2023 ASSESSMENT REPORT

OXP315118 OUTDOOR LEADERSHIP

Section A – Leadership Theories Essay (Criterion 2 and 8)

Outdoor leaders apply a range of strategies and leadership theories to assist them to motivate a group of people to act towards a common goal, and effectively lead them while not compromising safety.

In a carefully constructed extended response (essay form), describe the unique strengths and weaknesses of two (2) contrasting outdoor leadership theories.

Discuss how each theory may lead to different consequences and outcomes.

In your response, apply an outdoor scenario of your choice, which may include your Individual Outdoor Leadership Project, demonstrating your chosen leadership theories.

Response Requirements for Criterion 2

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 theories will result in different outcomes when applied to a similar scenario.

Students are required to provide a clear, concise and detailed description of each of the chosen theories.

Student are required to pose a scenario, giving enough context to show how context may influence their approach to the scenario.

Students 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 and/or outcomes.

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 and potential consequences or outcomes to the given scenario.

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

An evaluation implies that students will provide a comparison between the two theories, ideally addressing how consequences and outcomes would vary depending on the applied theory. Responses that outlined strengths and any weaknesses of the chosen theories was accepted for the comparative element, though a student must have addressed the consequences/outcomes to achieve maximum ratings.

Response Requirements for 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.

Assessment Strategies

Markers consider the timeframe students have to articulate and apply their understanding to two complex theories.

Markers reviewed the following elements when determining a final rating against each criterion for the essay:

- Criterion 2: analyse and compare contemporary theories of leadership - Elements 1,2 and 4
- Criterion 8: communicate ideas and information in a variety of forms - Elements 1,2 and 5.

Criterion 2 – discussion on student responses

Successful responses linked closely with the student's ability to develop or explain a detailed scenario. For example, context was demonstrated through a reasonable outdoor adventure activity, and the respondent provided information about the group size, age, unity, and experience levels in the activity. They further discussed the experience and knowledge of the leader and then outlined key weather and environmental considerations that would result in a leader requiring to review their response to the situation presented.

Successful responses gave a comprehensive definition of both theories of leadership, using specialised terminology. The application of each theory applied **all** the key concepts when describing how leadership would look if applying this theory (noting style and orientation where applicable). A well-articulated discussion with the comparison on the two theories and how these chosen theories can lead to different outcomes is provided, concluding by suggesting a preferred leadership theory.

Mid-Range responses often demonstrated a strong knowledge of the theoretical concepts within each theory. However, their ability to apply the theories to the scenario and evaluate the effectiveness of the theories was limited.

Less successful responses often only demonstrated knowledge of one theory and generalised knowledge of another, or demonstrated a generalised knowledge of two theories. These responses often lacked depth in discussion on key theoretical concepts and were unable to apply both theories to their chosen scenario.

Criterion 8 – discussion on student responses

Strong responses provided:

- 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.

Overall, essay writing structure was good with information sequencing logical and relevant referencing provided. Handwriting was 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 significant 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.

Response and Teaching Improvements

- 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 weaknesses of each.
- Detailed application of all conceptual elements of the chosen theories to a singular scenario.
- 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.

Section B – Leadership Skills (Criterion 3)

Question 2

Effective leadership is the ability to successfully influence and support a team or group of people. However, there is much more to effective leadership than just delegating from the top. A good leader is also a great negotiator.

List four (4) attributes of effective leaders and discuss why these attributes are important for a leader to display and use in the management of a group in the outdoors. (8 minutes)

Assessment Strategies

For this question students could achieve a maximum of **eight (8) marks**. Markers were looking for the following evidence in relation to these ratings:

- **Two (2) marks** could be achieved for listing four (4) acceptable attributes – ½ mark for each acceptable attribute.
- **Four (4) marks** could be gained by providing a detailed description of each of the four attributes, explaining how they were important in leadership. One (1) mark for each definition.
- **Two (2) marks** could be achieved for application of these attributes in the context of facilitating a group in the outdoors. For example:
  - Communication: '...a leader giving clear instructions through direct positive communication outlets while on a bushwalk with inexperienced participants may increase motivation to complete goals.'
  - Empathy: 'A leader needs to be able to recognise that not all people have the same abilities, opportunities or emotions.' For example, if a group has a participant that does not want to rock climb due to a fear of heights, a leader that is empathetic can modify the activity so that the participant can still feel a sense of achievement.

