Written Examination Paper

The paper consists of: Part 1 assessing Criterion 1 and Part 2 assessing Criterion 6. The structure of each part is quite different, due to the nature of the criteria and the style of questioning required to measure the knowledge and understanding of candidates. As in previous years the markers came together, looked at the papers and the solutions given, discussed these and added extra dot points and notes for clarification on some of the suggested solutions.

Part 1 deals with the logistical requirements of the leader, in planning and leading outdoor activities, considered from the perspective of the leader. The paper allows candidates the opportunity to express their theoretical and technical understanding, and the application to conducting outdoor activities. Candidate’s answers should show the standard procedures any person or organisation needs to follow, if they are to safely lead a worthwhile outdoor activity, either commercial, community, recreational, or personal. The use of short answer questions and answers to particular scenarios shows how the candidate understands and applies the skills and knowledge they have. The choice of one of three questions either; weather, navigation or emergency management is an example.

Part 2 focuses on the experiences and relationships formed by people with the natural environment. It is important for candidates to understand they must answer the questions in the context of the criterion. The setting of short answer and essay style questions is designed to allow candidates the opportunity to show their understanding and an ability to explain the use of their knowledge when leading groups. That is; using logical sequences how they as an outdoor activity leader can influence and assist people to have a positive experience, which forms worthwhile and valued relationships with the natural environment. This is achieved through an understanding in both the historical and contemporary development of the management strategies government have had in preserving these values and by using the knowledge of the way in which people relate to and form a relationship with the natural environment.

In the following comments when it states, an answer was well done, it is implying the candidate was able to give adequate information and to use appropriate language to explain their understanding of the question in the context of the standards.

PART ONE

In general the first part of the paper was done well by candidates and there was an even spread in answering the either or questions. Each question seemed to be clearly understood and the answers very rarely did not miss the context of the question.
Question 1

Reasonably well answered. Better answers specifically said: I will/would. Many just didn’t project answers directly enough.

Question 2

(a) So many forgot that the activity was multiday, and therefore missed tents Sleeping bag, food etc!
(b) Safety briefing points were very activity centred, which was the question; however not many answers gave info on:
   • Who was/is in charge
   • Head and tail lead arrangements
   • Special needs
   • Communications
   • First Aid
   • Weather factors
   • Plan B

Question 3

(a) Too many responses rehashed their answer from 2 b, missing the broader request of steps to manage risk before the activity
(b) In the main this was vaguely answered. There was very little understanding shown in the answers for monitoring the group/activity
(c) This was well answered. Most responses were able to find the relevant points to make here, for the two marks.

Question 4

(a) Generally not answered very well. Main concerns with this leadership theory question were, Tuckmans Theory came up too frequently as being part of a theory of leadership, with candidates comparing it to leadership theories. Candidates talked about styles of leadership (autocratic, democratic and abdicratic) in very general terms, and not specific to the leadership theories.

(b) This part was done a little better as it was only dealing with one of the theories of leadership, but there was frequently candidate answers containing information not relevant to a leadership theory. It appeared candidates were unable to identify clearly a leadership theory and its particular examples.
Question 5

(a) Most responses answered High system not a Low as indicated by the setting examiner. Due to isobar readings it was accepted as correct.

(b) Most answers were acceptable but not many were able to go beyond wind direction and strength, and precipitation.

(c) Most answers were satisfactory; the better ones used higher level of terminology, but just couldn’t deliver the depth required at this level. Many wrote quite eloquently about the impending doom of the two fronts coming on the Wednesday afternoon charts; however this was outside the scope of the question.

(d) This was generally well answered, with relevant points given from each of the prompts in the question.

Question 6

(a) Good standard on average.

(b) Excellent responses by the majority of candidates.

(b) Overall good results in the distances given.

(c) Approximately 50% of candidates answered this correctly.

(d) (i), (ii), (iii) Due to the map not being ‘clear’ enough, especially the south side of Mt Manfred, it was difficult for candidates to obtain accurate data. Adjustment was made through the description/interpretation given in the answers.

