



Introduction and teacher's notes

This kit has been developed for teachers of Years 7 to 10 students who are offering learning opportunities in the areas of:

- Aboriginal Studies;
- Geography;
- History; and
- Science.

The kit has also been developed for Year 11 and 12 students who are undertaking research projects in the study areas of:

- Australian History;
- Aboriginal Studies;
- Biology;
- Geography;
- Outdoor and Environmental Science (Victoria) and Outdoor Education (ACT); and
- Tourism (NSW and ACT).

Links between study areas and the Alps are identified and within the 12 information sheets developed as a resource for Year 7 to 10 teachers and Year 11 and 12 students.

About this kit

This kit has been produced by the Australian Alps Liaison Committee to help increase awareness of the Australian Alps. The Australian Alps extend from the Brindabella Range in the Australian Capital Territory, through the Snowy Mountains of New South Wales and the Victorian Alps, just north-east of Melbourne.

The Australian Alps national parks include:

- Namadgi National Park and Tidbinbilla Nature Reserve in the Australian Capital Territory;

- Kosciuszko National Park, Brindabella National Park, Scabby Range Nature Reserve, and Bimberi Nature Reserve in New South Wales; and
- the Alpine National Park, Snowy River National Park, Avon Wilderness, Mt Buffalo National Park, and Baw Baw National Park in Victoria.

The Australian Alps Liaison Committee comprises government representatives from ACT, NSW, Victorian and the Australian Government. The Committee co-ordinates programs as identified under the Australian Alps national parks' Memorandum of Understanding (MOU).

Why study the Australian Alps?

The Australian Alps offer a range of opportunities for studies at the Year 7 to Year 12 levels that responds to curriculum requirements across New South Wales, the Australian Capital Territory and Victoria.

A number of factors make the Australian Alps a valuable learning resource:

- There exists a very small amount of alpine and sub-alpine terrain in Australia. For Australians, the area is unique and highly valued for its environmental, cultural, historic and recreational significance. Today most of the Australian Alps lie within national parks with state and federal governments work cooperatively to manage these reserves as one biogeographical area.
- Alpine and sub-alpine ecosystems are unique and the Australian Alps offer first-hand examples of these systems and their sensitive and complex management requirements. Climate, landforms and soils vary as altitude increases and so create a variety of environments where different plants grow together in communities. These in turn provide habitats for a wide range of wildlife. Many of these plants and animals are found nowhere else in the world and their uniqueness demands their preservation.
- The Alps reflects a history of diverse uses and connections. Retaining links with this past is an important part of management across the Australian Alps national parks. The Australian Alps were home to Aboriginal people for thousands of years before European pioneers and explorers pushed in to the Alps in search of land for settlement in the early 1800s. Graziers arrived in the 1820s and 30s, gold miners in the

1850s and saw millers soon after. Skiing was introduced to Australia at Kiandra gold fields in NSW in the 1860s. The past 60 years has seen the development of large hydro–electric and water supply schemes, extensive road networks, ski resorts and tourist facilities. Some Aboriginal people were employed in these industries, others moved to reserves or left the area. Early recreationists to the area also cherished the land for its beauty and wilderness. Water catchment authorities wanted to protect the catchment areas from disturbances that would cause a deterioration of water supplies. Spirited discussion arose between groups using the Alps for economic gain and those interested in preserving the Australian Alps for nature conservation.

- Tourism and recreation is an important part of the Australian Alps and the balancing of visitor use and accommodation demands across such a small and ecologically sensitive area raises demanding and interesting management decisions.

Linking the curriculum: some suggestions

Australian Capital Territory curriculum Year 7 to 10 Across Curriculum Perspective: Aboriginal Education and Torres Strait Islander Education

The Arts: Examine Aboriginal artworks within the Australian Alps and talk with local Aboriginal people about artworks within the Australian Alps.

English language: Explore the oral traditions of Aboriginal people and their links with the Australian Alps by organising speakers to the school.

Examine Aboriginal writing and writers that discuss the Australian Alps and research how Australian writers have considered Aboriginal issues.

Health and Physical Development: Examine the types of food resources that Aboriginal people gained from the Australian Alps.

LOTE: Explore and learn different words that Aboriginal people used for elements of the Australian Alps.