General Discussion of Responses

Common attributes students wrote about included confidence, empathy, communication, flexibility/adaptability, patience, self-awareness, and humour. Less common but equally acceptable answers were friendliness, approachability, supportiveness, determination, and resilience. So long as students could justify their chosen attributes, most attributes were accepted equally.

Successful responses correctly identified and explained how the chosen attribute assists a leader in group management, with specific application to an outdoor context.

Weaker responses spoke about the benefit of the attribute in a general sense for a leader in any context which failed to earn them the extra two marks.

Less successful responses often incorrectly defined the listed attribute and/or failed to provide a definition of the listed attribute. These responses also commonly did not manage to list and describe four (4) different attributes and provide an application to an outdoor context.

Response and Teaching Improvements

- On average this question was answered sufficiently well. However, a commonly noted area where improvements could be made is in relation to students' ability to demonstrate application of their listed attributes in an outdoor context.
- The best way to do this would be to use a specific example. For instance patience when teaching students how to tie knots, resilience when guiding in terrible weather conditions, and empathy when dealing with participants far out of their comfort zone.

Question 3

Decision making can be challenging at the best of times, especially with a difficult group in adverse and challenging conditions.

Explain the value of experience-based judgement when a leader needs to make difficult decisions. (8 minutes)

Assessment Strategies

A student could receive a total of **eight (8) marks** for this question. Markers reviewing this question applied the following marking strategy:

- **Four (4) marks** were awarded for in-depth discussion on experience-based judgement.
- **Four (4) marks** for detailed discussion around decision-making.
- (Note) respondents were required to discuss both elements (judgement and decision-making) to receive more than four marks.

Markers were looking for evidence of the following (not limited):

- a definition of decision-making refers to the process of choosing the most appropriate solution from a range of options when faced with a problem
- a definition of judgement refers to making an informed decision based on past experiences
- connecting experience-based judgement to naturalistic decision-making method
- discussion of the difference between simple and complex decisions
- discussion of different decision-making models (analytical, natural, creative)
- pros and cons of naturalistic decision making (quick decisions, based on experience, possibility of falling into heuristic traps, useful for simple decisions).

General Discussion of Responses

Most students were able to recognise that experience-based judgement was developed by a leader's past experiences in the outdoors and that it was valuable to help in making informed decisions in the future.

Many discussed the understanding that utilising experience-based judgement allowed leaders to make decisions which were quicker, safer, or lead to more positive outcomes.

Strong responses were able to give a detailed discussion defining experience-based judgement and how it was developed through past experiences of leaders/others and research. These responses commonly linked experienced-based judgment to a decision-making model (often naturalistic) then expanded their

discussion to include elements such as: decision types (simple/complex), strengths, weaknesses, and traps to avoid.

Weaker responses lacked the depth of discussion required to achieve full ratings. Instead, these respondents generally provided some discussion on judgement and little or no discussion on decision making models or theory.

Response and Teaching Improvements

- The best way to further students' understanding of this topic would be to make more explicit links between judgement and decision-making.
- Being able to verbalise how experience makes future decisions easier and more successful.
- The experience of having to work through difficult decisions improves one's judgement would help to make their answers more cohesive.

Question 4

Leaders should ensure that all participants have equal access to lead or achieve personal goals.

Discuss strategies a leader can implement to ensure this happens for each participant. (8 minutes)

Assessment Strategies

Students were required to demonstrate their knowledge of equity issues in an outdoor context, provide examples of how a leader can overcome equity issues and/or maintain an equitable approach.

Students should also provide discussion on how personal goals achievement and leadership development links with the approach taken by leader.

A total of **eight (8) marks** were assigned to this question:

- **Two (2) marks** could be achieved for discussion/definition of equity in an outdoor context
- **Four (4) marks** were assigned for providing examples linked to equitable actions by a leader
- **Two (2) marks** were assigned for linking equity in leadership to personal/group goals and/or leadership opportunities in an outdoor context.

As the question confused many respondents, the above marking strategy was moderated to allow for students to explore elements of goal setting/achievement in relation to the question.

Markers looked for evidence of the following:

- **understanding of equity**: the quality of being fair and impartial. Leaders must be mindful to operate and lead in ways that do not reinforce and perpetuate disadvantaged and stereotypical understandings of diversity.
- **Leaders may implement any of the following (not limited to the points noted below):**
  - using inclusive language
  - providing all participants with opportunities to take on leadership roles and experiences
  - highlighting the strengths and contributions of individuals
  - engaging in mindfulness
  - understanding and upholding professional codes of conduct and ethics

- links between the actions noted above and personal/group goal achievement.