(f) (i) Generally answers gave plausible routes, most were quite direct, many used Hamilton Creek as a handrail, some the security of Narcissus, and all identified the Overland Track as a sensible choice. Several answers dramatically underestimated the time required. Due to the quality of the map it was difficult checking accuracy of grid references.

(ii) Generally well answered giving sufficient information to confirm understanding.

Question 7

(a) Most answers indicated an awareness of the urgency of the case and showed appropriate First Aid principles.

(b) Sensibly answered in the main. Weaker answers were indecisive on what to do if contact with services wasn’t possible; some assumed they would be right to walk them
out themselves in the morning and therefore didn’t really show any knowledge of, prioritisation and allocation of resources.

PART TWO

The two sections for this part were generally well answered. Section one looked at the development of historical and contemporary values humans have with the natural environment. While section two focused on the human relationships that form with the natural environment through an individual’s experiences of nature. Most of the answers gave a breakdown of the questions and answered accordingly; however the majority of candidates tended to lose focus on giving evidence on their understanding to the criteria.

Too many candidates did not address the human values formed with the natural environments, in questions eight or nine, and candidates were tending to give answers for ten, eleven or twelve from the perspective of; considering the ecological views, rather than psychological and physical relationship and interaction between humans and the natural environment. This was more evident in question eleven, which was the least answered question of the three.

In some instances it was noted the time management of candidates may have influenced the content of their answers. The last section was sometimes missed, or quite short and at times only given as dot points. It is pleasing to see that most candidates where able to complete the paper and fully answer the required number of questions. It is also good to note that most candidates who were running short of time at least made the most of their remaining time by listing some points they would use for the evidence required to answer the question.

It is strongly recommended that candidates read and assess each part of a question with reference to the criterion being examined. It is very important to address the criteria. It is suggested the highlighting or underlining of the key points of a question, develop a strategy to answer it, along with a structure using paragraphs to answer each part of the question.

Folio – Negotiated Project

The Negotiated Project assesses Criteria 3 and 4. For marking there were seven markers attending the initial meeting at Campbell town, to discuss the marking sheet and the content of the Negotiated Project.

After a briefing was given by the TQA, on Academic Integrity, and the consideration of penalty points for those candidates who did not comply with the TQA guidelines. A general discussion was held on; Academic integrity, TQA Negotiated Project Information, Evaluation Sheets and the Marking Sheet, including how the marking sheet was to be adjusted and used for the recording of results. Penalty guidelines are shown below. These were; a penalty of one mark for each of, poor referencing and incomplete folio requirements. The total penalty on each criterion was two marks.
# Marking Guide 2012

## Activity:

## Duration (Hrs / days) / location:

<table>
<thead>
<tr>
<th>FOLIO CONTENT</th>
<th>Introduction – content</th>
<th>Use the 4 main headings</th>
<th>Referencing of bibliography / appendices</th>
<th>Spelling / grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y / N / I (incomplete) / E (evaluation sheets) W (word limit)</td>
<td>Introduction must include date, timeframe, group make-up, goals and objectives, description of the activity and the particular venue used, and be ~100 words.</td>
<td>Headsings are in sequence and clearly shown</td>
<td>Referencing / bibliography / appendices need to include the completed Evaluation Sheets.</td>
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**Criterion 3**

**Demonstrate the capacity to provide and reflect on personal leadership**

- Identify personal skills, responsibilities & leadership roles
- Evaluate personal skills, responsibilities & leadership roles
- Relate activity to other areas of life
- Recognise areas to improve & adjust personal response
- Knowledge of concepts & theory in outdoor leadership

**Criterion 4**

**Demonstrate the skills to work effectively with others and manage groups**

- Identify teamwork, collaborative & communication skills
- Evaluate teamwork, collaborative & communication skills.
- Influence the achievement of individual and group goals.
- Demonstrate understanding of group dynamic theory
- Reflect on effectiveness of leadership

**Penalty for poor referencing (-1 marks)**

**Penalty for incomplete folio requirements (-1 mark)**

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2012 Assessment Report
Descriptors: 4 = comprehensive, 3 = detailed, 2 = adequate, 1 = insufficient, consistently regularly sometimes none

Criteria Evidence to be given respectively, a mark /4, with a total /20 for each criterion.

