

2022 ASSESSMENT REPORT

OXP315118 - OUTDOOR LEADERSHIP

Section A

Criterion 2

QUESTION 1

“Theories of leadership attempt to explain the factors involved either in the emergence of leadership or in the nature of leadership and its consequences.” (Bass, 1990)

In a carefully constructed extended response (essay form), describe and evaluate two (2) recognised leadership theories that could be applied to an outdoor situation of your choosing. The outdoor situation may be from your Individual Outdoor Leadership Project, or some other real or imagined outdoor experience. In your application of each theory to the outdoor situation, explain how a leader’s use of leadership theories can lead to different consequences (positive and/or negative). Ensure you discuss strengths and limitations of each theory.

This question requires students to identify and name two (2) recognised leadership theories (not acronyms) which may include (but are not limited to):

- Conditional Outdoor Leadership Theory (COLT)
- Situational
- Transactional
- Transformational
- Feminist
- Servant
- Trait and Great Man
- Contingency

Ideally, these theories will be contrasting to acknowledge the notion that different leadership styles may have different consequences. Students are required to provide a clear, concise and detailed description of each of the chosen theories. Markers take into account the timeframe students have to articulate and apply their understanding to two complex theories.

Students are required to pose a scenario, giving enough context to show how context may influence their approach to the scenario. They need to describe how each leadership theory aligns with their chosen scenario and how each theory influences approaches to the scenario, resulting in different consequences. Students can use diagrams to articulate depth of knowledge and understanding, but these must be directly referred to within the

body of the essay.

Students are not required to "resolve" the scenario but rather discuss how their chosen leadership theories help to influence approaches to the given scenario. Students should take into consideration the **context** of the scenario and how that may influence their approach to the scenario.

An evaluation implies that students will outline **strengths** and any **weaknesses** of each theory and/or outline a **comparison** between the two theories. Strong responses did this effectively.

Strong responses set up the student's chosen scenario well by explaining all the elements in detail. For example, they explained the activity, participants (age, outdoor activity experience, socio-economic status and explained that the participants were unprepared in terms of necessary gear to survive in unfavourable conditions. Strong responses stated the reasons behind fluctuating leadership styles to suit the conditions and, when applying COLT, analysed the five components of COLT into high, med and low favourability fractions (i.e., 1/5 high, 2/5 med, 2/5 low) in order to then explain how the leadership style was determined.

The comparison of leadership theory covered all the elements of each by discussing the strengths and limitations (such as Feminist leadership theory being one-dimensional in comparison to COLT). Lengthy and well-articulated discussion with the comparison and the analysis of each theory were provided. Strong responses evaluated the theories, and how these chosen theories can lead to different outcomes, concluding by suggesting a preferred leadership theory.

Stronger responses gave a comprehensive definition of both theories of leadership, using specialised terminology. The application of each theory applied the concepts, not necessarily coming to a decision, however describing how leadership would look if applying this theory (noting style and orientation where applicable). Stronger answers made a comprehensive comparison of the two theories noting their strengths, limitations, differences, and similarities. These responses may have mentioned all or a combination of these aspects.

Mid-range responses featured a choice of two relevant theories and applied them to the chosen scenario. Students spoke briefly about potential outcomes, limitations and strengths of each theory; however, their application lacked substance and demonstration of a strong link between each element of the question.

Low-range responses featured a choice of two leadership theories and a relevant scenario; however, the explanations of each theory were weak with very little discussion on different consequences/outcomes of each chosen leadership theory. Some students demonstrated a sound understanding of the attributes and leadership styles that were appropriate given the scenario's favourability, but there was little substance on what limitations and strengths each theory possesses. In addition to this, the responses did not provide enough information to strengthen the student's argument and provide justification.

Weaker responses presented two leadership theories and a basic scenario. They typically lacked substance when comparing the two leadership theories, the limitations/strengths of each and the discussion on how they could lead to different circumstances. Some students only mentioned one theory and lacked application to a scenario, giving little to no discussion about strength/limitations and different consequences.

Weaker responses missed components or key terminology of each theory or may not have applied both to the scenario. The comparison may have only noted one key difference, similarity, limitation or strength or lacked any analysis of the two theories at all. A few answers compared styles of leadership rather than theories.

Other concerns about student knowledge of the theories were raised by responses that evaluated both theories within the conditions of favourability of COLT. For example, when evaluating 'Environmental Dangers', students would apply their second theory within this paragraph and link it to environmental dangers, demonstrating their lack of knowledge of how COLT is applied. Task/Relationship orientation was frequently missed out of any explanation or application of COLT and occasionally was discussed initially but not applied to the scenario.

