



OUTDOOR EDUCATION

ATAR course examination 2018

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

Section Two: Short answer

50% (85 Marks)

Question 21

(8 marks)

An understanding of Maslow's hierarchy of needs should guide outdoor program development.

Outline how an expedition leader could ensure that each of the lower-order needs is met for their expedition participants and identify how failing to meet each lower-order need might affect the expedition.

Description	Marks
For each of Maslow's four lower-order needs:	
Provides an outline of how to ensure the need is met.	1–4
Subtotal	4
Identifies the impact of failing to meet the need.	1–4
Subtotal	4
Total	8
<p>Answers could include:</p> <p>Physiological needs</p> <ul style="list-style-type: none"> needs met through appropriate clothing and equipment selection, menu-planning and water-refill opportunities, and route decisions. Leader may provide suggested equipment lists and food ideas. failing to meet needs may endanger lives of participants (insufficient nutrition/hydration, hypothermia); prevent continuation of expedition. <p>Safety needs</p> <ul style="list-style-type: none"> needs met through ensuring appropriate experience levels of participants, proper safety procedures, use of appropriate protective equipment and emergency plans. failing to meet needs may endanger lives of participants (exposure to harm), result in injury (physical harm), mental trauma, or loss of personal items. <p>Love/belonging needs</p> <ul style="list-style-type: none"> needs met by organising sub-groups appropriately (e.g. tent groups with friends), running group development activities such a goal-setting, team-building and debriefs. failing to meet needs may emotionally isolate participants, cause emotional trauma, prevent attainment of meaningful outcomes from the expedition. <p>Esteem needs</p> <ul style="list-style-type: none"> needs met through the design of an appropriate level of challenge within the program, encouraging a supportive atmosphere, recognising individual strengths, providing opportunities for personal growth and development. failing to meet needs may prevent attainment of meaningful outcomes from the expedition. 	
Accept other relevant answers	

Question 22

(7 marks)

- (a) Outline **two** features of the Adventure Activity Standards (AAS), identifying **two** limitations they may have. (4 marks)

Description	Marks
Features of AAS	
Any two of:	
<ul style="list-style-type: none"> guidelines/benchmarks for outdoor adventure activities outline expected requirements and responsibilities indicate industry best practice, common safe practice aimed at providers taking groups with dependent participants (not only commercial operators). 	1–2
Subtotal	2
Accept other relevant answers.	
Limitations of AAS	
Any two of:	
<ul style="list-style-type: none"> voluntarily abided by not legally binding, but may be referenced may be required by land/facility managers compliance may demonstrate duty of care fulfilled currently implementing nation-wide AAS to avoid discrepancies between states. 	1–2
Subtotal	2
Total	4
Accept other relevant answers.	

- (b) Outline how the AAS documents can be of benefit to: (3 marks)

Description	Marks
Commercial operators and training organisations.	
Helps them understand industry training expectations and standards; providing appropriate training and ensuring operators know the skills required to be able to meet expectations.	1
Activity participants.	
Help them to make informed choices regarding activities and instructors, and know what is expected of both instructors and participants OR Provides opportunity for safety regarding activities.	1
Non-industry groups, such as media and insurance companies.	
Help them understand what is acceptable practice for the industry before reporting, making decision on and/or acting on issues.	1
Total	3
Accept other relevant answers.	

Question 23

(10 marks)

Compromising and soothing are conflict management techniques. Explain each technique and identify a situation where each would be used appropriately. Provide **one** advantage and **one** disadvantage of each technique.

(a) Compromising

(5 marks)

