



2005 Outdoor and Environmental Studies GA 3: Written examination

GENERAL COMMENTS

Most students appeared to have had sufficient time to complete the paper. The format of the question and answer booklet gave a clear indication of the depth of answer required for each question, as did the bolded key words in the questions. Words such as 'list', 'explain', 'describe', 'analyse' and 'evaluate' indicated the type of answer required. Students need to ensure that they understand these key terms (and others) and what is required for each. Students and teachers should note that this study will follow the revised Study Design from 2006.

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

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

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

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

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

SPECIFIC INFORMATION

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

Question 1

1a.

Marks	0	1	2	Average
%	6	48	46	1.4

Possible responses included the following.

- People should send them to a politician (Steve Bracks, John Thwaites, Robert Doyle, etc.) to lobby for the establishment of a Marine National Park.
- The card may raise public awareness about the issues involved in the declaration of Marine National Parks and therefore enlist support for the proposal when they send it to a politician.

One mark each was given for providing an action and a consequence or an outcome.

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1b.

Marks	0	1	2	Average
%	10	21	68	1.6

Possible responses included:

- recreational fishers
- commercial fishers
- aquaculture
- conservation groups
- Blue Wedge
- divers
- dolphin tours
- diving tours
- eco-tour operators
- naturalists.

One mark each was given for listing two opposing groups. Providing **uses** of the marine environment did not attract marks, as students were required to identify **user groups**. Answers such as Parks Victoria, the Marine Discovery Centre or the Department of Sustainability and Environment were not awarded marks as they are government-funded bodies. Answers such as 'greenies' or 'Landcare' were not specific enough and also did not attract marks; however, identifying a particular Landcare or Coastcare group (for example, Queenscliff Coastcare) was acceptable.

1c.

Marks	0	1	2	3	4	5	6	Average
%	25	2	7	9	15	17	26	3.4

ci.

Possible responses included:

- direct action
- a petition
- lobby politicians
- a public education campaign
- bumper stickers
- letters to the media
- pamphlets
- a public meeting
- use websites
- a rally/protest march
- use a prominent person to raise attention.

Answers needed to be relevant and appropriate to the issue at hand. A media stunt was an acceptable answer; however, the response 'stunt' alone, without a context, was not awarded marks.

cii.

Possible responses included the following.

- Direct actions raise public awareness and therefore can lead to pressure on decision-making bodies.
- A blockade prevents further work, results in publicity and therefore can lead to pressure on decision-making bodies.
- Lobbying the government minister or department responsible for the area can ensure the views of the interest group are heard and considered, leading to informed decision making.
- Letters to the editors of local or national papers may gain attention for the cause and elicit a wider range of public and media support.

The evaluation of the strategies listed needed to include an outcome for full mark allocation. The outcome could be positive or negative, or both.

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1d.

Marks	0	1	2	3	4	5	6	7	Average
%	12	40	6	7	10	8	8	8	2.6

di.

Examples of acceptable conflicts included:

- when the Tasmanian Government planned to dam the Franklin River
- the grazing of cattle in alpine areas.

Describing or listing an actual environment was not a sufficient response to this question.

dii.

Possible responses included:

- developing management plans and applying zoning regulations or codes of conduct
- using the court system
- forming a consultative group or community consultation undertaken by decision makers as part of a larger process
- compensation in the form of land and/or license buy-back schemes instigated by the government
- a VEAC (formerly ECC) investigation instigated by the government.

One mark was given for identifying an appropriate process and one for describing the process. The process described needed to be clearly relevant and appropriate to the conflict identified in Question 1di. above. Marks were not awarded for answers that included aspects of legislation, such as passing by-laws. Students who listed the use of VEAC investigations or community consultation groups needed to clearly demonstrate an understanding that these processes are instigated by the government and decision makers and not by interest groups.

diii.

Where appropriate, answers to this question needed to include an outcome for the conflict described in Question 1di. Students needed to discuss the positive and/or negative aspects of the process they had chosen in order to provide an effective evaluation. The process chosen needed to be appropriate and put into context to achieve full marks.