Mathematics: To increase spatial awareness, examine how Aboriginal people understood the relationships between seasons, directions, temperature and the sun in the Australian Alps to enhance spatial awareness.

Build a timeline of known events associating Aboriginal people with the Australian Alps.

Science: Research methods used to prepare food, such as Bogong Moths.

Studies of Society and Environment: Explore the relationship that different Aboriginal people had and have with the Australian Alps.

Examine how Aboriginal people's artwork in the Australian Alps reflects the relationship that Aboriginal people had and have with the Australian Alps.

Technology: Examine the aesthetic and functional use of everyday natural source material of Aboriginal people in the Australian Alps.

Year 7 to 10 Studies of Society and Environment: Natural and social systems

Describe and analyse natural changes that have taken place in the Australian Alps over time.

Year 7 to 10 Studies of Society and Environment: Time, continuity and change

Examine the history of the Snowy Mountain Scheme and identify how it contributed to the Australian identity and to identity change.

Consider heritage and tradition of the Australian Alps and identify what is and has been valued from the past by different groups and people at different times.

Year 11 and 12 History A

Unit: Contemporary Australia

Examine the development of the Snowy Mountains Scheme (SMS) and provide a description of the technological and social changes that took place as a result of the SMS.

Unit: Australian History Research Unit

Investigate the development of the Australian Alps national park (or a park within the Australian Alps, such as Tidbinbilla Nature Reserve) and identify

historic, cultural, environmental, social and political changes that have taken place over time.

Year 11 and 12 Biology

Unit: Interdependence - Nature of ecosystems and relationships existing within them

Investigate sub-alpine and alpine ecosystems in terms of the physical environment, and plant and animal communities. Describe the relationships that exist within these ecosystems.

Unit: Human impact - Human interactions with the environment; conservation, recycling and pollution

Investigate the human interactions that take place in alpine areas of the Australian Alps and identify the significance of these interactions.

Year 11 and 12 Geography A/T course

Unit: Australia's biophysical environment

Develop an Australian Alps case study describing the biophysical features (atmosphere, climate, landforms, drainage, fauna, vegetation and soils), impacts on the Alps' natural resources and management strategies for the conservation of these natural resources.

Unit: Earth in action

Investigate the Australian Alps or a specific area within the Australian Alps, in terms of its landform characteristics, water catchment and drainage. Describe any climatic changes, weathering processes, changes in soil and vegetation over time. Identify ways in which people, over time, have used and/or changed the Australian Alps and describe steps that have been taken to reduce impacts.

Unit: Tourism perspective

Examine tourism in the Australian Alps, identifying the geographical features and factors that determine the nature of tourism in the Alps, the environmental, social, cultural and economic issues associated with tourism in the Australian Alps and the management decisions that have been undertaken to reduce the impacts of tourism.

Unit: Fragile ecosystems

Analyse ecosystems within the Australian Alps national parks and describe the classification, productivity, factors affecting the functioning of the ecosystems, impacts due to natural stress and impacts due to human factors.

Study and describe the ecosystems of the Australian Alps and discuss the reasons for the protection of ecosystems.

Unit: Geographic research project

There are a number of issues that arise from the Australian Alps' complex uses. Consider one or more of these issues and through research, field studies and analysis of data (such as maps, graphs, statistics, interviews and photographs) discuss the issue in relation to biophysical and social changes and impacts.

Year 11 and 12 Outdoor Education ***Outdoor Education A and T/Vocational***

A number of units of work within the Outdoor Education course could be conducted through field work in the Australian Alps national parks. Bushwalking units, including Bushwalking leadership, are ideal units of work that can be conducted within the Australian Alps. Other snow related units are also ideally suited to field work within the Australian Alps national parks. These include: Snowboarding, Cross country skiing, Back country skiing, Ski touring, Cross country downhill skiing, Snow: environment and recreation, Caves, cliffs and canyons and The bush: recreation and environment.

Further details about field studies are included within this information sheet.

Unit: Field Studies in Natural History

Through a field study to alpine and sub-alpine areas within the Australian Alps, record observations and describe selected habitats and any human impact on these habitats. Record and recommend any minimum impact conservation measures observed or required.