Description	Marks
Compromising	
Explanation based on any of:	
Negotiate an expedient and mutually acceptable solution which partially satisfies both parties/each party has to sacrifice something to resolve the issue/come to a 'middle' agreement while ensuring each person can retain something of their original position.	1-2
Subtotal	2
Appropriate situation	
Any one of the following:	
<ul style="list-style-type: none"> • cost of conflict is higher than the cost of losing ground. • equal strength arguments cannot be reconciled. • when a deadline is looming. • when the goals are moderately important and not worth the use of more assertive or more involving approaches. • to reach temporary settlement on issues. • as a first step when the involved parties have not yet developed mutual trust. • when collaboration or forcing do not work. 	1
Appropriate examples that show how a resolution is reached are acceptable.	
Subtotal	1
Advantage	
Any one of the following:	
<ul style="list-style-type: none"> • relationships maintained. • both parties may feel they have a partial win. • faster issue resolution—may be more practical when time is a factor. • provides a temporary solution while still looking for a win-win solution. • lowers the levels of tension and stress resulting from the conflict. 	1
Disadvantage	
Any one of the following:	
<ul style="list-style-type: none"> • potentially a less than ideal outcome arrived at. • one or both parties may feel they've lost ground. • may result in a situation when both parties are not satisfied with the outcome. • does not contribute to building trust in the long run. • important values and long-term objectives may be compromised. • may be abused if there's no commitment to honour the solutions. 	1
Subtotal	2
Total	5
Accept other relevant answers.	

Question 23 (continued)

(b) Soothing

(5 marks)

Description	Marks
Soothing	
Explanation based on any of:	
forfeiting own needs/wishes to accommodate the other party/accommodating the concerns of other people first of all, rather than one's own concerns/appeasing others by downplaying conflict.	1–2
Subtotal	2
Appropriate situation	
Outline	
Any one of the following:	
<ul style="list-style-type: none"> • when the issues matter more to one party than the other. • when peace is more valuable than winning. • to maintain delicate relationships. • to 'resolve' minor/insignificant conflicts. • when conflict resolution is impossible. • when someone else is in a better position to solve the problem. • when temporary relief is needed from the conflict or buy time until you are in a better position to respond/push back. • when a party can accept that they are wrong. 	1
Subtotal	1
Advantage	
Any one of the following:	
<ul style="list-style-type: none"> • maintain relationships that may be hurt by more confrontational conflict resolution. • can stall conflict until better prepared to address it. • protect more important interests. • provides an opportunity to reassess the situation from a different angle. 	1
Disadvantage	
Any one of the following:	
<ul style="list-style-type: none"> • conflict remains unaddressed. • may not be productive/problem isn't resolved. • problems may escalate. • user may be taken advantage of, credibility and influence can be lost. • may negatively affect a party's confidence in their ability to respond to an aggressive opponent. • more difficult to transition to a win-win solution in the future. 	1
Subtotal	2
Total	5
Accept other relevant answers.	

Question 24

(5 marks)

Outline an issue that each of the following key program areas identified by 'Natural Resource Management – Perth' aims to address.

Description	Marks
Biodiversity	
Issue relates to any one of the following:	
<ul style="list-style-type: none"> • conserving and/or rebuilding native flora and fauna populations. • ensuring maintenance of native habitat. • addressing issues impacting native populations and habitats (climate change, urbanisation). • control of invasive species. 	1
Sustainable agriculture	
Issue relates to any one of the following:	
<ul style="list-style-type: none"> • promoting agricultural industry best practices. • addressing soil erosion and salinity. • controlling nutrient/fertiliser run-off. • controlling noxious weeds and disease. 	1
Water	
Issue relates to any one of the following:	
<ul style="list-style-type: none"> • management of wetlands and waterways (minimising eutrophication). • management of groundwater sources. • addressing long-term drinking water availability and quality. 	1
Coastal and marine	
Issue relates to any one of the following:	
<ul style="list-style-type: none"> • managing and rehabilitating coastal areas (vegetation, invasive species, erosion). • maintain fisheries and wildlife populations. 	1
Cultural heritage	
Issue relates to any one of the following:	
<ul style="list-style-type: none"> • increasing understanding and incorporation of traditional landcare practices. • promotion of Noongar awareness, culture and knowledge. • appreciation of Noongar significant cultural sites. 	1
Total	5
Accept other relevant answers.	

Question 25

(7 marks)

- (a) Give **one** example from an expedition you participated in this year where a situation changed so that you needed to adapt to a new environment. (2 marks)

Description	Marks
Gives initial and changed circumstances of a relevant incident and the need to adapt.	2
Makes superficial comment/s about the instance and need to adapt to changed circumstances.	1
Total	2
Example answer(s) for reference: <ul style="list-style-type: none"> • While canyoning, I tripped before a descent and sprained my right wrist. I could no longer hold weight or produce force with my right hand, as I could before the injury, which affected my ability to abseil into the canyon.(2 marks) • While bushwalking, it started to rain and my backpack was getting wet. (1 mark). Accept other relevant answers.	

