

2021 VCE Outdoor and Environmental Studies external assessment report

General comments

The 2021 Outdoor and Environmental Studies examination was generally well handled by students, with most attempting each question and being able to access marks. Due to COVID-19 restrictions, limited practical experience was able to be undertaken, and this was taken into consideration. However, students were still required to display specific knowledge linked to environments that they had studied.

The following observations were made and may assist teachers and students in future examination preparation.

- Students need to read the question carefully before responding. Generic responses cannot receive full marks. If a question calls for a specific example, students must reference an outdoor environment that they have either visited or studied in their response and, depending on the requirements of the question, include specific information related to the area and question and not just mention the name of the environment that they are using in their response.
- To be able to access full marks on a question, correct use of the command term in the response is important. Students should have knowledge of the range of command terms in the key skills and be able to use them correctly in a range of responses.
- Students should avoid repeating the question in the answer. This takes up valuable writing space, can lead to repetition in a response and in turn create time pressure in completing the examination.
- Students should consider planning out responses to questions that have multiple command terms to ensure that they address all aspects of the question. This can be done in the extra space at the end of the exam booklet or in an additional script booklet.
- It is most important that students write their responses clearly so that they can be scanned. Likewise, students should avoid highlighting their own response as this can make it difficult to read. Highlighting aspects of the question is okay.
- Students should only write on the lines provided. If additional space is required to complete their answer the response should be clearly labelled with the relevant question number and not just a symbol. When using the extra space section, students should ensure they are not writing in the final extended response question answer space.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers, or an indication of what answers may have been included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

Question 1

The periods of early settlers, increasing population, industrialisation and nation-building are often confused by students or poorly linked to specific environments. Students had the opportunity this year to focus on just nation-building in this opening question. Most students were able to make use of specific examples that demonstrated how nation-building impacted the outdoor environment and human relationships. Some students misread the question and focused on the impact of the societal relationship with the environment. As this was addressed in part b. of this question, these students then either ended up repeating themselves in parts a. and b. or responded with human impacts on the environment in part b.

While exact time periods differ depending on the outdoor environment visited or studied, nation-building refers to the post World War II era when large infrastructure projects were undertaken to help build and shape our nation. Students who responded well to this question were clearly able to identify these projects and discuss them in detail. By having specific knowledge of a project, students were able to provide greater depth in their response and discuss a range of impacts such as increased travel and access to areas.

Some examples of appropriate projects are the Snowy River Hydroelectricity Scheme, the building of the Great Ocean Road, the Westgate Bridge construction and the planning of major freeways around Melbourne (please note that examples of nation-building are not limited to these projects).

It should be noted that this topic has a historical context, so answers referencing current infrastructure development projects were incorrect. Some students also discussed the periods of increasing population and industrialisation in their response. While in some areas these periods overlap, students needed to accurately link these to their nation-building example to access marks for both parts of the question relating to nation-building.

Question 1a.

Mark	0	1	2	3	Average
%	19	20	32	29	1.7

Students were required to name an outdoor environment that they had visited or studied and, using a specific example, describe how nation-building had an impact on that area.

The following is an example of a high-scoring response.

Nation building began in the 1900s whereby the land was seen as a 'canvas to build a nation.' Many projects began during this time including the construction of Lake Bellfield which supplies water to surrounding towns Stawell and Horsham. European carp however found their niche within the cool dark waters, increasing turbidity and acted as a competition for food to other species thus decreasing biodiversity levels.

Question 1b.

Mark	0	1	2	3	Average
%	18	24	34	24	1.7

Students were required to describe how nation-building influenced the relationship that people had at the time with the named outdoor environment with use of a specific example. Students who were able to build on their part a. response and use the same examples tended to score more highly as they could demonstrate a higher level of knowledge.

The following is an example of a high-scoring response.

As the land was seen as 'a canvas to build a nation upon' these projects during nation building often showed little respect for the environment and threatened human connection to the land. The Wimmera-Mallee water supply utilised heavy machinery to construct and this saw excessive land stripping and clearing. However, the construction of Lake Bellfield has become a popular spot for camping and fishing and influence humans to perceive environments as 'museums.' At Lake Bellfield humans can practice minimal impact strategies on the environment which have been influenced by nation building in the Grampians.

