique: _____

Advantage: _____

Disadvantage: _____

- (b) Identify **two** potential reasons why the technique in part (a) may have been chosen. (2 marks)

One: _____

Two: _____

As the group leader, you are **not** happy with the outcome and have decided to intervene.

- (c) Outline the conflict management technique you would use to achieve the **best** outcome and state **two** benefits of this technique instead of the one applied by student A. (3 marks)

Conflict management technique: _____

One: _____

Two: _____

Question 28

(14 marks)

- (a) Illustrate how Kolb’s model of experiential learning relates to **one** recent outdoor experience, by identifying each stage and stating how it relates to the experience.

(8 marks)

- (b) Identify **three** differences between Joplin's and Kolb's models of experiential learning and state how each improves learning. (6 marks)

One: _____

Two: _____

Three: _____

Question 29

(12 marks)

Consider the focus and planning requirements of the outdoor programs outlined below.

Program 1: During an overseas holiday a group of friends have booked a one-day adventure tour. It includes a three hour white-water rafting trip and a short nature walk that finishes with a swim in a natural hot spring.

Program 2: A government-funded program for young offenders that are at risk of long-term juvenile detention. The group will be led by qualified instructors and counsellors on a ten-day hiking and canoeing expedition into a remote wilderness area.

- (a) Identify the specific focus and suggest a relevant aim for each program. (4 marks)

Program 1

Focus: _____

Aim: _____

Program 2

Focus: _____

Aim: _____

- (b) Make comparisons between the two programs by identifying **one** similarity and **one** difference for each of the following aspects of planning.

- (i) Participants (2 marks)

Similarity: _____

Difference: _____

(ii) Group (2 marks)

Similarity: _____

Difference: _____

(c) For Program 2 justify the use of:

(i) a risk-based activity (2 marks)

(ii) a remote location. (2 marks)

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)**

The development of positive human-nature relationships is becoming increasingly important and is supported by a growing body of research on the benefits to people's health and wellbeing, as well as the obvious benefits to the environment. Simply engaging with nature in any manner, time or place can help develop this positive relationship. In response to some recent news articles on this topic, your Principal has asked your Outdoor Education class to design a program that enhances the relationship your school's Year 7 students have with nature in the local area.

Write a plan of your program, showing how you would achieve better human-nature relationships in a class of Year 7 students. Include the following information in your plan.

- (a) Name and outline **four** strategies you could use to develop positive relationships between the Year 7 students and nature. (8 marks)
- (b) For each of the strategies you identified in part (a), provide **two** examples of activities to be run by your class. (8 marks)
- (c) Choose **one** of the strategies identified in part (a) and explain how the strategy can be linked with any **two** 'Leave No Trace' principles. (4 marks)

Question 31**(20 marks)**

- (a) Draw a diagram of the Adventure Experience Paradigm showing the five outcomes. Outline the relationship between 'risk' and 'competence' for each of the **five** outcomes. (12 marks)
- (b) You are the leader of a group of Year 10 students going on their first overnight expedition. Provide **four** points you would consider when using the Adventure Experience Paradigm to plan activities so that each member is challenged appropriately to experience a positive outcome. (4 marks)
- (c) The students are to participate in a high ropes activity on the second day of their expedition. Explain how you would use the Adventure Experience Paradigm to accommodate students who are:
 - (i) new to the activity and have a low level of skill. (2 marks)
 - (ii) are experienced and not challenged by the activity. (2 marks)

See next page

Question 32**(20 marks)**

Following a long day on the trail and reaching the campsite just before dark, a group sets up their tents and cooks dinner together. After washing up, the group members dress in warm clothes in preparation for another less-physical (but equally important) activity, a group debrief. While not essential, it is good practice to allocate time to conduct a debrief with all members of the group after completing an outdoor activity or journey together.

- (a) Provide a description of the debriefing process, including a definition, aim, outline of each phase and **one** example of a question the leader might ask in each phase. (8 marks)
- (b) Describe **three** strategies you could use to evaluate a debrief. (6 marks)
- (c) Construct your own criteria to evaluate a debrief. State **three** items you would include and give an outline of each item that justifies its importance. (6 marks)

Question number: _____

Lined area for writing an answer, consisting of 21 horizontal lines.

Supplementary page

Question number: _____

Lined writing area with 28 horizontal lines.

ACKNOWLEDGEMENTS

- Question 17** Adapted from: UNESCO. (n.d.). *The Criteria for Selection*. Retrieved May, 2019, from <https://whc.unesco.org/en/criteria/>
- Question 22** Topographical map adapted from: Landgate. (2017, July). Department of Biodiversity, Conservation & Attractions Conservation Operations Graphic 2017-2018(P) Jarrahdale & Yaganing (2133-3 & 2133-2) 1:50 000.

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.