2007 Outdoor and Environmental Studies GA3: Written examination

GENERAL COMMENTS

The format of the 2007 Outdoor and Environmental Studies question and answer booklet gave a clear indication of the depth of answer required for each question, as did the bold key words in the questions. Words such as 'list', 'explain', 'describe', 'outline', 'analyse' and 'evaluate' indicated the type of answer required. Students need to ensure that they understand these, and other, key terms 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 answering the paper, students should not rewrite the question as this wastes valuable time and space. However, the use of key words from the question in the answer is advised, as this often helps to keep the response on track.

Students should also use the marks allocated for each question and each part of each question as a guide to the length of time they should spend working on that part, as well as an indicator of the depth of response expected. 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 that they read each question carefully so that they accurately interpret what is required in their answers. 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 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, as long as the response is clearly labelled with the relevant question number. 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', 'influences', 'relationships', 'perceptions', 'views', 'commercialisation', 'impacts', 'movements', 'biodiversity', 'sustainability' and 'methods'. Teachers are advised to consult 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 giving rote answers and ensure that they have carefully read and understood the question before answering.

Students are not marked on their spelling, but incorrectly spelt words can, at times, distract from the intended meaning. Students should aim to develop and practise this ability if needed.

SPECIFIC INFORMATION

Question 1

1ai.

Marks	0	1	2	Average
%	6	30	64	**1.6**

1aii.

Marks	0	1	2	Average
%	12	39	49	**1.4**

1aiii.

Marks	0	1	2	Average
%	30	31	40	**1.1**

Students needed to include a judgment of the impact of each individual /group (for one mark) and a brief statement about the nature of the impact of each individual/group (for the second mark). Their judgement should have addressed the scope or degree of the impact – that is, how important it is. Student's answers to each part of the question should not have been repeated; there needed to be some variety in each response.

As an example, in response to part ii., 'Your group' students could have explained that the group was aware of minimal impact procedures suitable to that environment and attempted to follow all such procedures (one mark) and as a result their impact was quite small (one mark).

Students needed to be more discerning than simply using 'soil compaction' and 'noise pollution' as generic responses.

1bi.

Marks	0	1	2	Average
%	11	23	66	**1.6**

Students needed to briefly identify a management strategy that could be used (for one mark) and describe how this is an attempt to minimise impact (for the second mark).

Possible strategies could include, but were not limited to:
- zone parks for different uses
- educate visitors
- develop infrastructure, such as roads, car parks, information centres
- fencing, signposts and boardwalks
- support for research
- employ rangers to patrol areas.

As an example, students could explain how zoning protected parks for different usage (one mark) enables managers to limit who does what, where and when in parks (one mark).

Some students focused on skiing and ski resort management, and a small number used snowmaking as a management strategy for minimising impact on environments – claiming that it reduced erosion on tracks by covering them with greater layers of snow. This was not acceptable. Students must remember to carefully read the question and choose an environment and/or activity that can clearly enable them to answer the question.

1bii.

Marks	0	1	2	3	Average
%	13	15	34	38	**2.0**

Students needed to make an assessment of the usefulness of the strategy they had described in part i. above. Their response should have included a statement of their view of the effectiveness of the strategy (one mark). They should also have given supporting statements/evidence for their view (for one mark each for two different statements about the strategy).

For example, a student who had chosen zoning could have stated a positive result of zoning (one mark), a negative result of zoning (one mark), and then made a judgement of the overall effectiveness of zoning (one mark).

1ci–ii.

Marks	0	1	2	3	Average
%	20	9	34	37	**1.9**

1ci.
Students needed to state a possible second management strategy, or a modification to the strategy they had described in Question 1b. above.

1cii.
Students needed to give two valid reasons for justifying the strategy or modification. One mark was awarded for each reason.

1d.

Marks	0	1	2	3	4	Average
%	2	2	6	18	72	**3.6**

Students needed to clearly identify four different personal actions that could be taken (one mark was available for each). More general social and larger scale organisational actions were not acceptable.

Actions could have included:
- recycle household wastes
- plant native species
- reduce power usage
- use energy efficient appliances
- use water conservation practices
- increase cycling, walking or use of public transport
- make modifications to the family home
- make changes in lifestyle towards greater self sufficiency.

Question 2
In responding to this question, students could name an indigenous group specifically by tribal name or by referring to the environment it inhabited. For example, the Wurundjeri could be named, or referred to as the tribal group inhabiting the Yarra area around Melbourne.

Other examples of indigenous groups included:
- Dja dja wurrung – central Victoria
- Yorta yorta – Echuca
- Bunurong – South Gippsland
- Wathaurung – Bellarine Peninsula

As with last year's exam, many students oversimplified the interactions and relationships of indigenous and non-indigenous groups. The use of strongly emotive and pejorative terms to describe the non-indigenous early settlers must be able to be supported with evidence.

2a.

Marks	0	1	2	3	4	5	6	Average
%	4	3	11	14	26	14	27	**4.1**

Students were asked to describe three different interactions that are, or could be, relevant to and consistent with the named environment. Any description required two clear points as two marks were available for each description; this requirement was usually met by naming an interaction (one mark) and providing a statement about that interaction (one mark).