Students ideally selected two contrasting theories to demonstrate their understanding of the strength and weaknesses of both theories, as well as the potential to lead to different consequences. Many students chose to compare COLT and Situational Leadership Theory which made this comparison difficult.

The most common theories chosen were:

- COLT
- Transactional
- Transformational
- Feminist
- Servant
- Situational

Criterion 8

To be successful in Criterion 8 students need to organise information in a logical sequence in response to the question. Good essay writing structure is required, including strong and clear introductions that address the question and attribute theories/concepts to their writers/developers.

Strong essays provide:

- logical progression of ideas
- clear organisation of information
- strong introductions that address the question

- an ability to weave theoretical information and personal understanding into a cohesive discussion
- the development of relevant ideas that avoid over-generalising or repetition
- recognition of developers of theories and concepts.

The response should merge theoretical knowledge/information with the scenario to produce a coherent and cohesive discussion.

Correct use of grammar/syntax, spelling (including spelling of terminology/specialised/technical terms), punctuation and sentence/paragraph structure, and language is important, with specialised terminology prioritised. Abbreviations should be spelled out in the first use and explained in context.

Handwriting must be relatively easy to decipher to make the intended meaning clear and is still an issue for many students.

Overall, essay writing structure was good with information sequencing logical and relevant referencing provided. Handwriting was generally legible, and the occasional diagram was provided to strengthen an argument. Some responses provided generalised responses; however, overall repetition was minimal. As most responses applied COLT there was great use of specialised terminology and technical terms.

Many students referenced the author of their theories which helped to strengthen their Criterion 8 response. Spelling, grammar and punctuation errors were common in many responses. While most essays followed a logical format with separate paragraphs, some lacked an introductory paragraph or conclusion.

SOLUTIONS/SUGGESTIONS:

- Appropriate scenario selection. Providing relevant and thorough scenario details will allow the student to link both of their chosen leadership theories to strengthen their argument.
- Thorough description of each theory and details of the strengths and limitations of each.
- Adding references to their chosen theory (i.e., COLT Priest and Gass).
- Using appropriate and specialised terminology when discussing leadership theories.
- Clear, concise and fluent essay writing structure to avoid confusion from the reader/marker.
- Discussion of the different consequences/outcomes when applying the chosen theories. Adding substance to this section of the argument will solidify the student response and their understanding of each chosen leadership theory.
- Rather than focussing on the final outcome of the scenario, describe how a leader's decision can be influenced by applying the chosen theories and the 'ripple effect' this has on the group, for example, group unity and risk taking.

Section B

Criterion 3

There were five questions in this section.

QUESTION 2

Groups will not follow leaders they perceive as powerless or lacking the ability to influence others. Leadership power comes from a number of sources. Describe four (4) sources of leadership power, using examples to show how they may be evident on an outdoor trip.

This question could have been approached in a range of ways, so long as students highlighted ways that leaders hold influence over their group.

In assessing this question, the markers were looking for:

- Students to name **four** ways in which a leader holds an influence over a group of participants. (1/2 point each)
- An explanation/definition of this form of leadership power/influence (1/2 point each)
- An example on how this influence would look in an outdoor setting (1pt each example)

Responses that either covered four power bases or gave four reasonable influences achieved higher ratings, with the majority of students performing reasonably well.

Stronger responses demonstrated knowledge of the power bases or gave four reasonable ways that a leader can hold an influence over their group. These responses gave a detailed discussion/definition of this influence/power and provided an example on how this would appear in an outdoor setting.

Weaker responses generally named some influences/power bases but did not give a detailed explanation of the type of influence or missed out on giving an example on how this influence would appear in an outdoor trip.

QUESTION 3

You are planning a rafting day trip for a group of six at-risk young people who have experienced significant adversities. They have a range of abilities and social backgrounds. The water level is suitable for an introductory session and you have experienced raft guides leading the trip. Provide three (3) attributes/traits needed by the leaders of this activity, justifying why these attributes could be beneficial to achieving the therapeutic goals of this trip.*

Students are given the opportunity here to discuss how leaders need to be adaptable and flexible depending on the skills and experience of the people they are leading, and that they

almost always have to deal with group members with a range of social and cultural backgrounds and experiences.

In assessing this question, the markers were looking for:

- Students to provide an attribute/trait that would be suitable/advantageous for the leader to have in relation to the scenario (1pt for each one – up to 3pts)
- Students to provide a definition/explanation of why this is an important leadership attribute/trait (1pt up to 3pts)
- Students to link the trait to the therapeutic needs of the group – this could be done through the definition/explanation or as a standalone response (1pt – up to 3pts)

This scenario poses that the necessary hard/technical skills are possessed by the leaders, with students having to focus on the types of traits and attributes you would be looking for in your guides to lead a very specific group, with a clear goal in mind. It would be acceptable for a student to discuss the traits ‘you’ may need in addition to the guides.