Emotive comments such as 'they do not care what they do to the environment' cannot be substantiated and did not attract marks. Many students were still confused about the difference between strategies and methods in the context of this study. Teachers are advised to use Assessment Reports for previous papers to prepare an appropriate list of each for students.

Question 2

2a.

Marks	0	1	2	3	Average
%	13	34	14	39	1.8

One mark each was allocated for reference to the three key types of biodiversity: species, genetic and ecosystem diversity. Better answers included some explanation of these terms. For example: '*biodiversity is the variety of all life forms...the different plants, animals and micro-organisms, the genes they contain, and the ecosystems of which they form a part. There are three types of biodiversity: genetic diversity, species diversity and ecosystem diversity*'. Some students also made reference to cultural diversity as an additional type of biodiversity.

2b.

Marks	0	1	2	Average
%	29	41	30	1.0

Any two of:

- the large number of species
- a high degree of endemism
- the diversity of habitat.

2c.

Marks	0	1	2	Average
%	53	27	19	0.7

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Students were required to provide information here that differed to that given for Question 2b. One mark each was given for:

- information about the structure or nature of a particular ecosystem or habitat
- information about variations within species (genetic diversity).

2d.

Marks	0	1	2	3	Average
%	12	30	38	20	1.7

Possible responses included the following.

- By empowering people to say 'no thanks', the card helps to maintain fish supplies for future human populations and provides a source of education about endangered species.
- The card encourages consumers to only buy fish whose harvest is sustainable, thus ensuring species do not become endangered and/or extinct. This maintains biodiversity and also ensures a continuing food supply for future human societies.
- The card can encourage consumers not to buy fish imported from industries with damaging environmental practices. This may place pressure on these industries to make their practices more sustainable. This then maintains biodiversity and also ensures a continuing food supply for human societies.

One mark was allocated for a clear statement of the role of the card and a further two marks for an explanation that linked the use of the card with the future of human societies and biodiversity.

2e.

Marks	0	1	2	3	4	Average
%	16	12	28	17	26	2.3

Possible responses included the following.

- Biodiversity is important because it is the basis of the health of our planet. It provides the necessities of life such as food, water, clothing, shelter and fresh air to breathe. A loss of biodiversity would threaten these basic human needs and jeopardise human existence in the future.
- A range of medicines are derived from fish species and others may yet be discovered from such sources. A loss of biodiversity threatens the production of medicines such as glucosamine and fish oil, which are beneficial for arthritis. This loss can have health and financial impacts on future human societies.
- In contemporary society it is important for people to still have healthy natural places for their aesthetic values, peace of mind and relaxation. Biodiversity maintains the sea so that people can enjoy it for a variety of recreational uses, such as snorkelling, fishing and surfing for current and future generations.

One mark each was awarded for identifying both an impact and a result of lost biodiversity. Answers needed to be clearly linked to future human societies. Marks were not awarded to students who discussed the impacts of diminished biodiversity on natural environments. The question asked students to make links between biodiversity and future human societies, so biodiversity for its own intrinsic value was not an acceptable answer.

It was apparent that a large number of students were confused about the difference between intrinsic and aesthetic values. Teachers should ensure students have a clear understanding of the terms used in this study.

2f.

Marks	0	1	2	3	4	5	6	Average
%	6	6	15	30	23	13	7	3.3

It was evident that students were confused over the meaning of 'strategy' as it applied to individuals in this context. Answers that included strategies such as those in Question 2ci. were accepted for individuals and the fishing industry, provided they were relevant and appropriate. However, students needed to list specific management strategies for the government. One mark was allocated for each category.

Answers that amounted to saying 'no thanks', such as refusing to buy endangered fish species, were not accepted. Responses needed to be realistic and appropriate. For example, not eating fish or fish products at all was not seen as a real possibility for the population as a whole.

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Possible responses included the following.