- (b) Identify a specific skill, strategy or technique from the expedition referred to in part (a), describing how it was adapted where a situation changed. Evaluate the effectiveness of this adaptation. (5 marks)

Description	Marks
Identifies a specific skill/strategy/technique related to the instance described in part (a).	1
Subtotal	1
Describes how the specific skill/strategy/technique was adapted when the situation changed.	2
Makes superficial comment/s about how the specific skill/strategy/technique was adapted when the situation changed.	1
Subtotal	2
Evaluates the effectiveness of the adaptation.	2
Makes superficial comment/s about the effectiveness of the adaptation.	1
Subtotal	2
Total	5
Example answer(s) for reference: <ul style="list-style-type: none"> • The canyoning skill impacted by the sprained wrist was braking on abseil descent; to address this, I decided to abseil with a left-hand set up. I practised this skill at the top of the cliff first, until I was confident to descend. It was very effective, as I was able to make the descent successfully without taking much longer than expected, and the canyoning trip proceeded normally. (5 marks) • I had to repack my bag so that the things that weren't supposed to get wet, like clothes and sleeping bag, definitely stayed dry. It worked really well. (2 marks). Accept other relevant answers.	

Question 26

(10 marks)

While a goal of outdoor programs is for participants to achieve peak experiences, individuals completing the same activity may have different experiences and perceptions.

- (a) Explain why adventure and misadventure are important to the development and facilitation of outdoor programs. (4 marks)

Description	Marks
Importance of adventure explained	
Explains why adventure is important to the development and facilitation of outdoor programs.	2
Makes superficial comment/s about the importance of adventure.	1
Subtotal	2
Explanation based on any of: Assists in learning skills and developing competence/identifies areas for extension/develops participants' comfort in trying new skills and consolidating knowledge/leads to better opportunity for peak experience in later activities.	
Importance of misadventure explained	
Explains why misadventure is important to the development and facilitation of outdoor programs.	2
Makes superficial comment/s about the importance of misadventure.	1
Subtotal	2
Explanation based on any of: Assists in learning boundaries and limits/identifies areas for improvement/ provides valuable insight that may increase competence and refine perception of risk/may make participants more aware of the influence of luck/leads to better opportunity for peak experience in later activities/prevents devastation and/or disaster	
Total	4
Accept other relevant answers.	

- (b) Identify **three** reasons why participants may have differing experiences while completing the same activity. (3 marks)

Description	Marks
Reasons	
Differing level of (perceived/actual) skill/competence between participants as influencing an experience.	1
Differing level of (perceived/actual) risk between participants as influencing an experience.	1
External factors may temporarily affect competence and/or risk e.g. illness/disease, distraction, personal interactions.	1
Total	3
May refer to high risk/high competence; high risk/low competence; low risk/high competence; low risk/low competence. May refer to actual or perceived elements.	

Question 26 (continued)

- (c) Explain how you applied the Adventure Experience Paradigm to plan opportunities for participants to each achieve a peak experience in an outdoor program this year. (3 marks)

Description	Marks
Refers to appropriate aspects/terminology of the AEP correctly (e.g. competence, risk, peak experience, misadventure, adventure, balance).	1
Indicates how the AEP was applied (i.e. what the candidate actually did) in the planning phase.	1
Links the AEP/planning to the intended outcome (peak experience).	1
Total	3
<p>Example answer(s) for reference:</p> <ul style="list-style-type: none"> When planning our kayaking expedition, we took the participants' competence into account, allocating the most competent paddlers to the single kayaks while those who were a little less competent and a little more fearful were allocated to double kayaks with a buddy. The most competent paddlers felt they had the highest level of challenge, while the less competent paddlers felt less at risk when paddling with a buddy who could help them out. In both cases, the risk and competence involved were balanced for the participant and optimised the opportunity for peak experience. 	

Question 27

(10 marks)

Describe the **two** methods you could use to educate a group about 'Leave No Trace' principles. Evaluate the effectiveness of each method, on the basis of your experiences this year, and justify your recommendation for the better method to use.

