



OUTDOOR EDUCATION

ATAR course examination 2019

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

Section Two: Short answer

50% (76 Marks)

Question 21

(7 marks)

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

Description	Marks
One mark for identifying ERP purpose that it provides a set step-by-step guide for leaders to follow in the case of an emergency	1
One mark for each element	
Answers could include: <ul style="list-style-type: none"> documents showing all participants have access to emergency support strategies outlining incident management emergency contact numbers of all the group including staff emergency communication strategies up to date medical records of all the group maps with access points and evacuation routes local medical facilities with their addresses and phone numbers roles of staff in an emergency. 	1–2
Total	3
Accept other relevant answers	

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

Description	Marks
One mark for naming key aspects One mark for outline of identified procedure or guideline	
Answers could include:	
Identifying risks: all risks associated with the activity have been identified and a RAMS plan has been activated.	1–2
Supervision strategies: to consider the safety and well-being of students including any of the following: nature of proposed activity/capacity of students/number of students involved.	1–2
Qualification of instructors: each member of staff needs to have appropriate qualification that is activity specific, for example, canoeing instructor.	1–2
Information to be provided to parents: parents have been provided with full details of the excursion/activity. To include educational purpose/mode of travel/travel arrangements/detailed costs of trip/student contact arrangements.	1–2
Communication strategies: appropriate communication strategy has been established and conveyed to all those attending the excursion.	1–2
Total	4
Note: Emergency response planning cannot be used for part (b).	
Accept other relevant answers	

Question 22

(11 marks)

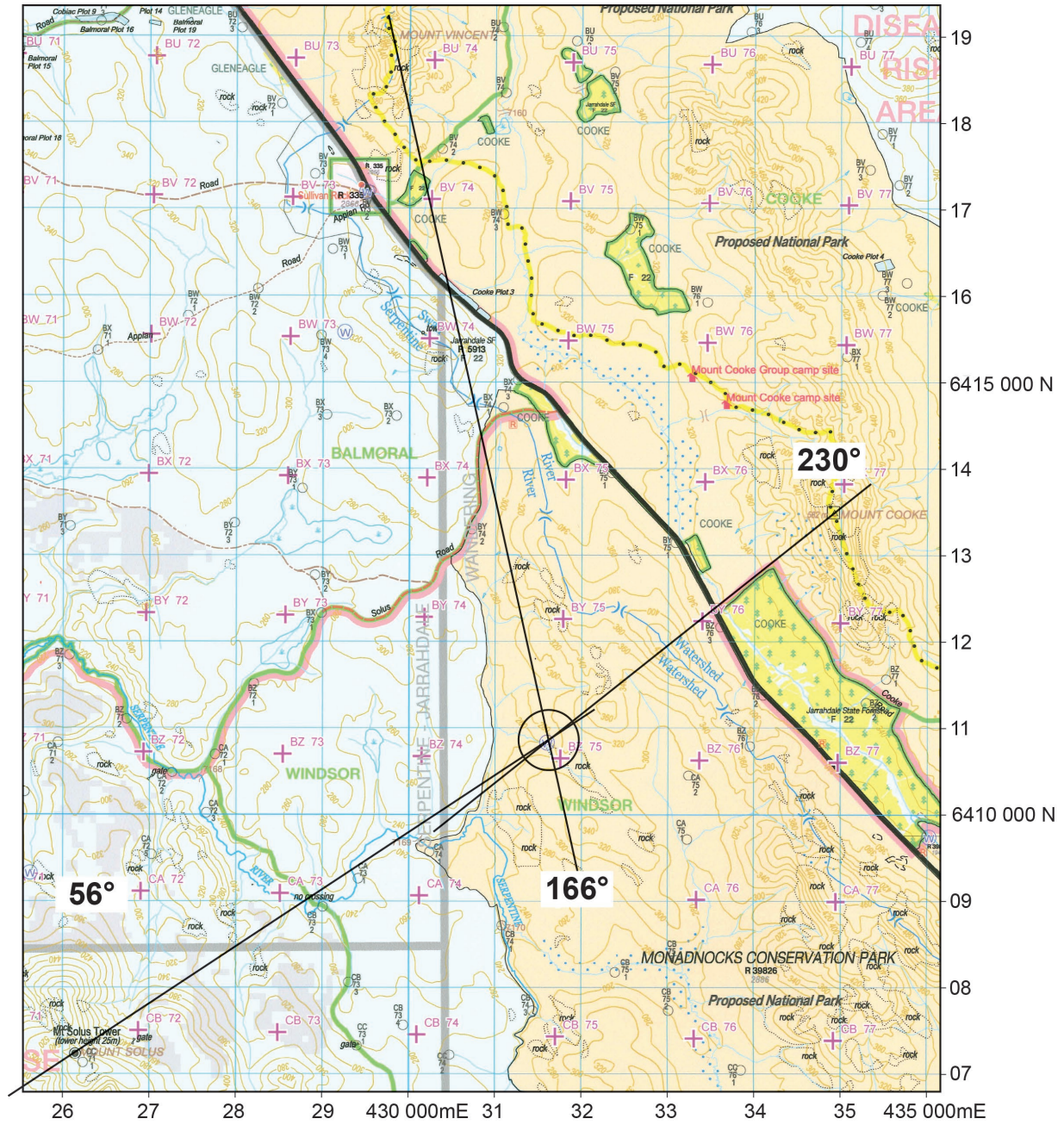
You are in a Year 12 Outdoor Education group on Day 3 of a five-day hiking expedition in the Monadnocks Conservation Park. Instead of following the Bibbulmun track to the next campsite, your group decides to test their navigation skills by taking an off-track route from Mount Cooke Campsite to Mount 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.

