



University of South Australia

If you are required to use a calculator, please note the make and model here:

Calculator Make:

Calculator Model:

2006 Mid Year Examination

Student ID Number

Student ID Number																			
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Family Name	
Given Names	

Division of Information Technology, Engineering and the Environment

School of Natural and Built Environments

Course Name Principles of Project Management A

Subject Area BUSS Catalogue Number 5142

Examination Day Monday Examination Date 19 June 2006

Examination Time 09.00h Length of Exam 3 hours

Examination Venue:	Ridley Centre/ Royal Banquet Room/ Other
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Instructions to Candidates

This is a closed book examination.

The paper consists of four essay-style questions from the attached Case Study, "Excavation and Relocation of Unique Archaeological Sites".

You may answer the questions in any sequence. Please leave a blank page between your answers.

Each question is worth 25 marks. Total 100 marks.

Conduct in examinations

- Students are responsible for finding out their examination times and locations and for travelling to the venue. Examination times and locations are published on the University web site and advertised on the student portal. It is recommended that students arrive at least 15 minutes prior to the advertised start time.
- Students who arrive up to 30 minutes after the published start time will be permitted to enter the examination room but will not be allowed any additional time to complete the examination.
- Students who arrive more than 30 minutes after the published start time will not be permitted to enter the examination room and will receive a zero mark for that assessment.
- All students must bring with them, and display on their desk:
 - their student identification card: or
 - an alternative form of photographic identification such as a passport or driver's license. If a student does not provide acceptable photographic identification the invigilator will compare the student's likeness with University records in order to verify the student's identity;
- Where applicable, students must also display on their desk:
 - an approved disability access plan; and/or
 - an ENTEXT Card (for students who are entitled to extra time but have not been issued with an indicator on their student identification card)
- Unless otherwise specified in the course information booklet or as an agreed provision under Section 3: Moderation and Variation, a student must not take into the examination room any item with the potential to provide them or another student with an advantage, including but not limited to:
 - text books or any other book including dictionaries
 - calculators
 - mobile telephones, personal digital assistants, messaging devices or any other electronic device
 - notes, or other written documents
 - devices or personal items
 - examination answer booklets, attendance slips or scrap paper
- Any items specified as being allowed in the course information booklet must not be enhanced or tampered with in any way that provides an additional advantage to the student or any other student.

Procedures during the examination

- Every student must complete the attendance slip provided.
- The examination starting time may include a designated reading time for students. During this reading time, students are not permitted to write in the examination booklets but may complete attendance slips, fill in details required on the front cover of examination booklets, and make notes on loose-leaf paper provided. An invigilator will announce when the reading time has elapsed, after which students may write in the examination booklet.
- No student will commence writing answers until authorised by an invigilator. All students must stop writing when instructed by an invigilator. At the end of the examination all students must remain seated until all examination booklets have been collected.
- During an examination students are not permitted to speak to or communicate with any other student, or give or receive any form of assistance, academic or otherwise.

Procedures for leaving the examination room

- Students are not permitted to leave the examination room in the first 30 minutes after the published starting time or during the last 10 minutes of any examination.
- After the first 30 minutes of the examination has lapsed, a student can request to leave the examination room for a short break. When approval is given by an invigilator, the student will be supervised during the period of absence.
- Students wishing to permanently leave the examination room must hand all examination booklets to the invigilator who will endorse the booklets as correctly identifying the student. Students cannot remove any examination answer booklets, scrap paper or attendance slips from the examination room.

Breaches of examination procedures

- A breach of the examination procedures may constitute academic misconduct. Procedures are deemed to be breached even if it cannot be demonstrated that the student gained an advantage from the breach. For example, if a student takes a mobile telephone or device into the examination room but does not switch it on or remove it from their pocket, it may still constitute academic misconduct although the intent is recognised in determining an appropriate outcome.
- Breaches of the examination procedures will be recorded under Section 9: Academic Integrity of this manual whether they constitute academic misconduct or not.

Procedures for breaches that cause disruption to an examination

- Any student disrupting the examination can be instantly dismissed from the examination room at the discretion of the chief invigilator. Where dismissal is the appropriate course of action, the chief invigilator will document the incident and provide a report to the Head of School or Director: Regional Engagement or nominee.
- The Head of School or Director: Regional Engagement or nominee will investigate the incident as either:
 - academic misconduct by following the procedures for formal inquiry set out in Section 9: Academic Integrity, or
 - misconduct under Statute 7: Student Misconduct.
- Where dismissal is not deemed appropriate by the chief invigilator, the student will be permitted to remain in the examination, and clause 6.6 will apply.