Description	Marks
Description of each method	
Communicating their importance the reasons why we need to abide by the LNT principles are explained to group members through various techniques such as application of logic, images of what has happened when not abided by, discussing examples of disrespected areas, and simulation activities.	1–2
The method is evaluated for its effectiveness.	1–2
Demonstrating/role modelling showing group members how to abide by the LNT principles, through deliberate demonstration (prior to expedition, or as an opportunity arise) and personal application, setting an example they can follow.	1–2
The method is evaluated for its effectiveness.	1–2
Subtotal	8
Recommendation	
A recommendation is made and justified for the better method to use.	1–2
Subtotal	2
Total	10
Either method may be recommended, based on justification of recommendation.	

Question 28

(12 marks)

Describe each of the following facilitation skills and provide an example to illustrate each skill in an appropriate situation.

Description	Marks
Valuing responses	
Describes 'valuing responses'.	2
Makes superficial comment/s about 'valuing responses'.	1
Subtotal	2
Description based on any of: Create an atmosphere of respect toward both participants' and leader/ respond to others' needs and abilities/demonstrating compassion, sensitivity, fairness.	
Example is correct and relevant to response.	1
Subtotal	1
Asking open-ended questions	
Describes 'asking open-ended questions'.	2
Makes superficial comment/s about 'asking open-ended questions'.	1
Subtotal	2
Description based on any of: Ask questions to elicit deeper thought and more detailed response from participants, clarifying responses/draw out meaningful responses based on participants' own experiences, perceptions, emotions and knowledge.	
Example is correct and relevant to response.	1
Subtotal	1
Active listening	
Describes 'active listening'.	2
Makes superficial comment/s about 'active listening'.	1
Subtotal	2
Description based on any of: Being attentive to the speaker; giving full attention to the speaker/ taking in non-verbal communication; maintaining eye contact and open body posture/giving feedback; paraphrasing information back to speaker/ encouraging participation and confidence through making the speaker feel their contribution is important/not talking over the speaker/leaving time for speaker to answer/expanded (effective pause).	
Example is correct and relevant to response.	1
Subtotal	1
Controlling the discussion	
Describes 'controlling the discussion'.	2
Makes superficial comment/s about 'controlling the discussion'.	1
Subtotal	2
Being aware of the dynamics of the discussion/being able to address and/or re-direct emotional response, conflict, conversational dead-ends/keeping discussion on track/know and switch between various roles as facilitator as required, and elicit willing contribution from all participants.	
Example is correct and relevant to response.	1
Subtotal	1
Total	12
Accept other relevant answers	

Question 29

(8 marks)

Explain how each of the following strategies can develop a positive relationship between humans and nature, providing evidence of the effectiveness of both.

Description	Marks
Explanation of experiencing nature	
Explains how experiencing nature can develop a positive relationship with nature.	2
Makes superficial comment/s about how experiencing nature can develop a positive relationship with nature.	1
Subtotal	2
<p>Example answer(s) for reference: By providing an opportunity for someone to have good experience in nature, they may develop knowledge and understanding of their environment, or associate a good time with being in nature. Increasing numbers of these positive experiences will lead to a positive relationship with nature. The good experience could refer to immersion, feelings, sensations.</p>	
Effectiveness	
Evidence is relevant (group/outdoor experience) and relates to the effectiveness of 'experiencing nature'.	2
Makes superficial comment/s about the effectiveness of experiencing nature.	1
Subtotal	2
Explanation of developing skills and competence.	
Explains how developing skills and competence in outdoor activities can develop a positive relationship with nature.	2
Makes superficial comment/s about how developing skill and competence can develop a positive relationship with nature.	1
Subtotal	2
<p>Example answer(s) for reference: By increasing someone's ability to deal with all circumstances in nature, they are more confident in nature, which increases their comfort levels and overall enjoyment, resulting in a positive relationship with nature.</p>	
Effectiveness	
Evidence is relevant (group/outdoor experience) and relates to the effectiveness of developing skill and competence.	2
Makes superficial comment/s about the effectiveness of developing skill and competence.	1
Subtotal	2
Total	8

Question 30

(8 marks)

Identify all **four** Western Australian World Heritage sites, and outline **one** reason each site has achieved a World Heritage listing.