As the list of different leadership attributes/traits is huge and changes depending on what an individual believes is important, a wide range of attributes/traits were accepted in the naming of an attribute or trait. This meant that students generally performed well in this part of the question, though some curious responses still emerged. Common attributes provided included: Empathy, Patience, Humour, Responsibility, Respectfulness, Confidence. (Some responses that were accepted but could really be considered skills were Communication and Decision-Making Abilities).

The definition/explanation of these terms was completed reasonably well, with students generally being able to explain why the specific attribute was required to be an effective leader.

In the final section, markers were looking for the link between the specific attribute and the therapeutic needs of the group. This is where students occasionally struggled, with stronger responses providing these links well, while weaker answers only defined the term without the link to why it is important in a therapeutic setting.

RESPONSE AND TEACHING IMPROVEMENTS:

Students/teachers should provide clarification around attributes/traits/skills/qualities – possibly with some discussion at moderation on what is acceptable.

Students need to look more closely at the question requirements to ensure that they link their responses to the stimulus provided – in this case the therapeutic needs of the group.

Students need to answer the question directly. Too many students gave half a page of a response telling the markers that a leader needs to have skills, qualifications, attributes and experience to be an effective leader – wasting much of the space provided for their answer and achieving minimal to no ratings. This was evident in multiple questions.

QUESTION 4

Effective leaders will possess a range of core competencies. Three of these are Environmental Stewardship, Safety and Risk Management, and Technical Ability. Choose two (2) of these competencies and explain the skills, knowledge, and abilities needed by the leader to be considered competent in each area.

There is a range of competencies that an Outdoor Leader should possess. This question names three common competencies that fall within the scope of theory in this course.

Students were required to write about two (2) of the competencies – with 4 points attributed to each competency. If a student spoke about three, they were given ratings for their best two responses and the third was not counted.

Responses could include a range of answers that linked to the skills, knowledge and abilities aligned with the core competencies listed.

Environmental Stewardship:

- Complete environmental management plans
- Know, discuss and apply Leave No Trace principles
- Understand and assist in environmental emergencies
- Understand and teach about policies – National Parks, World Heritage Areas, Reserves, etc.
- Know, discuss, and teach about the social, community and economic impacts of poor environmental practices
- Ability to demonstrate/exemplify different environmental control strategies to their group.
- Safety and Risk Management:
 - Ability to spot/minimise and remove hazards
 - Ability to complete RAMS and GOPREPARE planning forms
 - Knowledge of safety equipment and supervision requirements
 - Maintain First Aid Qualifications and other qualifications relevant to the activity
 - Relevant skills to respond to an emergency in the specific activity/environment they are operating within
 - Ability to communicate (briefings and instruction) with their group to ensure health and safety requirements are followed.

Technical Ability:

- Relationship to technical skills required to complete an activity – for example: ability to rock climb, mountain bike, surf or kayak to a certain level
- Ability of the leader to teach/instruct and pass on these skills to their participants
- Have a range of tips to correct specific techniques within their group

- Leaders should have technical skills above the level at which they are teaching/instructing – “cushion of competence”
- Leaders should have qualifications in these skills to meet activity requirements
- Leaders should continuously practice, maintain, re-certify and build upon these skills or they can risk losing these skill sets.

As noted, a broad range of responses was accepted for to this question and, overall, students performed well. Most students were able to connect their learning through the year into categories of core competencies. Better responses were generally found in the Environmental Stewardship and Safety and Risk Management competencies – as students tended to go into more detail in these areas. Technical Ability was still answered well, just the depth of response was often not noted which limited final ratings.

RESPONSE AND TEACHING IMPROVEMENTS:

Evidence highlights that teachers are covering the general content/knowledge required to respond to this question well.

From a student response perspective, again, students need to focus on answering the question without trying to introduce the question (this is not an essay response) and when responding, ensure enough detail is provided within their responses.

QUESTION 5

Decision-making models provide outdoor leaders with a framework to develop and enhance their capacity to make effective decisions and solve problems. Some of the decisions outdoor leaders must make are complex in nature, such as route finding and searching for a lost group member.

Describe and justify one (1) decision-making model that would be appropriate for a leader to use in an outdoor setting to address a complex problem. Your response does not need to solve the problem but should refer to a specific situation taken from your Individual Outdoor Leadership Project or some other real or imagined outdoor experience.