Description	Marks
Y = 2017 YTD = 2 Movement = 30"/year Easterly GMA = 1° 59' W Completes calculation for magnetic variation as per below: $MV = GMA - (YTD \times M)$	
MV = 1° 59' - (2 x 30")	1
MV = 1° 59' - 60"	
MV = 1° 59' - 1' or 119' - 1'	
MV = 1° 58' W	1
MV ~ 2° W	1
Converts magnetic bearings to grid bearings by subtracting magnetic variation and converts grid bearings to back bearings by +/- 180 degrees	
Correctly subtracts (not add) magnetic variation from magnetic bearings	1
52° - 2° = 50° (GB), 50° + 180° = 230° (BB)	1
348° - 2° = 346° (GB), 346° - 180° = 166° (BB)	1
238° - 2° = 236° (GB), 236° - 180° = 56° (BB)	1
Draws back bearings correctly on map from calculations above, one mark for each line drawn correctly	
Measure accuracy of bearings = 230°, 166°, 56°	1-3
Identify the feature at your triangulated position from intersecting lines on map	
States feature is a 'Permanent water point'	1
Total	11



Question 23

(6 marks)

- (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)

Description	Marks
One mark for the way in which the resource was exploited One mark for reason	
Answers could include:	
land clearing for farming and settlements	1–2
hunting whales and seals for meat, oil and skins	1–2
logging old growth forests for timber use in buildings, bridges, ships.	1–2
Total	4
Accept other relevant answers	

- (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)

Description	Marks
One mark for each key way	
Answers could include:	
taming the wild environment (colonising, domesticating, suppressing)	1
exploring the land and sea (for minerals, new areas for settlement, agriculture, discovery of new plants and animals, Indigenous people interaction).	1
Total	2
Accept other relevant answers	

Question 24

(6 marks)

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.

Description	Marks
One mark for reason One mark for example	
Avoid	
The group has enough skill or experience to eliminate the risk totally by removing the hazard, stopping or changing the activity so that no risk is encountered	1
Example: Completely changing the activity of high ropes to an indoor activity due to thunder and lightning in area.	1
Reduce	
The 'absolute risk' is too high for the group so minimisation strategies are required. The risk is minimised by reducing the likelihood of it occurring or lowering the severity of the consequences.	1
Example: Canoeing Rapids - Use of PPE, skill development, SOPs, ERPs, medical equipment and training, carrying rescue equipment. Use of qualified and experienced staff, who are placed mid-rapid to direct paddlers down safest line.	1
Transfer	
When group members have insufficient knowledge, skill and/or experience to participate or manage the activity, so a third party with greater experience is used to manage the risk. This could be others who have the expertise and qualifications in particular adventurous activities, which could just be your own staff, or even a stronger/more skilful student or your insurance company.	1
Example: Using a private provider such as a Surf School to run the surfing activities. If students bottom braking each other during abseiling activity provides too much risk, then risk may be transferred to a staff member acting as 'bottom brake' or the instructor providing a top-belay for each abseiler.	1
Total	6