Examples of interactions included, but were not limited to:
- fish traps
- use of animals
- hunting and gathering
- middens
- nomadism
- cave paintings
- animism
- setting aside areas for protection.

As an example, a student could describe fire stick farming (one mark) and then note its use or purpose(s) for the second mark.

2b.

Marks	0	1	2	3	4	5	6	Average
%	5	5	13	16	25	13	23	**3.9**

Students were asked to describe three different interactions that are, or could be, relevant to and consistent with the named environment. Any description required two clear points as two marks were available for each description; this requirement was usually met by naming an interaction (one mark) and providing a statement about that interaction (one mark).

Examples of interactions included, but were not limited to:
- land clearing
- exploration
- prospecting and mining
- sealing and whaling
- farming
- construction of permanent settlements.

As an example, a student could describe the introduction of plant or animal species (one mark) and then note the reason(s) for this for the second mark.

2c.

Marks	0	1	2	3	4	Average
%	16	9	24	19	31	**2.4**

Students needed to describe the nature of indigenous relationships (two marks) and early settler relationships (two marks) that can be inferred from the interactions described in parts a. and b. Each description required two clear points, such as naming a relationship (one mark) and making a statement about that relationship (one mark).

For example, a student could describe the indigenous relationship as being a spiritual connection with the land (one mark) which sprung from their long habitation in the land (one mark).

2di.

Marks	0	1	2	3	Average
%	45	18	15	22	**1.2**

Students were asked to identify three different factors that have influenced contemporary relationships. One mark was available for each factor. Factors included, but were not limited to:
- tourism
- commerce
- economic factors
- changes in the standard of living
- changes in working habits
- development of public and private land
- media
- increased participation in particular activities
- technological changes
- commercialisation through packaged experiences
- rise of environmentalism
- social responses to risk taking.

2dii.

Marks	0	1	2	3	4	5	6	Average
%	45	9	15	7	10	5	9	**1.8**

Students needed to relate each of the factors they had identified in part i. above to contemporary relationships. In other words, students should have explained how that factor influences contemporary relationships. Students needed to elaborate on each factor (one mark) and then explain how this factor influences relationships for the second mark.

For example, a student who had described commercialisation as a factor in part i., could have explained how the ever increasing selling of outdoor experiences (one mark) has made it easier for people to interact with and have negative impacts on environments (one mark).

Question 3

Possible movements included, but were not limited to:
- Australian Conservation Foundation
- Wilderness Society
- Save Albert Park
- Greenpeace
- World Wildlife Fund
- Victorian National Parks Association
- Blue Wedges.

Government departments, agencies or authorities were not accepted as answers in this question, and neither policies nor legislation were acceptable. Students who chose to analyse movements such as Save Albert Park needed to carefully indicate how this movement addressed an environmental concern – simply describing 'Not in my backyard' (NIMBY) principles was not sufficient.

3ai.

Marks	0	1	2	Average
%	27	21	51	**1.3**

Students answers needed to give a clear explanation of the origin of the movement. Their explanation should have given a clear cause and effect relationship – on the order of, X happened (one mark), therefore Y occurred (one mark).

As an example, students who had listed the Blue Wedges as a movement could have described how concern over the environmental impacts of dredging in Port Phillip Bay (one mark) led to the formation of a movement aimed at causing the government to stop with the dredging (one mark).

3aii.

Marks	0	1	2	3	4	Average
%	34	8	24	10	25	**1.9**

Students should have described two developments that relate to the movement, and two marks were available for each development. These could have included developments related to the movement itself, or developments related to the environment or issue that the movement is attempting to address. Each outline should have briefly described a development (one mark) and noted why this development is significant for the movement (one mark).

For example, using the Blue Wedges situation noted above, student could describe the Federal Court challenge to the dredging proposal (one mark) as significant in that it could lead to a result that ends the dredging (one mark).

3bi–ii.

Marks	0	1	2	3	Average
%	24	12	28	36	**1.8**

3bi.

Students needed to briefly note a view about the environment that is, or could be, held by the environmental movement they had already noted previously.

Given that the question referred to an environmental movement, the types of views likely to be held are largely conservationist in outlook. Views included, but were not limited to:
- the environment as a cathedral
- the environment as a museum
- need to protect the land.

As an example, students writing about the Blue Wedges movement could describe how this group views the environment as a museum, in the sense that we should protect it for all people and purposes, not just economic reasons.

3bii.

Students should have identified a method (one mark) and described its application for the second mark.

For example, students describing methods used by the Blue Wedges movement could have explained this movement's use of the media (one mark) through media releases that detail Blue Wedges public events (one mark).

3biii.

Marks	0	1	2	Average
%	24	24	53	**1.3**

Students should have included a judgement about the effectiveness (or otherwise) of the method described above (one mark), and an indication of their reason for that judgement (one mark).

For example, referring to the use of media by the Blue Wedges movement, student could have stated that the use of the media was very effective (one mark) because it increased the recognition of the movement in the general public (one mark).