This question required students to discuss **one** (1) decision making model with no specific model noted. While only the rational decision-making model is noted in the course document, students could select the model they thought most appropriate. As such, any noted model could be addressed in the students’ response (e.g., Rational/Analytic, Creative, Naturalistic, DECIDE, Dual-Process etc).

It is important for students to read the question carefully. In this case, they were not asked to solve a specific problem but demonstrate/discuss why a specific model would be effective in addressing a complex problem. Any model could be applied to this question.

In assessing this question, the markers were looking for:

- Students to name and demonstrate how a model would be used in managing a complex decision (4 marks)
- Students to discuss why a specific decision-making model is effective for complex decisions (4 marks).

Students were mostly able to name a decision-making model that could be used in a complex situation, though weaker responses tried to use leadership theories or styles as a decision-making model and a few responses went down the line of decision-making methods (Chance, Voting, Consensus etc).

A portion of the respondents simply demonstrated how the rational decision-making model could be applied to a situation that they encountered. This demonstrated that the student had most likely memorised the model, but had not necessarily answered the question as there was minimal discussion about why this is an appropriate model (linear, step-by-step, easy-to-follow for new leaders, provides deep analysis and chance for re-evaluation to develop experienced based judgement, etc). Such responses commonly achieved 4 marks for the demonstration, with one or two more depending on whether they discussed why it was appropriate.

A large portion of the cohort discussed the Naturalistic Decision-Making model, with links to heuristics and experience-based judgement. While this was not necessarily the best model for a complex problem, the response was still acceptable. These responses generally looked deeper into the appropriateness/effectiveness in solving a problem, but the specific application of the model often needed more depth. Overall, students who followed this model generally performed strongly.

Alternate approaches (leadership theories, decision making techniques etc.,) achieved lower ratings. These were not specific models and generally not discussed in enough depth. Relevant information was rewarded if a sound discussion was provided.

Overall, markers were lenient in how they assessed this question as the broad range of responses did not allow a highly specific/consistent response. Marks were granted throughout student responses to acknowledge relevant knowledge and arguments.

RESPONSE AND TEACHING IMPROVEMENTS:

It is recommended that teachers, at a minimum, focus on the Rational Decision-Making model in their classes but highlight the range of models that leaders could choose from.

From a student perspective, it is recommended that students do not write an introduction to their short answer responses, as this often does not achieve any points. The wording of this question was not analysed closely by many students, who simply provided a scenario and then solved it using their chosen model. Reading the requirements of the questions and not just memorising a model and knowing why the model is effective and in which situations—is crucial in achieving higher ratings.

QUESTION 6

Outdoor leaders should be proficient in facilitating deliberate and active reflection to ensure that learning can occur during an outdoor activity. Explain the importance of reflection in an educational setting, providing examples of reflective techniques that can be used by an outdoor leader.

Students needed to

explain why reflection is important in an educational setting (4 marks). Responses could include, but are not limited to:

- Review of the activity – what the person/group has completed
- Review of goal achievement and possible re-set of goals
- Understanding learning that has occurred
- Looking at what worked well – task, group, individuals, leader
- Looking at what didn't work well – task, group, individuals, leader
- Evaluating performance and looking for improvements
- Developing experience-based judgement

Students also needed to provide examples of reflection techniques that a leader could use, and, for higher ratings, they needed to explain some of the reflection techniques they listed (4 marks). Responses could include, but are not limited to:

- Debriefing – Leader controlled questions and responses for constructive feedback
- Small and Large Group Discussions
- Feedback forms
- Self-reflection – guided meditation
- Journaling – written, drawing
- Reflective writing – essays
- Group sharing – Rose, Thorn, Bumble Bee

Overall, students performed very well on this question, demonstrating that this information is covered well by teachers and that a range of reflective techniques are being used within classroom settings. Most students were able to discuss the importance of reflection well. Weaker answers simply listed a few different reflection techniques, while stronger responses would identify and discuss a range of techniques.

RESPONSE AND TEACHING IMPROVEMENTS:

Teachers could possibly be more explicit in exploring “why” we should reflect and could identify a broader range of reflective techniques – however it is believed this is being completed well generally.

For students it is all about the information/detail with the responses. So, looking at the question and being able to expand on information, rather than just using a note/dot point for your responses, is important.

Section C

Criterion 5

There were four questions in this section. All questions were out of 10.

QUESTION 7

You are leading a two-week development trip for emerging leaders in the Kimberley region of Western Australia. Activities will include hiking, abseiling and canoeing, but the main goal for the trip is leadership development. The students know each other well but you have not worked with them before. As the leader, how can you use the concepts associated with stages of group formation to meet group goals?