Question 1c.

Mark	0	1	2	3	Average
%	30	23	25	22	1.4

Students were required to explain how increased environmental awareness during the nation-building period had an impact on the policies of Australian political parties prior to 1990.

To access marks, students did not have to list a specific policy, rather they needed to show an understanding of the shift in political position on the environment. Some students chose to list a specific policy or provide a specific example (the Franklin River conflict was popular) and this helped these students have a focus in their response. As stated in the question, responses had to be based around the political shift prior to 1990.

The following is an example of a high-scoring response.

During nation building, the efforts of The Wilderness Society in setting a political precedent in preserving and sustaining natural world wonders including The Franklin River saw Labour leader Bob Hawke elected as president partly due to his agreeance and acceptance of Green politics and desire to prevent the Franklin River's damming by the hydro-electric commission. Due to environmental awareness when Bob Hawke was elected, he implemented 'The World Properties Heritage Conservation Act 1983' which provided protection of The Franklin River in Tasmania and many other natural wonders. This act set a precedent and saw a large rise in the focus of voting for political party with strong environmental policies.

Question 2

When discussing the first non-Indigenous settlers, students should be focusing on the time period prior to events such as the Gold Rush and periods of increasing population. This was a time prior to large settlements being established and the focus was more on exploration and the search for hospitable land to establish colonies. Reference to the Gold Rush or major industrialisation projects is incorrect in this context. Another common error was students discussing Indigenous communities rather than the first non-Indigenous (European) settlers.

Question 2a.

Mark	0	1	2	3	Average
%	13	18	37	33	1.9

Students were required to identify and describe a specific interaction that the first non-Indigenous settlers had with the outdoor environment named.

This question had two command terms: identify and describe. This meant that students were required to clearly identify an interaction that the first non-Indigenous settlers undertook and then accurately describe it to access full marks. As the question called for an interaction, it was expected that responses contained some type of action that the first non-Indigenous settlers undertook.

The following is an example of a high-scoring response.

First non-Indigenous settlers perceived the environment as terra nullius and belonging to no one hence the interaction with the environment by introducing their own species such as red foxes, roses, blackberries to make it feel more like England as the "Climate" was "very different" from all that they left. Hence, they introduced their species into the MP [Mornington Peninsula] which competed with indigenous eastern grey kangaroos for food and ground.

Question 2b.

Mark	0	1	2	3	Average
%	9	22	42	27	1.9

Students were required to explain how the first non-Indigenous settlers' experiences influenced their relationship with the outdoor environment that was named.

Responses that scored highly focused on the non-Indigenous settlers' perceptions. A number of students tried to use the 'PII' approach (perceptions, interactions, impacts) but this often led to the student losing focus on the question at hand. It is important that students apply concepts learned in the classroom appropriately. In this case, interactions had already been discussed in question 2a and the majority of students who referenced them again were simply repeating their previous answer. Students who focused on environmental impacts rather than the impact on the relationship were also unable to achieve marks.

The following is an example of a high-scoring response.

The first non-Indigenous settlers perceived the land of the Bunurong coast as a great unknown, full of fear and potentially danger. They saw the land as needing to be tamed, after wrongly deeming it 'terra nullius' meaning land belonging to no one. They thus conducted European practices such as farming and hunting and clearing, attempting to establish colonies and familiarity in their new home. This resulting in the land changing in visual appearance to look like European inhabitancy, with farms and buildings being established. This had a negative impact on the environment, degrading the land and reducing biodiversity. This reflected the non-Indigenous settler's relationship of not caring or having a connection to the land.

Question 2c.

Marks	0	1	2	3	4	5	Average
%	4	2	12	26	32	25	3.6

Students were required to compare the first non-Indigenous settlers' relationship with the outdoor environment named with that of Indigenous Australians during the same time period.

The command word 'compare' is the key part to this question. It was expected that students would compare differences in perceptions, interactions and level of environmental impact between the two groups. Students who simply described each relationship or only used, for example, 'however' or 'whereas' as their comparison to link their two descriptions together were not able to access full marks.

