



OUTDOOR EDUCATION

ATAR course examination 2023

Marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Multiple-choice

20% (20 Marks)

Question	Answer
1	c
2	a
3	b
4	d
5	c
6	b
7	a
8	d
9	a
10	d
11	a
12	b
13	d
14	b
15	c
16	c
17	d
18	b
19	c
20	a

Section Two: Short answer

50% (87 Marks)

Question 21

(11 marks)

- (a) Using an example from an environmental causal factor, show a difference between a hazard and a risk that might apply in the upcoming activity. (2 marks)

Description	Marks
Hazard: cold water/rocks in water	1
Risk: developing hypothermia due to being immersed in water/broken arm injury caused by hitting rock	1
Total	2
Accept other relevant answers.	

- (b) You have written up the risk management plan, but your teacher feels it has insufficient detail. Use the template below to clarify more information on the causal factor of people. (6 marks)

Description				Marks
Causal factor	Hazard	Risk	Control strategy	
People	One: Students not listening to instructions	Lack of knowledge about upcoming dangers leading to injury, such as broken arm	Information relayed to students to be repeated back to the instructor	1–3
	Two: Medical needs, such as asthma or Poor swimming ability	Students have a medical attack and have no access to required medical equipment or Drowning	Asthma pumps carried by students as well as staff. Buddy system applied so both know where medical equipment is or PFD/closer supervision of non-swimmers	1–3
Total				6
Accept other relevant answers.				

- (c) Outline **three** key elements of your emergency response plan. (3 marks)

Description	Marks
Any three of	
<ul style="list-style-type: none"> • emergency access and exits from the water • individual medical records • emergency contact numbers • roles of staff in case of an emergency • local medical facilities 	1–3
Total	3
Accept other relevant answers.	

Question 22

(11 marks)

(a) Showing **all** your workings, calculate the magnetic variation using the information available on the map on page 11. (4 marks)

- Grid magnetic angle 1°45'E
- Year of publication: 2013
- Annual change 1'8 W

Description	Marks
1°45' – (10 x 1'8")	1
1°45' – 11'20"	1
1°33'40"	1
2°E	1
Total	4

(b) Convert the compass bearings that you have been given for the three hills above into grid bearings, applying the appropriate back-bearings. Show **all** workings. (3 marks)

Description	Marks
Moondyne Hill: $92^\circ + 180 + 2^\circ = 274^\circ$	1
hill two: $292^\circ - 180^\circ + 2^\circ = 114^\circ$	1
hill three: $2^\circ + 180^\circ + 2^\circ = 184^\circ$	1
Total	3

- (c) Draw the **three** lines of triangulation, using the back-bearings from part (b) on the map below. (3 marks)

Description	Marks
Correctly draws three lines on map using the back-bearings from part (b)	1–3
Total	3

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- (d) Identify the six-point grid reference of your current position on the map above. (1 mark)

Description	Marks
Identifies location as GR 205977	1
Total	1
Note: accept 205 (+/- 1) 977 (+/- 1)	

Question 23

(8 marks)

- (a) State **two** reasons why the soothing technique may be appropriate to use in this case of student conflict. (2 marks)

Description	Marks
Any two of	
<ul style="list-style-type: none"> • temporary respite is required • opportunity for leaders to learn from their mistakes • downplays conflict • you want to find areas of agreement • gives time to work through the issue • can protect more important issues • stops issue escalating • relationships are maintained • viewpoints can be expressed • calms people down 	1–2
Total	2
Accept other relevant answers.	

- (b) Outline **two** disadvantages of using the soothing technique. (2 marks)

Description	Marks
Any two of	
<ul style="list-style-type: none"> • unresolved issues may lead to frustration for the students involved • relationships can be damaged between the student leaders • can lead to other issues being highlighted • dominant students can take advantage 	1–2
Total	2
Accept other relevant answers.	

- (c) Describe **two** other methods of conflict management that you deem appropriate to use in this situation. (4 marks)

Description	Marks
For each method of conflict management (2 x 2 marks)	
Describes a method of conflict management	2
States a method of conflict management	1
Total	4
Answers could include:	
Confronting: <ul style="list-style-type: none"> • gives all students the opportunity to give their side of argument • negative feelings can be discussed, so everyone can see others' points of view. 	
Compromising: <ul style="list-style-type: none"> • negotiate a mutually acceptable solution with all sacrificing some ground • each student has some responsibility in the briefing. 	
Accept other relevant answers.	