General Discussion of Responses

Many students did not recognise this as a question about equity, which limited their ability to achieve full marks in this question.

Stronger responses identified that the question was related to equity and gave a good definition and discussion on equity and how important it was for a leader to operate with an equitable approach.

Stronger responses provided examples of ways a leader could demonstrate equity towards their group (as listed above) and linked these approaches with their impact on developing leadership and/or assisting a person meet their goals.

Weaker responses often didn't identify that the question was based on equity and instead provided examples of how a leader could operate to ensure goals were achieved and that leadership was shared. While many of these responses gained marks for their discussion, the links between approaches and equity were not evident.

Response and Teaching Improvements

- Equity within outdoor leadership appears to be presented to students within their learning; however, how specific this component of the course is addressed fluctuates between schools.
- For teachers, we would recommend ensuring that within your course construct that more specific discussion and learning opportunities on equity are imbedded.
- For students we would recommend reviewing all content from the course, as responses demonstrate many have just glanced over this component of the course, without detailed review.
- Secondly, we would recommend that students take more time in analysis of the question prior to beginning their response. This will help to ensure that they pick up the specific focus of the question.

Question 5

Leaders often use a range of techniques so participants can reflect on their outdoor experiences.

Describe the use of isolation or solo experiences as a reflective technique, using examples to support your answer. (8 minutes)

Assessment Strategies

Students responding to this question were required to demonstrate their knowledge of reflection and specific techniques that can be used as a platform for reflective practice.

Students were required to provide outdoor specific examples of reflection in line with the stimulus (isolation/solo time) and be able to explain how these examples provide participants the opportunity to understand the meaning of their experience.

A total of **eight (8) marks** were assigned for this question.

- **Two (2) marks** were assigned for identification of a solo/isolation reflective technique. The example/s could only achieve two marks if given through an outdoor context.
- **Two (2) marks** were assigned for description/definition of the example/s.

- **Four (4) marks** were available for detailed discussion on purposes of reflection in relation to the example/s, such as:
  - gives participants structured time to think about their experiences in order to promote learning and understanding
  - involves taking time to think about past, present and future experiences
  - enhances the learning and progress towards goals and the group development process
  - helps to build experience-based judgement
  - facilitates a meaningful relationship with the natural environment.

General Discussion of Responses

Overall, students answered this question well. Many students were able to discuss the importance of reflection and its links to improve knowledge, understanding and personal growth.

Stronger responses generally gave two or more examples of isolation/solo reflective experiences that a leader could provide for their participants. These responses then discussed specific learning for which the technique would best align.

Weaker responses were limited by the detail of their response, often only identifying and explaining one example of a solo/isolation reflection technique. These respondents also generally did not make clear links to the aim of the reflective technique they have identified.

Response and Teaching Improvements

- From the responses that we have seen, students have some understanding on the purpose of reflection in developing better decision making (experience-based judgement).
- While students are often provided with opportunities to reflect (for example IOLP report) it would be ideal if teachers more explicitly teach reflection within their courses to ensure students have a broader understanding of the purpose of reflection, different techniques and when specific techniques are most appropriate.

Question 6

Group and individual goal setting are very useful parts of group and task-oriented leadership.

Using the SMART goal framework, describe either one (1) group goal or one (1) individual goal, and provide an example in an outdoor context. (8 minutes)

Assessment Strategies

In responding to this question, students were required to identify and discuss the SMART goal setting framework. Specific, Measurable, Achievable, Realistic, Time Bound.

Students were required to demonstrate application of this framework to either an individual or group goal linked with an outdoor context.

A total of **eight (8) marks** were assigned for this question.

- **Six (6) marks** were awarded to responses that could clearly define and explain a reasonable SMART goal with an outdoor context.

- **Two (2) marks** were awarded for discussion on the difference between task and relationship orientated goals, and/or the concept of objectives as being crucial steppingstones to achieving SMART goals.

General Discussion of Responses

Most respondents were able to clearly identify all the elements of a SMART goal and provide a good example of one. The better SMART goals were generally individual goals.

Successful responses defined the elements of SMART goals and explained how their SMART goal applied to each element. They were also able to note the difference between a task goal or a relationship orientated goal.

Strong responses identified that to achieve their SMART goal objectives are required and gave examples of how they contribute to goal achievement.

Less successful responses identified the elements of SMART however did not give any explanation to demonstrate understanding of the model and/or gave a general goal that did not address the elements of SMART.