	Individuals	Fishing industry	Government
Strategy	<ul style="list-style-type: none"> Educate others. Distribute information. Write a letter to the Minister for the Environment or your local MP demanding that the harvest of Orange Roughy and other endangered populations be banned. Hand out copies of the Sustainable Seafood Guide at the local fish market or supermarket. 	<ul style="list-style-type: none"> Distribute the guide in the fish market. Conduct a publicity campaign to educate people as to what species can be sustainably harvested and encourage the public to eat these varieties. 	<ul style="list-style-type: none"> Biodiversity Strategy. Declare a Marine National Park. Fund research on the ecology of Orange Roughy. Declare exclusion zones. Fund research into the life cycle and ecosystem of the Orange Roughy so that appropriate steps can be taken to ensure an increase in its population.
Action	<ul style="list-style-type: none"> Eat other foods. Substitute with other resource (instead of products made with endangered fish). Refuse to order endangered species at a restaurant and tell them why. Report suspected illegal activity. 	<ul style="list-style-type: none"> Self-regulation (change methods/equipment/location, limit catch sizes). Refuse to harvest endangered species. Adjust fishing practices to ensure that only sustainable species are targeted for harvest. Set appropriate bag limits. 	<ul style="list-style-type: none"> Restrict access. Increase licence fees. Restrict catch size. Refuse to serve endangered species, including Orange Roughy, in the parliamentary restaurants and make the decision part of a media release. Ask publicly about the source of fish served on official occasions before consuming.

Question 3

3a.

Marks	0	1	2	Average
%	28	39	34	1.1

Possible responses included:

- the ocean as a hostile adversary with pounding waves and distraught people
- an apparently quiet river environment with unattended children in the water
- a rugged surf coast with swimmers safely within the patrol flags.

One mark was given for identifying an image and one mark for a description. Students were required to refer to an **image** that primarily described an outdoor environment, not a drowning incident. Describing an actual environment was not a sufficient answer to this question.

3b.

Marks	0	1	2	3	4	Average
%	8	17	40	22	13	2.2

Possible responses included:

- by portraying the ocean as a frightening and dangerous place, people become afraid of it, leading to greater emphasis on safe practices
- some media imagery may encourage risk takers to view an area as a potential source of challenge and engage in unsafe behaviour
- a media image depicting the surf as wild and dangerous to swimmers can make people view the environment as one to be avoided because it is too dangerous
- an image that depicts swimmers enjoying a swim inside the flags may make people view the surf environment as a safe one, provided that certain basic safety guidelines are followed
- a media image of a drowning in a quiet river may make people view this environment as one where there are hidden dangers that need to be understood before swimming in such an area.

Answers to this question needed to relate to a water environment, as described in the question. The image described in part a. had to be linked to a change in view to attract full marks. Evaluations needed to include an explanation of the

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positive and/or negative effects of media portrayals of outdoor environments, including the outcome or result of such portrayals and how they influence people's views about water environments. Students needed to provide two clear examples for two marks each, or make four substantial points about how the image described could affect people's views.

3c.

Marks	0	1	2	3	Average
%	21	23	27	29	1.7

Possible responses included the following.

- Sealer's Cove, at Wilson's Promontory used to be a place where early Europeans hunted whales and seals. Before that it was a sacred place of cultural significance where Aboriginals hunted, gathered and lived. Nowadays it is part of a Marine National Park and there are a number of recreational uses of the cove, such as snorkelling and surfing. Early Europeans valued the ocean for its economic potential and for utilitarian purposes, whereas there is a growing focus on conservation and recreation in such areas today.
- When the first European settlers arrived in Melbourne, they used the Yarra River in whatever way they saw fit. It soon became very polluted and unsuitable for drinking near the city. There was little understanding about the need to protect this important resource. The relationship was a very short sighted one and had drastic consequences for the population. These days there is a much more respectful relationship with the river. For example, water catchment areas have been closed to human activity to ensure a safe water supply and there are strict controls as to what can be disposed of in the river by industries and private homes.

