



2006 Outdoor and Environmental Studies GA 3: Written examination

GENERAL COMMENTS

The format of the 2006 question and answer booklet gave a clear indication of the depth of answer required for each question, as did the bolded key words in the questions. Words such as 'identify', 'outline', 'assess', and 'recommend' indicated the type of answer required. Students need to ensure that they understand these key terms (and others) and what is required for each.

Some students appeared to have insufficient time to complete the paper. Students need to use their examination time efficiently, including using the reading time to ensure they have an understanding of each question. When responding, students should not rewrite the question as this wastes valuable time. However, using key words from the question in the answer is advised, as it often helps to keep the response on track.

Students should also use the marks allocated to each question and each part of each question as a guide to the length of time they should spend working on that question and the depth of response required. For example, a question worth four marks will require a significantly more detailed answer than one worth only one or two marks.

Students must ensure they read each question carefully so that they accurately interpret what is required in their answer. Where a longer answer is required, students are strongly advised to complete a brief plan first. There are a number of spaces within the booklet that can be used for this, and students may ask for an additional script book if needed. A plan (in point form) enables students to outline the main ideas they will cover and order their responses before they start.

In preparing for this examination, students need to be familiar with a range of outdoor environments and with varying types and levels of human impact. When asked to identify a specific outdoor environment or issue for a particular question, the choice is critical – it must be one that will enable the student to thoroughly address the question.

Some questions asked for a specific number of responses. These responses were marked in the order presented and extra responses were not taken into account, therefore students who gave additional responses did not receive additional marks. If a student thinks of a better response after finishing their initial answer, they should cross out the answer that they feel is the weakest and add the extra response. If there is insufficient room an additional script book may be used, providing the response is clearly labelled. A number of students failed to score maximum marks in some questions as they had listed a variety of responses when only one was asked for. Students are advised to choose their responses carefully and fully describe them rather than just giving a list of all possible responses.

Students need to understand study specific terms such as 'strategies', 'management strategies', 'processes', 'policies', 'interactions', 'relationships', 'perceptions', 'views', 'commercialisation', 'impacts', 'sustainability' and 'methods'. Teachers are advised to consult past exams and previous Assessment Reports, as well as this one, to obtain a broad range of possible examples of these study specific terms. Students also need to be able to use these terms in the context of specific questions and give appropriate examples rather than quoting general definitions. Students are advised to be specific and to enrich their answers with suitable examples where possible and appropriate in order to indicate the depth and breadth of their knowledge. Sweeping, generalised statements are not appropriate and do not attract marks. Students should avoid memorising rote answers and ensure that they have carefully read and understood the question before answering.

SPECIFIC INFORMATION

Question 1

Students were asked to nominate a specific recreation activity that they had participated in. This could include (but was not limited to) surfing, skiing, climbing, abseiling, canoeing, kayaking, bushwalking or scuba diving. Activities such as four wheel driving, shooting, and paintballing were not appropriate.

1a.

Marks	0	1	2	3	Average
%	4	8	24	64	2.5

One mark was given for each of three clearly identified changes in technology. The changes needed to relate specifically to the activity. For example, if students chose surfing as the activity, then changes in technology associated with this activity could include: changes in the design of boards such as shape, length or fin shape; changes in the

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materials used from wood to foam and fibreglass to plastic; changes in the design and construction of wetsuits; and/or the use of jet skis for towing into waves.

Changes involving transportation to venues were not suitable as a change in technology associated with any activity.

1b.

Marks	0	1	2	3	4	5	6	Average
%	5	5	16	22	24	12	16	3.6

Two marks were given for elaborating on each of the changes identified in part a. Students needed to indicate how the change they had identified had affected participation in the activity. The link between the change in technology and its effect on the participation in the activity needed to be clear.

As a general rule, if students responded in the form 'this change in technology led to this effect on participation' then they were awarded two marks for that response. Simply noting a change in participation without referring to the change in technology or, alternatively, describing the change in technology without noting the change in participation, achieved only one mark.

For example, using the surfing activity, a possible response to the use of jet skis could be: 'The recent use of jet skis in surfing has made it easier to be towed quickly into waves, therefore enabling access to bigger waves.'

1c.

