

2024 ASSESSMENT REPORT

OXP315118 OUTDOOR LEADERSHIP

Section A – Leadership Theory (Criterion 2 and 8)

Question 1

An Outdoor Leadership school group is on day two of a four-day bushwalk in late May. They are in a remote alpine area in Tasmania's north-west. The group stops for a lunch break and a chance to check in with their emergency contact person to say they are all ok. The hired satellite phone's battery is flat. The spare battery appears to have been left on the school bus at the start of the walk. The group members begin to argue about what to do given they have lost their only way to communicate with the outside world. There is a lot of indecision and growing anxiety amongst the group. You are the elected leader on this day.

In a carefully constructed extended response (essay form), choose two (2) contrasting outdoor leadership theories and discuss how each may be applied to this scenario.

Explain how each theory's similarities and differences, and leadership styles, may help or obstruct the management of this situation. Please note you are not being asked to resolve the situation.

You may choose two (2) theories from the list below or any other recognised theories you may have studied in this course:

- Conditional Outdoor Leadership Theory (COLT)
- Contingency Leadership
- Situational Leadership
- Transactional Leadership
- Transformational Leadership
- Feminist Leadership
- Servant Leadership.

Response Requirements for Criterion 2

This question required students to discuss two (2) recognised leadership theories.

Ideally, these theories will be contrasting to acknowledge the notion that different leadership theories can 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.

Students are required to apply both their chosen leadership theories to the supplied scenario, demonstrating how each leadership theory aligns with the scenario.

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 would influence the potential outcomes of the given scenario.

Students must provide a comparison of the two theories, ideally addressing the similarities and differences of each theory when applied to the scenario. Responses that addressed strengths and weaknesses of the chosen theories were accepted, though a student must have addressed how their chosen theories impacted the management of the scenario 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, responses must be in logically sequenced paragraphs, include a wide range of specialised terminology and summarise the content with a conclusion.

Assessment Strategies

Markers consider the timeframe students must 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

Strong responses gave a comprehensive definition of both their chosen theories of leadership, using **all** relevant 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). These responses provided a detailed comparison of the two theories highlighting the similarities and differences of each theory, and whether using the theory would help or obstruct the management of the situation.

Mid-range responses demonstrated a strong knowledge of the theoretical concepts of each theory. However, these responses often missed key details in the application of the theory to the scenario. Mid-range responses often provided some comparison of the theories, though often focused on strengths and weaknesses, instead of the similarities and differences or did not identify whether the approach outlined by the theory helped or hindered the management of the group.

Less successful responses often only demonstrated knowledge of one theory and generalised knowledge of another, or 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. The comparative element was generalised and too brief.

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. Errors were common in many responses.

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 essays lacked an introductory paragraph or conclusion.

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.

Response and Teaching Improvements:

- Students/teachers need to learn a range of theories to enable discussion on “contrasting theories”. Too many students discussed and applied theories that were similar and resulted in the identical management approaches.
- A large proportion of responses either incorrectly discussed/applied leadership orientation when discussing the Conditional Outdoor Leadership Theory (COLT) or did not address this element of the theory at all. It is recommended that teachers review how this is taught to ensure all students understand how leadership orientation influences the final leadership approach.
- Students must identify the comparative element that the question has requested – in this case it was similarities and differences, yet a large proportion wrote about strengths and weaknesses.
- There needs to be detailed application of all conceptual elements of the chosen theories to the scenario.
- It is important that students use appropriate and specialised terminology when discussing leadership theories.
- Clear, concise and fluent essay writing structure and handwriting must be used to avoid confusion from the reader/marker.

Section B – Leadership Skills (Criterion 3)

40 marks total were given in this section, including 8 marks from each section. The following marking tools were used as a guide for assessment purposes; however, student responses that were relevant outside of this guide were attributed marks in line with the question and potential responses.

Question 2

You are the leader of a school group on their first abseil experience. One of the students approaches the cliff edge cautiously, is visibly agitated and refuses to complete the abseil.

Explain two (2) attributes that leaders could use to effectively manage this situation.