Response and Teaching Improvements

- Goal setting (SMART) appears to have been covered across the state, as most respondents could name each stage of the process.
- For students to improve on their ratings, they need to ensure that appropriate levels of detail are provided to achieve the allocated marks/time frame. This means they need define each stage of the acronym – not just name.
- It is also recommended that students ensure that they analyse the question more closely to ensure they meet the required expectations/content, such as: providing examples with an outdoor context.

Section C – Group Management (Criterion 5)

Question 7

Conflict is often inevitable when you have a diverse group of people in a challenging outdoor environment.

Discuss the benefits and disadvantages of two (2) conflict resolution techniques used by outdoor leaders. (10 minutes)

Response Requirements

Students were required to identify and discuss two (2) different conflict resolution techniques. Outlining the benefits (strengths/positives/advantages) and disadvantages (weaknesses/negatives) of each technique.

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

Resolution techniques could include, but were not restricted to:

- avoidance
- accommodation
- competition
- compromise
- collaboration - VOMP (Vent, Owning, Moccasins, Plan).

Assessment Strategies

A total of **ten (10) marks** were allocated for this question. Five (5) marks were allocated to each of the conflict resolution techniques that the student addressed, with markers looking for evidence of the following while assigning marks:

- correctly naming a conflict resolution technique **(1 mark)**
- correctly defining the named conflict resolution technique **(1 mark)**
- discussion on benefits and disadvantages of the named technique **(2 marks)**
- relevant outdoor application of conflict resolution technique **(1 mark)**.

Markers also reviewed general statements about conflict and provided marks where the student provided evidence of knowledge and understanding of conflict resolution techniques.

General Discussion of Responses

Most commonly discussed techniques were collaboration, compromise and avoidance. With minimal students discussing competition and accommodation. VOMP was written about within the collaborative approach by less than 10 students.

Stronger responses clearly discussed a relevant advantage and disadvantage for each technique and chose contrasting techniques for easy comparison. An introductory statement about conflict and the potential for positive outcomes to result was seen in the best answers. Scenarios of win-lose, win-win etc were discussed as was the level of assertiveness and cooperation involved in that technique.

Less successful responses commonly did not identify and/or explain what the conflict resolution techniques were before discussing benefits and disadvantages. Some discussed a different resolution technique that was not part of the theory which could only gain minimal marks such as apologising, separating the group, having a vote or talking individually to the two people having an argument.

Response and Teaching Improvements

- Most students were able to provide a response to this question, demonstrating that conflict resolution is covered across the schools.
- Some consistent issues arose with student's ability to define and provide examples of competition. With many responses detailing a game rather than a direct approach from the leader in managing the conflict. Teachers could focus on this area to ensure better understanding of the content.
- Teachers could also provide more learning around collaboration and the VOMP technique. This would assist the students in demonstrating how a collaborative approach can be defined/applied.

Question 8

Maslow's Hierarchy of Needs is a model that outdoor leaders use to assess individual needs.

Describe two (2) stages in the hierarchy and provide an outdoor specific example for each stage to explain the interaction between them. (10 minutes)

Response Requirements

Students were required to identify (name) and define two (2) stages from Maslow's Hierarchy of Needs, with answers from both the five (5) and eight (8) stage model accepted.

Responses had to provide a relevant outdoor setting to highlight the stages they were discussing and explain how their two (2) identified stages interacted within this example.

Assessment Strategies

A total of ten (10) marks were allocated to this question. With **five (5) marks** allocated for the discussion of each of the stages in Maslow's Hierarchy of Needs.

A large portion of the cohort focused on the five (5) stage model, with responses from the revised eight (8) stage model also accepted. Markers looked for the following evidence while assigning marks for this question:

- **one (1) mark** for correctly naming the stage
- **two (2) marks** for describing the stage and its place within the hierarchy
- **one (1) mark** for providing a relevant outdoor example
- **one (1) mark** for explaining the interaction between the stages.

General Discussion of Responses

Most chosen stages, in order, were:

- physiological
- safety
- self-actualisation
- love/belonging
- esteem.

Stronger responses provided a concise overview of Maslow's Hierarchy and the stages involved. They used a relevant outdoor-specific example with individuals at different stages of the hierarchy and explained what the leader could do to help them meet their needs and move up the hierarchy. Stronger answers mentioned what the leader would do in the example to help individuals move up the hierarchy.