Penalty Guidelines
1. Referencing and evaluation sheets total 2 marks deducted; 1 from each criterion
2. Up to a total of 2 marks may be deducted for incomplete/insufficient evidence relating to the use of headings, folio content and introduction. The penalty mark may be taken from whichever criterion is most appropriate, unless a full 2 mark penalty is incurred, in which case the penalty should be shared between the criteria.

Several projects were circulated amongst the group for individual marking. During the process any issues were raised and discussed in detail. The projects were swapped between pairs and remarked. Pairs of markers compared the results they had given, explaining the method they used for gathering marks. There was very little or no discrepancy between markers, and there was a general agreement that each marker was comfortable being able to mark consistently with the others.

The projects had been divided and bundled for the markers by the TQA. Each marker went through their bundle to check that they could not identify a project which may have been form their particular school or college. This was not the case and all markers then left to complete their marking over the remainder of the week. Markers, through the chief marking examiner, sent a few e-mails and had conversations relating to issues which arose in particular scripts to seek clarification.

Range of activities for 65 activities (unless stated, duration was between 1-3 hrs)
- Walks (short, day/2-3hrs) x 10
- Kayaking x 8
- Sea kayaking (day/2-3 hrs) x 4
- White-water rafting x 3
- Bushwalking (multi day) x 7
- Team building exercise (raft, paddle) x1
- Rock climbing x 4
- Rock climbing (multi-day) x 2
- Games & Trangia stove use!! x 3
- Mountain biking x 6
- Multi-sport (multi day, co-leading!, snow activities, rock climbing, WWR) x 3
- Surfing x 4
- Mountain/ Bush Running x 3
- Orienteering x 4 (fixed course)
- Caving x 1
- Water Skiing x 1
Skiing Snowboarding x 1

It was pleasing to see the range of outdoor activities undertaken by the candidates, and the obvious awareness and improvement the majority of candidates made in understanding their potential and ability to work with, and influence others in achieving given goals and objectives. Throughout the projects there was consistently evidence of the benefits the candidates gained by undertaking the outdoor leadership course.

Below are some of the comments and notations from the markers, they are in no particular order, and represent the views of all markers.

- Many did not meet the requirements of the guidelines including layout, length and content. Several were too short (just over 1000 words) and a couple were more than 2750. Some candidates' introductions were double the stipulated length
- Many candidates included all planning material, either without referencing them or referencing in a meaningless fashion
- Lack of evaluation generally
- Candidates found it difficult to relate to other areas of life
- Some strong candidates failed to discuss areas to improve
- Content does not match headings
- Some omitted the headings or had a lot of additional headings
- Please don't print double-sided as it is very difficult to read
- Some activities did not seem like good choices (hosting an activity rather than actually leading)
- 'Learning to lead' is not an appropriate major goal of the negotiated project
- Few candidates really reflected on project rather than recounted what happened.

Detailed information

TQA integrity guidelines – it was pleasing to see an improvement in the referencing in the folios. Despite this, there are also a disturbing number of candidates who do not reference within the folio content at all, do very little, and/or do it incorrectly. Ongoing teacher monitoring of correct referencing procedures by candidates is needed throughout the year to assist with this procedural requirement.

Outdoor Leadership – recommended text – (Outdoor Leadership- Martin,Cashel, Wagstaff and Breuing) unfortunately, there is clear evidence that some teachers/candidates are not using the recommended text, reflected in the shallowness of their reflections in the folio (it's all about autocratic/democratic/abdricratic leadership ....) and in the folio bibliography. There is a strong case to argue that candidates are being seriously disadvantaged by not using the recommended text. If they cannot read it or have great difficulty with reading it then perhaps the course is simply too difficult for them. It is after all, a Level 3 subject requiring evidence of intellectual rigour, not a skill based or advanced Level 2 course.
**Negotiated project activity selection** – the range and duration of each activity remains diverse, however we suspect there may be fewer multi-day activities being selected. The selection of activities like games/trangia use, are seriously questionable and we would suggest are inappropriate for the purposes of the negotiated project. Activities like orienteering and a run, depending on context, are also questionable. It is recommended teachers be more vigilant in their negotiations with candidates about the activity selected.