3c.

Marks	0	1	2	3	Average
%	36	20	25	19	**1.3**

Students needed to provide examples of ways that the environmental movement has or has not influenced people's relationships. This response required three clear statements for one mark each. Students should have described a changed relationship (one mark) and given two examples of how the movement has or has not influenced this relationship (two marks).

For example, students describing the Blue Wedges influence could have argued that by publicising the issue of bay dredging and its potential impacts (one mark), the Blue Wedges movement has helped to change people's relationships from one of pure resource focus – what can we get out of the environment (one mark) – to one of consideration for other species and conservation as a worthy goal (one mark).

Question 4
4ai.

Marks	0	1	2	Average
%	42	27	31	**0.9**

Students needed to briefly note two possible decision making processes for one mark each. Students should have included a brief explanation for each process. Possible processes that could be used included, but were not limited to:
- use of the court system
- creation of a consultative committee
- use of the Victorian Environment Assessment Council (VEAC)
- use of a referendum
- police action to enforce decisions.

4aii.

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

Students needed to make a note about the effectiveness of legislation (one mark) and include at least two different examples of strengths and/or weaknesses of this process (one mark for each).

For example, students could have described the legislation process as being ineffective (one mark) due to the length of time required to enact legislation (one mark) and the fact that one or more parties involved in the conflict may feel that they have 'lost' (one mark).

4b.
There were no marks allocated for naming a threatened species; however, parts i. and ii. both included reference to a specific species. Students needed to name a species, or make clear which species they were referring to in their answers in order for marks to be awarded in parts i. and ii. Any species which appears as endangered, vulnerable or threatened was acceptable.

4bi.

Marks	0	1	2	Average
%	17	18	65	**1.5**

Students needed to identify an interaction (one mark) and make a link between this interaction and the species status for the second mark.

For example, students could have noted that the ongoing development of ski runs and ski resorts (one mark) has directly threatened the Mountain Pygmy Possum or Burramys parvus and its habitat (one mark).

4bii.

Marks	0	1	2	Average
%	43	22	35	**0.9**

Students needed to identify and name a local, state, national or international policy (one mark) and briefly describe how the policy aims to protect the species (one mark). The policy and its link to the species needed to be feasible and clearly identified, especially if students used an international treaty or policy.

As an example, students using the Mountain Pygmy Possum could have noted that the *Victorian Flora and Fauna Guarantee Act 1998* (FFG Act) (one mark) develops guidelines for dealing with and protecting endangered species like the Mountain Pygmy Possum (one mark).

A number of students chose endangered species from outside Victoria. Although this was perfectly acceptable, students could not then use a Victorian policy (such as the FFG Act) in this part; those who did could not be awarded the mark. Policies needed to be appropriate to the particular species.

4biii.

Marks	0	1	2	Average
%	47	24	29	**0.8**

Students needed to make a judgement of the usefulness, or otherwise, of the policy (one mark) and a statement supporting their judgement (one mark).

As an example, students could have noted that the FFG Act has been very effective (one mark) as evidenced by the stability of the Mountain Pygmy Possum population (one mark).

Question 5
5a.

Marks	0	1	2	3	4	Average
%	12	11	32	13	31	**2.4**

Students should have identified two reasons, and two marks were available for each. For each reason they needed to identify the reason (one mark) and include a supporting statement about this reason (one mark). The reasons given needed to be of importance to society.

Possible reasons included, but were not limited to:
- economic benefit
- resource development
- recreation
- medical purposes
- aesthetic value.

For example, students could have noted that protecting environments for aesthetic purposes (one mark) is important in order to keep places where people can gain inspiration in their lives (one mark).

5b.

Marks	0	1	2	3	Average
%	25	16	14	45	**1.8**

Students should have identified the components that are relevant to assessing the health of these environments. One mark was available for each component, which could have included genetic diversity, species diversity and ecosystem diversity.

Cultural diversity was not appropriate for this question. Students who named varieties of living things – plants, animals, etc. – were awarded one mark for the question.

5c.

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	26	8	15	14	12	9	8	5	2	2	**2.9**

Students needed to compare the biodiversity of each of the two environments by describing the contribution of each of the components noted in part b. above. Three marks were available for each component.

	Environment 1	**Environment 2**	**Overall Comment**
Genetic	one mark	one mark	one mark
Species	one mark	one mark	one mark
Ecosystem	one mark	one mark	one mark

5d.

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Average
%	40	7	11	7	9	5	6	3	3	2	3	1	2	1	1	**2.9**

Students needed to describe three measures for determining the health of environments and use these to make some judgements of the two chosen environments. Seven marks were available for each environment.

	Environment 1	**Environment 2**
Measure 1	two marks	two marks
Measure 2	two marks	two marks
Measure 3	two marks	two marks
Judgement	one mark	one mark

Measures other than biodiversity that could have been used included, but were not limited to:
- land and/or soil degradation
- pollution
- numbers of introduced species
- numbers of threatened species
- water quality
- air quality.