Description	Marks
For each of Western Australia’s World Heritage sites:	
Site is correctly identified	1
Site is linked to one criteria for World Heritage listing (answer may refer to the specific criteria, or may explain a feature of the site that meets the criteria without direct reference to the criteria)	1
Total	8
Site: Shark Bay	
Reason for listing relates to any one of the following:	
<ul style="list-style-type: none"> • Criteria vii (superlative natural beauty/aesthetics) – stromatolites, diverse sea-life, unique landscapes • Criteria viii (outstanding example of earth’s history) – stromatolites, limestone sands • Criteria ix (outstanding example of ongoing eco/bio processes) – hypersaline waters, biotic zones defined by differing salinities, stromatolites, seagrass bank • Criteria x (important/significant habitats for in-situ conservation) – both terrestrial and aquatic; home to 5 globally threatened mammals, reptiles, fish and plants 	
Site: Purnululu National Park	
Reason for listing relates to any one of the following:	
<ul style="list-style-type: none"> • Criteria vii (superlative natural beauty/aesthetics) – banded cone-towers of the Bungle-Bungle range • Criteria viii (outstanding example of earth’s history) – cone karst (sandstone) resultant of unique interactions of biotic and abiotic weathering phenomena 	
Site: Ningaloo Coast	
Reason for listing relates to any one of the following:	
<ul style="list-style-type: none"> • Criteria vii (superlative natural beauty/aesthetics) – landscapes and seascapes, large-scale environments. Large aggregations of whale sharks and corals • Criteria x (important/significant habitats for in-situ conservation) – huge marine diversity; turtle nesting site; unique subterranean fauna, reptiles and vascular plants. 	
Site: Fremantle Prison	
Reason for listing relates to any one of the following:	
<ul style="list-style-type: none"> • One of eleven sites comprising the Australian Convict Sites serial World Heritage listing • Criteria iv (outstanding example of a building illustrating a significant stage in human history) – example of deportation and forced labour forming part of the British Empire’s colonisation. • Criteria vi (directly/tangibly associated with events of outstanding universal significance) – linked to the occupation of colonial lands to the detriment of the Aboriginal peoples; the process of creating a colonial population of European origin through punishment/transportation, followed by forced labour/social rehabilitation, and eventual social integration of convicts as settlers. 	

Section Three: Extended answer

30% (40 Marks)

Question 31

(20 marks)

You have been asked to analyse the risks of conducting an outdoor activity for a small group of Year 10 students in Term 3.

- (a) Choose an outdoor activity appropriate to this group of students and an environment in which to conduct it. Identify **two** risks associated with the activity. (4 marks)

Description	Marks
Chooses an appropriate outdoor activity.	1
Chooses an environment appropriate to the outdoor activity and student group.	1
Identifies two risks (not hazards); each associated with the outdoor activity, environment and student group.	1-2
Total	4

- (b) Apply a risk analysis management system (RAMS) assessment to the outdoor activity you chose in (a), using all features. Provide **one** example for each category of causal factors, and outline **two** risk management strategies specific to each example. Provide **one** example for each of the remaining RAMS features. Recommend and justify your course of action. (16 marks)

Description	Marks
Causal factors	
Provides one example associated with people, related to the outdoor activity.	1
Provides one example associated with equipment, related to the outdoor activity.	1
Provides one example associated with environment, related to the outdoor activity.	1
Subtotal	3
Risk management strategies	
For each of the three causal factors (people, equipment, environment):	
Outlines two management strategies specific to risks associated with the causal factor.	1–2
Subtotal	6
Identification of relevant industry standards	
Any one example of a relevant industry standard. <ul style="list-style-type: none"> • WA or National Adventure Activity Standards (AAS). • Club-, Organisation- or site- specific standards (e.g. Surf Life Saving, DPaW/DBCA). 	1
Recommended policies and guidelines	
Any one example of recommended policies and guidelines. <ul style="list-style-type: none"> • WA DoE Outdoor Education and Recreation procedures and guidelines. • School-specific or education body-specific (AISWA, CEO) policies. • Club-, Organisation- or site- specific policies and guidelines (e.g. Surf Life Saving, DPaW/DBCA). 	1
Key skills required by staff	
Any one example of key skills required by staff. <ul style="list-style-type: none"> • activity-specific skills, e.g. Abseiling Instructor qualification. • generic skills, e.g. first aid qualifications, aquatic rescue qualifications. • metaskills, e.g. group facilitation skills, conflict resolution skills. 	1
Subtotal	3
Recommended course of action	
Recommended course of action outlined.	1
Responses should align with any one of: <ul style="list-style-type: none"> • retain/accept risk as outlined • reduce risk (may include emergency procedures) • avoid risk (may include alternatives to risk) 	
Explains in detail the reasons for recommended course of action.	3
Provides some explanation for recommended course of action.	2
Makes a superficial comment on recommended course of action.	1
Subtotal	4
Total	16