The following is an example of a high-scoring response.

The first non-Indigenous settlers viewed the land as 'terra nullius' and were also slightly 'fearful' of the new environment. This is in contrast to the Indigenous Australians who were the Djab Wurrung community. In The Grampians they chose to live with the land rather than against it and viewed the land as their 'mother.' Whilst the Djab Wurrung community used firestick farming techniques prior to European settlement as it assisted with their semi-nomadic lifestyle and assisted in the regeneration of grass and vegetation in a controlled manner, European settlers forced The Djab Wurrung community to cease this technique due to the European 'fear' of the fire. Instead European settlers utilised their cattle which compacted topsoil. Resultingly, it is believed that the wide open characteristic of The Grampians environment is due to The Djab Wurrung fire techniques and there forced stopping of it. The firestick farming is believed to be why the Grampians is a high fire risk region now as it is so dense due to halting fire use. Here it can be seen The Djab Wurrung positively impacted the land in creating less dense bush

and less fire risk whilst the European settlers' technique of cattle farming has not only negatively impacted the soil fertility in the region and but also the future use of the land.

Question 3a.

Mark	0	1	2	Average
%	27	41	32	1.1

Students were required to name an outdoor environment that they had visited or studied and identify one tourism interaction and one conservation interaction that takes place within that outdoor environment.

As with the previous question, this response required some type of action to be identified. A number of students simply named a conservation group, which was not accepted as a correct response. The tourism interaction also needed to show a link to an organised session or tour. While it was acknowledged that tourism could be undertaken solo, in this context a difference was needed to be made between recreation and tourism practices.

The following is an example of a high-scoring response.

Conservation Interaction: Building breeding boxes

Tourism Interaction: snorkelling with the marine discovery centre

Question 3b.

Mark	0	1	2	3	4	Average
%	9	15	29	23	24	2.4

Students were required to describe how the two interactions identified in part a. influenced societal relationships with the outdoor environment they named.

Students were still able to access marks if they hadn't accurately identified interactions in part a. Students who focused on environmental impacts in their description were unable to access marks as this on its own does not describe the relationship. However, if they described how that impact affected the relationship (decreased appreciation of the environment / made people want to protect the environment) then this was acceptable.

The following is an example of a high-scoring response.

Conservation Interaction: Helps perception to shift from a resource to exploit to a place to protect. By making breeding boxes with conservation groups such as 'friends of swan bay' the hooded plover population is sustained and increased, due to increased breeding areas making people further value the area.

Tourism interaction: Snorkelling helps to perceive the environment as a gymnasium rather than a place to fear, which causes a greater appreciation of the natural environment. This results in increased conservation efforts with 'friends of swan bay' and things like weed and pest control removal occurs.

Question 4

Sustainable development continues to be an area that some students find challenging. Students who were unsure of how to approach the question often resorted to providing a definition of sustainable development that they had learnt. In most cases, this doesn't provide a response to the question asked.

For the purpose of the question in this year's examination, given the wide range of environments visited and examples used by students, examples of sustainable development and sustainability practices were both

accepted. Additionally, for both parts of this question, students had to reference a place that they had visited and/or studied to access full marks.

Question 4a.

Mark	0	1	2	Average
%	28	23	49	1.2

Students were required to describe how sustainable development and or sustainability is demonstrated in an outdoor environment that they had visited and/or studied.

The following is an example of a high-scoring response.

Sustainable development is the infrastructure that ensures the ongoing supply of resources for current and future generations. Wind farms at Inverleigh on the Victorian surf coast were made to use wind as a renewable resource, and now supply power to parts of Inverleigh.

Question 4b.

Mark	0	1	2	3	Average
%	32	19	26	22	1.4

Students were required to reference their response in part a. and explain how sustainable development and/or sustainability could further be implemented in the same outdoor environment.

The following is an example of a high-scoring response.

Although wind farms at Inverleigh on the Victorian surf coast are very beneficial for the environment, more sustainable development, such as solar panels, needs to be implemented to help power Inverleigh and reduce the amount of fossil fuels being used and combine social, economic and environmental factors to achieve maximum sustainability.