Students were expected to consider how group development would look in a group of people who know each other, but have a new leader and a new goal. While Tuckman's is the most likely model, students may choose to approach the question using an alternative model. Tuckman's Stages of Group Development was chosen by the majority of candidates who generally gave an accurate description of each stage.

Stronger responses referenced the scenario along with exploring how progress through the stage is not necessarily linear. While groups generally progress through the stages in a linear fashion, groups may regress in a non-linear fashion, such as moving from the norming stage back to the forming stage with the presence of a new group member or leader. Weaker responses did not respond to the scenario or observed that the group in the scenario would spend less time in the 'Forming' and 'Storming' stages (though it may be noted that conflict could already exist in the relationships members have with each other, and arise in their relationships with the leader). More attention may be given to 'Norming' (in order to set expectations necessary to meet goals) and 'Performing'.

This question was generally answered well by students with stronger responses describing how a leader facilitates the group's movement through the stages. Effective leadership is essential for participants to be optimally guided through these stages. The focus of the response should not just demonstrate an understanding of the theory, but how a leader should/could facilitate their group goal of members to develop leadership skills. A leader might decide, for example, to focus on setting challenges to empower group members, and build relationships in the first few days rather than being task-oriented. Students may choose to set new goals towards the end of the trip to explore the 'Transforming' stage. Students may establish connections between stages of group formation and Maslow's Hierarchy of Needs.

Weaker responses only discussed Group Formation theory and didn't apply it to the scenario and the achievement of group goals.

QUESTION 8

For your Individual Outdoor Leadership Project, you are planning to take your group snorkelling at a local beach. Many of the participants have not been snorkelling before but all are excited to participate. Using examples, explain the types of barriers (at both the sending and receiving ends) you will have to plan for and how you might overcome these barriers. Refer to communication theory in your answer.

Students were expected to use the scenario provided and demonstrate their understanding of communicating with an inexperienced group during a snorkelling activity. Markers were looking for evidence of communication theory, including barriers at the sending and receiving ends of the communication process and how a leader plans for and overcomes these barriers.

Strong responses included four barriers to communication (Overload, Internal, Semantic and External). Typically, students would provide an example of each barrier and explain how it is present in the snorkelling scenario. Answers that included comprehensive strategies for planning for and overcoming these barriers were rewarded. Strategies provided in strong answers included communication theory such as using a range of channels of communication (Auditory, Tactile, Verbal and Visual), where one-way and two-way communication could be used to avoid barriers to communication, and an explanation of how barriers were disrupting communication from the sending or receiving ends.

Weaker responses provided limited evidence of communication theory and did not apply knowledge to the snorkelling scenario. Often there was limited or no discussion of the importance of communication, send/receiver, two/one-way, etc.

Within a response to this question students could discuss that:

- barriers to communication occur at both the sending and receiving ends
- leaders need communication plans to minimise overload and noise
- a leader must understand the effects of barriers to communication and how to minimise these through clarification of understanding and two-way communication.
- a leader must understand the participants' needs prior to the commencement of the trip (for example, knowing that there may be some non-English speakers)
- distractions of any sort that interfere with communication should be reduced.

QUESTION 9

You are on the first afternoon of a three-day trip to the Walls of Jerusalem in mid-March. It is 3pm when the group reaches the first possible campsite. The group's original plan was to continue to a campsite roughly 6 kilometres further on, but many of the group are tired and would like to stop for the evening. The group becomes divided with four students wanting to stop and five students wanting to stick to the original plan and keep walking.

As the leader, how would you go about trying to resolve the issue? Describe two (2) conflict resolution techniques you may use to overcome this disagreement, discussing the advantages and disadvantages for each and the possible opportunities that could arise from the conflict.

This question required an understanding of two conflict resolution strategies a leader could use to resolve the conflict present in the bushwalking scenario. Markers were looking for evidence of knowledge of conflict resolution strategies and the advantages, disadvantages and opportunities that could arise from the conflict resolution process. Recognised conflict resolution strategies included Accommodation, Avoidance, Competition, Compromise and Collaboration. In addition to these strategies the VOMP strategy was used; it involves: verbalising the problem, owning your part in the conflict, walking in the other person's moccasins (empathising), and planning to resolve the conflict together.

Stronger answers provided accurate definitions and descriptions of two conflict resolution strategies. Responses that discussed the actions a leader would take to support the conflict resolution process and the opportunities that could arise from the process were rewarded. Examples of opportunities arising from the conflict resolution process included: respect for the leader, identifying strengths of group members, role clarity, group unity, established goals and working collaboratively. Strong responses also acknowledged the importance of conflict in group development.