Question 24

(8 marks)

- (a) Outline what the AAS stands for and state why they are beneficial in Outdoor Education. (2 marks)

Description	Marks
(A)AAS = (Australian) Adventure Activity Standards	1
Beneficial in Outdoor Education as a benchmark to provide best practice guidelines for operators to use when conducting adventurous activities	1
Total	2
Accept other relevant answers.	

- (b) Outline **three** pieces of information the school should receive from parents/guardians. (3 marks)

Description	Marks
consent to participate in the expedition	1
emergency contact information	1
up-to-date medical information	1
Total	3

- (c) When using an outside provider to instruct a group, list **three** qualifications **and/or** skills you would expect them to have. (3 marks)

Description	Marks
Any three of	
<ul style="list-style-type: none"> • working with children check (WWC) • police clearance/criminal history check • experience with group undertaking similar activities • appropriate qualifications in activity • first-aid qualifications • local knowledge 	1–3
Total	3
Accept other relevant answers.	

Question 25

(8 marks)

With reference to these **four** learning styles, demonstrate how each can have a unique way of supporting a group to complete a task.

Description	Marks
For each learning style (4 x 2 marks)	
Demonstrates how the learning style has a unique way of supporting a group to complete a task	2
Outlines how the learning style supports a group to complete a task	1
Total	8
<p>Answers could include:</p> <p>Divergers:</p> <ul style="list-style-type: none"> • relate to people and will support others, sensitive to others' feelings and ideas • use imaginative ability to develop ideas • get things completed as they are doers • learn from doing: experiencing and participating. <p>Assimilators:</p> <ul style="list-style-type: none"> • watchers and thinkers, use reflective observation, use analysis of ideas, look at issues from various perspectives, reflect upon experiences, organise information into logical format to create models and theories, analytical, help plan rather than participating in activities. Think and watch-observe and create theories • can organise information into a logical format and put plans into action • analytical and reflective as they watch and observe. <p>Convergers:</p> <ul style="list-style-type: none"> • good at problem solving. Practical application of ideas to activities. Can plan and draw conclusions. Will pose questions, theorise, and adapt goals • relate concepts to previous learned concepts, and problem solve • can make decisions and use new and different approaches • hands on application of theories <p>Accommodators:</p> <ul style="list-style-type: none"> • work as part of a team and can help influence others • have a practical hands-on approach using intuition not logic • get on with the task, by testing out newly developed processes • good at connecting experiences with other situations. <p>Accept other relevant answers.</p>	

Question 26

(10 marks)

- (a) With reference to **four** of these stages, describe the benefits of using each stage to ensure that all participants are engaged successfully in an adventurous activity. (8 marks)

Description	Marks
For each stage (4 x 2 marks)	
Describes a benefit of using each stage of the adventure experience paradigm	2
Outlines a benefit of using each stage of the adventure experience paradigm	1
Total	8
<p>Answers could include:</p> <p>Exploration and experimentation:</p> <ul style="list-style-type: none"> • provides a safe environment to learn new skills • allows participants an opportunity to try new skills without the fear of injury or psychological harm • improves a participant's level of confidence and satisfaction due to having success of using a skill in a low-risk environment. <p>Adventure:</p> <ul style="list-style-type: none"> • participants are given an opportunity to extend their skills in a more challenging environment, but still with an element of being in control of the situation • provides a higher level of enjoyment and challenge without significant risks involved • improves a participant's confidence level in an adventure setting. <p>Peak adventure:</p> <ul style="list-style-type: none"> • participant performs at optimum arousal level • provides a sense of awe and inspiration, if attempt is successful • a higher level of learning of skills can occur resulting in maximising the adventure experience. <p>Misadventure:</p> <ul style="list-style-type: none"> • allows participants an opportunity to understand their limits related to their skill level • participants can become more determined to try again and succeed in the future • creates an understanding of levels of risk that are to be avoided. 	
Accept other relevant answers.	

Question 26 (continued)

- (b) Using an example of an adventurous activity that you have participated in, outline an adjustment that could be made that would move participants from misadventure to a lower stage of the paradigm. (2 marks)

Description	Marks
Outlines, using an appropriate example, how a program can be adjusted to move from misadventure to a lower stage of the AEP	2
Outlines how a program can be adjusted to move from misadventure to a lower stage of the AEP without an example	1
Total	2
<p>Answers could include:</p> <ul style="list-style-type: none"> • when participating in a kayaking expedition, the river level was high creating a high level of risk. The class decided to move the location of the kayak expedition to a section of the river that had lower grade rapids to reduce the level of risk • when planning a mountain biking expedition, the class wanted to attempt a single-track mountain bike trail that contained several hazards, such as jumps and large drops. The higher risk hazards also contained B lines, which a rider could take to avoid the higher risk hazard, if they were not skilful enough to attempt it. 	
Accept other relevant answers.	