Question 5a.

Mark	0	1	2	3	4	Average
%	13	14	27	28	18	2.3

Students had to evaluate the health of the environment at a hypothetical mine site with reference to the stimulus material and a theme they selected from the State of the Environment report.

Given the State of the Environment report is specified in the study design, students were expected to be able to accurately list an appropriate theme that they could relate to the stimulus material and their response.

Students also had to provide an evaluation, which requires discussion points and a judgment. Ideally both positive and negative points would be covered, but given the nature of the stimulus, some students chose to use two (or more) negative points in their evaluation. This was acceptable if two separate points were covered.

The following is an example of a high-scoring response.

For the theme of atmosphere, the mine seems to be very unhealthy. The carbon emissions indicate an increase in the rate of climate change which increases average temperatures and changing weather patterns causing a decrease of habitat, food sources and shelter for the few native species in the area. However once the "machinery" and "vehicles" are stopped, the health may increase slightly.

Question 5b.

Mark	0	1	2	3	Average
%	11	12	29	48	2.2

Students were required to reference two observable characteristics and describe the health of an outdoor environment that they had named.

As observable characteristics are listed in the study design, it was expected that these were listed accurately. If students had either incorrectly listed the characteristic or left them blank, they were still able to access some marks but not all. As the answer also called for a link to a place they had named, students needed to reference their environment with specific mention of the characteristic listed.

The following is an example of a high-scoring response.

Observable characteristic 1: Water quality and adequacy

Observable characteristic 2: Air quality and adequacy

Water quality and adequacy can be tested by sight (turbidity), taste and ph levels. At Barmah National park the water in the Murray River has a ph of around 7 (neutral) and is free of pollutants and is relatively clear, meaning it can be considered healthy.

Air quality and adequacy at Barmah national park can be tested by sight (smog), the smell, and the amount of pollutants (nitrogen and carbon dioxide) in the air. At Barmah national park, the air is clear, and has a clean smell. It is also free of pollutants (nitrogen and carbon dioxide) meaning it can be considered healthy.

Question 6

Marks	0	1	2	3	4	5	6	Average
%	7	5	15	27	22	15	10	3.4

Students were required to reference the stimulus provided about the Great Barrier Reef and analyse the importance of the health of the reef, both for the physical and emotional wellbeing of individuals and for the future of society.

Students in general responded well to parts of this question. It was common to see students miss a part of the question in their response. For example, a good analysis of the importance to individuals was provided but future generations were missed, or only physical wellbeing was covered but not emotional wellbeing. For a question of this nature, students may find that planning out their response in the extra writing space will help them avoid missing parts of the question. Reference to the stimulus was also required to achieve full marks.

The following is an example of a high-scoring response.

Studies have shown that exercising in nature is far more beneficial than at a gym. The Great Barrier Reef is important for the physical and emotional well-being of individuals as it provided venue for recreation and time out. The usually vivid coral provides valuable inspiration for visitors, with the aesthetic appeal inspiring them to connect with the outdoor. Similarly, recreation such as snorkelling, allows for a diversion from day to day activities for individuals. People can visit and see the beautiful sights of the fish and coral, while also attaining exercise which is important for physical health. Studies show that attaining exercise outside is more beneficial than inside and has the added benefit of assisting in the maintenance of mental health. As a result without the Great Barrier Reef being full of fish and being abundant in health, people would not be able to participate in physical or emotional health practices.

The Great Barrier Reef's health is also important for the future of society through its ability to provide important scientific information and research. The Reef is home to 1500 species of fish and is the most extensive in the world, thus is of great significance to the study of marine environment and the

development of marine knowledge. With the reef being in good health, this research cannot be conducted and there would be limited knowledge on fish and marine ecosystems, disadvantaging society and marine biology studies. Further, the reef provides information onto the damaging consequences of ocean warming, acidification, and extreme weather. Thus, without this venue for research, the consequences of these environmental threats will not be able to be monitored or overcome through research.

Question 7a.

Mark	0	1	2	3	4	Average
%	4	9	33	28	26	2.7

Students were required to select a threat from the list provided (or provide one of their own) and predict the potential impact of the threat on society.