Strong responses commonly mentioned how an individual may drop to a lower level of the hierarchy if a new situation emerged which could require the leader to alter their responses and manage an individual's and/or groups progress back up the stages towards self-actualisation.

Less successful responses commonly listed the stages but provided minimal description/explanation of the stage. With a tendency to just draw the pyramid. Weaker responses also regularly confused stages with one another; for example, identifying food and water as being within safety needs instead of

physiological needs. These responses also provided minimal or no explanation of how the stages interact nor provided a relevant outdoor example.

An approach that needs review - A popular scenario discussed entailed a group setting up their tents with one person hungry and tired (physiological needs not being met) but another already set up and helping others thereby achieving self-actualisation. With the student operating at self-actualisation being able to assist the student operating at the lower level. This example does not address how the two stages were interacting with each other, instead just identified that two group members were at different stages within the hierarchy. This approach identified a potential issue in teaching and/or understanding of course content.

Response and Teaching Improvements

- The interaction between the stages refers to the requirement to meet lower-order needs before higher-order needs can be addressed. Physiological and Safety/Security needs are considered essential needs that must be met before others can be considered. The outdoor-specific example given should highlight a progress from one stage to the next and how the leader facilitated that.
- While the pyramid diagram was accepted to identify stages in the Hierarchy of Needs, this should not take the place of adequate description of the stages. Students should take note of this, and teachers should ensure that a picture does not replace description/definition within a response.
- Students need to be able to explain some actions the leader can take to assist individuals in their group to meet their specific needs and progress through the stages towards exceeding their goals. This element of understanding was lacking in many responses and should be addressed in more detail by teachers of the course.

Question 9

Explain one (1) channel for communication used by outdoor leaders and provide an example that shows its effective use in an outdoor context. (10 minutes)

Response Requirements

Students responding to this question were required to identify and explain one (1) channel of communication used by outdoor leaders.

In their response they must provide an example of how an outdoor leader would effectively use this communication method in an outdoor setting.

As students were only asked for one (1) channel of communication rather than two, students were required to provide increased detail in their explanation of the technique and its effectiveness in an outdoor context to achieve the ten (10) marks that were assigned to this question.

Channels of communication could include, but are not restricted to:

- auditory
- verbal
- visual
- tactile.

Assessment Strategies

A total of **ten (10) marks** were available for this question. Responses were assessed in relation to the chosen communication channel, with markers looking for the following evidence:

- **one (1) mark** was given for the correct name of the communication channel
- **six (6) marks** were allocated for definition/explaining the communication channel with examples – points were considered for information that addressed the following:
  - how the channel can be used effectively,
  - any difficulties or limitations of the channel and
  - how it relates to other communication theory (barriers).
- **three (3) marks** were given for effective application to an outdoor context.

General Discussion of Responses

Visual and verbal channels were the two most common choices by a significant margin, with visual chosen the most. A common example given was the visual channel working effectively for activities underwater such as scuba diving. Another common example was abseiling where there are various barriers to communication that visual instruction by the leader can overcome.

Stronger responses included a correct identification of a communication channel, with a detailed description of the channel linked with examples of how the channel can be used.

Stronger responses provided discussion of one or more benefits and limitations of using the chosen channel of communication in relation to an outdoor setting, showing some demonstrating critical understanding of the effectiveness of the channel in a within the specific context.

Less successful responses often could not correctly identify/name one of the four channels: verbal, visual, auditory, and tactile. However, marks were still given if the channel was not named correctly but still explained. Description of the channel was often limited or made no attempt to define the channel was made. Weaker responses often also provided limited practical examples e.g., verbal is about what the leader says. Similarly, the outdoor context chosen was also only basically described or may not have related to an outdoor context at all.

Less successful responses provided minimal communication theory within their answer such as barriers/noise or two-way communication. The barriers to communication could be related to discussion of the chosen channel in this question and many students included discussion of the barriers in their responses; however, the entire answer should not have focused on the barriers. Some of the weaker responses went into a detailed discussion on barriers instead of focusing on communication channels as required by the question.

Some talked about a channel of communication being the use of radios which only attracted limited marks as it refers somewhat to the verbal channel.

Generally, across all the responses, not enough detailed explanation was given considering the question only asked for one channel of communication.

Response and Teaching Improvements

- One and two-way communication is not a channel of communication though could be incorporated into a discussion of a channel.
- It is important for students to link their chosen channel with a specific barrier and discuss ways to overcome this to effectively communicate.
- When responding to questions where the stem of the question is brief in relation to the time granted to respond, students should be looking to include as much relevant information in relation to the stimulus as they possibly can.