One mark was allocated for clearly identifying an activity or a location, and a further two marks were available for providing examples of human relationships with seas and/or rivers at different times. Marks were not given to answers that focused on activities and did not discuss human relationships. A mere description of the environment was not a sufficient answer to this question.

3d.

Marks	0	1	2	3	Average
%	2	5	29	64	2.6

Possible responses included:

- inform appropriate authorities of your plans
- ensure there are appropriate skills and equipment within the group
- follow appropriate code of conduct
- choose an activity within the capabilities of the group
- have an appropriate number of staff who are qualified to rescue participants and administer first aid designated to watch the group all the time
- be familiar with the environment and the availability of rescue services.

Answers had to be relevant and appropriate to a water-based outdoor experience. One mark was awarded for each suitable answer. Students needed to ensure that they only provided three responses, as only the first three responses were marked.

3e.

Marks	0	1	2	3	4	5	6	Average
%	10	9	19	19	22	10	11	3.1

Possible responses included:

- use appropriate access points when entering and leaving the water
- follow appropriate toileting procedures, such as digging a hole a minimum of 15 centimetres deep at least 100 metres from the river bank, or else 'carry in, carry out' using a poo tube or ammunition box.
- choose campsites well away from the shore and ensure that the group washes away from the water.

Answers that specifically related to land-based activities and did not acknowledge the water-based context of the question were not accepted. For example, 'use a fuel stove' was not acceptable. Students needed to include information about the relationship between land (for example, banks and shores) and the water environment.

One mark was awarded for identifying an appropriate and relevant action and another mark for explaining how it minimises impact. Answers such as 'do not litter' or 'follow regulations' did not attract marks; these were regarded as

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trivial responses that simply restated current regulations and laws. Similarly, although the response 'take only photos and leave only footprints' is a positive and desirable attitude, it is not an action. More specific responses were required.

Question 4

4a.

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	4	3	6	7	12	12	18	16	13	11	5.6

ai.

Possible responses included the following.

- Conservation use: protect endangered species, study site, education venue, fragile areas closed to certain user groups (for example, horse riding not allowed on the fragile summit areas), declaration of the Alpine National Park to protect the area, development and implementation of a management plan, water recycling, revegetation works, eradicating introduced species.
- Recreation use: skiing, hiking, mountain bike riding, horse riding, camel riding, four wheel driving, fishing, rock climbing, sailing, canoeing, kayaking, bushwalking.
- Commercial use: hydro electricity, ski resorts, tourism, water catchment, forestry, cattle grazing, tour operations, accommodation.

One mark each was given for identifying a commercial, conservation and recreation use of the alpine environment. Students could only use each example in one category; therefore, if, for example, skiing was given in more than one category, only one mark was awarded.

aii.

Possible responses included:

- establishing a National Park can restrict access to fragile environments, resulting in the conservation of endangered species
- the closure of fragile areas will enable regeneration of slow growing vegetation and protect it from further damage
- cross country skiing on deep snow does very little damage to the environment, although as the snow depth decreases, the impact of skiing over a thin cover can cause significant damage to the underlying vegetation
- ski resorts have a significant impact on vegetation, as areas have to be cleared to make downhill runs; towers built for ski tows have a visual impact; and the presence of large numbers of people in this environment creates infrastructure problems, such as water supply and sewage disposal.

One mark was awarded for identifying the impact of the use and one mark was given for a judgement (either implied or explicit) about the effect of the impact on the alpine environment. Answers needed to acknowledge positive and/or negative impacts of each type of use of alpine environments. Marks were not given for answers that focused on the impacts of the uses on people. Answers such as 'trampling vegetation', 'pollution', 'erosion' and 'increased litter' were regarded as trivial.

4b.