There was also evidence provided of co-leading on a multi-day and a single day activity, both contrary to the TQA NP guidelines – again, teacher vigilance is required.

It is clear that most candidates go to great lengths to put their NP together, in some cases operating under quite strictly imposed time frames with little or no room for error or to manoeuvre. The discussions that take place between teacher & candidates are quite critical in the planning, implementation and write up of the NP and can have a significant impact on the process the candidates go through in their NP reflections.

Put simply, the choice of activity for the NP can adversely affect the quality of the final folio presented for assessment (external or internal).

**A weakness in most folios** was the lack of attention given to the descriptor *Relate activity to other areas of life*. A passing sentence or comment simply did not cut it. The better candidates of course made good use of this descriptor in their reflection.

**Evaluation sheets** – while the majority of candidates included these as requested, some appeared either unconvincing (e.g. questionable assessor), and were lacking any form of comment or evidence to support the assessment/rating. The most useful evaluation sheets were detailed, with supporting evidence (e.g. a comment provided) and a written summation provided on the last page.

Despite hearing of some complaints, it is agreed amongst markers the evaluation sheet is an excellent assessment tool for teachers, candidates and assessors. This stands, provided all realise that not all boxes/areas need to be addressed. As an assessment tool, the evaluation sheet can be effectively used in all the stages of the NP – planning, implementation and reflection – as the better candidates demonstrate to their advantage. *The evaluation sheet should be seen as a formative assessment for the candidate; the content of the TQA evaluation sheet provides valuable prompts.*

**Summary for the Negotiated Project**

Despite the Negotiated Leadership Project Guidelines and the marking sheet; there are still obvious gaps in the evidences provided by the candidates. There continues to be more management being viewed incorrectly as leadership and sections of the marking points are not adequately covered by the candidate work. A large number of candidates are putting huge efforts into the planning, but are unable to meet the requirements of the project write up to complement their efforts.
Suggested Solutions to the Written Examination Paper

PART 1

Question 1

(a) Element 1

Answer: any of the following ‘GOPRE-PARE’ [page 6 of OXP315108 Guide] elements:

Goals: what is our purpose on this trip?
Objectives: how are we going to achieve these goals?
Participants: who are they?
Resources: what resources are available to support the trip?
Equipment and Clothing: what is needed? Use WISE layering system
Plan: Itinerary?
Access: Legal access to area gained?
Rationing: Nutritional needs met?
Emergency Plan: Risk Management Assessment

PLUS specific reference to planning for a bushwalk as per question specifics (8 middle-aged walkers; reasonably fit; not very experienced; multi-day bushwalk in a remote alpine environment in winter)

(b) Element 2

Answer: as for (a) above

Question 2

Activity chosen: must be from list provided or any other activity deemed appropriate for an ‘adventure activity’ suitable as a multi-day format (base camp or journey).

(a) Focus on essential equipment: ie specific equipment for the activity and equipment seen as necessary / essential & appropriate for individual candidate safety, such as:

• Shelter (tent, etc)
• Sleeping bag
• Warm clothing (head, upper & lower body, feet)
• Waterproof gear
• Personal meds
• Water & food

(b) Safety briefing specific to activity, including:
• Who is in charge
• ‘Tail-end-Charlie’ or similar for activity
• Activity equipment: how to use/handle + demo
• Technical points regarding activity in progress
• Individual safety + group safety processes (start + en-route)
• Special needs candidates
• Communications
• First-aid (typical f-a associated with activity)
• Weather factors that might adversely affect
• Plan B
• Emergency response

Question 3

It must be clear that the ‘chosen activity’ answered in this question was the one discussed in Question 2.

(a) Knowledge of:
• Self-assessment
• Candidates / staff
  i. Previous experience(s)
  ii. Medical history
  iii. Equipment
• Activity
  i. Major risks
• Area
  i. Identify known & suspect hazards
• First-Aid equipment & injuries associated with activity, area, time of year, etc
• Weather
  i. Latest forecast for today and ensuing days
• Emergency contacts + comms

(b) On-going assessment of:
• New / unknown hazards
• Activity
• Weather
• Time taken to complete
• Welfare of candidates & staff
• Self-assessment
• First-aid

(c) Include:
• Check on candidates & staff
• Check on equipment
Outdoor Leadership
Subject Code: OXP31510

• Debrief
• Plan for welfare of candidates & staff post activity
• Review of incidents
• Changes and/or improvements

Question 4

(a) Answer must discuss at least 2 leadership theories to be able to describe similarities and differences.