Question 10

When taking a group into the outdoors, group formation is a critical aspect of group management.

Describe two (2) stages of group formation, and discuss techniques used by leaders to facilitate and manage issues of group development for each chosen stage. (10 minutes)

Response Requirements

Question 10 requires students to identify and describe two (2) stages of group formation in relation to group development Theory, such as Tuckman's Stages of Group Development, listed below:

- forming
- storming
- norming
- performing
- transforming/adjourning.

Responses need to include a description of how a leader can facilitate working with a group in each stage of development to either progress them through to the next stage or manage issues that arise within the stage.

Assessment Strategies

A total of **ten (10) marks** were allocated for this question, with each identified stage capable of achieving a maximum of five (5) marks. For each of stage, markers applied the following marking schematic:

- **one (1) mark** was given for the correct naming of the stage
- **two (2) marks** for a detailed description of the stage
- **two (2) marks** for discussion on the leader's role in facilitating and managing issues that may arise within the identified stages.

General Discussion of Responses

Generally, forming and storming were the two most commonly chosen stages. Very few specific outdoor examples were given.

Stronger responses correctly identified a stage within the model, with a detailed description of the stage; for example, the forming stage is the initial stage in the process of group development, where the group members first meet each other. This response would then define the stages through identification of

observable behaviours of the group, such as: forming = politeness, tentative joining, aligning with others, avoiding controversy, etc. and/or link with potential feelings/thoughts where individuals in the forming stage may appear excited/optimistic or anxious and uncertain.

Stronger responses discussed the most appropriate leadership style and orientation for each stage, e.g., democratic and relationship focused for the storming stage. They elaborated in more detail about the leader's role in helping the group to overcome any issues that arise in the stage.

Successful responses were able to frame the stages in the context of an outdoor experience and discuss how the stages are not necessarily linear and progression to the next stage may not occur; regression may even occur such as from norming back to storming.

Less successful responses could only name but not describe the stage or confused one stage with another. These responses also often incorrectly linked the stage with the appropriate leadership style or failed to mention it at all. They also provided minimal or no links between the developmental stage of the group and the leadership style and orientation that should be used to facilitate the group.

Response and Teaching Improvements

- Developing a deeper understanding of which leadership style is appropriate for each stage of group development.
- Providing examples of actions that the leader can take to facilitate a group operating at each stage - the progress of a group towards the next stage.
- Knowledge of how groups typically progress through the stages and that this is not strictly linear and can be reset due to changes in circumstances would help form a better answer to this question.

Section D – Relationships with Nature (Criterion 7 and 8)

Question 11

Located in Tasmania's north-west, Takayna / Tarkine is Australia's largest expanse of cool temperate rainforest. This unspoilt wilderness spans an area of approximately 439 000 hectares. The Australian Federal Government has rejected listing this wilderness area as National Heritage citing a compromise between heritage values and the socioeconomic consequences for employment.

A local mineral mine majority-owned by an overseas group, and on the border of Takayna / Tarkine, is seeking to expand their mining operations into this wilderness by clearing 285 hectares of wilderness and building a 140-hectare dam to store liquid mining waste.

Discuss the potential impact this development proposal may have on human-nature experiences for those visiting and exploring this area. (30 minutes)

Response Requirements for Criterion 7

This question was well-constructed and relevant to course content on human nature relationships (and ecological sustainability). Student responses indicated that they were familiar with the Tarkine area, and most were able to discuss the types of stakeholder relationships that have and could be developed, in addition to some of the contrasting values held by these groups.

The question sought to gauge student understanding of how changing an environment (through mining or logging operations) may alter existing human nature relationships or potentially develop new connections. Many responded to this effectively; however, a proportion of students focussed on environmental impacts of the operations rather than discussing human nature relationships in appropriate depth.

This suggests that some misunderstood that criterion 7 content should be addressed in this question rather than that related to criterion 6. The question, however, appears to be clear in its intent.

Response Requirements for 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.

Assessment Strategies

To gain full marks, students are required to address the following elements:

- Criterion 7: describe ways in which people experience and relate to the natural environment - (Elements 2 and 4
- Criterion 8: communicate ideas and information in a variety of forms - Elements 1,2 and 5.

Successful responses for Criterion 7 have addressed a range of human nature values (e.g., scientific, cultural, aesthetic, spiritual etc), in addition to world views and Peter Martin's Signposts and other factors such as reciprocity and proximity.