Most students responded to the command term 'predict' well, but a number of students simply discussed the impact of the threat on the environment and not what the potential impact would be on society. While students can discuss the environmental impact, they need to relate this back to the impact on society explicitly. If, for example, the response includes discussion of the threat of introduced species and the impact on the environment of out-competing native wildlife for food and habitat, it then must reference how this impacts society. A number of factors could be covered, such as loss of aesthetic appeal, decrease in appreciation / willingness to care for the environment, reduction in biodiversity potentially impacting food and medicine sources for society and so on.

The following is an example of a high-scoring response.

Threat 1: climate change. Without reduction in global warming, climate change will continue to produce drastic weather events, destroying societies, and harming people. For example, the bushfires in Australia often wipe out communities, and are a result of climate change and increasing temperatures. Based on current trends and without a reduction in CO2 emissions, disastrous weather events will continue to harm communities, leaving people in financial distress, homeless, dealing with death, and vulnerable.

Threat 2: land degradation refers to the decrease in land health, such as increased dry land salinity, soil contamination and erosion. Without action to stop these effects, land degradation will likely result in the further loss of productive land for agriculture specifically. For example, contaminated soil cannot grow fruit and vegetables. This means that growing food will become strained and not able to keep up with the growing demands of society (growing population). This may result in increased food process and eventually conflict over a lack of food available.

Question 7b.

Mark	0	1	2	3	Average
%	6	15	39	40	2.1

Students were required to explain which of their selected threats may have a greater long-term impact on an outdoor environment that they have visited or studied.

Students approached this response from a couple of different angles. Some students chose to do a comparison, whereas others explained why one threat was more significant. Both types of responses were acceptable as they addressed the question and could access full marks, providing a specific outdoor environment was referenced in the response. Most students were confident in their responses and it was evident that to some degree, students tended to be more comfortable discussing environmental threats in relation to the environment rather than to society.

The following is an example of a high-scoring response.

Climate change is likely to have greater long-term effects on Westfold environment because it produced more drastic and devastating weather events. As the global temperature warms, the Park will become more susceptible to floods, severe storm and rain, high winds, etc. This means the biodiversity may be damaged and destroyed (for example through wind habitats lost), and the water health (Yarra River) will most likely decline further, more dramatically (erosion and pollution from changing flow, and biodiversity). While land degradation still negatively affects the park, this will most likely persist at a slower rate and have less immediate effects relentlessly reoccurring over the coming future.

Question 8a.

Marks	0	1	2	3	4	5	Average
%	12	9	32	35	11	2	2.3

Students had to select an environmental debate and were required to explain the current social and political debate that was occurring about the best use of Australia's natural resources with reference to the stimulus material provided.

The stimulus material should have provided students with some direction for their response. Students needed to demonstrate their knowledge of their chosen debate and were generally able to discuss either the social debate or the political debate but often didn't do both, which was required by the question.

The following is an example of a high-scoring response.

'Water is central to life on earth' and therefore must be managed and distributed fairly and adequately to all of society. While there is awareness that water is precious resource that needs to be managed/conserved, some communities such as farmers along the Murray Darling River system are fighting for near unlimited access to an arguably finite resource. The government and conservation groups understand that restrictions may need to be put in place surrounding Australia's water use as an arguably finite resource, particularly as the continent is "one of the driest" and often experiences periods of drought due to the El Niño Southern Oscillation phenomenon. Some areas of government believe that water is necessary for primary industry, supporting rice, cotton and almond farming yet there is pushback around the excessive use in Victorian agriculture. However, the wider community are becoming more aware of the issue and how the lack of water effects species like the River Red Gum.

Question 8b.

Mark	0	1	2	3	4	Average
%	19	13	23	27	19	2.2

Students were required to explain how one side of the debate influenced societal relationships with outdoor environments.

Students generally responded well to this part of the question with most students being able to identify one side of their chosen debate and explain how that group's views may influence relationships. Even if students had been unable to access marks in part a., they were still able to access marks in part b.

The following is an example of a high-scoring response.

