Government of **Western Australia**
School Curriculum and Standards Authority

Summary report of the 2017 ATAR course examination:
Outdoor Education

Year	Number who sat	Number of absentees
2017	319	9
2016	328	5

Examination score distribution

Summary
Attempted by 319 candidates   Mean 57.84%   Max 93.98%   Min 9.81%
The examination consisted of three sections with candidates being required to attempt all questions in Sections One and Two and to choose two of the three questions in Section Three. The overall mean was pleasing and so too was the spread of marks which ranged from 9.81% to 93.98%. The standard deviation was 15.19%.

Section means were:
Section One: Multiple-choice	Mean 77.62%		
Attempted by 319 candidates	Mean 15.52(/20)	Max 20.00	Min 7.00
Section Two: Short answer	Mean 51.90%		
Attempted by 319 candidates	Mean 25.95(/50)	Max 43.98	Min 1.81
Section Three: Extended answer	Mean 55.42%		
Attempted by 314 candidates	Mean 16.63(/30)	Max 30.00	Min 0.75

General comments
Candidates typically demonstrated a general understanding of course content but they often struggled to apply theoretical models to practical experiences. Some candidates did not read questions carefully or attend to the particular verb demands of questions and therefore provided inappropriate responses or responses that lacked the required detail. Questions that related to location of position using triangulation continue to present a challenge to candidates, in particular the calculating of magnetic variation.

Advice for candidates
- Avoid entering the examination with pre-prepared responses. Read the questions presented carefully and answer accordingly.
- Familiarise yourself with the expectations of the range of verbs used in questions and the aligning mark allocations. For example, list, outline, describe, explain and discuss. These key terms should guide your response to questions.
- Structure your response in order of question requirements and clearly indicate key points when responding to a question.
- Consider how key syllabus models/concepts are applied in outdoor activities.

Advice for teachers
- Ensure that you cover all syllabus dot-points and familiarise students with course requirements and previous examination materials.
- Provide students with plenty of opportunities to practise appropriate examination techniques. For example, how to deconstruct questions, how to respond to the verb demands of questions and how to write concisely under time restraints.
- Reflect on and further develop strategies to explicitly teach syllabus concepts that students find particularly challenging such as triangulation.
- Provide students with tasks that require them to consider application of key models/concepts in a practical environment. Remind them that they are required to contextualise their learning and not just recall stages and characteristics.

Comments on specific sections and questions
Section One: Multiple-choice (15 Marks)
Section One had a mean of 77.62%, demonstrating that candidates had a sound knowledge of the concepts assessed and responded better to this style of questioning rather than the demands of Sections Two and Three in the examination. Questions 6, 7, 10, 11 and 18 were particularly well done, with each question attaining a mean of over 90%. Questions 8, 14 and 20 were far more challenging, with each of these questions attaining a mean of less than 50%.

Section Two: Short answer (83 Marks)
All candidates attempted Section Two with most candidates demonstrating an adequate understanding of course concepts. It was evident though that many responses to questions lacked the necessary detail required or application of knowledge.

Section Three: Extended answer (40 Marks)
Most candidates chose to respond to Question 29 and Question 31 in this section, with Question 30 being the least popular choice but attaining the highest mean.