Question 32

(20 marks)

- (a) Describe **four** key tools or processes a leader could use to develop interpersonal skills or enhance group performance in others, identifying **one** advantage and **one** disadvantage of each tool or process. (16 marks)

Description	Marks
Coaching	
Describes a key tool or process.	2
Makes superficial comment/s about a key tool or process.	1
Subtotal	2
Description based on any of: Provision of cues and information/providing not only instruction, but also continued support and feedback/interactive, getting alongside participants and moving through the activity with them/occurs during an activity.	
Advantage	
Any one of: <ul style="list-style-type: none"> • builds relationships, mutual trust. • provides specific, personalised feedback. • provides individual attention. • immediate feedback and correction. 	1
Disadvantage	
Any one of: <ul style="list-style-type: none"> • misperceived favouritism for those requiring more attention. • time- and energy- intensive. • participants may become reliant on coach's cues. 	1
Subtotal	2
Reflection	
Describes a key tool or process.	2
Makes superficial comment/s about a key tool or process.	1
Subtotal	2
Description based on any of: Guided questioning to bring focus to specific learning goals/directed questions during a debrief (group or peer)/responding to questions or prompts in written format (e.g. journaling)/requires more than just 'thinking' about it; responses should be vocalised or written down/usually occurs after an activity, with learning transferred to future situations.	
Advantage	
Any one of: <ul style="list-style-type: none"> • accountability through verbalising/writing down reflections for you. • occurs after the situation – provides time to process events. 	1
Disadvantage	
Any one of: <ul style="list-style-type: none"> • requires time set aside following an activity or situation. • pre-set questions may not address issues that arose during an activity. 	1
Subtotal	2

Videography	
Describes a key tool or process.	2
Makes superficial comment/s about a key tool or process.	1
Subtotal	2
Description based on any of: audio-visual recording/records an activity or processes for later review/ requires forethought and permission of those being recorded/occurs during the activity, usually reviewed after the activity.	
Advantage	
Any one of: <ul style="list-style-type: none"> • provides objective, unbiased feedback. • can be reviewed multiple times, focusing on different issues. • provides a record that can be referred to in future. • relatively easy to achieve with today's technology. 	1
Disadvantage	
Any one of: <ul style="list-style-type: none"> • subjects may not wish to be recorded – alternative will need to be found. • subjects may act differently if they're aware that they're being recorded. • requires specific equipment, charged and available at required time. • time- and effort- intensive. 	1
Subtotal	2
Scenarios	
Describes a key tool or process.	2
Makes superficial comment/s about a key tool or process.	1
Subtotal	2
Description based on any of: Using fictional situations to role-play responses/using theoretical situations to promote problem-solving/application of skills/comprises an activity in and of itself.	
Advantage	
Any one of: <ul style="list-style-type: none"> • allows trial of responses without the added stress of real consequences. • encourages alternatives that may not be thought of without situational cues. • potential outcomes may be more immediately relevant. • pushes perceived boundaries/comfort zones. 	1
Disadvantage	
Any one of: <ul style="list-style-type: none"> • requires commitment from participants – may be difficult to engage them. • time-consuming. • may be difficult to predict responses/relate responses to specific outcomes. • requires forethought and preparation. • may make some people uncomfortable/reticent. 	1
Subtotal	2
Total	16
Accept other relevant answers	

Question 32 (continued)

- (b) Provide an example for one of the tools or processes identified in part (a) and evaluate its effectiveness. (4 marks)

Description	Marks
Specific tool/process from (a) is identified and applied correctly.	1
Example relates to interpersonal skills and/or enhancing group performance.	1
Subtotal	2
Provides an appropriate evaluation of the example.	2
Makes superficial comment/s about the example.	1
Subtotal	2
Total	4

Question 33

(20 marks)

- (a) Compare **three** traditional environmental management strategies with their modern counterparts by outlining each strategy and identifying **one** similarity and **one** difference in how each is used to manage the environment. (15 marks)