Question 25

(6 marks)

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

Description	Marks
One mark for each example	
Answers would include: <ul style="list-style-type: none"> • contact information and vehicle details • meeting points with times and places marked on a map • roles and responsibilities • equipment to be carried by the support crew • communication procedures. 	1-2
Total	2
Accept other relevant answers	

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

Description	Marks
One mark for each correct logistical aspect One mark for each outline provided	
Budget: <ul style="list-style-type: none"> • details of groups and individual's budget specific to the camp • any expenses incurred prior to the camp. 	1-2
Transport: <p>How the group will travel to and from the activity/expedition site. i.e.</p> <ul style="list-style-type: none"> • vehicles to be used, other transport equipment, e.g. trailers. • allocated drivers and license details • driving schedule, fuel stops, etc. 	1-2
Accommodation: <ul style="list-style-type: none"> • campsites location/addresses/bookings made • emergency contact numbers. 	1-2
Equipment Bookings: <ul style="list-style-type: none"> • equipment check of all that is being hired/borrowed before camp • any bookings required are made • pick up, storage and responsibility for equipment is arranged. 	1-2
Relevant Correspondence: <ul style="list-style-type: none"> • emails/phone calls and forms detailing any bookings and permits obtained • notifications to land-holders or relevant local authorities. 	1-2
Emergency Response Procedures: <ul style="list-style-type: none"> • leaders and group to know emergency protocols/procedures/roles • medical details of all members and staff, first kits and locations • evacuation points and procedures • list of relevant contacts and access to emergency services. 	1-2
Total	4
Accept other relevant answers	

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.

Description	Marks
Two marks for each tool or process	
1. Peer reflection	
Describes the key tool or process: <ul style="list-style-type: none"> a peer completes a reflection on how the student performed the activity and notes the strengths and weaknesses of their skills and identifies areas for future improvement. 	2
Makes superficial comment/s: <ul style="list-style-type: none"> asks students in group to complete a journal entry focusing on session using a cooking stove. 	1
2. Questioning	
Describes the key tool or process: <ul style="list-style-type: none"> the student is asked a series of questions that guides them through the reflection process. The questions are open in nature and are posed to encourage them to discuss their assessment and thoughts on their performance in the task. 	2
Makes superficial comment/s: <ul style="list-style-type: none"> the student discusses the cooking activity with a peer who poses a series of informal questions during conversation. 	1
3. Performance rating	
Describes the key tool or process: <ul style="list-style-type: none"> a peer completes a performance assessment sheet where they are asked to evaluate the performance of the student's performance during the cooking task. The sheet has a series of subjective ratings that are used for each criterion. This allows the leader, peer or self to identify areas of strength and weakness. 	2
Makes superficial comment/s: <ul style="list-style-type: none"> the student completes a rating for their performance in conducting the cooking session. 	1
4. Video	
Describes the key tool or process: <ul style="list-style-type: none"> the cooking session is videoed and used by a peer to assess the performance of the task at a later time. The student would need to consider what information they are requiring for their personal assessment so that the camera can be placed in an appropriate position to capture what is required. Time should be set aside after the task is completed to review the vision. 	2
Makes superficial comment/s: <ul style="list-style-type: none"> the cooking session is videoed and used in a review after the session. 	1
Total	6
Accept other relevant answers	

Question 27

(8 marks)

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

Description	Marks
Identifies management strategy as forcing	1
States one advantage	1
States one disadvantage	1
Total	3
Answers could include: Advantages: <ul style="list-style-type: none"> • swift decision is made • achieves short term goal of making a decision – group moves on/action • likely to inspire confidence in leader due to decisiveness of decision • minimises ‘domino’ effect on remainder of journey due to lost time. Disadvantages: <ul style="list-style-type: none"> • affects relationship with individuals, particularly with leader/enforcer • issue may arise again • can escalate conflict • could lead to retaliation. Accept other relevant answers	