Marks	0	1	2	3	4	Average
%	13	22	32	21	11	2.0

Responses to this question needed to show a change in Australians' relationships with environments over time and specifically link this change to the changes in technology. Students should have described an earlier relationship with environments associated with their specified activity (for one mark), a newer relationship with environments (for one mark) and a description of how the technological changes have affected this change in relationships (for two marks).

For example, using the surfing activity, a possible response could be: 'These changes in technology (described previously) have led to more people and different groups of people getting involved in surfing. More involvement in surfing has changed Australian relationships to the coasts from seeing it as a danger and an adversary, to seeing it as a gymnasium and a place to have fun. This greater involvement has also seen people come to respect the environment and want to work to preserve it.'

1d.

Marks	0	1	2	3	4	Average
%	17	15	27	24	16	2.1

In responding to this question students needed to identify a specific environment. Their response needed to describe impacts on this environment as a result of changed participation. These impacts could be positive and/or negative. The question asked for an evaluation and students needed to reach a position on whether the overall affect of these impacts was good or bad for the environment.

Three marks were allocated for the description of impacts on an environment resulting from changed participation. One mark was allocated for an evaluation of these impacts.

For example, using the surfing activity, a possible response could be: 'In a coastal environment, more people going surfing means more visitors to beaches, requiring more and better roads, infrastructure such as car parks, and commercial needs such as shops, accommodation, and other facilities. There is an increased and negative impact on dunes and coastal vegetation. Overall this could be seen to be both negative (from the immediate effects on the environment) and positive (as a result of increasing environmental awareness).'

Question 2

Students needed to use the images provided on pages 4–7 of the examination paper in their responses to Question 2.

2a.

Marks	0	1	2	3	4	Average
%	12	23	30	24	12	2.0

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Two marks were allocated to identifying and describing a particular view of the environment. Possible views included: playground, gymnasium, museum, cathedral, aesthetic place, place for recreation, place for exploration, place for health and physical wellbeing. Views such as commercial or scientific were not appropriate as the question referred to tourism campaigns.

A further two marks were given for an analysis of the view described. The analysis needed to consider how the view shaped (affected) human relationships with nature. This might have included describing the way(s) in which this view encourages participation in activities in natural environments.

For example, a possible response could be: 'One view shown in these campaigns is that of the environment as a gymnasium. This view shows the environment as a venue for doing physical activities. This view encourages people to become physically active in natural environments and has led greater participation in recreational and "extreme sports" type activities.'

2b.

Marks	0	1	2	3	Average
%	22	33	31	13	1.4

Although this question did not ask for a specific example of commercialisation, a complete answer almost certainly required students to give one. Examples of commercialisation might have included: media coverage, packaging and marketing of activities, interest in wilderness and ecotourism experiences.

Students needed to describe an example of a change or effect on people's patterns and/or types of interactions. Giving an example of such a change or effect was worth one mark. Two marks were then allocated for a description of how this change/effect was shaped by commercialisation.

Patterns of interactions described included: numbers of people involved in activities, places where activities occur and timing of interactions. Types of interactions described might include: conservation, recreation, tourism, ecotourism, commerce, resource extraction and aesthetic appreciation.

Many students chose to describe the commercialisation of modern mountaineering, particularly using Everest as an example of how commercialisation has affected participation in this activity and in this place. This was a good type of response to this question.

2c.

Marks	0	1	2	3	4	Average
%	9	11	38	24	17	2.3

Students needed to choose one of the environments shown in the tourism campaigns. They then needed to describe and evaluate two possible impacts (with two marks allocated for each impact) on increased tourism on this environment.

One mark was awarded for identifying and describing an impact and the second mark for establishing a position on whether this is a positive or negative impact.

Most students tended to describe impacts such as pollution, vegetation loss and so on, but positive impacts such as improving the economic position of communities were also acceptable.

2d.

This two-part question relied on students identifying an environment they had visited or studied. The environment needed to be indicated somewhere in the response to either or both of parts of the question.

2di.

Marks	0	1	2	Average
%	39	25	36	1.0

One mark was awarded for identifying an impact on a particular environment, with a second mark given for clearly linking this impact with an increase in risk-taking activities. The question required students to indicate impacts on the environment and not impacts on activities or participants in those activities.

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For example, a possible response could be: 'At the Grampians, increased participation in climbing and abseiling has led to greater erosion and rubbish at camping sites.'

