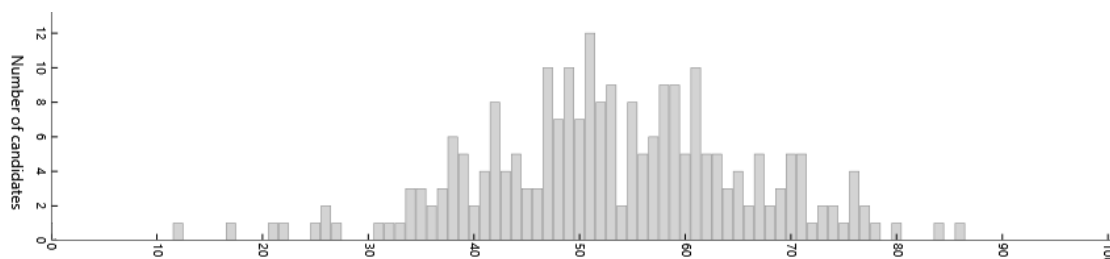




## Summary report of the 2018 ATAR course examination: Outdoor Education

Year	Number who sat	Number of absentees
2018	235	3
2017	319	9
2016	328	5

### Examination score distribution-Written



### Summary

As per the examination design brief, the 2018 ATAR Outdoor Education examination consisted of three sections, with candidates required to answer all questions in Sections One and Two (Multiple-choice and Short answer) and choose two of the three available questions in Section Three (Extended response) to answer. The overall mean was lower than previous years, as was the highest candidate mark; however, the lowest candidate mark was higher than previous years, providing a smaller spread of marks overall. The marking key was clear and appropriate for discriminating among candidate responses.

Attempted by 235 candidates                                  Mean 53.14%                  Max 86.40%    Min 11.76%

Section means were:

Section One: Multiple-choice	Mean 69.81%		
Attempted by 235 candidates	Mean 13.96(/20)	Max 20.00	Min 5.00
Section Two: Short answer	Mean 49.56%		
Attempted by 235 candidates	Mean 24.78(/50)	Max 42.65	Min 6.76
Section Three: Extended answer	Mean 48.18%		
Attempted by 234 candidates	Mean 14.46(/30)	Max 25.12	Min 0.75

### General comments

Most candidates demonstrated an appropriate general understanding of the course content, but many struggled with reading the questions carefully and addressing the particular demands of each question. Some candidates were unable to provide appropriate examples or evidence when required to support their responses or provided inappropriate levels of detail. Some candidate responses indicated a lack of appropriate depth of knowledge in key content areas. While many candidates could recite or recall content, fewer were able to apply this knowledge appropriately to answer more demanding questions. Some candidates did not complete Section Three, although whether this was due to inappropriate time management or inability to answer the question is unclear.

### *Advice for candidates*

- Familiarise yourself with and practise good examination technique well ahead of time: how to deconstruct questions, how to respond to the verb demands of questions and how to write concisely under time restraints. Seek feedback from your teachers on these aspects in order to improve them.
- Avoid using pre-prepared responses; read each question carefully and provide the specific information being asked for. Your response structure should reflect the question structure.
- Reflect upon your practical experiences while preparing for the examination and link these back to the theoretical concepts of the course. You will often be asked to provide examples or evidence from your outdoor experiences to support your examination responses.
- Ensure you understand the 'how' and 'why' of each syllabus dot-point, not only the 'what'. You will often be required to apply your understanding of the syllabus content to answer more in-depth questions, rather than simply recall information.

### *Advice for teachers*

- Similar candidate issues and advice are being identified each year. Ensure your students are aware of these issues and provide opportunities/strategies to address them.
- Explicitly teach examination technique and provide multiple opportunities for students to practise this technique with appropriate feedback.
- Ensure that you cover all syllabus dot-points to an appropriate depth of knowledge; reflect on personal understanding of, and further develop strategies to explicitly teach, syllabus concepts that students find particularly challenging.
- Provide opportunities for students to practice the higher-order skills of analysis, evaluation and synthesis. Remind students that they are required to demonstrate understanding through contextualising, applying and evidencing their learning, as well as recalling key information.

## **Comments on specific sections and questions**

### **Section One: Multiple-choice (20 marks)**

The mean score for Section One (69.81%) indicates a sound depth of knowledge demonstrated by candidates. Questions 2, 6, 10, and 13 attained means over 90%, indicating a pleasing knowledge relating to logistical aspects of expedition planning, establishing ground rules, elements of outdoor programs with specific foci and Joplin's model of experiential learning. Questions 19 and 20, with means below 40%, indicate that candidates struggle with using the north points diagram to determine whether to add or subtract magnetic variation in order to gain an accurate result for triangulation. Question 4, with a mean of only 17%, indicates a lack of understanding of how Kolb's learning style characteristics are determined.

### **Section Two: Short answer (85 marks)**

Many candidates demonstrated an adequate depth of knowledge of the course concepts; however, the low mean for Section Two (49.56%) indicates some difficulty in applying this knowledge appropriately in written responses. It was evident that many responses lacked appropriate detail or did not attend to all demands of the question.

### **Section Three: Extended answer (40 marks)**

Candidates chose two of the three available questions in this section. Question 33 was the most popular choice and attained the highest mean, which may reflect the candidates' familiarity with similar past questions.