Description	Marks
Firestick farming compared with controlled burns.	
Identifies the correct pairing.	1
Outlines firestick farming.	1
Outline based on any of: Use of fire for regeneration of the natural environment/‘patchwork’ or mosaic burn patterns used/cues for timing of burns taken from the environment.	
Outlines controlled burns/fire management strategies.	1
Outline based on any of: Use of fire to lessen fuel loads and mitigate catastrophic bushfire/relatively large areas burnt.	
Subtotal	3
Identifies one similarity in management techniques.	1
Any one of: <ul style="list-style-type: none"> • fire is the management tool. • requires understanding of environmental factors that may influence fire size and intensity; particularly weather patterns. • working with a long-established fire regime and flora adaptations. 	
Identifies one difference in management techniques.	1
Any one of <ul style="list-style-type: none"> • scale of burning – small scale burns and smaller land areas managed by many tribes vs large scale burns by one (or two) departments responsible for large land areas. • techniques – by hand (fire-sticks) vs aerial ‘bombing’. 	
Subtotal	2
Fish traps compared with fishing restrictions	
Identifies the correct pairing.	1
Outlines fish traps.	1
Outline based on any of: Allow smaller fish to escape through gaps while trapping larger fish/usually placed in areas of tidal flow/made of stones, sticks (other materials).	
Outlines fishing restrictions/permits.	1
Outline based on any of: Permits restrict the number of people who can fish, and the season they can fish in/size restrictions indicate range of sizes for a particular fish that may be kept when caught/bag limits restrict the number of fish that can be taken.	
Subtotal	3
Identifies one similarity in management techniques.	1
Any one of: <ul style="list-style-type: none"> • immature fish are not taken; allowed to mature and increase chance of breeding before capture. • techniques maintain a breeding stock. 	
Identifies one difference in management techniques.	1
Subtotal	2

Question 33 (continued)

Any one of:	
<ul style="list-style-type: none"> • fish traps are a physical tool, vs permits/restrictions as a policy/strategy. • scale of application – fish traps are relatively small scale and localised, restrictions/permits apply over large regions/times/multiple species. • permanence of structure vs transitory permits. 	
Sanctuaries compared with national park management plans.	
Identifies correct pairing.	1
Outlines sanctuaries.	1
Outline based on any of: Areas where hunting, gathering of wood/food and burning were banned/Flora/fauna overflowed boundaries and restocked surrounding areas.	
Outlines national park management plans.	1
Outline based on any of:	
<ul style="list-style-type: none"> • crown lands gazetted/set aside to manage native flora/fauna. • policies and legal framework for managing land use and recreational activities. 	
Subtotal	3
•	
Identifies a similarity in management techniques.	1
Any one of:	
<ul style="list-style-type: none"> • allows flora and fauna to grow/regenerate uninterrupted. • physical areas set aside. • penalties applied to those who damage flora/fauna in parks/sanctuaries. 	
Identifies a difference in management techniques.	1
Any one of:	
<ul style="list-style-type: none"> • scale of application. • legislation and governance procedures. • modern 'incidental' uses – recreation and scientific enquiry. 	
Subtotal	2
Total	15
Accept other relevant answers	

- (b) (i) Explain how **one** of the three relationships Indigenous people have with the Australian environment is demonstrated through their use of traditional environmental management techniques. (3 marks)

Description	Marks
Explains in detail how one relationship is demonstrated through the use of traditional environmental management techniques.	3
Provides some explanation of how one relationship is demonstrated through the use of traditional environmental management techniques.	2
Makes a superficial comment on how one relationship is demonstrated through the use of traditional environmental management techniques.	1
Total	3
<p>Explanation based on any of:</p> <p>Relationship: adapting to the environment Traditional environmental management techniques</p> <ul style="list-style-type: none"> • Firestick farming <ul style="list-style-type: none"> ◦ living in an environment with a distinct fire regime – learned to use the fire regime to their advantage, rather than succumb to it or fight it. • Fish traps <ul style="list-style-type: none"> ◦ using 'tools' provided by the environment (materials) and/or learning environmental patterns (tides) to maximise efficiency. <p>Relationship: relying on the environment for survival Traditional environmental management techniques</p> <ul style="list-style-type: none"> • Firestick farming <ul style="list-style-type: none"> ◦ used to manage the environment – regeneration of new plant growth, encouragement of fauna into areas to be hunted. • Fish traps <ul style="list-style-type: none"> ◦ reliant on changing water levels (tidal, seasonal). ◦ understanding breeding requirements and not taking immature fish, maintaining fish populations and therefore maintaining a food source. • Sanctuaries <ul style="list-style-type: none"> ◦ understanding the impact of over-hunting and creating a 're-charge' area to maintain flora/fauna populations. <p>Relationship: Use of fire Traditional environmental management techniques</p> <ul style="list-style-type: none"> • Firestick farming <ul style="list-style-type: none"> ◦ harnessing an existing fire-regime for personal/ community benefit, while ensuring environmental maintenance. ◦ using fire in a way that benefits both people and environment. 	
Accept other relevant answers	