Year 11 and 12 Tourism

Use the Australian Alps, or an area within the Australian Alps, to:

- Research and document the sources and destination information required, including general product information, about the Australian Alps.
- Gather, analyse and access specific tourism product information about the Australian Alps.
- Research information on the Australian Alps for presentation to customers.
- Outline the need for on going research to update and expand the knowledge that a guide in the Australian Alps would require.

For example, investigate an area within the Australian Alps, for example, Namadgi National Park or Tidbinbilla Nature Reserve, and document information that is required to respond to general customer information requests. Access and interpret information on current activities, to provide assistance to customers and promote the attraction.

New South Wales

Year 7 to 10 Aboriginal Studies

Stage 4: Investigate the ways that Aboriginal people interact with the Australian Alps over time.

Stage 5: Describe the relationships Aboriginal people have with the Australian Alps.

Year 7 to 10 Geography (Elective and Mandatory)

Mandatory, Stage 4: Identify and gather geographical information about the Australian Alps.

Mandatory, Stage 4: Examine and discuss the geographical processes that have formed and transformed the Australian Alps.

Year 7 to 10 History (Elective and Mandatory)

Stage 4: Identify through research, significant features of Aboriginal culture in the Australian Alps prior to colonisation.

Stage 5: Trace the history of cattlemen in the Australian Alps and the changes that have taken place as a consequence of changes to land management.

Year 11 and 12 Geography

The Australian Alps provides an example of an ecosystem for a case study of an ecosystem 'at risk'. It could also be the subject for a senior geography project.

The case study requires the identification of alpine characteristics including:

- spatial patterns and dimensions: location, altitude, latitude, size, shape and continuity;
- biophysical interactions such as, the dynamics of weather and climate, geomorphic and hydrologic processes (earth movements, weathering, erosion, transport and deposition, soil formation), biogeographical processes (invasion, succession, modification, resilience, adjustments in response to natural stress);

- the nature and rate of change which affects ecosystem functioning;
- human impacts (both positive and negative); and
- traditional and contemporary management practices.

Year 11 and 12 Aboriginal Studies

Unit: Heritage and identity

Research and develop understandings about the connections that a specific Aboriginal group has with the Australian Alps. This can be achieved through interviews, web searches, examination of artwork and written documentation. Document broader aspects of Aboriginal heritage and identity including relationships with land, ownership of culture, history and knowledge. Identify and discuss the influences and impacts on identity over time.

Year 11 and 12 Tourism

Use the Australian Alps, or an area within the Australian Alps, to:

- Research and document the sources and destination information required, including general product information, about the Australian Alps.
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- Research information on the Australian Alps for presentation to customers.
- Outline the need for on going research to update and expand the knowledge that a guide in the Australian Alps would require.

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Victoria

Year 7 to 10 Geography, Studies of Society and Environment,

(Level 5, 5.1) Compare the characteristics of the Australian Alps with those of another alpine region in another part of the world. Describe, compare and contrast physical characteristics, and present maps and statistics as part of the analysis explaining why these alpine areas exhibit certain characteristics.

(Level 6, 6.4) Develop a comprehensive strategy to resolve an issue relating to the use and management of the Australian Alps.

Year 11 and 12 Australian History

Unit: Koorie History

Trace the changes and continuities in Koorie relationships with land in the Australian Alps.

Year 11 and 12 Geography

Unit: Place and change

Document the geographical characteristics of the Australian Alps. Drawing from a number of different information and data sources, describe changes that have taken place in the Australian Alps as a result of natural processes and human processes.

Year 11 & 12 Outdoor and Environmental Science

Unit: Environmental impacts

Research and collect information from a variety of sources about the Australian Alps (or an area within the Australian Alps) that illustrate and document the variety of outdoor experiences that are possible. Analyse motivations for seeking outdoor experiences, the technology required, commercialisation of experiences, impacts on human and natural resources and ways in

which risk can be reduced when undertaking specific outdoor experiences.

Unit: Relationships with outdoor environments

Investigate the relationship between the Australian Alps (or an area within the Australian Alps) and different people have experienced over time. Consider the Alps prior to or without human habitation and various outdoor experiences in the Australian Alps, including Aboriginal people, European settlers and modern outdoor experiences. Discuss the impacts, perceptions and changes that have taken place with outdoor environment.