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

Description	Marks
One mark for each reason	
Answers could include: <ul style="list-style-type: none"> • frustration at length of time to come to decision and wanted to get going • neither party were willing to compromise so no immediate end in short term • lack of respect for other members of group was eroding relationships • when other methods had not worked group members became frustrated. 	1–2
Total	2
Accept other relevant answers	

- (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)

Description	Marks
Identifies management strategy as confronting	1
One mark for each benefit	
Answers could include: <ul style="list-style-type: none"> involves both members of group so both are valued identifies solution that each party is agreeable to maintains relationships between members and also with leader win-win situation for each member and the whole group enhances trust and empathy for each other. 	1–2
Total	3
Accept other relevant answers	

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)

Description	Marks
One mark for identifying stage One mark for how it relates to the experience	
Concrete Experience Example: Students practise some basic paddling skills in a still section of a river. This gives them a sense of confidence with using these skills in a new environment.	1–2
Reflective Observation Example: Students reflect on why their canoe is consistently veering to the left and how their skills are affecting their performance.	1–2
Abstract Conceptualisation Example: After identifying skills weaknesses, the students discuss solutions and stroke combinations to make their canoe go where they intend.	1–2
Active Experimentation Example: Apply new stroke combination at the next opportunity.	1–2
Total	8
Accept other relevant answers	

Question 28 (continued)

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

Description	Marks
One mark for each difference. (maximum of three marks) One mark for each statement on how it improves learning (maximum of three marks)	
Answers could include:	
Difference: • transfer of learning is indicated in Joplin’s but not evident in Kolb’s. How it improves learning: • learning can be transferred to next experience or opportunity or • each learning experience leads to a new and different experience.	1–2
Difference: • feedback and support stages exist in Joplin’s but not Kolb’s. How it improves learning: • feedback stage enhances further learning from observers as well as self or • support stage indicates that providing structured, sequential, gradual, safe and engaging experiences will lead to greater learning.	1–2
Difference: • Kolb’s circular model gives impression that each stage has equal value whereas Joplin’s hurricane model indicates that all stages converge to create ‘transfer’. How it improves learning: • A facilitated debrief is more effective than self-reflection or observation of others.	1–2
Difference: • Joplin’s model is teacher focused while Kolb’s model is student centred How it improves learning: • teacher focus suits programs that allow learning over a longer time frame.	1–2
Difference: • Joplin emphasises the initial stage of ‘focus’. How it improves learning: • focus stage engages participants in the learning before the activity.	1–2
Total	6
Accept other relevant answers	

Question 29

(12 marks)

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

Description	Marks
One mark for each correct identification of the specific focus Program 1: Recreational Program 2: Therapeutic/re-directional	1–2
One mark for a relevant aim for each program	
Program 1 aims could include: <ul style="list-style-type: none"> • to have fun and develop positive memories with friends • to get to know friends better and meet new people • personal growth by facing challenging circumstances • team bonding and development of group dynamics • spending time in nature away from busy, noisy, dirty cities • mental escape from stressful day-to-day life by being actively consumed in challenging activity • physical relaxation and rejuvenation by bathing in hot spring. 	1
Program 2 aims could include: <ul style="list-style-type: none"> • self-discovery and awareness of strengths and weaknesses through participation in adventure experiences • challenge participants to find new ways to deal with stress and anger. • helps participants develop strategies to manage conflict • learn how to work effectively with others and improve interpersonal skills • examine current beliefs and attitudes, and their effects on past behaviour • nurture positive futures and pathways by encouraging changes in behaviour for positive impact on self, others and community. 	1
Total	4
Accept other relevant answers	

Question 29 (continued)

(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)

