



Western Australian Certificate of Education Examination, 2012

Question/Answer Booklet

OUTDOOR EDUCATION Stage 3

Please place your student identification label in this box

Student Number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes

Working time for paper: 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 tape/fluid, 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 notes or other items of a non-personal nature in the examination room. 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 total exam
Section One: Multiple-choice	20	20	30	20	20
Section Two: Short answer	7	7	90	81	50
Section Three: Extended answer	3	2	60	40	30
Total					100

Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2012*. 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. 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 answers in this Question/Answer Booklet.

3. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
 - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
 - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Section One: Multiple-choice**20% (20 Marks)**

This section has **twenty (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. 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 theory that best describes an individual's basic needs is
 - (a) optimal arousal.
 - (b) Maslow's Needs hierarchy.
 - (c) Tuckman's group dynamics.
 - (d) Neill's psychological revolution.

2. Activities in an adventure program designed to elicit 'peak performance' should be
 - (a) simple, so everyone can complete them easily.
 - (b) risky enough.
 - (c) predictable.
 - (d) always repeatable.

3. Which of the following would be most appropriate to contact for landsearch, cliff, aerial and cave rescue emergencies in Western Australia?
 - (a) Police Tactical Response Group
 - (b) Helicopter Rescue Service
 - (c) State Emergency Service
 - (d) Speleological Rescue Squad

4. Staff-student ratios are included in safety guidelines so that
 - (a) students have the opportunity to participate in an activity.
 - (b) the cost of activities can be determined accurately.
 - (c) a safe and effective environment can be maintained.
 - (d) the impact on campsites and tracks is minimised.

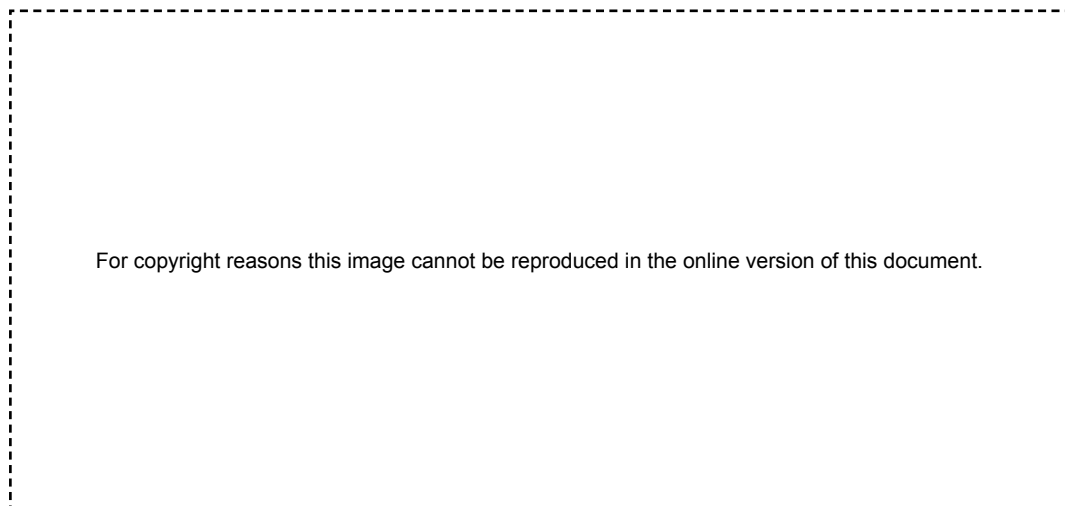
5. An advanced navigation skill is finding one's position by taking bearings to three different landmarks. This technique is referred to as
 - (a) trigonometry.
 - (b) trig point recognition.
 - (c) lost person procedure.
 - (d) triangulation.