Marks	0	1	2	3	4	5	6	Average
%	33	8	13	9	15	8	14	2.5

Possible responses included:

- changes in technology have led to greater access between resorts via roads, light planes and helicopters and better equipment and improved techniques in outdoor activities such as skiing and bushwalking
- increased media coverage of outdoor activities and environmental issues in the Alpine environment makes more people aware of and interested in visiting the area and increases awareness of issues and conflicts such as cattle grazing
- changes to the use of leisure time and changed economic situations have meant more people have the chance to engage in skiing or other alpine activities
- increased community awareness of conservation issues and environmental impacts has led to a change in attitude regarding the use of the alpine environment; for example, the recent removal of cattle grazing rights in the Alps
- increased availability of guidebooks and grading systems has made information on areas and activities readily available, so people are more easily able to enjoy what the Alps have to offer

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- packaging and marketing of outdoor activities, including eco-tourism, make it easy for people to join an organised group for an activity in the Alps rather than having to organise it themselves
- an increased focus on certification and qualifications make instruction more readily available; for example, ski lessons can be relied upon to be given by qualified staff who follow set procedures
- the response of society to risk taking activities, especially as the result of accidents, means that there are now more restrictions on the activities that can be pursued in this area. For example, ski slopes are monitored for safety and are closed if it is too icy or there is insufficient cover, mountain bikes are banned from walking trails to ensure the safety of walkers, and snow poles have been erected to show the way in bad weather along commonly used routes.

One mark was awarded for a clear identification of the factor and one mark for a relevant explanation of its effect on patterns and types of interaction within the alpine environment. Answers that did not refer to the context of the question were not awarded marks. Students who identified 'the weather' as an influencing factor were not awarded marks; however, students who drew on the stimulus information provided in the question and identified changed climatic conditions leading to shorter ski seasons and less snow cover were awarded marks.

4c.

Marks	0	1	2	3	Average
%	20	23	36	21	1.6

Possible responses included:

- less skiing and snow-based opportunities because of less snow cover
- summer activities become more popular as resorts that were built primarily for skiing seek to utilise their facilities all year round
- accommodation providers seek alternatives or close down because of decreased visitor numbers
- decreases in flora and fauna may deter people from visiting the area
- less people will be interested in skiing as the season will become shorter – they will look for other areas of recreation
- more people may become aware of the effects of climate change and take steps to reduce it in their personal behaviours
- governments may become more proactive in promoting actions to reduce the greenhouse effect and climate change.

Answers had to relate specifically to human activities in the alpine environment.

4d.

Marks	0	1	2	3	4	5	6	Average
%	23	10	16	16	18	10	7	2.5

Possible responses included:

- the Flora and Fauna Guarantee Act
- water catchment legislation
- National Parks legislation, including management plans, zoning and the closure of some areas or tracks either permanently or during certain seasons to limit the damage caused by recreational users
- restricting the use of mountain bikes to hard-formed tracks to reduce the chance of erosion caused by wide tyres and wheels spinning on fragile alpine areas
- limiting the number of people allowed in an area at any one time by implementing a booking system
- developing codes of practice for sustainable use of the outdoor environment and conducting an education campaign to bring the codes to the attention of users
- advertising the imposition of penalties as a deterrent to not following guidelines designed to reduce impact
- education campaigns, including information boards and advertising campaigns
- building infrastructure such as boardwalks, steps and toilets to reduce the impact of recreational users.

Students were awarded one mark each for clearly identifying two policies or possible management approaches or strategies that were relevant and appropriate. Answers needed to clearly identify how the policy, approach or strategy contributes to ecologically sustainable development. A further two marks each were awarded for a description of the policy, approach or strategy and a discussion of its impact on sustainability, including a judgement of effectiveness. A number of students defined ecologically sustainable development, but the question did not require a definition.



Answers to this question needed to relate to the actual environment described. When selecting from a learned list of management strategies, students needed to interpret their answers in the context of this environment. Maximum marks were more readily obtained by using two very different strategies, for example 'restricting group sizes' and 'limiting overall numbers' were too similar to be fully developed independently. Answers also needed to be realistic – fencing off entire areas is not a real possibility. Some students were confused between a code of conduct, a set of rules and regulations and minimal impact strategies.