Unit: The future of natural environments

Investigate the conflicts of interests that are evident within the Australian Alps (or an area within the Australian Alps), such as tourism, cattle grazing, four-wheel driving and nature conservation, and the different strategies and management plans that have been put in place to respond to these interests. Document the importance of these interests to individuals, society, organisations or specific groups. Examine different ways that other parks and conservation areas in Australia and other parts of the world have responded to competing interests.

Field studies

Gain information from the relevant ACT, NSW or Victorian park management agency before your field trip. Ask about any local experts who might be able to help you with your study and try to find out how long it will take to get to a particular site or sites. Investigate the Australian Alps website, relevant information from the education kit and organise maps of the area beforehand.

Your trip to the Australian Alps will be organised around the focus of study. If you are organising a science, geography or history-based study, then the following notes might help. Please be considerate of the sensitive environments within the Australian Alps national parks and remember to 'leave no trace'. This is especially important for school groups as the group size is usually large.

Most people are limited to one or two days in the field. Most field sites do not include a full sequence of vegetation communities from woodland in the lower elevations to an alpine zone: Mount Buffalo National Park, Mount Baw Baw, Mount Stirling and Lake Mountain in Victoria, Namadgi National Park in the ACT all end at the high sub-alpine zone. Even at Kosciuszko National Park in NSW, where the full range of sites from montane to alpine is available, it might be difficult to access them in the time available or under the weather conditions at the time of your visit. Try to arrange your visit between November and April when the weather is most favourable and most of the snow has melted. It is also worth remembering that valuable understandings can still be achieved using sites that do not include the true alpine.

Going up the mountain is one basic approach. The purpose is to consider altitude as a determinant of climate, soils, water, flora and fauna. This involves

defining what is alpine by observation of what is not alpine. Suggested stops include:

- foothills, where there are mixed species of eucalypts, at a spot where you can see both the valley below and the long slopes or peaks ahead;
- Mountain Ash or Alpine Ash forest zone;
- Snow Gums at a low altitude where they are relatively tall and straight; and
- Above the treeline or in a frost hollow if you've run out of altitude.

If your investigation is conducted at higher levels only, for example, at and above the Snow Gums, select sites according to altitude, or according to variation within a small catchment, from a rocky knoll across the valley to another rocky knoll.

If you are focusing on a land management issue within the alpine zone, such as the impact of a particular site from recreational activities, compare a heavily used site with a less used site. Alternatively, use a sequence of sites chosen because of different physical features, such as grassland and a woodland area.

If you are studying a specific historic or cultural site, find out the location of the site or sites prior to your visit and also be certain to obtain information about accessibility, particularly if the site is fragile or sensitive.

Care and safety

You need to consider comfort, safety and the necessary requirements to undertake your study effectively.

You can be sure of one thing about the weather in the Alps – it will be changeable. The weather changes with altitude, conditions change rapidly and with little warning. Snow can fall at any time of the year and strong winds are common.

Your group should be fully prepared for extremes in weather, regardless of the time of the year. Don't take for granted that everyone's ideas of adequate clothing will be satisfactory, as people who have not

previously experienced extremes of weather in the Alps won't know what is adequate.

You will want to make the most of your time in the field whatever the weather. This involves longer hours and more likelihood of being in exposed positions than on a casual visit.

You also want to relax and enjoy being there, which you can only do if you are equipped to do so in truly alpine conditions. So make sure your group is well provided with food, clothing and backup gear and procedures.

Suggested equipment list for school or other group

Each individual is to bring:

- A day pack for spare clothes
- Jumper, gloves and hat all made of fabric which stays warm when wet
- Waterproof jacket with hood
- Drinking water and food
- Sunhat and sunscreen
- Sturdy shoes or boots
- Plastic bag to carry out rubbish
- Whistle, in case you are separated from your group

The group is to have:

- First aid kit
- Rescue blanket or bivvy bag
- Sleeping bag
- Spare clothing
- Map and compass
- Emergency food including high energy food
- A plan for the day which everyone knows including someone at your school and your accommodation centre
- A mobile phone although you might not always have service coverage
- Lightweight tent and camp mat
- A backup transport procedure

Care for the Alps: leave no trace!

Plan ahead

Think before your trip - about weather, equipment and safety.