The strong position that water is a resource that needs to be used as a means of supporting livelihood encourages the perception that the land is a resource, an 'endless' storehouse. This in turn coincides with using/taking without consideration of the multitude of uses/recipients for the valuable resource of water across the country. The use of water excessively like in the case of flood irrigation farmers can not only diminish supplies for the whole country but negatively impact species like the river red gum that rely on flooding to regerminate and survive a factor that cannot not occur due to the excessive damming and taking and management of water flow on the Murray.

Question 9

Question 9a.

Marks	0	1	2	3	4	5	Average
%	7	5	11	18	29	30	3.5

Students were required to explain their selected conflict from the list provided and identify the main opposing groups.

Students handled the different approach to this topic well. The aim of this question was to allow students the opportunity to show their background knowledge of the conflict, including correctly identifying opposing groups in the conflict.

The following is an example of a high-scoring response.

After the labour government banned cattle grazing in the Alpine national park (ANP) in 2005, following the Alpine grazing task force's discovery that it had significant negative impacts on the environment, this sparked conflict over whether grazing in the ANP should be allowed or not. The Victorian National Parks Association (VNPA) were against grazing, arguing that it had severely harmful effects on the environment, and that national parks should focus on conservation, rather than industry. In opposition, the Mountain Cattlemen's Association of Victoria (MCAV) wanted to maintain cattle grazing in the ANP, arguing that it was part of their tradition cultural heritage, and prevented the risk of bushfires.

Question 9b.

Mark	0	1	2	3	Average
%	13	13	37	37	2.0

Students were required to explain how one of the groups that they had identified in part a. implemented a specific method to influence decision makers.

Both the group and the method selected had to be accurate to the conflict for students to access marks. Students also needed to specifically mention how that particular method influenced decision makers.

The following is an example of a high-scoring response.

During the conflict, the MCAV used direct action, in the form of a protest to attempt to influence parliament to allow cattle grazing in the ANP. Their protest involved parading around the Melbourne CBD on horseback, herding cattle through the streets and ending up at parliament house to lobby decision makers in an attempt to spread awareness. This was very disruptive however and attracted a lot of negative media attention.

Question 9c.

Mark	0	1	2	Average
%	32	28	40	1.1

Students were required to describe the process that was used to resolve the selected environmental conflict or that could be used if this environmental conflict has not yet been resolved.

The process used had to be accurate (or plausible for the proposed Great Forest National Park) for the selected conflict and the description had to match the process listed. Significant improvement in student knowledge of the difference between legislation and litigation and what is involved in both continued to be evident this year.

The following is an example of a high-scoring response.

The process used to resolve the grazing in the ANP conflict was legislation. After several years of new acts being passed and interpreted, finally in 2015, the labour government passed the National Parks Amendment (prohibiting cattle grazing) Act (2015), which officially banned cattle grazing in the ANP.

Question 10a.

Mark	0	1	2	3	4	Average
%	14	9	21	29	28	2.5

Students were required to analyse the effectiveness of a management strategy used by public land managers to maintain an outdoor environment. They needed to provide specific examples in their response.

A wide range of strategies were deemed acceptable, including strategies promoting minimal impact such as installing drop toilets and tracks. However, if students simply discussed the individual's use of these rather than how public land managers installed them (to achieve effectiveness), they were unable to access full marks. Students also needed to include specific reference to an environment to gain full marks. As the question asked for a management strategy, only the first management strategy was accepted if multiple strategies were listed.

The following is an example of a high-scoring response.

The strategy of zoning by Parks Victoria at Greens bush on the Mornington Peninsula was very effective. The establishment of the lightwood creek campsite ensured that visitors did not camp in areas of conservation, protecting local flora such as Bracken fern being trampled. In addition, the installation of boot cleaning stations in conservation zones was very effective, as it prevented the spread of Phytophthora, which killed grass trees from the root up. The installation of signage to indicate zones of recreation and conservation was also very effective in ensuring that people stayed on tracks, and didn't harm local fauna such as black wallaby.

Question 10b.

Mark	0	1	2	3	4	Average
%	17	14	23	26	20	2.2

Students were required to select one action from the list provided and then analyse how that action could help sustain the health of the outdoor environment that they had named at the start of the question.