Question 5

The structure of this question differed to that of past years. It was critical for students to read Question 5 carefully and ensure that they understood the different requirements of each part so that they were able to fully respond to all aspects of the question. Referring to a specific area with a broad range of past and current perceptions and patterns of use was a useful strategy, but not required. Some students chose an area they had only studied in relation to one particular environmental issue and consequently their knowledge was too narrow to answer the questions fully.

Students are strongly advised to prepare a brief plan for questions of this type before they begin to write. They need to read the questions carefully to isolate what is specifically required in each part and to avoid repetition and covering topics not included in the question, as such additions do not attract marks. Some students had obviously prepared answers to similar questions on previous papers but failed to adjust their comments to the specific requirements of this question. Teachers should warn students against memorising an answer that may potentially be irrelevant.

A number of students were unable to differentiate between early-European settlement, the gold rush period and Federation. Answers could compare the relationships of Australians with the outdoor environment at the time of early-European settlement by referring to either indigenous Australians or European settlers; however, most students chose to discuss those of European descent. Students who made inaccurate claims about the practices of European settlers and indigenous Australians at any of these times were not awarded marks. Teachers should ensure that students have an accurate knowledge of the various time frames referred to in the Study Design and the key changes in perceptions, relationships and interactions at those times. Teachers should also ensure that students understand and appreciate the continuous and ongoing nature of relationships between indigenous Australians and the land.

Good responses to this question gave accurate and specific information about the time frames indicated and responded to the particular requirements of each part of the question clearly and concisely.

5a.

Marks	0	1	2	3	4	5	6	Average
%	14	8	16	18	20	12	11	3.1

Students generally referred to Australians at the time of Federation and in the present day by describing the perceptions of those of European descent, although responses that referred to indigenous Australians were also acceptable. Two marks each were awarded for a clear description and explanation of one or more perceptions of the Australian environment at each of the three times.

The following is an example of a response that scored four out of six marks.

Around the European settlement Australia was viewed as a different land. They wanted to make it like England by introducing flora & fauna, they only viewed the land as a resource.

But as time progressed they found out the beauty that Australia possessed and the land that could be used for many leisure activities.

So the perceptions have evolved from enemy to a great enjoyable land Australia has.

5b.

Marks	0	1	2	3	4	5	6	Average
%	23	9	17	20	17	8	6	2.5

Students needed to provide one example each of the patterns and types of interactions with the Australian environment at the time of Federation and in the present day. Two marks each were awarded for a clear description of one example from each of the three timeframes. Students who provided more than one example of patterns and types of interaction were not awarded additional marks.

The following is an example of a response that scored four out of six marks.

At time of federation people still mine for gold and other minerals just like back in early settlement. Today we still mine except today's methods are a lot safer than back in the early days. When they were underground with hardly any light Today its done

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with lots of machinery and big trucks. They are able to mine more efficiently today and can mine alot deeper. Today we have the knowledge of how to dig mines properly. back in the old days the just followed wherever the quartz led them. Exess dirt that the mines had was dumped in creeks and rivers polluting it. Today we use soil for gardens and foundations for houses. At time of federation mining had died off but once the technology was there we were able to mine again but more safely, efficiently and produced more gold and othe minrals out of the mines

5c.

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	22	9	14	16	14	10	7	4	3	1	2.9

Again students generally referred to Australians at the time of Federation and in the present day as those of European descent. One mark each was awarded for clearly identifying a single land management policy, management approach or strategy used at each of the three times listed. A further two marks each were awarded for an explanation of the chosen land management policy, management approach or strategy that included a discussion of its positive and/or negative aspects and a judgement of its effectiveness.

The following is an example of a response that scored four out of six marks.

In the time of federation they had land managment of not staying in an area for to long they used the stratergie of firestick farming to prevent bush fires, they treaded carefully on the land trying not to damage or disturb anything meaning it would be there for the future.

The early-European settlers however had a different approach they cleared the land they did not do controlled burnoffs their management approach was to recreate a familiar & make the land theirs.

In the present day there is lots of managment policies, they have zoning and create things like national parks to preserve the land they put in permits to have control and better managment of the land.