(b) Answer must describe a known/accepted leadership style and must fit the example described by the candidate.

Question 5

(a) Low or low pressure trough (‘Low’ is best). HOWEVER, candidates who answer: ‘a weak ridge of High pressure dominated by a Low’ would also be correct

(b) Central Highlands: a reasonable combination of the following:
   • Scattered cloud
   • Low pressure trough
   • Cold front approaching
   • Isolated showers
   • Snow showers/snow
   • Winds south-westerly 15 to 25 km/h
   • Cool to cold temperatures

(c) Actual forecast from the Bureau. Accept some meaningful versions of this.

  **Sunday morning:**
  Cloudy. Areas of frost in the east early in the morning. Scattered showers until evening. Scattered snow showers, more frequent in the west. Winds west to southwesterly 20 to 30 km/h tending south to southwesterly 25 to 35 km/h during the afternoon and evening. Overnight temperatures falling to between minus 6 and zero with daytime temperatures reaching between 2 and 7.

  **Monday:**
  Partly cloudy. Areas of morning frost. Isolated showers and snow showers above 900 metres in the late morning and afternoon, mainly in the south. Winds south to southwesterly 25 to 35 km/h becoming light in the late afternoon. Overnight temperatures falling to between minus 5 and zero with daytime temperatures reaching between 2 and 8.
Tuesday:
Partly cloudy. Areas of morning frost in the north. Isolated showers in the south in the late morning and afternoon. Isolated snow showers above 900 metres in the late morning and afternoon. Winds south to southeasterly and light. Overnight temperatures falling to between minus 6 and minus 2 with daytime temperatures reaching between 3 and 8.

Wednesday night:
Partly cloudy. Isolated showers in the east in the late morning and afternoon, falling as snow above 1000 metres late in the morning. Light winds. Overnight temperatures falling to between minus 5 and minus 1 with daytime temperatures reaching between 4 and 9.

(d) Include:
- Layering principle
- Do everything possible to dry wet-weather gear between showers/snow
- Keep sleeping bag dry
- Keep inside of pack dry
- Look out for each other
- Stay together
- Stay hydrated & eat regularly for warmth, energy and comfort
- Be prepared to enact Plan B; ie. a route and camp that is at lower elevation
- Be prepared to evacuate at first sign of cold candidate(s)/staff

Question 6

NOTE: map reproduction was not entirely satisfactory: grid difficult to see; contours difficult to measure; scale changed from original 1:100 000 map (ie. exam map 16mm represents 2 kilometres whereas actual 1:100 000 map 20mm represents 2 kilometres); map questions behind map & so difficult to reference

(a) 1 unit on the map represents 100 000 units on the ground; that is, 1 cm represents 1 kilometre on the ground OR 1 mm represents 100 metres on the ground (this is the correct answer despite the change in the Scale of the Exam map)

(b) Horizontal Hill

(c) 24 mm = approximately 3 kilometres on the map; 2.4 kilometres if using 1:100 000 scale without reference to the map scale in the legend

(d) Approximately ESE/108 degrees true → 108 - 12.9 degrees (correct for 20/2010/2012)

Answer = 95.1 degrees (allow variance of 4 degrees either side?)

(e)
i. Mount Manfred = 1,360 metres asl: 9 contours @ 40 m intervals (1,382 m on non-exam map!)
Mount Cuvier = 1,360 metres asl: 9 contours @ 40 m intervals
(1,380 m on non-exam map!)
Loss = 240 metres (6 contours @ 40 m intervals)
Gain (Mt Manfred → Mt Cuvier) = 0 metres

ii. Mount Cuvier = 1,360 metres asl
Mount Byron = 1,375 metres asl (1,378 m on non-exam map!)
Loss = 360 metres (9 contours @ 40 m intervals)
Gain = 15 metres

iii. Answer does not need to be based on a step by step route description

Answer: High, exposed (rocky) small summits, down a combination of narrow and broader, curving, rocky spurs to narrow but easily identifiable saddles, up steep but clear spurs to obvious high point summits. The terrain is made up of ‘Timber (green areas)’ and rocky escarpments with mostly low vegetation typical of an alpine environment at this high altitude.