A number of responses were generic, simply providing a general description or weak analysis of the action without a specific link to the named environment. Students also needed to focus on how the action helped sustain the health of the environment rather than just explaining the example they had provided.

The following is an example of a high-scoring response.

Landcare is a non-for-profit, voluntary community group movement that aims to collaborate with governments, as well as private landowners to protect the natural environment, and all of its flora and fauna. Through their Greens Bush to Arthurs Seat Biolink project, this action helps to revegetate private and public land between these two catchments areas, and improve habitat for species such as the southern brown bandicoot, and Eastern grey kangaroo. They also run a 'Getting the Dirt on Your Soil' program, which collaborates with farmers to improve the soil quality on the Mornington Peninsula through soil workshops, and practical assistance.

Question 11

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	Average
%	6	2	4	4	6	7	9	10	10	12	12	9	11	7.3

Students were required to name an outdoor environment that they had visited and/or studied. With reference to that environment, they then had to evaluate the influence of the following factors on societal relationships like the effects of different technologies, commercialisation of outdoor environments and outdoor experiences, and the depictions of the outdoors environments and outdoor experience in one of the following: media, music, art, writing or advertising. Students had to provide a specific example for each factor in their response.

Students who took the time to structure their response tended to score more highly on this extended response question. By writing about one factor per paragraph, students were able to include sufficient detail and a specific example about each factor and not miss aspects of the question in their response.

Some students found the final factor (depictions) difficult to link to their chosen environment. Most students chose to focus on music or media, but of those who focused on music many then linked this to a specific song without referencing the environment named. When looking at depictions, it is important that students can discuss these in relation to a specific outdoor environment and societal relationship and not just abstractly.

The following is an example of a high-scoring response.

There are a variety of different technologies that have influenced societal relationships on the Mornington Peninsula. For example the development of hydraulic disc-brakes on mountain bikes influences society to perceive the activity of downhill mountain bike riding at Arthurs Seat to be safer and easier, leading to increase interactions of mountain bike riding downhill trails such as 'Eatons Cutting.' While there are some negative impacts of increase bike riding, such as soil erosion on trails as a result of bike tread. There are mainly positive impacts, as this increased participation in bike riding influences people to have greater appreciation and connection to Arthurs Seat, and other environments, which may lead to them protesting against the exploitation of these environments in the future. Therefore, overall the effects of technologies such as hydraulic brakes has a positive influence on societal relationships with the Mornington Peninsula.

One example of Commercialisation on the Mornington Peninsula is the Peninsula hot spring who utilise the naturally heated spring water of Fingal to sell experiences to both locals and tourists, to make money. The Peninsula hot springs may influence society to perceive the land as a resource, and commodity that can be used to make a financial gain. This could lead to interactions such as the development of more commercial activities on the Mornington Peninsula, such as teaching surf lessons at Point Leo. While this may have some positive impacts as people may appreciate the environment, this has much more severe negative impacts, as the increased commercial use of the environment can put strain on the environment's wellbeing, causing harm such as erosion of sand dunes at Point Leo or increased amounts of litter in commercial areas. Therefore overall, the commercialisation of the outdoor environment has a negative influence on societal relationships with the Mornington Peninsula.

Xavier Rudd's acclaimed song, 'Follow the Sun' describes the peace and relaxation that can be achieved by spending time in the environment, and stopping to 'breathe in the air' every once in a while. This song influences society to perceive the Mornington Peninsula environment as a temple or cathedra, where they can form a spiritual connection. This leads to increase interactions such as meditation on Gunnamatta back beach, or taking spiritual mindfulness walks on the tow bays hiking track. While this does put some minor strain on the environment, such as compaction of soil on hiking tracks, or erosion of the sand dunes at Gunnamatta, Xavier Rudd's depiction of the environment will ultimately have a positive effect on societal relationships with Mornington Peninsula, as people possess an increased appreciation, connection and respect for the peninsula, and all of its environments, while may lead to them advocating against commercial exploitation in the future and taking great care of local flora and fauna such as the Hooded Plover. Therefore, overall, depictions of outdoor environments, such as Xavier Rudd's "follow the Sun" have a positive in.