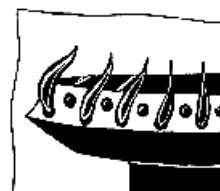
Planning can make all the difference. Make sure you'll be safe and comfortable throughout your trip by knowing where you're going, what you need to take and what you need to do. Take warm, waterproof clothing so you're prepared for sudden changes in conditions. If staying out overnight, a good tent and sleeping bag will keep you safe and comfortable - and you won't have to depend on fires for warmth. ALWAYS plan to have as little impact on the bush as possible.



Use a fuel stove

- Quicker and cleaner for you, better for the bush.

Compared to campfires, fuel stoves are much quicker and easier to use - especially in wet weather. They cook faster and don't leave unsightly and long-lasting scars on the landscape. And of course escaped campfires have led to disastrous bushfires. Collecting wood and fallen branches or twigs disturbs and destroys the local plants, animals and their habitat. In alpine areas where the growing season is short, such habitats are replaced very slowly, if at all. Barbecues must be used where provided. If you do use an established fireplace, always be very careful to safeguard against the fire escaping. Keep the fire small and **don't** ring it with stones. (All rocks provide habitat and river rocks can explode!) Use as little wood as possible - remember it provides homes for many of the Alps' tiny plants and animals. Be absolutely sure the fire is out before you leave - Use water, not soil, to put out your fire and **always** check that the ground beneath the coals is completely cold.



Carry it in, carry it out

- Whatever it is. Don't burn, bury or leave anything.

Many kinds of rubbish can be created during a trip - food scraps, empty cans and packets, used matches, plastic bread ties, sanitary pads, tampons, condoms, cigarette butts - so please be sure that none of it ends up as litter. Most rubbish does not decompose, even if it's buried or burnt. Instead it just stays where it's left, creating an eyesore and a mess. Worse still, it washes into watercourses and pollutes them, or animals may try to eat it and harm themselves. So always do the right thing and carry rubbish bags with you to take out everything that you bring in. And if you really care, be prepared to collect any litter that you see during your trip.



Got to 'go'? Use a toilet or take a walk

No toilet? Walk at least 100 paces from water and campsites. Dig 15 cm deep and cover well.

With so many people visiting the Alps - and the potential for spread of infectious diseases - the management of human waste is a serious issue. If faeces, urine or toilet paper gets into the water supply, or are uncovered by animals, the results are very unsightly - and potentially very dangerous for both people and animals.

Carelessness upstream could affect you downstream! So if there is a nearby toilet, use it. Where there are no toilets, walk at least 100 paces away from creeks, lakes, campsites and tracks, dig a hole as deep as your trowel/hand (about 15 cm) then bury your waste and the toilet paper very carefully.



Stay on track

- Even if it's muddy or dusty. Don't widen tracks or take shortcuts.

Whether walking, riding or driving, follow all formed tracks, even if they are muddy or dusty. Please don't be tempted to cut corners or travel right on the edges. This just makes the tracks wider and increases the impact on the bush. Shortcuts can cause erosion and scars on the landscape, especially on steep, zigzag paths, and eventually may confuse people as to which is the real path. But there aren't tracks everywhere in the Alps so please don't create new ones. Where there isn't a track, groups should spread out so that people don't walk in exactly the same places. Many plants can survive being stepped on just once, but are destroyed if trampled by several feet. It's even better to stay on rocks and hard ground wherever possible and avoid fragile vegetation, like Sphagnum Moss and Cushion Plants.



Respect heritage

Heritage places are a link to memories of people and the past.

Within the Australian Alps there are many sites, places and landscapes with Aboriginal and historic cultural heritage value. These may be Aboriginal rock paintings, scar trees, artefact scatters, axe grinding grooves and pathways; or historic huts, yards, mining equipment, arboreta and border markers. Huts in particular, were often located in areas used as camp sites by Aboriginal people.

Please do not souvenir any articles or artefacts and leave the hut environs undisturbed.



Enjoy the Alps but leave no trace

Walking, driving, camping, skiing, riding, climbing, paddling - whatever you do, aim to leave no trace.

No matter what kind of activities you enjoy in the Alps, you can minimise the impacts you have on the environment by following the simple guidelines described here. Challenge yourself to leave as little trace of your visit as possible. It's all about caring for the Alps now - then they'll be just as wonderful in the future.