(f)

i. Table

ii. Include:
   - Steep downward slope on left
   - Striking major walking track (Overland Track)
   - Water (Lake St Clair) on your left
   - High rock escarpment on your right (Mount Olympus)

Question 7

(a) Assess situation based on state of couple
   - Follow AMP (Accident Management Planning) or similar
     o Take charge
     o Mechanism of injury/nature of problem
     o Primary survey
     o Trauma vs medical? Trauma → vital signs → head to toe → sample
     o Diagnosis? Slow hypothermia (moderate to severe)
   - Rest of group to prepare space in hut to rewarm couple
     o Keep couple horizontal; handle gently and minimize further heat loss
     o Use immobilisation techniques
     o Rewarm slowly
     o Gently remove wet clothing
     o Gently pat (not rub) their skin dry
     o Place in warm and dry sleeping bag
o Add moderate heat by placing warm drinking bottles (wrapped in t-shirt/thermal, etc) under armpits, upper abdomen, groin and neck
o Insulate around face
o Warm hut with wood stove
o Once able to swallow, give warm sweet drinks and energy food
o Make plans for evacuation
o During this process, calm and reassure couple and keep group focussed to assist

(b) Discuss with other members of group the steps to take for evacuation, including:
• List of emergency contacts
• Mobile phone; check charge
• Examine map for known areas of mobile signal (yes, there are some!)
• Agree on statement to say over phone, including medical summary plus location and weather details
• Keep most experienced first-aider and assistant with couple in hut
• Send 2 members to closest known area with mobile coverage; appropriately dressed for weather, time of night (warm gear + torches), emergency contact list + mobile phone, water & snacks, map & compass
• Make contact with emergency services relaying statement, etc + answer any questions including next move
• When conversation terminated, head back to the hut and brief other members
• Plan for action based on emergency response
• Wait for emergency personnel to turn up, etc

PART 2

Question 8

(a) Discuss:
• Role of interest groups
• Difference in experience with natural environments; means different things to different people based on their interaction, knowledge of, personal experience, media, marketing, politics
• Difference of opinion with the built environment/development based on personal experience (bad & good), interest groups, media, marketing, politics
• Value of the natural environment
• Perceived need/value of development

(b) The question is trying to elicit a positive response about the value of natural areas! Development = man-made buildings/structures, infrastructure that limits access and enjoyment of natural areas which are development free; ie. natural flora and fauna in an ecologically sustainable environment…
(c) Include:
- To safeguard areas that might otherwise be destroyed for other uses
- To attract greater number of visitors
- To promote education about local area/feature
- To provide better access for people with disabilities
- To provide safer access for visitors
- To reduce impact/erosion on area
- To highlight unique values, beauty, etc of area

(d) Include:
- Development that blends into the landscape (design, colour, materials)
- Development with as small impact on environment as possible
- Retain access for all
- Retain / revegetate green spaces with local species
- Provide information to educate about local natural area
- Involve local historians / natural specialists in design phase
- Put in place strict building guidelines to safeguard surrounding natural area
- Provide opportunities for public consultation

Question 9

(a) The question suggests that overcrowding negatively affects people’s experiences. This is the intent of the question; however, if candidates provide responses that include positive and appropriate reasoning…
- Lack of space (camping, cooking, living)
- Increased noise
- Increased pressure on toileting facilities
- Increased pressure on tent platforms and infrastructure
- Increased pressure/erosion on foot track
- Increased pressure on tank water for drinking & cooking
- Impact on local native wildlife (over feeding; toileting in bush)
- Reduction in feeling of being in the wild/remoteness
- Reduction in walking experience; ie waiting to overtake, walkers on the horizon, at vantage points, overcrowding, etc
- Overcrowding on walking track and areas of special significance (Cradle, Barn Bluff, Ossa, waterfalls, etc)