Question 27

(6 marks)

Identify **three** different processes you could use. For each, outline the steps involved.

Description	Marks
For each process (3 x 2 marks)	
Identifies the process used and outlines the steps involved	2
Identifies the process used or outlines a step involved	1
Total	6
Answers could include:	
<ul style="list-style-type: none"> Group or peer reflection (either): complete a group reflection together/students to complete a peer reflection on another student showing examples of how they completed a task. Questioning: students to devise a series of questions as a guide to ask students through the reflection process. Performance rating: design a performance rating that shows criteria and checklists that can be ticked off when seen. 	
Accept other relevant answers.	

Question 28

(8 marks)

Compare **four** ways the early settlers and Aboriginal and Torres Strait Islander Peoples used the land to meet their own needs.

Description	Marks
For each comparison (4 x 2 marks)	
Compares how early settlers and Aboriginal and Torres Strait Islander Peoples used the land to meet their needs	2
Identifies a way early settlers or Aboriginal and Torres Strait Islander Peoples used the land to meet their needs	1
Total	8
Answers could include:	
Early settlers	Aboriginal and Torres Strait Islander Peoples
used farming methods brought over from Europe	farming adapted through years of practice
exploited the land for own ends	worked in harmony with the land
thought resources were infinite	only took what they needed so resources did not run out
cleared land for their settlements to settle in one place	moved around (nomadic)
hunted animals relentlessly.	allowed fauna and flora to reproduce.
Accept other relevant answers.	

Question 29

(9 marks)

Identify **three** facilitation skills that you can implement during the debrief and describe how each of these skills may assist in improving the learning outcomes for each of the members of the group.

Description	Marks
For each facilitation skill (3 x 3 marks)	
Identifies the facilitation skill	1
Subtotal	3
Describes how the facilitation skill could improve learning outcomes	2
Outlines how the facilitation skill could improve learning outcomes	1
Subtotal	6
Total	9
<p>Answers could include:</p> <p>Establishing ground rules: Such as single speaking, confidentiality, non-violent and freedom to participate will allow each individual an opportunity to express themselves without interruption and fear of contributing their thoughts and feelings, resulting in a greater level of learning from the experience.</p> <p>Valuing responses: Making a person feel valued after they have made a comment. They can do this by treating a person with respect, offering positive re-enforcement and thanking them for their contribution. This has the benefit of improving learning by encouraging a person to contribute to the debrief and providing worthwhile comments regarding their performance in attempting to construct the shelter.</p> <p>Controlling the discussion: The leader monitors the direction of the discussion and guides it in the direction that they want it to go. It involves intervening if the discussion is going off topic by asking an appropriate question or re-enforcing the ground rules established at the start of the debrief. This improves the learning from the debrief by maximising the contributions from each individual and allowing for thoughts and feelings to be discussed without interruption.</p> <p>Problem solving and decision making: This involves making appropriate decisions when conducting the debrief to ensure that it flows smoothly. This could involve the choice of venue to avoid interruptions or deciding on the choice of questions to be asked that determines the learning from the debrief.</p> <p>Using active listening: This involves a way of listening to others and providing an appropriate verbal and non-verbal feedback, such as positive body language and eye contact. It could also involve providing feedback, such as clarifying meaning or confirming your understanding of the responses. This can improve learning as the person speaking feels what they are saying is valued and is then more likely to contribute to the debrief in a more deep and meaningful manner.</p> <p>Asking open-ended questions: The leader asks questions that attempt to elicit a more meaningful response from participants. This will likely result in responses to be more in depth rather than a yes/no answer and, therefore, encourage participants to provide more a more detailed analysis of their contribution to the shelter building activity.</p> <p>Accept other relevant answers.</p>	

Question 30

(8 marks)

Describe how you would use the first **four** stages of Joplin's model of experiential learning to guide this activity to ensure a high level of success in the shelter-building activity.