See next page

6. While on a paddling trip, the conditions on the river deteriorate. What phase of the experiential learning cycle is now required to prevent a possibly dangerous outcome?
- (a) review
 - (b) plan
 - (c) do
 - (d) explain
7. Adventure experiences can be leisure experiences. However, for a leisure experience to 'qualify' as an adventure experience, the outcome must be
- (a) uncertain.
 - (b) predictable.
 - (c) repeated.
 - (d) reviewed.
8. During an outdoor experience, the **most** influential factor in the development of a positive human-nature relationship is
- (a) having an extensive knowledge of the natural environment.
 - (b) possessing a high level of specific outdoor activity skills.
 - (c) maximising the level of personal comfort and wellbeing.
 - (d) having a positive relationship with other members of the group.
9. The most group-centred approach in debriefing an activity is when the
- (a) leader directs the outcomes of the experience in both positive and negative ways.
 - (b) group listens to the leader give an evaluation of the group's success.
 - (c) participants discover their own learning from their shared experience.
 - (d) participants give an evaluation of the leader's performance.
10. Experiential learning can **best** be described as learning through
- (a) adventurous play.
 - (b) repetition.
 - (c) observation.
 - (d) direct experiences.
11. One of the roles of the leader in developing cohesive relationships within a group is that of coaching. Which of the following leader's roles is **least** effective for a leader in creating a cohesive group?
- (a) monitoring the safety of the participants
 - (b) encouraging group processes and decision-making
 - (c) telling participants how to complete the task
 - (d) listening to the dialogue and observing group dynamics

12. Outdoor programs that aim to improve self-esteem, confidence, communication and trust through a series of sequential challenges would have what focus?
- (a) educational
 - (b) developmental
 - (c) recreational
 - (d) spiritual
13. A true autocratic leadership style is one in which the leader
- (a) delegates and is follower-influenced.
 - (b) directs by laissez-faire or abdicratic means.
 - (c) uses testing and consulting in the management of decisions.
 - (d) has a strong influence and tells people what to do.

Questions 14 and 15 refer to the diagram of instructional methods below.



14. The diagram shows that information is **less** likely to be retained when
- (a) simulations and questions are included in the learning.
 - (b) the leader shows and questions the participants.
 - (c) only speaking and showing are combined.
 - (d) doing and simulating follow speaking.
15. The diagram supports the approach that information is **best** retained in learning when
- (a) the learner's understanding is clarified and confirmed at the end.
 - (b) speaking and demonstrating are reinforced by showing.
 - (c) the learner has a chance at completing a simulation before doing.
 - (d) the leader tells the individual exactly what to do.

16. Which is the **least** beneficial aspect of conducting a review and evaluation of yourself or peers?
- (a) it increases awareness of strengths and weaknesses in oneself and others
 - (b) it enables a more realistic analysis of skills than if reviewed by a teacher
 - (c) it increases motivation to take responsibility for one's own learning
 - (d) it provides a meaningful opportunity for reflection by the subject of the review
17. Which of these examples **best** represents the biotic features of an ecosystem?
- (a) rocks, rainfall, trees and fossils
 - (b) decaying animals, coral reefs, plankton and soil
 - (c) algae, fish, reptiles and fossils
 - (d) rainfall, tides, chemical factors and ocean currents
18. Which of the following is **not** a likely use for 'State of the Environment' reporting?
- (a) to highlight the issues most relevant to the sustainability of the environment
 - (b) to identify gaps in information about our environment and heritage
 - (c) to identify corporations having the greatest negative impact on our environment
 - (d) to provide meaningful information for decisions on environmental management
19. The most likely weather forecast for the next 12 hours from a build-up of cirrus clouds is
- (a) drizzle.
 - (b) lightning storms.
 - (c) heavy showers.
 - (d) no rain.
20. One Western Australian listing on the World Heritage register is the region of
- (a) Stirling Ranges.
 - (b) Shark Bay.
 - (c) Fitzgerald River.
 - (d) Monkey Mia.

End of Section One

See next page

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See next page

- (b) Convert the grid bearings of the landmarks into back bearings. Show your workings clearly. (2 marks)

- (c) Accurately draw lines of triangulation on the map on page 10, using the back bearings calculated in Part (b). (2 marks)

- (d) Identify your location accurately with a **six (6)** digit grid reference. (2 marks)

- (e) Calculate the distance remaining to paddle the canoes to the rendezvous point. (1 mark)

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Question 24

(11 marks)

During an evening debriefing session, a heated argument develops between two group members. In order to re-engage the group in the debriefing process, the leader instructs both parties to 'stop arguing immediately, apologise to each other and forget about the incident'.