2dii.

Marks	0	1	2	3	4	Average
%	23	17	30	16	14	1.8

Students needed to identify a social response to risk-taking activities (one mark) and describe and elaborate upon this response (one mark) for each of the two parts to this question. The two examples described needed to be specific to the chosen environment.

Some examples of societal responses might have included: regulation, banning access, idolisation of risk takers and changing attitudes to risk taking.

Question 3

The answers to these questions needed to link to and be relevant to the chosen environment.

3a.

Marks	0	1	2	3	Average
%	8	21	47	25	1.9

Students needed to describe an impact (or impacts) of their visit to the chosen environment (one mark), evaluate the effect of this impact, whether good or bad (one mark), and clearly link the evaluation to the identified impact (one mark).

For example, a possible response could be: 'On our trip to the Alps we used minimal impact practices, including burying human waste 100 metres from any water sources, and walking on designated tracks. Because of our use of minimal impact strategies our impact on the Alps was very low.'

3b.

Marks	0	1	2	Average
%	9	28	63	1.6

For this question students needed to briefly describe two modifications to their trip that would reduce their impact on the environment (one mark was awarded for each modification). The important part of this response was for students to make recommendations in the form 'we could do this instead next time ...' Responses that simply stated minimal impact practices were not acceptable.

For example, a possible response could be: 'On future trips we could increase our walking distance to reduce our use of vehicles.'

3c.

Marks	0	1	2	3	4	Average
%	6	14	33	23	24	2.5

For each of the two responses to this question, students needed to identify a reason for maintaining environments (one mark) and then give an explanation of the importance of this reason to society (one mark).

Possible reasons for maintaining healthy environments could have included: aesthetic value, educational value, maintaining the stability of environments, recreation and adventure values, social values, economic values, future food sources, research values and biodiversity. Simply stating a reason alone was not enough for two marks – students needed to explain why this reason is important to society. Intrinsic values could be used as reasons only if students could make some clear link to the importance to society of this reason.

A possible response could be: 'Healthy environments are rich sources of food, which society continues to need especially with increasing populations.'

3di.

Marks	0	1	2	3	4	Average
%	6	6	20	28	39	2.9

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Students needed to list four impacts on their particular environment; one mark was available for each. The impacts had to be relevant to the chosen environment and needed to be distinct and not repetitions from previous parts of Question 3. Many students described activities, but the question specifically required impacts of activities rather than activities themselves. For example, 'logging' was not acceptable as an impact, but 'large scale clearing of forests due to logging' was acceptable.

3dii.

Marks	0	1	2	3	4	5	6	Average
%	11	9	16	19	24	15	7	3.1

In this question students needed to evaluate the impacts listed in part i. Their evaluations (one mark for each) then needed to link to the overall health/quality of the environment. The assessment of the environment was worth one mark and a link between this and their elaborated impacts was the source of another mark.

Part of a possible response showing an impact, an evaluation and a link between the two could be: 'The large scale clearing from logging in the Otway region has resulted in loss of top soil and changes in water run off patterns that have left the health of this area significantly degraded.'

3e.

Marks	0	1	2	3	4	Average
%	17	18	34	18	14	2.0

This part of the question effectively asked students to describe minimal impact strategies or actions, other than those already mentioned in earlier parts of the question. As there were two marks available for describing each action, student responses that only indicated an action were not considered enough for full marks. For each of the two actions, students needed to identify an action (one mark) and then note how that action helped to maintain the sustainability of the particular environment (one mark). This question specifically asked for actions that individuals could take, so actions of organisations were not appropriate.

A possible response might be: 'Campers going to this environment could use fuel stoves for cooking. This would reduce their need for getting firewood and help to maintain the vegetation in the area.'

3f.

Marks	0	1	2	Average
%	19	30	51	1.3

Like part e. above, students were required to identify an action (one mark) and note how this action could help maintain the environment's sustainability (one mark). This part, however, referred to land managers and students needed to make sure to not give typical individual minimal impact actions. Land managers could include rangers, farmers and parks employees.

Some possible actions they might take could include: development of conservation reserves and parks, development of wildlife corridors, ecotourism development, regulation of access or behaviour in parks/reserves, concentration or dispersal of users, relocation or introduction of species and management practices such as signs, pest control and fire management, and pollution control.