Response Requirements:

- identify relevant leadership attributes for managing a challenging situation
- provide detailed and contextual explanations of these attributes
- connect the attributes to effective leadership and positive outcomes in an outdoor leadership context.

Assessment Strategies:

1. Identification of Two Leadership Attributes (2 Marks)

- Accurately identifies two relevant leadership attributes (e.g. empathy, patience, adaptability, communication skills or encouragement).
 - **2 Marks:** Both attributes were identified clearly and accurately
 - **1 Mark:** Only one attribute identified, or two attributes identified with limited clarity or relevance
 - **0 Marks:** No attributes identified or incorrect attributes.

2. Explanation of Attribute 1 (2 Marks)

- Provides a detailed explanation of the first attribute, including how it applies to the situation (e.g. using empathy to understand the student's fear and provide reassurance).
 - **2 Marks:** Thorough and accurate explanation with clear relevance to the scenario
 - **1 Mark:** Basic or partially correct explanation with limited detail or relevance
 - **0 Marks:** No explanation or irrelevant response.

3. Explanation of Attribute 2 (2 Marks)

- Provides a detailed explanation of the second attribute, including how it applies to the situation (e.g. using patience to allow the student time to overcome their fear without pressure).
 - **2 Marks:** Thorough and accurate explanation with clear relevance to the scenario
 - **1 Mark:** Basic or partially correct explanation with limited detail or relevance
 - **0 Marks:** No explanation or irrelevant response.

4. Connection to Effective Leadership in the Situation (2 Marks)

- Explains how using these attributes contributes to resolving the situation effectively, supporting the student's experience, and maintaining group morale.
- Demonstrates an understanding of the leader's role in creating a safe and supportive environment.
 - **2 Marks:** Clear, logical, and well-supported connection to effective leadership
 - **1 Mark:** Basic or partial connection made
 - **0 Marks:** No connection or incorrect explanation.

General Discussion of Responses:

As noted in the marking rubric above:

Strong responses:

Identified two (2) attributes clearly and accurately. Provided a thorough and accurate explanation of the two attributes with clear relevance to the scenario. Clear, logical, and well-supported connection to effective leadership.

Mid-range responses:

Only one attribute identified, or two attributes identified with limited clarity or relevance. Basic or partially correct explanation with limited detail or relevance. Basic or partial connection made to effective leadership.

Low-range responses:

Potentially only listed attributes with minimal explanation. Generally, did not link the attributes to a scenario or effective leadership.

Question 3

Environmental stewardship is one of the core competencies of effective outdoor leaders.

Describe two (2) issues a leader considers when discussing environmental stewardship with a group.

Response Requirements:

- identify relevant environmental issues that an outdoor leader must consider
- describe these issues in detail, highlighting their significance
- connect these issues to the broader goals of environmental stewardship and responsible outdoor leadership.

Assessment Strategies:

1. Identification of Two Environmental Issues (2 Marks)

- Identifies two distinct issues an outdoor leader considers when discussing environmental stewardship (e.g. Leave No Trace principles, minimising ecological impact, waste management, wildlife conservation, or sustainable practices).
 - **2 Marks:** Both issues identified clearly and accurately
 - **1 Mark:** Only one issue identified, or two issues identified with limited clarity or relevance
 - **0 Marks:** No issues identified or incorrect issues.

2. Description of Issue 1 (2 Marks)

- Provides a detailed description of the first issue, including its significance and relevance to environmental stewardship (e.g. explaining the importance of avoiding damage to sensitive ecosystems).
 - **2 Marks:** Comprehensive and accurate description of the issue with clear relevance
 - **1 Mark:** Basic or partially correct description with limited detail or relevance
 - **0 Marks:** No description or irrelevant response.

3. Description of Issue 2 (2 Marks)

- Provides a detailed description of the second issue, including its significance and relevance to environmental stewardship (e.g. reducing waste and promoting proper disposal methods).
 - **2 Marks:** Comprehensive and accurate description of the issue with clear relevance
 - **1 Mark:** Basic or partially correct description with limited detail or relevance
 - **0 Marks:** No description or irrelevant response.