Description	Marks
For each stage (4 x 2 marks)	
Describes each of the first four stages of Joplin's model during the activity	2
Outlines each of the first four stages of Joplin's model during the activity	1
Total	8
<p>Answers could include:</p> <p>Focus: Provide an activity briefing to gain the attention of the Year 10 class for the activity ahead. This could also include a list of rules regarding what can and cannot be used to build the shelter. Setting of group goals could also occur to provide a level of motivation to improve the performance of the group when building the shelter.</p> <p>(Challenging) action: The facilitator provides an environment where the class has to learn new skills or knowledge. Providing a challenging activity that the participants are unfamiliar with allows them an opportunity to learn new skills in an unfamiliar setting or environment. Problem solving due to attempting to build the shelter with only the natural elements from the environment would also enhance these aspects.</p> <p>Support: A safe environment in which to conduct the activity would add to the level of safety and allow participants to attempt the activity without fear from the natural elements. This could also include an appropriate level of supervision and safety equipment, such as gloves to reduce possible harm.</p> <p>Feedback: Appropriate feedback, including tips and hints where appropriate would assist the participants who were having trouble constructing the shelter. This could increase their chances of success by providing information so that they can learn from their mistakes and progress through the challenge presented.</p>	
Accept other relevant answers.	

Section Three: Extended answer

30% (40 Marks)

Question 31

(20 marks)

- (a) State **four** of the mission aims of the UNESCO World Heritage convention. (4 marks)

Description	Marks
Any four of	
<ul style="list-style-type: none"> • encourage countries to sign the World Heritage Convention and to ensure the protection of their natural and cultural heritage • encourage States Parties to the Convention to nominate sites within their national territory for inclusion on the World Heritage List • encourage States Parties to establish management plans and set up reporting systems on the state of conservation of their World Heritage sites • help States Parties Safeguard World Heritage properties by providing technical assistance and professional training • provide emergency assistance for World Heritage sites in immediate danger • support States Parties' public awareness-building activities for World Heritage conservation • encourage participation of the local population in the preservation of their cultural and natural heritage • encourage international cooperation in the conservation of our world's cultural and natural heritage 	1–4
Total	4

- (b) Outline the **four** World Heritage criteria that relate to each of the Western Australian natural World Heritage sites. (4 marks)

Description	Marks
Criterion 7 – superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance	1
Criterion 8 – outstanding examples of major stages in Earth's history	1
Criterion 9 – outstanding examples representing significant ongoing ecological and biological processes in evolution	1
Criterion 10 – containing the most important and significant natural habitats for in situ conservation of biological diversity	1
Total	4
Note: do not award marks if only identifies the number of the criteria.	

- (c) For each of the following natural World Heritage sites in Western Australia, explain how it has met the criteria identified below: (9 marks)

- Purnululu National Park – Criteria 7 or 8
- Shark Bay – Criterion 9
- Ningaloo Coast – Criterion 10.

Description	Marks
For each of the natural World Heritage sites (3 x 3 marks)	
Explains how each site has met the criteria specified	3
Describes how each site has met the criteria specified	2
Outlines how each site has met the criteria specified	1
Total	9
<p>Answers could include:</p> <ul style="list-style-type: none"> • Purnululu National Park – Criterion 7: The prime scenic attraction is the extraordinary array of banded, beehive-shaped cone towers comprising the Bungle Bungle Range. The dramatically sculptured structures, unrivalled in their scale, extent, grandeur and diversity of form anywhere in the world, undergo remarkable daily and seasonal variation in appearance, including striking colour transition following rain and with the positioning of the sun. • Purnululu National Park – Criterion 8: The sandstone karst of Purnululu National Park is of great scientific importance in demonstrating so clearly the process of cone karst formation on sandstone. The Bungle Bungle Range of the Park also displays an exceptional degree evidence of geomorphic processes of dissolution, weathering and erosion in the evolution of landforms under a savannah climatic regime within an ancient, stable sedimentary landscape. • Shark Bay – Criterion 9: Shark Bay provides outstanding examples of processes of biological and geomorphic evolution taking place in a largely unmodified environment. These include the evolution of the Bay's hydrological system, the hypersaline environment of Hamelin Pool. The unusual features of Shark Bay have also created the Wooramel Seagrass Bank. Covering 103 000 ha, it is the largest structure of its type in the world. Seagrasses are aquatic flowering plants that form meadows in near-shore brackish or marine waters in temperate and tropical regions, producing one of the world's most productive aquatic ecosystems. • Ningaloo Coast – Criterion 10: In addition to the remarkable aggregations of whale sharks the Ningaloo Reef harbours a high marine diversity of more than 300 documented coral species, over 700 reef fish species, roughly 650 mollusc species, as well as around 600 crustacean species. The Ningaloo Coast hosts an unusual diversity of marine turtle species with an estimated 10 000 nests deposited along the coast annually. <p>Accept other relevant answers.</p>	