Question 4

4a.

Marks	0	1	2	Average
%	16	22	62	1.5

Students needed to simply list two methods for influencing decision making. However, these methods needed to be relevant to the particular case quoted in the introduction to the question. Direct action methods such as protests were not appropriate.

Relevant methods included: lobbying, letter writing, petitions, use of prominent people, public meetings, education campaigns, postcards to politicians and use of the media.

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4bi.

Marks	0	1	Average
%	39	61	0.6

Students needed to identify any local, state or national policy/strategy/Act. International treaties were acceptable, as long as they could be seen to be acting to conserve native flora and fauna. Codes of conduct were not acceptable.

Some possible responses included: *Flora and Fauna Guarantee Act 1998* (FFG Act), *National Parks Act 1975*, *Environment Protection and Biodiversity Act 1999*, RAMSAR convention, Convention against International Trade in Endangered Species (CITES), World Heritage Convention, National strategy for ESD, Alpine 2020 strategy and local management plans.

4bii.

Marks	0	1	2	3	Average
%	42	18	25	15	1.1

In answering this question students needed to refer to a specific environment (one mark), describe how the policy/Act was interpreted or used in this environment (one mark) and then evaluate the effectiveness or otherwise of this policy in that environment (one mark).

For example, a possible response could be: 'The FFG Act has been used in the Alps to help protect a number of endangered species. Scientific surveys, education and warning signs, fences and barriers have all been developed by local land managers to protect species in the area. It has worked quite well, with species numbers in the Alps remaining strong.'

4c.

Marks	0	1	2	3	4	Average
%	11	18	32	20	18	2.2

Students needed to give two clear and distinct reasons for the importance of biodiversity. Each of their two responses needed to identify a reason (one mark) and describe the importance of this reason (one mark). Some of these reasons might have been the same or similar to those described in Question 3c. but responses to this question (4c.) needed to be framed in terms of biodiversity, as that was the focus of the question.

Possible reasons for the importance of maintaining biodiversity could have included variations on: economic and utilitarian reasons (the importance of what we can get from regions of high biodiversity), ecological services (food, air, water, nutrient cycling), aesthetic reasons and moral reasons.

Many students responded to this question as if it were self evident that biodiversity is important. However, the question required students to elaborate on this and explain why biodiversity is important, not assume it is and go from there. In preparing for future exams, students must be able to discuss the differences between environments with low biodiversity and those with high biodiversity and examine why high biodiversity environments are better than low biodiversity ones.

Simply stating that we need biodiversity for food, which was a typical response from many students, was not good enough. Given that most food comes from environments with a low biodiversity (the typical monoculture farm), students discussing this would need to explain the problems that standard agricultural practices lead to, or else explain why high biodiversity environments are better.

4d.

Students needed to name a relevant environmental group. Government organisations or departments were not acceptable. Some students named the Mountain Cattlemen's Association, which, while missing the spirit of the question, was acceptable depending on how the student framed their responses to the three parts of the question.

Other students named one organisation and then described a different organisation in their responses. This was still acceptable if their responses to the three parts were consistent.

4di.

Marks	0	1	2	3	Average
%	20	23	32	25	1.6

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Students needed to identify a campaign and the conflict it was associated with (one mark) and then elaborate on this conflict and the issues surrounding it (two marks). Essentially, they were being asked what is the conflict and who is it between?

For example, a possible response could be: 'The Victorian National Parks Association (VNPA) has been campaigning to have cattle grazing in the Alpine National Park banned. Cattlemen claim that they should be allowed to continue with grazing since it's their job and a cultural heritage. The VNPA claims that cattle grazing is having a number of serious environmental effects on the Alps – such as trampling of vegetation, erosion, and damage to water sources.'

4dii.

Marks	0	1	2	3	Average
%	54	16	17	13	0.9

Students needed to identify a decision-making process directly related to this conflict (one mark) and then explain and elaborate on this process (two marks). The process they described needed to be relevant to the conflict.

This is a perfect example of where students need to carefully choose the situation they describe, since some examples were much easier to discuss than others. In the event that a particular conflict had not yet been subject to any decision-making process, it was acceptable for students to describe a process that might be used in the future for this conflict.