4. Connection to Environmental Stewardship in Outdoor Leadership (2 Marks)

- Explains how addressing these issues promotes environmental stewardship, responsible group behaviour, and long-term sustainability in outdoor activities.
- Demonstrates the importance of fostering an environmental ethic among group members.
 - **2 Marks:** Clear, logical, and well-supported connection to environmental stewardship
 - **1 Mark:** Basic or partial connection made
 - **0 Marks:** No connection or incorrect explanation.

General Discussion of Responses:

Strong responses:

Two environmental issues identified clearly and accurately. Comprehensive and accurate description of the issue, with clear relevance. Explains how addressing these issues promotes environmental stewardship, responsible group behaviour, and long-term sustainability in outdoor activities.

Mid-range responses:

Only one issue identified, or two issues identified with limited clarity or relevance. Basic or partially correct description with limited detail or relevance. Basic or partial connection made between promotion of environmental stewardship and developing positive group behaviours.

Low-range responses:

Potentially only one or no issues identified or explained. Limited relevance to environmental stewardship shown. Limited discussion on developing positive group behaviours in relation to environmental stewardship.

Question 4

Explain the difference between hard skills and soft skills and provide an example for each.

Response Requirements:

- accurately define and distinguish between hard skills and soft skills
- provide relevant examples to illustrate each type of skill, particularly in contexts related to outdoor leadership or practical application.

Assessment Strategies:

1. Explanation of Hard Skills (2 Marks)

- Clearly defines hard skills as technical, teachable abilities or knowledge that can be measured and are specific to tasks or roles (e.g. navigating with a map, first aid, equipment setup).
 - **2 Marks:** Comprehensive and accurate explanation of hard skills
 - **1 Mark:** Partial or basic explanation with limited detail

- **0 Marks:** No explanation or incorrect response.

2. Explanation of Soft Skills (2 Marks)

- Clearly defines soft skills as interpersonal or people skills that involve communication, teamwork and leadership (e.g. conflict resolution, active listening, adaptability).
 - **2 Marks:** Comprehensive and accurate explanation of soft skills
 - **1 Mark:** Partial or basic explanation with limited detail
 - **0 Marks:** No explanation or incorrect response.

3. Example of a Hard Skill (2 Marks)

- Provides a relevant and clear example of a hard skill in the context of outdoor leadership or similar fields.
 - **2 Marks:** Well-chosen, specific, and accurate example
 - **1 Mark:** Example provided but lacks relevance or detail
 - **0 Marks:** No example provided or irrelevant example.

4. Example of a Soft Skill (2 Marks)

- Provides a relevant and clear example of a soft skill in the context of outdoor leadership or similar fields.
 - **2 Marks:** Well-chosen, specific, and accurate example
 - **1 Mark:** Example provided but lacks relevance or detail
 - **0 Marks:** No example provided or irrelevant example.

General Discussion of Responses:

Strong responses:

Clearly defined hard skills as technical, teachable abilities or knowledge that can be measured and are specific to tasks or roles (e.g. navigating with a map, first aid, equipment setup). Clearly defines soft skills as interpersonal or people skills that involve communication, teamwork, and leadership (e.g. conflict resolution, active listening, adaptability). Provides a relevant and clear example of both a hard and soft skill in the context of outdoor leadership.

Mid-range responses:

Partial or incorrect definition of hard and soft skills – potentially correct for one skill, but not the other. Provided example of both a hard and soft skill, though example lacked relevance to outdoor leadership.

Low-range responses:

Incorrect or minimal explanation of both hard and soft skills. Provide minimal or no example of the skills or discussion of relevance in an outdoor leadership setting.

Question 5

Explain two (2) reasons outdoor leaders and practitioners use reflection techniques. Use examples to support your answer.

Response Requirements:

- identify and explain the reasons for using reflection techniques in outdoor leadership
- connect the reasons to practical applications through examples
- demonstrate an understanding of the value of reflection in enhancing leadership, learning, and personal growth.

Assessment Strategies:

1. Identification of Two Reasons for Using Reflection Techniques (2 Marks)

- Clearly identifies two distinct reasons outdoor leaders and practitioners use reflection techniques (e.g. improving self-awareness, enhancing learning, evaluating performance or fostering group cohesion).
 - 2 Marks:** Both reasons are identified clearly and accurately
 - 1 Mark:** Only one reason identified, or two reasons identified with limited clarity or accuracy
 - 0 Marks:** No reasons identified or incorrect reasons.