Useful resources and references

The following resources and references will help you and your students gain a greater understanding of the Australian Alps. Each information sheet topic also includes a list of references that might also help with your study topic. The Australian Alps national parks website also has a list of publications and resources available.

Management plans from the parks within the Australian Alps national parks are available from the relevant ACT, NSW and Victorian management agencies. Some management plans are also available on agency websites:

Environment ACT: <http://www.cmd.act.gov.au/>

NSW National Parks and Wildlife Service: <http://www.nationalparks.nsw.gov.au/>

Parks Victoria: <http://www.parkweb.vic.gov.au/>

Websites

Australian Alps national parks: <http://www.australialps.deh.gov.au/>

Australian Greenhouse Office: <http://www.greenhouse.gov.au/>

Australian Heritage Council: <http://www.ahc.gov.au/>

Australian National Botanic Garden: <http://www.anbg.gov.au/anbg/index.html>

Department of Sustainability and Environment (Victoria):
<http://www.dse.vic.gov.au/dse/index.htm>

Department of the Environment and Heritage: <http://www.deh.gov.au/>

Environment ACT: <http://www.environment.act.gov.au/>

Kosciuszko Huts Association: <http://www.kosciuskohuts.org.au/>

NSW National Parks and Wildlife Service: <http://www.nationalparks.nsw.gov.au/>

Parks Victoria: <http://www.parkweb.vic.gov.au/>

Victorian High Country Huts Association: <http://www.vhcha.org.au/>

Victorian National Parks Association: <http://www.vnpa.org.au/>

Data bases

Australian Biological Resources Study Flora Online:
<http://www.deh.gov.au/biodiversity/abrs/online-resources/flora/index.html>

Australian Plant Name Index (APNI):
<http://www.anbg.gov.au/cpbr/databases/apni.html>

Australian plant common name database: <http://www.anbg.gov.au/common.names/>

Australia's Virtual Herbarium: <http://www.anbg.gov.au/chah/avh/index.html>

Catalogue of Mosses of Australian and its External Territories:
<http://www.anbg.gov.au/cpbr/databases/moss-catalogue.html>

Integrated botanical information system (SpeciesLinks):
<http://www.anbg.gov.au/ibis/speciesLinks.html>

What's Its Name (WIN): <http://www.anbg.gov.au/win/index.html>

Geology and geomorphology of the Australian Alps

Australian Museum Online: <http://www.amonline.net.au/explore/index.cfm>

Birch W. D. (ed) (2003) *The Geology of Victoria*, Geological Society of Australia (Victorian Division), Sydney.

Brannagan D. F. and Packham G. H. (2000) *Field Geology of New South Wales*, 3rd edn, NSW Department of Mineral Resources, Sydney.

Department of Primary Industries (Victoria):
<http://www.dpi.vic.gov.au/dpi/nrenmp.nsf/Home+Page/7390C9B7D9AAC9F4CA256E69001834C1?open>. Under the heading 'geology', this site includes an overview of Victoria's geology.

Geoscience Australia: <http://www.ga.gov.au/>

Johnson, D. (2004) *The Geology of Australia*, Cambridge University Press, Melbourne.

NSW National Parks and Wildlife Service website:
<http://www.nationalparks.nsw.gov.au/npws.nsf/Content/Australian+Alps+-+landform>, sourced: May 2005.

Worboys, G. (1982) *Kosciusko National Park Geology and Geomorphology*, NSW National Parks and Wildlife Service, Hurstville.

Soils of the Australian Alps

Australian Natural Resources Atlas:
http://audit.ea.gov.au/ANRA/land/land_frame.cfm?region_type=AUS®ion_code=AUS&info=soil_overview

Geoscience Australia: <http://www.ga.gov.au/>, this site shows images of Australian landforms from a number of different areas as viewed from space at high altitude. This view enables you to see the difference the parent rock and climate make to the landform and soil formation. One of the images is of the Snowy Mountains, NSW. See:
<http://www.ga.gov.au/education/facts/landforms/space.htm>. Also refer to the 'Highest Mountain' page:
<http://www.ga.gov.au/education/facts/landforms/highmtns.htm>.

Mitchell, P. (2002) NSW Bioregional Overviews Study: IBRA Bioregional Descriptions, NPWS, Hurstville.