Description	Marks
One mark for a similarity One mark for a difference (Responses must directly link to the aspect of planning.)	
Similarities could include: <ul style="list-style-type: none"> • providing personal details and medical history/issues • fitness requirements for the activity • would be sent some information on appropriate clothing for activities. 	1
Differences could include: <ul style="list-style-type: none"> • clothing: P1 – what to wear during and after rafting only, P2 – is variety of multi-functional clothing for hiking and rafting for multiple days and nights. • completing forms: P1 – signing a risk waiver. P2 – if used at all would be signed by parents or official guardians. • personal equipment: P1 – none required. P2 – other personal equipment required for camping, if supplied personally. • goals/surveys: P1 – unlikely to be any. P2 – completing pre-program assessment and/or identifying goals for the program. • other risks: P2 – outline of criminal history and other behaviour management risks/strategies. 	1
Total	2
Accept other relevant answers	

(ii) Group

(2 marks)

Description	Marks
One mark for similarity One mark for difference (Responses must directly link to the aspect of planning.)	
Similarities could include: <ul style="list-style-type: none"> • provision of safety equipment for all participants • having emergency response plans • transport: HQ. arrangement of buses, support vehicles and equipment trailers. 	1
Differences could include: <ul style="list-style-type: none"> • staffing: P1 – allocation of guides to each raft, likely to be random. P2 – allocation of mentors/counsellors is likely to be carefully considered for each participant • P2 – likely to be back up plans for access in remote area in case of emergency or students AWOL • P2 – additional emergency communications between groups and outside • groups/partners: P1 – already in established raft group. P2 – allocation of tent buddies and canoe partners is likely to be highly considered based on history, behaviour and personality strengths and weaknesses • equipment: P1 – just rafting gear is required. P2 – a range of different equipment is required for an extended hiking and canoeing expedition. 	1
Total	2
Accept other relevant answers	

Question 29 (continued)

(c) For Program 2 justify the use of:

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

Description	Marks
Two marks for justifying the use of a risk-based activity in the program	2
One mark for brief statement	1
Total	2
Examples of two mark responses:	
<ul style="list-style-type: none"> • puts participants out of their comfort zone which creates opportunities for strengths and weaknesses to emerge • creates stress that enables the learning of coping mechanisms • often require a range of 'life skills', e.g. teamwork, interpersonal skills, problem solving, decision making, risk assessment, forward planning, etc • usually requires the support and trust of others in order to participate safely • when pitched correctly often leads to personal growth. 	
Accept other relevant answers	

(ii) a remote location. (2 marks)

Description	Marks
Two marks for justifying the use of a remote location for the program	2
One mark for brief statement	1
Total	2
Examples of two mark responses:	
<ul style="list-style-type: none"> • removes distractions from participants helping to focus on tasks and issues • a remote location usually means the area is more natural and potentially more interesting and inspiring • usually less facilities helping participants to focus on themselves and their current needs and less connection to previous 'life' • less reason and access for escape or abandoning the program. 	
Accept other relevant answers	

Section Three: Extended answer

30% (40 Marks)

Question 30

(20 marks)

- (a) Name and outline **four** strategies you could use to develop positive relationships between the Year 7 students and nature. (8 marks)

Description	Marks
One mark each for any four of the following strategies One mark for an appropriate outline for each of the four strategies	
Maximising personal comfort levels: ensuring group is physically comfortable (warmth, food, water, etc.) but also includes social (interaction with friends), psychological and emotional comfort (feeling safe and secure, trusting self and others).	1–2
Revisiting places: creating opportunities for Year 7s to visit the same area, but not necessarily doing the same activity helps create a deeper understanding of environment and stronger emotional connections.	1–2
Instilling a sense of place: creating a connection between the group and the environment by developing feelings for an area and strong positive memories, not just knowledge.	1–2
Increasing knowledge of natural environment: when Year 7s learn about flora and fauna, or soils/rocks they will become interested in the area and most likely to care more.	1–2
Experiencing nature: if Year 7s just go to any natural area for even a short time, their relationship is likely to improve. The more time and more frequently the better it will get.	1–2
Developing skill and competence in outdoor activities: by giving the Year 7s some basic skills they can then learn more about an area and have a richer experience. Competence will lead to motivation to do more and/or return.	1–2
Total	8

Question 30 (continued)

- (b) For each of the strategies you identified in part (a) provide **two** examples of activities to be run by your class. (8 marks)