Further to this, values mentioned for various stakeholder/user groups should be accompanied by a supporting analysis of how these values were/could be developed.

Essay structure and flow, spelling, punctuation, grammar, and use of key terminology were required for higher level criterion 8 responses.

General Discussion of Responses

Criterion 7: describe ways in which people experience and relate to the natural environment

Successful responses discussed the link between reciprocity, proximity, positive experiences, mode of thinking and time as key components to the development of human nature values, in addition to what factors may hinder human nature values. These responses discussed and, in some cases, defined a range of values including, but not limited to, world views; Peter Martin's Signposts; general values such as cultural, aesthetic, spiritual, economic, educational, social, scientific, intrinsic; and other theories such as biophilia. Stronger responses critically analysed values that may be held by specific user groups/stakeholders and supported these discussions with evidence from the stimulus or knowledge of theory content related to this unit of study.

Less successful responses focussed on environmental impacts of the mining operations. For many of these responses, students discussed how these activities may accelerate climate change, impact threatened species of flora and fauna and divide stakeholder groups due to opposing views rather than specifically addressing the values/relationships held by the various user groups.

Some of these responses referred to the 'beauty' of an area or the Aboriginal culture, history, and spiritual significance of the Takayna; however, did not explicitly use specialised terms related to those human nature values.

Criterion 8: Communicate ideas and information in a variety of forms

Strong responses provide:

- logical progression of ideas
- clear organisation of information
- 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
- merging of theoretical knowledge/information with the scenario to produce a coherent and cohesive discussion.

Response and Teaching Improvements

- The responses for this section demonstrated a sound understanding of human nature relationships, how they can be developed and how they may change over time.
- To improve student's responses to this style of question in future, teachers could focus revision on explicitly differentiating the types of responses to this question that addresses criterion 7 compared criterion 6.
- Further study may be done on what style of exam questions link to specific criterion standard elements, in addition to how to describe a range of values/worldviews and theories other than the generic values such as scientific, cultural, aesthetic, spiritual, educational, social, intrinsic, and recreational.

Question 12

Contestants on the recent Alone Australia survival reality TV show were dropped deep into the Tasmanian west-coast wilderness in the middle of winter. Their goal was to live on their own and gather flora and fauna to eat and outlast each other.

However, what each of the contestants could take, kill, and eat was governed by Tasmanian environmental laws and First Nations cultural codes. First Nations practitioners were consulted by Alone Australia producers to identify what was appropriate for contestants to hunt and forage in western lutruwita (Tasmania). Contestants were educated on aspects of Indigenous practices.

Indigenous people have walked and cared for this land since before recorded time, continuing their role as traditional custodians to educate others and continue to care and protect their beliefs, knowledge and culture.

Discuss how indigenous people's sense of place is founded on their unique relationships with the land.

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

Response Requirement

This question required students to discuss how Indigenous people's sense of place is founded on their unique relationships with the land. It was also expected that students link this discussion to the stimulus provided to engage with Element 2 of Criterion 7.

Students were also required to discuss ways that leaders could attempt to facilitate similar strong human nature relationships with their participants. This section of the discussion linked with Element 4 of Criterion 7.

In this question students could have taken 'leader' to mean Aboriginal leaders or Outdoor Leaders.

Assessment Strategies

To gain full marks, students were required to address the following elements:

- Criterion 7: describe ways in which people experience and relate to the natural environment - Elements 2 and 4
- Criterion 8: communicate ideas and information in a variety of forms - Elements 1,2 and 5.

General Discussion of Responses

Criterion 7: describe ways in which people experience and relate to the natural environment

Stronger responses referred directly to the exam question, including the connection of Alone participants. While done well by a few students this connection occurred less frequently than was expected.

Stronger responses discussed how 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.

Stronger responses identified and discussed values held towards nature, including, but were not limited to, scientific, recreational, spiritual, educational, aesthetic, social, cultural, economic, and intrinsic.

Stronger responses discussed Peter Martin's signposts, in addition to using world views such as anthropocentric, ecocentric and biocentric, to discuss and compare how Indigenous Australians connected to the land in contrast to European settlers.

Successful responses included within their discussion on Indigenous connections to land links to concepts such as: sense of place, reciprocity, and proximity. **Weaker responses** often included parts of these concepts; however, misunderstood the concepts of 'place' and 'space,' typically lumping these together as a collective term or confusing the two.

