

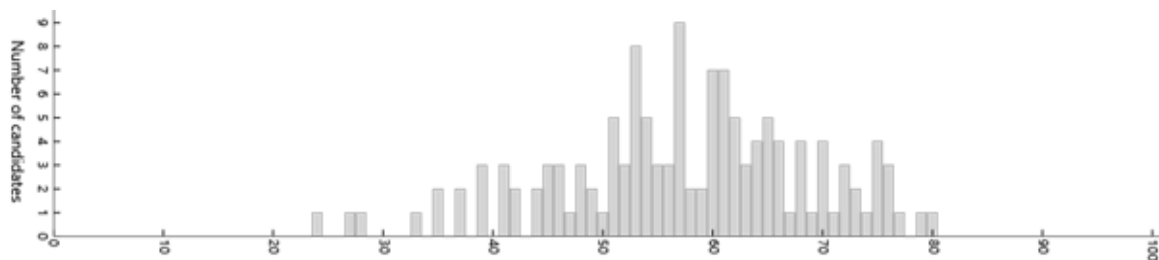


Summary report of the 2020 ATAR course examination: Outdoor Education

Year	Number who sat	Number of absentees
2020	133	1
2019	215	3
2018	235	3
2017	319	9

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution–Written



Summary

The examination covered a wide range of the course content with opportunities for candidates to show their full knowledge and understanding of the course syllabus. Course enrolment was considerably down this year continuing the downward trend of recent years.

Attempted by 133 candidates	Mean 57.25%	Max 79.88%	Min 23.64%
Section means were:			
Section One: Multiple-choice	Mean 62.52%		
Attempted by 133 candidates	Mean 12.50(/20)	Max 18.00	Min 6.00
Section Two: Short answer	Mean 59.67%		
Attempted by 133 candidates	Mean 29.84(/50)	Max 43.75	Min 11.65
Section Three: Extended answer	Mean 49.70%		
Attempted by 132 candidates	Mean 14.91(/30)	Max 23.62	Min 0.00

General comments

Many candidates were able to show their understanding of key concepts from the syllabus. They were able to apply their knowledge to questions that were asked in a variety of different ways. The strongest response was to the Multiple-choice section and the weakest to Section Three, the Extended answer section.

Advice for candidates

- Read questions carefully so you know what is actually being asked specifically.
- Be prepared to apply information and explanation rather than just recall facts to answer the questions.
- When answering a question, make sure you apply your knowledge to the specific requirements of the question, rather than just giving information on what is known about the topic.
- There is a need to understand where key syllabus models and concepts can be applied in different parts of the Outdoor Education examination.

- Check the range of marks allocated to each question and allow the appropriate time and attention to the amount of information that they require.
- Answers should be structured, so that the essential points are clearly made, rather than markers having to search for them in disorganised responses.
- Refrain from wasting time by re-writing the question, especially in the short answer section.
- Indicate question parts clearly, giving headings and key points in your answer where appropriate.
- For the extended answer, give a brief plan/dot points to see which question will give you the best chance of success.

Advice for teachers

- Ensure that you cover all syllabus examinable content with your students over the course of the year.
- Use previous examination materials with your students as a means of practice to assist with examination techniques such as time management, deconstructing the questions, and use of key words that may need to be included.
- Instruct your students to make use of examples of what they have experienced while undertaking outdoor education activities. Encourage students to reflect on their full range of camp and activities they have participated in and know how to apply these to key outdoor education concepts and questions.
- Students should practice a triangulation question by showing their full workings of their calculations and making sure that they fully understand whether they add or subtract to show their final answer.

Comments on specific sections and questions

Section One: Multiple-choice (20 Marks)

All 133 candidates succeeded in answering all 20 questions. No candidate was able to achieve the maximum mark with the top mark being 18/20. Most questions were answered at least satisfactorily, with at least half of them being answered very well. Question 11 was done very poorly, because all alternatives might be perceived as correct. However, the checklist is the best method for obtaining the specific information required, because it was the only alternative that could target this information specifically through its construction. Similarly, Questions 19 and 20 were done poorly as they required a very fine degree of discrimination among the given alternatives.

Section Two: Short answer (88 Marks)

All questions are compulsory in this section. The mean of 59.67% was higher than 2019. Most candidates had a sound understanding across a broad range of topic points that were covered in this section of the examination. Apart from Question 29, which was about debriefs following an excursion, at least one candidate was able to attain maximum marks in each of the questions in this section.

Section Three: Extended answer (40 Marks)

Candidates chose two out of the three available questions in this section. This section allows for a greater in-depth look at topics and shows how much a candidate can apply theoretical concepts. It is the only section that allows a choice of questions to answer and candidates often write out small plans/bullet points to prepare for providing the complete answers. Question 30 and 32 were the two most popular choices. Question 31 was the least popular and was done poorly. The highest score across all three questions was 78.7% and this section of the examination produced by far the weakest responses. The section required candidates to have more specific detailed knowledge related to models of learning, heritage sites and conflict management than they were able to sustain across all parts of their chosen questions.