Description	Marks
Two marks for each strategy	
Maximising personal comfort levels Examples: <ul style="list-style-type: none"> • providing information to Year 7s about appropriate clothing and equipment to bring on a nature-walk in local bushland • allowing them to form a friendship pair before you arrange small groups. 	1–2
Revisiting places Examples: <ul style="list-style-type: none"> • going to the local park to play some games, then returning to explore trees and bushes for insects • going to the beach for a swim, walk, sand-castles or art. Then returning to do some dune rehab or rubbish collection. 	1–2
Instilling a sense of place Examples: <ul style="list-style-type: none"> • collecting and studying crustaceans at a local beach/reef • learning local Noongar Aboriginal culture and history, hearing stories and legends, doing some traditional dance/music • doing some art on bark peeling off the trees in bush or park • any environment projects • other events with a strong personal meaning. 	1–2
Increasing knowledge of natural environment Examples: <ul style="list-style-type: none"> • small groups take laminated sheets with images to help them identify types of plants from bark, leaves and fruits • learning about waves and rips will not only help them understand why waves behave like they do it will also improve their safety. 	1–2
Experiencing nature Examples: <ul style="list-style-type: none"> • students lay on ground for only a few minutes and look up through branches and leaves of a tree and compare what they noticed • Year 7s just sit by themselves on beach or in bush with their eyes closed and listen intently and compare sounds after. 	1–2
Developing skill and competence in outdoor activities Examples: <ul style="list-style-type: none"> • teach Year 7s some basic riding skills so they can go on a ride around the bush tracks and perhaps get to a site further away • learning how to use a mask and snorkel allows them to see and study underwater life at local reef. 	1–2
Total	8
Note: <ul style="list-style-type: none"> • examples must relate to the same strategies as in part (a) • examples must relate to the scenario, i.e. Year 7 class and nature of local area. 	
Accept other relevant answers	

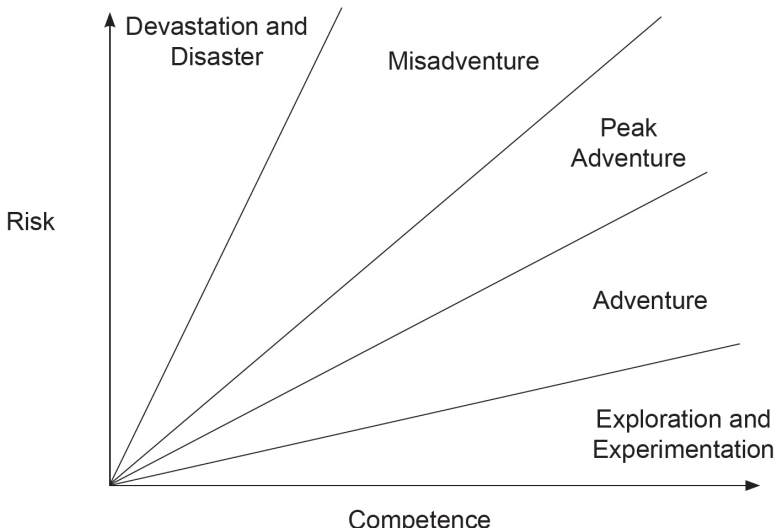
- (c) Choose **one** of the strategies identified in part (a) and explain how the strategy can be linked with any **two** 'Leave No Trace' principles. (4 marks)