Many of the examples given were historical in nature, with a limited number of students considering how connection may have changed over time, and explicit actions undertaken by Aboriginal leaders to educate others in order to ensure continued care and protection of beliefs, knowledge, and culture. **Stronger responses** connected examples of past events to the education aspect of the question to create a fluent and compelling discussion.

Weaker responses only talked in general terms about the relationships that Indigenous people had with the land.

Most students discussed Indigenous connections to land; however, **weaker responses** did not address all components of the question, nor did they discuss education and the role of the leader.

Most students disregarded the stimulus and focused on the final paragraph of the question.

Criterion 8: Communicate ideas and information in a variety of forms

Strong responses provide:

- logical progression of ideas
- clear organisation of information
- 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
- merging of 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 that are spelled out in the first use and explained in context.

Response and Teaching Improvements

While varying content could be covered in essays on Criterion 7, though at the heart of this question was "Sense of Place", which a proportion of the students did not have a strong grasp of. This highlights that teachers may need to spend some more time in their course for students to develop an understanding of this concept.

Students could have explored any of the below dot points in their response, but need to ensure that they link this to the Sense of Place concept:

- how values and attitudes towards the natural environment have changed over time (historical versus contemporary)
- contributing factors towards changing perspectives
- ways in which people build connections with nature
- emotional and physical connection with a place and how they can be shaped by the place and their experience of it
- educational and conservation efforts to highlight the plight of natural environments, with links to impact on people's relationships with nature
- changing worldviews reflecting a growing appreciation and understanding of the value of such natural places
- identify different values people hold in relation to the environment, particularly considering values and attitudes held by some Indigenous Australian people
- integration with nature: characterised by a sense of unity with nature, an understanding of nature as spiritual and their personal spiritual connection with their land
- nature is viewed as sacred
- deep ecology understanding and philosophy - this expresses an understanding of self that includes union with nature

- within the discussion of Indigenous connections to land, may also discuss sense of place, reciprocity, and proximity.

Question 13

The Three Capes Track Walk, a 4-day / 3-night 48-kilometre walk starting at Port Arthur in the south of the state, experienced its greatest volume of bookings since Tasmania's borders re-opened following the COVID-19 pandemic. Other experiences, and eco-tourism generally in Tasmania, have seen similar growth.

Discuss how leaders can use Peter Martin's 'Signposts to Nature' to increase and facilitate participants' relationships and connection with the natural environment.

Response Requirements

The question gave a good pre-amble and a concise specific query for students to respond with discussion on Peter Martin's Signposts to Nature.

Students were required to explore how a leader could facilitate human interactions with a natural environment and improve their connection to nature.

Assessment Strategies

Criterion 7: describe ways in which people experience and relate to the natural environment - Elements 2 and 4.

Criterion 8: communicate ideas and information in a variety of forms - Elements 1,2 and 5.

General Discussion of Responses

Criterion 7: describe ways in which people experience and relate to the natural environment

Markers were looking for responses which addressed both elements 2 and 4 and showed how an understanding of "sense of place" and how this can be enhanced through outdoor experience.

Strong responses discussed the different values people have for the environment, how these have changed over time, and considered and how these values may change as a result of participation in activities such as The Three Capes Walk.

Most students could describe Martin's Signposts to Nature but only the better responses linked the actions of outdoor leaders with the skills and attributes of clients and how a range of activities could progress a client's closer relationship to nature.

Str**ong answers** outlined the importance of extended time in nature, time alone, education about history and ecology and the need for quiet time. These answers also linked to the need for clients to move from an anthropocentric to an eco-centric view of the world and made specific reference to the qualities and location of the Three Capes Track.

Many students limited themselves to a narrow account of the walk and the activities a leader could undertake without considering the wider picture of human-nature relationships.

Some students also became side tracked by spending too much time on the importance of Leave No Trace principles.

Criterion 8: Communicate ideas and information in a variety of forms

Strong responses provide:

- logical progression of ideas
- clear organisation of information
- 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
- Merging of theoretical knowledge/information with the scenario to produce a coherent and cohesive discussion.

Response and Teaching Improvements

- Students need to ensure that they limit their focus on Minimal Impact/Leave No Trace and instead link how these policies ensure that a person's relationship with nature can continue or be improved. Teachers need to address this issue in their teaching of this content.
- Students need to review how relationships are built and/or destroyed between humans and nature with reference to Peter Martin's Signposts. This is another area where teaching improvements need to be made to ensure students have the required knowledge and understanding.
- General essay structure needs to be addressed.