Question 31 (continued)

(d) For each of these sites, identify a unique threat that exists in the area. (3 marks)

Description	Marks
Purnululu National Park – any one of <ul style="list-style-type: none"> • mining activities in close vicinity • wildfires • introduced species • climate change-flooding due to water course vicinity to park boundaries • traditional land rights disputes 	1
Shark Bay – any one of <ul style="list-style-type: none"> • increased tourism • greater commercial and recreational fishing • salt and gypsum mining • threat of fire • feral animals 	1
Ningaloo Coast – any one of <ul style="list-style-type: none"> • commercial over-fishing • increased tourism • invasive species • sewage and waste disposal • increased water demands 	1
Total	3
Accept other relevant answers.	
Note: each site must identify a unique threat.	

Question 32

(20 marks)

- (a) Describe how the individuals in your class can develop a positive relationship with nature on this expedition, using the strategies listed below: (12 marks)

- experiencing nature
- developing skill and competence in outdoor activities
- maximising personal comfort levels
- increasing knowledge of the natural environment
- revisiting places
- instilling a sense of place.

Description	Marks
For each strategy (6 x 2 marks)	
Describes how individuals develop a positive human nature relationship with each of the strategies listed	2
Outlines how individuals develop a positive human nature relationship with each of the strategies listed	1
Total	12
<p>Answers could include:</p> <p>Experiencing nature:</p> <ul style="list-style-type: none"> • to understand nature fully requires humans to be fully immersed in it. It allows for a stimulation of our senses and can evoke an emotional response. Directly experiencing nature will often result in an increased connectedness with that environment. <p>Developing skill and competence in outdoor activities:</p> <ul style="list-style-type: none"> • having a greater level of skill will allow the participant to feel more at ease in the environment • it also allows people to notice the environment at a higher level as less focus will be needed towards their mode of travel • it allows a person to feel more confident in nature which increases comfort levels and enjoyment. <p>Maximising personal comfort levels:</p> <ul style="list-style-type: none"> • if personal comfort levels are compromised, a person is less likely to engage positively with the environment. By having a comfortable shelter, appropriate clothing and food, a person's experience will be more positive and therefore allow for a greater awareness of nature. <p>Increasing knowledge of the natural environment:</p> <ul style="list-style-type: none"> • research plants and wildlife of area to be visited • understand impacts of human interactions • look at local management plans • increased awareness to develop a positive impact. <p>Revisiting places:</p> <ul style="list-style-type: none"> • visit location before expedition • develop a sense of enjoyment from the area • build students' confidence in the area • familiarise students with the area. <p>Instilling a sense of place:</p> <ul style="list-style-type: none"> • provide opportunities for a sense of awe • develops students' connection with the area. <p>Accept other relevant answers.</p>	

Question 32 (continued)

- (b) At the end of the first day, you begin a debrief with the group. State **three** reasons as to why it is important to debrief. (3 marks)

Description	Marks
Any three of	
<ul style="list-style-type: none"> • identify what learning has occurred • recap of the day to reflect • reflect upon what went well, what needs improvement and what changes could be made • allows group to work together to identify changes to be made • develops group cohesion • allows for a transfer of learning 	1–3
Total	3
Accept other relevant answers.	

- (c) After the debrief, you ask the students for feedback. Describe why it is important to evaluate the effectiveness of the debrief and outline **three** strategies that could be used to evaluate its success. (5 marks)

Description	Marks
Describes why it's important to evaluate the effectiveness of the debrief	2
Outlines why it's important to evaluate the effectiveness of the debrief	1
Subtotal	2
Answers could include:	
Allows for opportunities for the facilitator to identify the strengths and weaknesses leading to potential changes to be applied for future debriefs/highlights facilitation skills of leaders and identifies any issues within group participation.	
Strategies	
reflective questions: questions to allow analysis or reflection of debrief	1
checklists: lists which allow for rating/scale evaluation	1
peer review: allows others to review the quality of the debrief	1
Subtotal	3
Total	5
Accept other relevant answers.	

