

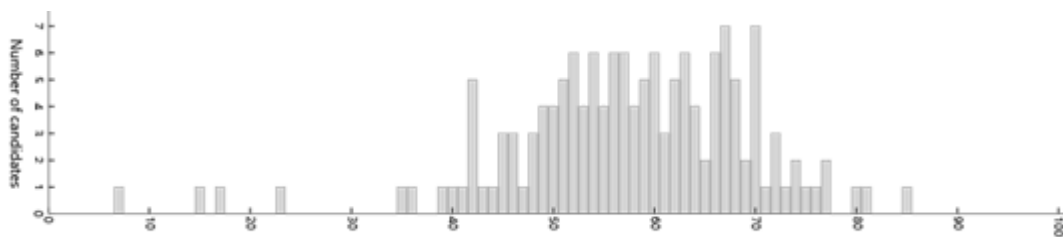


## Summary report of the 2021 ATAR course examination report: Outdoor Education

Year	Number who sat	Number of absentees
2021	147	2
2020	133	1
2019	215	3
2018	235	3

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 range of the course content with opportunities for candidates to show their knowledge and understanding of the syllabus. The three hour examination contained three sections: Multiple-choice; Short answer and Extended answer.

The mean of the examination was 57.46%, with this being very similar to the mean of 57.25% in 2020. The spread of marks ranged from a minimum of 7.08% to a maximum of 84.50%. The maximum score was a considerable improvement on the highest score from last year of 79.88%. Conversely, however, the lowest score was also considerably down from the score of 23.64% attained last year.

Attempted by 147 candidates      Mean 57.46%      Max 84.50%      Min 7.08%

Section means were:

Section One: Multiple-choice	Mean 67.31%		
Attempted by 147 candidates	Mean 13.46(/20)	Max 19.00	Min 5.00
Section Two: Short answer	Mean 56.41%		
Attempted by 147 candidates	Mean 28.20(/50)	Max 43.75	Min 2.08
Section Three: Extended answer	Mean 52.65%		
Attempted by 144 candidates	Mean 15.80(/30)	Max 28.88	Min 0.00

### **General comments**

On the whole, candidates demonstrated a general understanding of the course content and application of key concepts. In all three sections, most candidates were able to show their understanding of the questions that were asked. There was still a need for candidates to read each question carefully, so as to ensure that the responses were appropriate to what was expected in the answers, rather than general answers about the topics themselves.

### *Advice for candidates*

- Check the marks allocated to each question and use this to determine approximately how much time should be spent, and how much should be written for, the answer.
- Be aware that no marks are achieved for simply rewriting the question.
- Be clear and concise when making key points in your answers.
- Answer the question specifically and do not just write down prepared answers on the topic.
- Look for, and apply answers to, the key words such as; list, describe, compare etc.
- If a question asks you to compare two factors you need to make sure that both elements are actually looked at, so a true comparison can be made. It could be useful to draw up a table so that you can show a comparison of both parts.
- Carefully consider which are the two best Extended answer questions for you to attempt. A small plan or dot points may help. A few minutes planning here may stop you having to start again if you cannot complete a detailed answer, and therefore may avoid you having to attempt a third question.
- If you find yourself running out of time in the Extended answer section, use bullet points to show what you would have covered in more detail if time was not an issue.

### *Advice for teachers*

- Ensure you cover all elements of the examinable content over the year.
- Provide students with the opportunity to practise examination style questions so they are familiar and confident with the examination structure.
- Deconstruct previous examination questions so students can see where marks are given and what specifically needs to be included in the answers.
- Ensure triangulation questions are completed as a maths type question, showing full workings and completed with adding/subtracting details to show the final answer.
- Practical elements of the course are useful for students to reflect on their learning. Using examples from students' expeditions/excursions/planners/journals can be useful for candidates to show their experiences and how they can be applied and related to key Outdoor Education concepts.
- With recent improvements in the technology of the Global Positioning System (GPS), heavy cloud cover disrupting a GPS signal is no longer considered to be a disadvantage and this should be reflected in the learning materials.

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

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

All candidates completed this section. No candidate scored full marks, with the top score being 19 out of 20 and the minimum mark being 5 out of 20. The mean of 67.31% indicated that the candidates found this the easiest of the three sections in the examination.

Questions 1, 5, 7, 8, 9 and 13 all had high mean scores of at least 80%. Questions 6, 12, 17 and 19 were all answered poorly with means between 30 and 40%. Question 17 had a particularly poor success rate with a very low mean of 12%.

### **Section Two: Short answer (96 Marks)**

All questions were required to be answered in this section. The mean of 56.41% was only slightly lower than in 2020. This result showed that most candidates had a good understanding across a broad range of the syllabus which was covered in the Short answer section. Apart from Questions 23 and 26, at least one candidate was able to attain maximum scores for each of the questions in this section.

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

This section allowed for a greater in-depth look at topics and showed how well a candidate could apply theoretical concepts as well as their understanding and knowledge. Questions were designed for candidates to show their application of concepts in key areas. In 2021, this was in the areas of: Kolb and Joplin models of experiential learning; the creation of a manual for the logistical aspects of an expedition; and the different types of Outdoor Education programs. Question 31 was the most popular choice, with 118 candidates attempting the question. Question 30 was the next most popular, with an uptake of 101 candidates. Question 32 proved to be the least popular, with only 68 candidates tackling this question. Despite being the least popular, this question had the highest mean.