- (a) Identify the strategy used by the leader to manage the conflict. (1 mark)

- (b) Discuss the advantages and disadvantages of adopting this strategy. (4 marks)

- (c) Describe **three (3)** facilitation skills the leader could implement during the debriefing session to minimise the conflict. (6 marks)

Question 25

(12 marks)

- (a) Use the table below to provide **one (1)** practical application of each ‘Leave No Trace’ principle specific to each of the given outdoor activities. (4 marks)

Principle	Snorkeling	Mountain biking
Leave What You Find		
Respect Wildlife		

Question 26

(10 marks)

Greenpeace describes itself as .

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- (a) Describe **two (2)** of the key principles by which Greenpeace operates. (4 marks)

- (b) Greenpeace campaigns globally in an attempt to change the way the human race thinks and acts about the natural environment. Outline the primary solutions that are proposed by Greenpeace in its campaign on any **two (2)** environmental issues. (4 marks)

- (c) Outline **two (2)** strategies that a leader might use to develop positive human-nature relationships within an expedition environment. (2 marks)

Question 27

(10 marks)

Coaching, reflecting and using scenarios are instructional methods that assist in the facilitation of group performance during an outdoor experience.

- (a) Describe each of the instructional methods listed below and give an example of its use during an outdoor experience. (6 marks)

Coaching

Description:

Example:

Reflection

Description:

Example:

Section Three: Extended answer**30% (40 Marks)**

This section contains **three (3)** questions. You must answer **two (2)** questions. Write your answers on the lined pages provided following Question 30.

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Suggested working time: 60 minutes.

Question 28 – Outdoor experiences**(20 marks)**

Outdoor programs can be designed to have a specific focus on meeting the needs of individuals as well as targeting the needs of a group.

Maslow's Hierarchy of Needs is often used as a framework for planning and developing activities that address the specific focus of such a program.

- (a) Identify and describe each of the levels in Maslow's Hierarchy of Needs. (10 marks)
- (b) In the context of an outdoor adventure experience, outline the different forms of 'safety needs' within Maslow's Hierarchy of Needs. From your outdoor experiences, give an example of how a 'safety need' may have prevented progression to a higher order need as suggested by Maslow's framework. (4 marks)
- (c) Explain how you would use Maslow's Hierarchy of Needs to plan an overnight expedition for a group of novice, Year 10 Outdoor Education students. Refer to **three (3)** levels of Maslow's Hierarchy in your response. (6 marks)

Question 29 – Self and others**(20 marks)**

- (a) Define and explain the purpose of debriefing in relation to outdoor experiences. (4 marks)
- (b) Explain the difference between using 'open-ended questions' and 'probing questions' in debriefing an outdoor experience. Give an example of your use of each of these questioning techniques and explain how it enhanced the debriefing process. (8 marks)
- (c) Describe a debrief from an outdoor experience in which you have participated. Comment on the level of success of the debrief with supporting evidence. Indicate what criteria you would use to evaluate the debriefing session. (8 marks)

Question 30 – Environmental awareness**(20 marks)**

- (a) State the **two (2)** primary causes of human's contribution to climate change. Outline **four (4)** specific factors used as evidence to support this. (6 marks)
- (b) Describe **four (4)** national strategies being implemented to minimise carbon emissions in Australia. (8 marks)
- (c) Outline **six (6)** actions individuals can take to reduce their own contribution to climate change. (6 marks)

End of Questions

ACKNOWLEDGEMENTS

Section One

Questions 14–15 Diagram adapted from Priest, S., & Gass, M.A. (2005). *Effective leadership in adventure programming* (2nd ed.). Champaign, IL: Human Kinetics, p. 162.

Section Two

Question 21(c) Australian Army Survey Corps. (1973). *Sheet 4268* (1st ed.). Scale 1:100 000. Carson topographical map series R611. Canberra: Geoscience Australia.

Question 26(a) Adapted from: Greenpeace International. (n.d.). Who we are. Retrieved April 20, 2012, from www.greenpeace.org/international/en/about/.

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