Weaker responses demonstrated a limited understanding of conflict resolution strategies, including incorrect description of conflict resolution strategies. Less successful responses did not address advantages and disadvantages for each conflict resolution strategy, did not provide opportunities that could arise from conflict resolution and repeated content.

It was noted that using the Avoidance strategy was not acceptable in this scenario due to the obvious difference in opinion existing in the group. Students were rewarded if they were able to explain why Avoidance would be inappropriate for this scenario. Some answers referred to a vote as a possible strategy, but this idea was not acceptable as it was not a recognised strategy for resolving conflict and there was a clear minority group in this scenario.

QUESTION 10

A group of students are participating in their first winter camp. Whilst setting up their tents, one student, Todd, is standing watching his group and not helping at all. He is wearing shorts and a t-shirt and complains about how hungry he is. Another student, Mary, has put up her tent with her group and helped a few other groups put up theirs. Identify and explain the different levels of Maslow's Hierarchy of Needs that Todd and Mary are associating with. Explain how you, as a leader, would meet the needs of each student to enable them to move to the next level of the Hierarchy.

Students were required to identify and explain the different levels of Maslow's Hierarchy of Needs that Todd and Mary are associating with, and then explain what they would do as a

leader to meet those needs and enable Todd and Mary to move to the next level of the Hierarchy. This question was answered well by most students.

Strong answers identified that Todd was associating with Physiological Needs and Mary was identifying with Esteem (or Self Actualisation) Needs and justified this by linking to the scenario. Students then explained what they would do as a leader to progress both Todd and Mary within Maslow's Hierarchy. This was explained well using terminology related to the course.

Weaker answers were unable to name what level of Maslow's Hierarchy of Needs both Todd and Mary were associating with, or provide limited actions they would take as a leader to progress both Todd and Mary. Some answers only focused on what level Todd was at and failed to comment on Mary.

Section D

Criterion 7

All students responded to Question 11, with more students attempting Question 13 than Question 12. It is important that students understand that Part 1 (Question 11) addresses Elements 1 and 3, while Part 2 (Questions 12 and 13) specifically address Elements 2 and 4. Quite often students fail to approach the questions from these lenses, instead providing similar answers (some pre-prepared and unrelated to the specific question).

Generally, students are showing a good understanding of the theory used in this module, although they need to specifically address the question, relating the theory to the ideas asked for. It is also important that students provide an extended response that is logically structured to ensure all aspects of the question are addressed.

Stronger responses are written in third person, presenting various viewpoints rather than providing a personal reflection.

QUESTION 11

Aaron Pedersen, an Indigenous Australian actor of Arrernte-Arabana descent, believes that "A lot of people are physically and spiritually removed from the land. They see it as an inanimate object, but it's not... We're all a part of nature. As caretakers we need to protect and honour the land". He goes on to suggest that given current levels of uncertainty brought about by bushfires, floods, the threat of climate change and pandemics, it is crucial for people to reconnect to nature.

Discuss how understanding Indigenous Australian connections to the land may help foster more caring and respectful human-nature relationships and improve personal and cultural wellbeing. In your response consider how past events can serve as lessons to improve connectedness with nature in current and future generations.

This question gave students the opportunity to identify different values people hold in relation to the environment, particularly in light of values and attitudes held by some Indigenous Australian people. Higher level responses discussed a range of values, and specifically how they are demonstrated. Examples provided included how some Indigenous Australians connect to the natural environment, for example through storytelling, cultural burning, hunting and gathering using sustainable practices, and nomadic lifestyles that involve travelling in line with the seasons. Values discussed included (but were not limited to) scientific, recreational, spiritual, educational, aesthetic, social, cultural, economic and intrinsic.

Some students used Peter Martin's signposts, in addition to world views such as anthropocentric, ecocentric and biocentric, to discuss and compare how Indigenous Australians connected to the land in contrast to European settlers and how their way of knowing nature was different and what environmental issues or events this may have led to.

Within their discussion of Indigenous connections to land, some students discussed sense of place, reciprocity and proximity.

Students were specifically asked to consider how past events can serve as lessons to improve connectedness with nature in current and future generations. Stronger students connected examples of past events to the Indigenous connections aspect of the question to create a fluent and compelling discussion. Higher level responses commented on past events, some referring to specific events such as environmental campaigns, climate change, bushfires or floods. Such responses also referred directly to the exam question, including the quote from Aaron Pedersen. While done well, this connection occurred less frequently.