Description	Marks
Provides two relevant LNT principles for the chosen strategy. Two marks per principle.	
Maximising personal comfort levels: <ul style="list-style-type: none"> • plan ahead and prepare: food, clothing, equipment, groups, safety plans • travel and camp on durable surfaces: using trails and sites with facilities will make participants more comfortable. 	1-2
Revisiting places: <ul style="list-style-type: none"> • leave what you find: leaving sites untarnished will encourage them and others to revisit the area, or even doing environmental clean ups/rehabilitation of area • be considerate of hosts and other visitors: Revisiting an area helps establish relationships with the land-holders/custodians any other regular visitors. 	1-2
Instilling a sense of place: <ul style="list-style-type: none"> • minimise campfire impacts: sitting around fire telling and hearing stories leads to strong connections and memories • leave what you find: Doing bush art or collecting special natural objects but returning them to natural area. 	1-2
Increasing knowledge of natural environment: <ul style="list-style-type: none"> • respect wildlife: Students learning about flora and fauna leads to more care • plan ahead and prepare: Learning about the weather, terrain, vegetation or natural hazards will help them prepare their visit time, route, clothing and equipment. 	1-2
Experiencing nature: <ul style="list-style-type: none"> • respect wildlife: Students engage with plants or animals more closely without negative impact to develop a stronger connection and care • plan ahead and prepare: Doing this will allow them to have a better experience that will likely lead to them wanting more. 	1-2
Developing skill and competence in outdoor activities: <ul style="list-style-type: none"> • dispose of waste properly: Learning LNT skills for reducing waste and impacts • minimise campfire impacts: Learning skill of making low impact fire • plan ahead and prepare: learning skills for mode of travel that enables access to different areas. 	1-2
Total	4
Note: <ul style="list-style-type: none"> • explanation of how LNT Principle links to strategy must be provided • principle alone without link or explanation receives no marks. 	
Accept other relevant answers	

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)

Description	Marks
Two marks for the Adventure Experience Paradigm (AEP)	
Adventure Experience Paradigm diagram Correctly draws and labels AEP – two marks One error in diagram – one mark 	1-2
One mark for naming each outcome correctly and one mark for each relationship outline.	
Exploration and experimentation	1
Relationship could include: <ul style="list-style-type: none"> • easy tasks to develop confidence • competence is higher than required for level of risk engaged • new skills are learnt and tried out • exploration of new parts of previously visited area. 	1
Adventure	1
Relationship could include: <ul style="list-style-type: none"> • competence slightly higher than risk • challenge is increasing • students become uncertain about their decision. 	1
Peak Adventure	1
Relationship could include: <ul style="list-style-type: none"> • competence is closely matched/equal with risk. Some good luck may be necessary • sense of euphoria is created by the achievement of maximal performance. 	1
Misadventure	1
Relationship could include: <ul style="list-style-type: none"> • risk is deemed higher than competence • sometimes poor luck can be a contributing factor • minor mishaps can occur as skills sometimes not high enough. 	1
Devastation and disaster	1
Relationship could include: <ul style="list-style-type: none"> • competence is lower than what is required for the level of risk that the activity requires • difficulty of task is much higher than individual's skill set • danger of serious injury if activity continues. 	1
Total	12

- (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)

Description	Marks
One mark for each point considered when planning activities using the AEP	
Answers could include: <ul style="list-style-type: none"> • activities need to have a balance between competence and risk • balance allows for greater skill development, challenge and motivation • need to set level suited to the group's ability as if activity levels are set too low, then students will soon become unmotivated and may not want to take part or misbehave or seek a greater level of challenge in other ways • if activity levels are set too high, then students risk injury and may stop participating due to fear • Peak Experience is target level for all students as it allows for greatest satisfaction by allowing students to feel sense of awe. 	1-4
Total	4
Accept other relevant answers	

- (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)

Description	Marks
Explains how you would help a student who is new to the activity and has a low level of skill	2
Makes superficial comment/s	1
Total	2
Answers could include: <ul style="list-style-type: none"> • help student take little steps to develop basic skill levels to develop their confidence and competence • starting with low height rope activities to develop confidence and show they have the ability to work to a higher level • allow student to complete activities where they can have success, as this brings feelings of satisfaction and a desire to continue in that activity • to work with a buddy/peer/teacher that they trust so as to develop their confidence gradually • improve skills by practicing lower levels then gradually increasing levels of risk. 	
Accept other relevant answers	

Question 31 (continued)

- (ii) are experienced and not challenged by the activity. (2 marks)

Description	Marks
Explains how you would help a student who is overconfident to take part in the activity	2
Makes superficial comment/s	1
Total	2
<p>Answers could include:</p> <ul style="list-style-type: none"> • over-confidence can lead to mishaps because students do not have competence required for activity. Some controlled minor failures/mistakes can be useful as reflective times to get student to see the level of competency required • get student to lead/demonstrate to the group initial activities so they can show how hard that some of the activities may be • using student as a leader/buddy to help those less confident/able. This allows student to slow down and makes them show others how to master the basic skills that are required to build up to higher levels • use student as a leader of a small group so they are able to get through the activity as a team • increase level of skill required so student is challenged. Example: timed completion of activity/undertake activity blindfolded. 	
Accept other relevant answers	

Question 32

(20 marks)

- (a) Provide a description of the debrief process, including a definition, aim, outline of each phase and **one** example of a question that the leader might ask in each phase.