(b) Some advantages might include:
- Certainty that group will have a booked space for tenting/sleeping
- Communication with Parks & Wildlife and its officers via a formal process; ie
  i. P&W know that you are in the Park (official knowledge)
  ii. Pressure to conform to group requirements (numbers, ratios, route, equipment!)
• Access for all; ie. equality for all walking groups
• Need for early booking; ie. pressure on being organised in advance!
• Payment/contribution towards track maintenance, infrastructure & amenities
• Less pressure on walking track & infrastructure
• Spread of load on track over longer time frame

(c) Include:
• Website with information regarding natural feature and Int principles
• Brochures to tourist bureau & hot spots
• Information sign at entry to land including hours of operation & guidelines for entry
• Basic toileting & picnic facilities
• Car park appropriate for visitor numbers
• Path / track from car park to natural feature
• Sign at natural feature explaining its history/formation + how to preserve it
• Washdown station at entry (wash shoes, walking sticks, etc)
• Feedback forms + return box to capture responses/feedback & ideas for adaptation/change
• Local guide for interpretation
• Gold coin or more ‘donation’ to contribute towards cost of on-going maintenance, etc
• Street signage to direct traffic

Question 10

• Brief on Leave No Trace principles
• Indigenous history/presence versus European
• Life as hunter-gatherers
• Reliance on natural ecological cycles for migration based on availability of food (plant & animal)
• Natural environment as a provider of food, shelter and tools
• Natural / wild areas as museums of cultural and natural history
• Areas of ceremonial significance
• Areas of particular cultural affinity
• Highlight destruction of sites of cultural and historical significance; ie, critical to retain what is left
• Discuss ongoing archaeological work to unearth areas not previously known
• Discuss ongoing work to preserve what we have and the work of indigenous groups to educate others about their way of life and how to preserve it for next generation
Question 11

- Interaction with the public; ie. too much feeding, handling, presence → increasing reliance
- Impact on native flora/vegetation (bad)
- Impact on introduced flora/vegetation (ie. weeds & non-native species: good)
- Competition for available natural food & water
- Impact on existing buildings/structures (ie, burrowing/nesting)
- Increase in erosion through burrows (wombats)
- Increased public disturbance; ie. noise, scats
- Increased danger to tourists? eg. Cape Barren geese with chicks
- Increase in areas out of bounds for tourists; eg. nesting birds/penguins on sand dunes
- Distribution of animals & equilibrium in natural habitat
- Remove animals not native to area
- Laws & guidelines specific to animal control?

Question 12
Answer should focus on outdoor adventure activities in the natural environment.

Personal development:
- Exposure to new activities/sports/pursuits in a different environment
- Learn new or more advanced skills
- Gain a better understanding of self/own ability
- Learn to live without all the amenities that make life comfortable (a product of the 21st century?!)
- Physical, emotional, social, spiritual experiences/relationships through outdoor adventure activities
- PLUS
  o Learning Outcomes 2. Personal Development (course)

Relationship with nature:
- Exposure and experience with a different environment
- A more in-depth experience and understanding of natural ecological cycles
- A greater understanding of an environment in flux; that is, an ever changing environment dominated by changing weather, some of it severe
- An experience of ‘remoteness’…
- A new or renewed appreciation and care/love for the wild/nature
- An authentic, inspiring and memorable experience
- The importance of wilderness in our human/nature experiences
- Physical, emotional, social, spiritual experiences/relationships through interaction with the natural environment
- PLUS
  o Learning Outcomes 5. The Environment (course)
### Award Distribution

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<tr>
<td>Previous 5 years (all examined subjects)</td>
<td>11%</td>
<td>19%</td>
<td>40%</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

### Student Distribution (SA or better)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>This year</td>
<td>70%</td>
<td>30%</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>Last year</td>
<td>70%</td>
<td>30%</td>
<td>11%</td>
<td>89%</td>
</tr>
<tr>
<td>Previous 5 years</td>
<td>60%</td>
<td>40%</td>
<td>9%</td>
<td>91%</td>
</tr>
</tbody>
</table>