For example, a possible response might have been: 'In making a decision about logging in the Otways, the government used legislation to create a new, larger National Park in the area and prevent logging in the areas protected by the park. The legislation process starts with consultation of interested groups and ends with an enforceable law created in parliament.'

4diii.

Marks	0	1	2	3	4	Average
%	50	13	20	8	10	1.2

Students were asked to choose any two of the three focuses given. For each focus they chose, they needed to identify a method or methods aimed at influencing decision making, describe an effect of this method (one mark) and then give a judgement of this method and its effects (one mark). Students who only identified methods, without elaborating on the effects of these, were given one mark in total (out of a possible four) for their response.

This question created some confusion for a number of students, and instead of responding to the question asked, some students decided to answer their own question. No marks could be given in this situation – students need to make sure they respond to the actual question.

A possible response could have been: 'Focus on Public Opinion. The use of prominent people by the Wilderness Society in the campaign against the damming of the Franklin was very effective. The prominent people like David Bellamy were very well known and gave the campaign a high media profile.'

Question 5

5a.

Marks	0	1	2	3	4	5	6	Average
%	19	8	15	15	23	13	8	2.9

For this question students needed to discuss two different examples of contemporary relationships with natural environments. For each example (three marks for each) they needed to identify the relationship (one mark), describe the relationship (one mark) and describe an implication of this relationship for natural environments (one mark).

Possible relationships might have included: environmental stewardship or protection (conservation), appreciation of environments, the challenge or struggle of environments, resource extraction and kinship with environments. Students could choose indigenous relationships but these needed to be contemporary in nature.

For example, a possible response could be: 'One type of relationship Australians have now is that of conservation. This relationship sees the land as something that is damaged or could be damaged and needs to be protected and preserved. One implication of this type of relationship is the ongoing development of protected areas such as National Parks and reserves.'

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5b.

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
%	9	1	3	5	7	8	10	10	10	10	9	6	5	3	3	1	7.1

Students needed to identify a specific environment and tailor their response to that environment. Teachers should make sure that students have sufficient experiences within places and theoretical knowledge about those places to respond appropriately to this type of question.

The question could be effectively broken into three sections worth five marks each. Students were able to respond in a table or in point form. For each of the three sections, students needed to describe some interactions with the environment, one or more relationships with the environment (which might have included views and/or perceptions of that environment) and provide an analysis of these relationships and interactions. The discussion of indigenous peoples needed to refer to the relationships and interactions of indigenous peoples before European settlement.

Interactions and relationships with more general environments were acceptable responses, but the analysis of these needed to include some link to the specific environment identified by the student.

This question was another example of students needing to select an environment that particularly suited the nature of the question. They needed to choose something that would give them examples for all three time periods: indigenous, the first non-indigenous settlers, and non-indigenous cultures from the gold rush to Federation.

Some students chose environments where the first non-indigenous settlement had occurred during the gold rush to Federation period. Those who recognised this and wrote general responses for the early settlers and then environment specific responses for the gold rush to Federation period were able to access appropriate marks for the question.

The table below shows some possible responses or areas for responses.

	Interactions described	Relationships described	Analysis
Indigenous peoples	Indigenous interactions might include: <ul style="list-style-type: none"> • nomadism • sacred sites • firestick farming • hunter-gatherer actions. 	Indigenous relationships might include: <ul style="list-style-type: none"> • spiritual connection with the land • belonging to the land. 	The analysis needed to clearly link the interactions with the relationships/perceptions. Why did these relationships/perceptions lead to the particular interactions?
First non-indigenous settlers	Early settler interactions might include: <ul style="list-style-type: none"> • species introduction • taming of land • clearing for agriculture • exploration. 	Early settler relationships might include: <ul style="list-style-type: none"> • alienation • fear • ownership of land. 	In the analysis, students needed to clearly discuss the particular environment they had chosen and how relationships with this environment had changed between the three indicated groups.
Non-indigenous cultures from the gold rush to Federation	Later settler interactions might include: <ul style="list-style-type: none"> • large scale agriculture • mining and resource extraction • urbanisation • transport networks. 	Later settler relationships might include: <ul style="list-style-type: none"> • nation building and development • city/country disconnect • wealth creation and land as commodity • early protection/conservation. 	