Question 33

(20 marks)

- (a) For each of the **four** lower levels of Maslow’s hierarchy of needs, explain how a leader could ensure that the needs of all participants could be met when planning for a three-day expedition. (12 marks)

Description	Marks
For each need (4 x 3 marks)	
Explains how a leader ensures needs of participants are met	3
Describes how a leader ensures needs of participants are met	2
Outlines how a leader ensures needs of participants are met	1
Total	12
<p>Answers could include:</p> <p>Physiological:</p> <ul style="list-style-type: none"> students to organise adequate amounts of food and water to be carried to meet the needs of the activity. This provides nutrition/hydration for survival. Extra food/water drops should be planned beforehand with the support staff. <p>Physiological could also include:</p> <ul style="list-style-type: none"> shelter-planning tents appropriate for group needs – lightweight backpacks to carry all gear appropriate clothing and equipment selection – lists. <p>Safety:</p> <ul style="list-style-type: none"> organising protective equipment required according to activity standards and ratios. This includes checking the working order and functionality of equipment prior to use. <p>Safety could also include:</p> <ul style="list-style-type: none"> safety procedures and practice of skill emergency plans/response planning: risk management, equipment lists. <p>Love/belonging:</p> <ul style="list-style-type: none"> organising group development/activities before the expedition allows the group to develop their communication and problem solving skills. This allows them to improve their relationships and understanding of each other’s strengths to be a more cohesive and inclusive group. <p>Love/belonging could also include:</p> <ul style="list-style-type: none"> organising subgroups – tent partnerships, cooking groups establishing group goals planning: groups, cooking. <p>Esteem:</p> <ul style="list-style-type: none"> can occur through designing the expedition program to allow participants an opportunity for growth and development and the possible attainment of peak adventure. Establishment of personal goals that focuses on personal achievement and group goals designed to improve encouragement and group cohesion, allows for an increased level of self-worth and confidence. <p>Esteem could also include:</p> <ul style="list-style-type: none"> challenge within program supportive atmosphere – group cohesion fitness plans relevant to activity. 	
Accept other relevant answers.	

Question 33 (continued)

- (b) Due to unforeseen circumstances that may occur on an expedition sometimes our needs cannot be met. Outline **three** changes in environmental conditions that could occur, and for each, identify an effect it could have on the needs of the group.

(6 marks)

Description	Marks
For each change in environmental condition (3 x 2 marks)	
Outlines a change in an environmental condition and identifies an effect it could have	2
Outlines a change in an environmental condition or identifies an effect it could have	1
Total	6
Answers could include: <ul style="list-style-type: none"> • temperature rises: too hot to continue without access to shade more water drops. Hyperthermia risk • temperature drops: cold makes for warmer clothing. Hypothermia risk • rain/wind increases: need for access to waterproof clothing/shelter • lightning strikes: require shelter away from electrical bolts • ocean swell level increase: requiring greater skill level for canoeing/surfing • river levels rise: making hazards more dangerous in the river/increases challenge affecting esteem. 	
Accept other relevant answers.	

- (c) Using an activity that you have participated in this year, describe a specific skill **or** technique that could be used to adapt to a changing situation.

(2 marks)

Description	Marks
Describes how a specific skill or technique could be used to adapt to a changing situation	2
States how a specific skill or technique could be used to adapt to a changing situation	1
Total	2
Answer could include: <p>Orienteering: change in weather conditions (heavy rain/wind) made us modify the route to go around some obstacles (muddy tracks/cliffs).</p>	
Accept other relevant answers.	

ACKNOWLEDGEMENTS

- Question 22(c)** Adapted from: Department of Parks and Wildlife, Geographic Information Services Branch. (2015). *Moondyne Area. Kensington, WA* [Map].
- Question 31(a)** UNESCO World Heritage Convention. (n.d.). *World Heritage: Mission*. Retrieved September, 2023, from <https://whc.unesco.org/en/about>
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- Question 31(b)** UNESCO World Heritage Convention. (n.d.). *The Criterion for Selection*. Retrieved September, 2023, from <https://whc.unesco.org/en/146>
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- Question 31(c)** Dot points 1–2 from: UNESCO World Heritage Convention. (n.d.). *Purnululu National Park*. Retrieved September, 2023, from <https://whc.unesco.org/en/list/1094>
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Dot point 3 from: UNESCO World Heritage Convention. (n.d.). *Shark Bay, Western Australia*. Retrieved September, 2023, from <https://whc.unesco.org/en/list/578/>
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Dot point 4 from: UNESCO World Heritage Convention. (n.d.). *Ningaloo Coast*. Retrieved September, 2023, from https://whc.unesco.org/pg.cfm?cid=31&id_site=1369
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