- (ii) Outline how each of the other two relationships Indigenous people have with the Australian environment is demonstrated through their use of traditional environmental management techniques. (2 marks)

Description	Marks
For each of the other two relationships:	
Outlines how the relationship is demonstrated through the use of traditional environmental management techniques.	1–2
Total	2
Accept other relevant answers	

ACKNOWLEDGEMENTS

- Question 23(a)** Text under 'Appropriate situation' (1st to 3rd dot points) adapted from: *Understanding the Theory: Conflict Styles*. (n.d.). Retrieved October, 2018, from <https://pivotaleducation.com/hidden-trainer-area/training-online-resources/understanding-the-theory-conflict-styles/>
- Text under 'Appropriate situation' (4th to 8th dot points) adapted from: *Conflict Management Techniques*. (n.d.). Retrieved October, 2018, from <https://www.hrpersonality.com/resources/conflict-management-techniques>
- Text under 'Advantage' (3rd to 6th dot points) adapted from: *Conflict Management Techniques*. (n.d.). Retrieved October, 2018, from <https://www.hrpersonality.com/resources/conflict-management-techniques>
- Text under 'Disadvantage' (3rd and 4th dot points) adapted from: *Conflict Management Techniques*. (n.d.). Retrieved October, 2018, from <https://www.hrpersonality.com/resources/conflict-management-techniques>
- Question 23(b)** Text under 'Appropriate situation' (1st 2nd and 6th dot points) adapted from: *Rational and Effective Conflict Resolution*. (n.d.). Retrieved October, 2018, from <https://www.crowe-associates.co.uk/courageous-conversations/rational-and-effective-conflict-resolution/>
- Text under 'Appropriate situation' (7th and 8th dot points) adapted from: *Conflict Management Techniques*. (n.d.). Retrieved October, 2018, from <https://www.hrpersonality.com/resources/conflict-management-techniques>
- Text under 'Advantage' (3rd and 4th dot points) adapted from: *Conflict Management Techniques*. (n.d.). Retrieved October, 2018, from <https://www.hrpersonality.com/resources/conflict-management-techniques>
- Text under 'Disadvantage' (5th and 6th dot points) adapted from: *Conflict Management Techniques*. (n.d.). Retrieved October, 2018, from <https://www.hrpersonality.com/resources/conflict-management-techniques>
- Question 30(a)** Text under 'Shark Bay' (all dot points) Information from: Department of the Environment and Energy(n.d.). *World Heritage Places – Shark Bay, Western Australia*. Retrieved October, 2018, from <http://www.environment.gov.au/heritage/places/world/shark-bay>
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- Text under 'Prunululu National Park' (all dot points) Information from: Department of the Environment and Energy(n.d.). *World Heritage Places – Prunululu National Park*. Retrieved October, 2018, from <http://www.environment.gov.au/heritage/places/world/purnululu>
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- Text under 'Ningaloo Coast' (all dot points) Information from: Department of the Environment and Energy(n.d.). *World Heritage Places – The Ningaloo Coast*. Retrieved October, 2018, from <http://www.environment.gov.au/heritage/places/world/ningaloo>
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Text under 'Fremantle Prison' (all dot points) Information from:
Department of the Environment and Energy(n.d.). *Australian Convict Sites Statement of Outstanding Universal Value*. Retrieved October, 2018, from
<http://www.environment.gov.au/heritage/places/world/convict-sites/values>
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Published by the School Curriculum and Standards Authority of Western Australia
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