A majority of students discussed Indigenous connections to land, however weaker responses did not address all components of the question, such as providing a discussion of past events or lessons learned.

QUESTION 12

This year marked the 50th anniversary of the damming of Tasmania's Lake Pedder and renewed calls for its restoration. Interestingly, it also coincides with the United Nations' Decade on Ecosystem Restoration, which aims to "prevent, halt and reverse the degradation of ecosystems on every continent and in every ocean". While Lake Pedder's restoration would be expensive and logistically complex, environmental scientists such as Robin Wall Kimmerer remind us that restoration is important not only "for polluted waters and degraded lands, but also for our relationship to the world. We need to restore honor to the way we live, so that when we walk through the world, we don't have to avert our eyes with shame".

Discuss human interactions with the natural environment and the factors that have influenced these interactions over time. In your response consider the role of outdoor leaders to increase connection with the natural environment and improve human-nature relationships.

The question is intentionally broad to allow students to discuss aspects of the stem as they see fit.

Stronger responses explicitly discussed the stem and quote in their response. They used this question to demonstrate their understanding of the tensions which exist between user groups with varying values and attitudes towards the natural environment. They acknowledged that people's values and attitudes can compete against each other (e.g., Government and conservationists), but also addressed how they can form partnerships (e.g., Government and the Wilderness Society). They discussed how people may demonstrate their values and attitudes towards the natural environment in several ways.

An important component of this question was the discussion of how outdoor leaders can shape values and attitudes towards nature by increasing connections to the natural environment and helping users reflect on their own values and attitudes. Stronger responses provided a number of ways in which leaders facilitate reflection on values and attitudes toward the natural environment. This could include any activity, but should specifically show how the chosen activity impacts values and attitudes. Facilitation and leadership techniques could include:

- appropriate preparation sessions
- extended visits to nature and direct experiences with nature
- repeated visits to the one place at different times of day and during different seasons
- providing participants with language and ideas for describing relationships with nature
- making people comfortable in the outdoors
- equipping participants with the skills and competencies for outdoor living and travel and educating and informing them (e.g., how to set up a tent and select a suitable site, adjusting a pack, cooking tasty and nutritious meals, keeping warm, wearing the correct clothing, and navigational skills).
- time to reflect upon experiences and focus specifically on the self and personal relationships with nature (e.g., solo time, nature journals, sharing of ideas and stories, use of poems, songs, and other creative mediums).
- time alone in nature
- positive experiences in nature
- use of interpretation to foster knowledge of, and connection to place
- a focus on ecology and the interconnectedness of all species
- exploration and discovery.

It was expected that students connect their discussion of the issue to the theory of human-nature relationships, as well as factors that influence relationships over time. For example, a student may choose to discuss the damming of Pedder, and its restoration, within the framework of various stakeholders and their historical views, as well as contemporary views and where shifts may have occurred, and why.

Strong responses explored how interactions with nature have changed over time, due to shifts in knowledge, beliefs and attitudes. They discussed user groups/stakeholders with (arguably) competing worldviews (for example, environmental groups and forestry, tourist groups and commercial industry).

Weaker responses often failed to write explicitly about human-nature relationships. Instead, they focused on ecological sustainability. While principles of ecological sustainability may be included in a student's response, it should not be the primary focus.

Weaker responses spoke about one user group or set of values without showing change over time. Some students ignored the question and gave a prepared answer, displaying knowledge of theory but no application. Answers were sometimes superficial, showing little evidence of course knowledge or explicit actions the leader could take to foster relationships with nature, failing to adequately discuss the ways in which outdoor leaders can increase their participants' connections to the natural environment.

In approaching this question students may:

- describe a chronology of events which may influence attitudes and values towards the natural environment and how that has evolved over time to reflect changing values
- include a demonstration of 'sense of place' and how this may be developed and enhanced through people's relationship and engagement with nature
- choose to refer to Peter Martin's 'Signposts to Nature' to describe human relationships and experiences with nature
- include ways (more than one) in which leaders facilitate reflection on values and attitudes toward the natural environment
- consider if there is a change in value/attitude towards the Tasmanian Wilderness:
 - a growing appreciation and understanding of the value of such natural places
 - increase in the value people place on the natural environment, and a corresponding change in behaviours and attitudes towards these environments.

QUESTION 13

Social media imagery and location identification has exposed Tasmania's wild places to the world, increasing visitor numbers and potentially the risk of degradation. There has been a call to reduce social media exposure of these fragile and pristine areas.

Discuss human interactions with the natural environment and the part technology has played in changing attitudes towards natural places and the way people use them. In your response consider the role of the outdoor leader to increase connection with the natural environment and improve human-nature relationships.