(8 marks)

Description	Marks
Definition and aim	
Definition: A guided reflection on events that occurred during an activity with an open sharing of participant's reflections and opinions.	1
Aim: For the leader to assist group members to discover their own learning from an activity and then enhance learning for others by sharing in group.	1
Phases of debrief	
Outlines each phase (identifying phases only is not sufficient):	
<ul style="list-style-type: none"> • what happened? – events are recalled and facts are established. Discussion on how individuals were affected occurs • so what? – participants reflect on what they have learnt, how goals were affected and identify potential behaviour changes • now what? – participants discuss learning that occurred and identify how learning could be applied in other situations. 	1–3
Questions	
Any three of the following (one per phase):	
Phase One – What happened? <ul style="list-style-type: none"> • What happened? • How did the experience affect you? Phase Two – So what? <ul style="list-style-type: none"> • So what have you learned? • What is important and needs to be addressed? • What could you do differently? Phase Three – Now what? <ul style="list-style-type: none"> • Do you need to reset your goals? • How might this experience help you in the future? • What can you do to further your learning? • Who can help you? • What challenges are you facing? 	1–3
Total	8
Accept other relevant answers	

Question 32 (continued)

(b) Describe **three** strategies you could use to evaluate a debrief. (6 marks)

Description	Marks
Describes a strategy you could use to evaluate a debrief	2
Brief statement about evaluating a debrief	1
Total	6
Answers could include:	
Reflective questions: <ul style="list-style-type: none"> the leader uses a series of focused questions to gather feedback from participants, observers or to reflect on themselves. 	1–2
Checklists: <ul style="list-style-type: none"> leader selects a series of observable behaviours, conditions or outcomes as criteria for evaluating the effectiveness of the debrief. 	1–2
Peer review: <ul style="list-style-type: none"> members of the group may provide written or verbal feedback on the effectiveness of a debrief led by one of their peers. 	1–2
Accept other relevant answers	

(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)

Description	Marks
One mark for each item in criteria	
One mark for an appropriate reason for inclusion of each item in criteria	
Answers could include:	
Location/positioning of group - group is in a circle where all members can see each other, minimal distraction, levels of comfort to allow for focus on discussion.	1–2
Timing - allows enough time to sufficiently review experience, isn't rushed, allows for all participants to speak as needed.	1–2
Contribution of participants - all participants are willing to contribute, option to pass on a question, encouragement to contribute, responses are detailed and show depth of reflection, all students have opportunity to share thoughts.	1–2
Facilitator's preparation - they are on time, notes/questions /activities are prepared, establishment of ground rules, all contribute to helping a debrief flow, making participants feel safe and engender trust in leader.	1–2
Atmosphere - friendly, open, respectful, free of intimidation/humiliation leads to a greater level of trust and willingness for participants to be open and honest.	1–2
Feeling of group at the end - participants are energised, happy, motivated, issues were dealt with, felt supported, finished on a positive note. Strengthens the group dynamics and leads group members to be more proactive to solve issues, be more open and honest in all discussions and motivated to contribute next time.	1–2
Level of respect shown by individuals - no put downs, inappropriate behaviour corrected, students willing to contribute free of fear of harassment.	1–2
Complexity of language used by facilitator - language is appropriate to the level of the group, leader is comfortable explaining or clarifying questions, group easily understands questions.	1–2
Total	6
Accept other relevant answers	

ACKNOWLEDGEMENTS

Question 22

Topographic map adapted from Landgate. (2017). Jarrahdale & Yaganing. Reproduced with permission of the Western Australian Land Information Authority. (2019).

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