The Australian Soil Classification:

http://www.clw.csiro.au/aclep/asc_re_on_line/soilhome.htm

Climate and weather patterns of the Australian Alps

Australian Bureau of Meteorology: <http://www.bom.gov.au/>

Australian Greenhouse Office Fact Sheet 'The Air up There':

<http://www.greenhouse.gov.au/education/factsheets/air.html>.

Australian Greenhouse Office Fact Sheet 'Bad Gas':

http://www.greenhouse.gov.au/education/factsheets/bad_gas.html.

Australian Greenhouse Office Fact Sheet 'Changing for the Future':

http://www.greenhouse.gov.au/education/factsheets/farming_future.html.

Pickering C, Good R. and Green, K. (2004) 'Potential Effects of Global Warming on the Biota of the Australian Alps: A report for the Australian Greenhouse Office', Australian Government, Canberra.

Vegetation in the Australian Alps

Codd, P., Payne, B. & Woolcock, C. (1998) *The plant life of Kosciuszko*, Kangaroo Press, Roseville.

Costin, A., Gray, M., Totterdell, C. & Wimbush, D. (2000) *Kosciuszko Alpine Flora*, CSIRO Publishing, Collingwood.

Crabb, P. (2003) *Managing the Australian Alps: a History of Cooperative Management of the Australian Alps National Parks*, Australian Alps Liaison Committee/ANU, Canberra.

See flora data bases listed above.

Fauna of the Australian Alps

Australian Broadcasting Corporation website:

<http://www.abc.net.au/storm/exposure/galaxia.htm>. This is a story on the Mountain Glaxia.

AustralianFauna.com: <http://www.australianfauna.com/>.

Australian Museum Online: <http://www.amonline.net.au/explore/index.cfm>.

The Australian Museum (1983) *Complete Book of Australian Mammals*, Angus and Robertson, Sydney.

Fire in the Australian Alps

Australian Bureau of Meteorology:

http://www.bom.gov.au/info/leaflets/bushfire_weather.pdf

Crabb, P. (2003) *Managing the Australian Alps: a History of Cooperative Management of the Australian Alps National Parks*, Australian Alps Liaison Committee/ANU, Canberra.

International Union for Conservation of Nature and Natural Resources:

<http://www.IUCN.org/themes/wcpa/pubs/pdfs/australianbushfires.pdf>

Department of Sustainability and Environment (Victoria):

<http://www.dse.vic.gov.au/dse/nrenfoe.nsf/Home+Page/DSE+Fire~Home+Page?open>

Aboriginal people and the Australian Alps

Argue, D. (1995) 'Aboriginal Occupation of the Southern Highlands: Was it really Seasonal?' in *Australian Archaeology*, Vol. 41, pp. 30-36.

Clark, I. D. (1996) 'Aboriginal Language Areas of Victoria', a report to the Victorian Aboriginal Corporation for Languages, 14 July, Melbourne.

Australian Alps Liaison Committee (1992) *Cultural Heritage of the Australian Alps*, proceedings of the 1991 Symposium, ed. B. Scougall, Australian Alps Liaison Committee, Canberra.

Clark, I. D. (1996) 'Aboriginal Language Areas of Victoria', a report to the Victorian Aboriginal Corporation for Languages, 14 July, Melbourne.

Flood, J. (1996) *Moth Hunters of the Australian Capital Territory: Aboriginal Traditional Life in the Canberra Region*, J. M. Flood, Downer.

Flood, J. (1992) 'Aboriginal Cultural Heritage of the Australian Alps: an Overview', in *Cultural Heritage of the Australian Alps*, proceedings of the 1991 Symposium, ed. B. Scougall, Australian Alps Liaison Committee, Canberra.

Flood, J., David, B., Magee, J. & English, B. (1987) 'Birrigai: a Pleistocene site in the South-eastern Highlands', in *Archaeology in Oceania*, Vol. 22, pp. 9-26.

Heritage Office (HO) and Department of Urban Affairs and Planning (DUAP) (1996) *Regional Histories: Regional Histories of New South Wales*, Sydney.

Howitt, A. W. (1996) *The Native Tribes of South-east Australia*, first published in 1904, Macmillan and Co, London, reprinted, Australian Institute of Aboriginal and Torres Strait Islander Studies, Canberra.

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