Procedures for breaches that do not cause disruption to an examination

- If a breach is detected that does not cause disruption to the examination, or is assessed by the chief invigilator as not warranting dismissal from the examination room, the invigilator will tell the student that the breach has been detected and will be reported.
- The invigilator will document the incident and will provide a copy of this report to the Academic Integrity Officer at the relevant school within 5 working days of the incident.
- If the Academic Integrity Officer considers that the breach constitutes academic misconduct, they will investigate the incident by following the procedures for managing alleged academic misconduct set out in Section 9: Academic Integrity.
- If the Academic Integrity Officer considers that the breach does not constitute academic misconduct, they will provide academic counselling to the student.

Use the attached Case Study “Excavation and Relocation of Unique Archaeological Sites” to answer the following questions (25 marks each)

Question 1

A project manager must perform key tasks to deliver outcomes for each phase of the project. Identify the major outcomes for this project and describe the key tasks that the project manager has to complete to ensure successful outcomes from each phase. Your answer should include the development of a three-level Work Breakdown Structure.

Question 2

The Guide to the Project Management Body of Knowledge identifies a number of project processes. Analyse the relationships between these processes and the Plan-Do-Check-Act (PDCA) cycle. Support your answer with examples based on the case study project.

Question 3

The major function of the project manager is to integrate all the functional elements (knowledge areas) of the project. Identify and describe key interdependent activities that must be successfully integrated to ensure project success. Relate your answer to issues derived from the case study.

Question 4

Project documentation ensures that information about project activities and issues can be disseminated to the project team. Discuss the ways in which reports and reviews formalise the means of project communication between the various stakeholder groups and ensure a shared understanding of the status of this project.

CASE STUDY: EXCAVATION AND RELOCATION OF UNIQUE ARCHAEOLOGICAL SITES

At the Area C project in Australia, an agreement with the traditional owners has enabled unique archaeological sites to be excavated and relocated.

Native Title agreements that allowed development of the rich Area C iron ore deposits in the central Pilbara, Western Australia, were finalised in June 2001. As part of the agreements, the Company negotiated with the site's traditional owners to excavate and relocate a number of stone arrangements of great archaeological significance. They have now been moved to a safe location where they can remain undisturbed by future mining operations.

In 1982, surveyors came across the stone arrangements, which consisted of banded ironstone and chert stones buried upright in the ground. After consulting with the Aboriginal custodians, a decision was made to leave the arrangements untouched and to record the find with the then Western Australian Museum's register of heritage sites.

On taking over the site in 1990, BHP Billiton Iron Ore also took on responsibility for recording and protecting the stone arrangements. A survey, undertaken by archaeologists engaged to map the extent of the sites, showed there were well over 1000 stones in different-sized groups, ranging from just a few to several hundred. It was clear they had been deliberately placed and that some had been transported considerable distances to the site.

Applying a formal process appropriate to any activity related to indigenous archaeological sites, the Company consulted with the Aboriginal custodians regarding the proposal to conduct mining in the vicinity of the stone arrangements. Many of the local Aboriginal elders knew of the stone arrangements and, while uncertain of their origin, confirmed their significance in Aboriginal lore.

The Company began liaising with the traditional owners and archaeologists with expertise in Aboriginal heritage to plan for protection of the stone arrangements. One solution discussed was to place a buffer fence around the archaeological sites; but there was concern that, over time, mining activity could impact indirectly on the stones and damage their integrity. A request was presented to the Aboriginal custodians for the stone arrangements to be moved. After a period of deliberation, the custodians agreed that they could be relocated without destroying their cultural significance.

An agreement was reached that the custodians, the Company and archaeologists be involved in a joint project to relocate the stone arrangements to a safe area where they could be preserved, and this was enshrined as part of the Native Title agreements. In 1998, all parties formally signed the agreement to move the stone arrangements. An application was made to the Minister for Aboriginal Affairs, and approval was granted in 2000.

In 2002, the Company consulted with the custodians to find an appropriate location where the stones could be safely repositioned. A site with similar geographic features seven kilometres from the main stone arrangement was selected. A team of surveyors used global positioning technology to document the position of every stone. The information was then transferred to a grid map, and pegs were placed at the new site to ensure the stones would be relocated in exact matching positions.

Archaeologists photographed every stone with north points marked so they could be positioned with the correct orientation. Working with the archaeologists, teams from the two Aboriginal groups then used trowels and other digging equipment to carefully remove the soil from around the stones. Samples of sediment were taken from beneath a number of the stones so that tests could be undertaken to determine an age for the construction of the arrangements. Once excavated, the stones were wrapped in plastic, numbered and made ready for reburial at exactly the same depth and orientation.

The stone arrangements are now all in place at the new site. Studies are under way to date samples of the sediment taken from the stone arrangements, using optically stimulated luminescence dating techniques. Preliminary results suggest the arrangements could have been constructed and maintained from approximately 3000 years ago.