The majority of students attempted Question 13.

This question allowed students to explore any aspect of technology and how it impacts relationships with nature, although the specific focus was intended to be social media and its correlation with increased visitor usage. The request to discuss human interactions and technology in relation to changing attitudes towards the natural environment is intentionally broad to allow student to choose their angle in relation to relationships with nature. It is important that students connect a discussion of technology to the theory of human-nature relationships, as well as factors that influence relationships over time.

Stronger responses explored the tensions that exist between visiting fragile areas, and keeping them safe, and how this may impact upon human-nature experiences. One strong response provided additional analysis of how technology generally (Gore-Tex, safety equipment, etc.) has changed relationships with nature, exploring pros and cons. Stronger responses explored competing worldviews or pros and cons of social media and technology more broadly. For example, is social media the only avenue some people have to discover new and beautiful places?

The question did not ask students to argue for or against social media, although many students did argue a point. Very few students explicitly discussed geo-tagging, identifying places on Instagram and increased visitation to remote areas during COVID, beyond the information given in the question. Though, some did explore the power of imagery to promote an emotional response, and as a result increase visitation to an area.

Weaker responses tended to focus solely on principles of ecological sustainability, speaking of devastating environmental impacts brought about through increased numbers without linking this to human-nature relationship theory. While discussing such concepts (e.g., Leave No Trace) may be included in a students' response, it should not be the primary focus. Other responses dismissed the issues raised in the question entirely, and provided an alternative for changing attitudes to nature or gave a pre-prepared answer – failing to adequately respond to the question. It was unfortunate to see some students with a very good understanding of the theory fail to link their discussion to 'technology' or changes over time.

This question requires students to discuss the ways in which outdoor leaders can increase their participants' connections to the natural environment. Students should pose the various ways that this could occur. Weaker students provided superficial responses or failed to address.

Students may discuss:

- how values and attitudes towards the natural environment have changed over time (historical versus contemporary)
 - What experiences and technological changes might have led to the increased usage of natural spaces
- contributing factors towards changing perspectives:
 - Describe ways in which people build connections with nature

- Emotional and physical connection with a place
- Shaped by the place and their experience of it
- different values people have in relation to the environment
- how social media imagery of wilderness places might affect values and attitudes towards the experience:
 - Do places with high visitor numbers have the same meaning as more "wild" places?
 - Link with issues of increased tourist and resource development and pre and post values of this area/environment (contemporary and historical)
 - Is there a change in attitude towards, or valuing of, the Tasmanian Wilderness?
 - Educational and conservation efforts to highlight the plight of natural environments
 - Changing worldviews reflecting a growing appreciation and understanding of the value of such natural places
 - An increase in the value people place on the natural environment, and a corresponding change in behaviour and attitudes towards these environments.

Generally, it appears that students misunderstand the concepts of 'place' and 'space', typically lumping these together as a collective term or confusing the two. Teachers may need to clarify their explanation of these terms to avoid confusion.

Criterion 8

To be successful in Criterion 8 students need to organise information logically in response to the question. Good essay writing structure including strong and clear introductions that address the question and attribute theories/concepts to their writers/developers.

Strong essays provide:

- logical progression of ideas
- clear organisation of information
- strong introductions that address the question
- an ability to weave theoretical information and personal understanding into a cohesive discussion
- the development of relevant ideas that avoid over generalising or repetition
- recognition of developers of theories and concepts.

Responses should merge theoretical knowledge/information with the scenario to produce a coherent and cohesive discussion.

Correct use of grammar/syntax, spelling (including spelling of terminology/specialised/technical terms), punctuation and sentence/paragraph structure, and language is important,

with specialised terminology prioritised. Abbreviations should be spelled out in the first instance and explained in context.

Handwriting must be relatively easy to decipher to make the intended meaning clear; it is still an issue for many students.

Students generally wrote clearly, displaying some logic in structure. However, many students could have been more careful with spelling, grammar, sentence structure and paragraphing. Students need to take the time to plan their essay carefully and make the most appropriate use of their introduction, key paragraphs, and conclusion. It is key to this section that students refer to specialised terminology.

Weaker responses lacked structure or provided a narrative, telling a story of what the participants were experiencing. This detracted from the essay, preventing the question from being fully addressed. They had numerous spelling and/or grammatical errors and were too brief, not providing enough evidence or structure to allow for a higher mark. First or second person is not ideal for such essays, with third person facilitating a stronger, more nuanced response.

Given the limited timeframe, it is advisable that all students avoid rewriting or lengthy paraphrasing of the question. Rather, provide a clear introduction that outlines key elements that will be discussed.