2. Explanation of Reason 1 (2 Marks)

- Provides a detailed explanation of the first reason, including its significance and how it applies to outdoor leadership (e.g. using reflection to assess leadership effectiveness and adapt strategies for future activities).
 - 2 Marks:** Thorough and accurate explanation with clear relevance
 - 1 Mark:** Basic or partially correct explanation with limited detail
 - 0 Marks:** No explanation or irrelevant response.

3. Explanation of Reason 2 (2 Marks)

- Provides a detailed explanation of the second reason, including its significance and how it applies to outdoor leadership (e.g. fostering personal growth in participants by encouraging reflection on their experiences).
 - 2 Marks:** Thorough and accurate explanation with clear relevance
 - 1 Mark:** Basic or partially correct explanation with limited detail
 - 0 Marks:** No explanation or irrelevant response.

4. Use of Examples to Support the Answer (2 Marks)

- Includes relevant examples to illustrate the use of reflection techniques in outdoor leadership (e.g. group debriefs, journaling or one-on-one discussions).
- Examples clearly connect to the reasons provided.
 - 2 Marks:** Well-chosen, specific, and relevant examples that effectively support the reasons
 - 1 Mark:** Examples provided but lack relevance or detail
 - 0 Marks:** No examples provided or irrelevant examples.

General Discussion of Responses:

Strong responses:

Clearly identifies two distinct reasons outdoor leaders and practitioners use reflection techniques (e.g. improving self-awareness, enhancing learning, evaluating performance, or fostering group cohesion). Provides a detailed explanation of both reasons, including their significance and how they apply to outdoor leadership. Included relevant examples to illustrate the use of reflection techniques in outdoor leadership (e.g. group debriefs, journaling or one-on-one discussions).

Mid-range responses:

Only one reason identified, or two reasons identified with limited clarity or accuracy. Provided a limited explanation of one or both reasons, and how they apply to outdoor leadership. Examples provided but lacked relevance or detail.

Low-range responses:

Limited or no reasons for reflection discussed. Explanation was also limited and examples provided were either incorrect or missing from the response.

Question 6

The ability to make decisions is crucial for outdoor leaders.

Describe two (2) different decision-making techniques an outdoor leader could use. Give examples to support your answer.

Response Requirements:

- identify and explain relevant decision-making techniques for outdoor leadership
- provide clear, detailed descriptions of each technique
- use practical, relevant examples to demonstrate the application of these techniques in outdoor scenarios.

Assessment Strategies:

1. Identification of Two Decision-Making Techniques (2 Marks)

- Clearly identifies two distinct decision-making techniques relevant to outdoor leadership (e.g. analytical decision model, DECIDE, Natural OR consensus decision-making, leader decision, chance decision, expert decision etc.)
 - **2 Marks:** Both techniques are identified clearly and accurately
 - **1 Mark:** Only one technique identified, or two techniques identified with limited clarity or relevance
 - **0 Marks:** No techniques identified or incorrect techniques.

2. Description of Decision-Making Technique 1 (2 Marks)

- Provides a detailed explanation of the first technique, including how it works and why it is useful for outdoor leaders (e.g. using a decision matrix to evaluate options based on multiple criteria like safety, time, and resources).
 - **2 Marks:** Comprehensive and accurate description of the technique with clear relevance to outdoor leadership
 - **1 Mark:** Basic or partially correct description with limited detail
 - **0 Marks:** No description or irrelevant response.

3. Description of Decision-Making Technique 2 (2 Marks)

- Provides a detailed explanation of the second technique, including how it works and why it is useful for outdoor leaders (e.g. using the Expert decision-making technique to make rapid decisions in high-pressure situations, such as navigating through unexpected weather conditions).
 - **2 Marks:** Comprehensive and accurate description of the technique with clear relevance to outdoor leadership
 - **1 Mark:** Basic or partially correct description with limited detail
 - **0 Marks:** No description or irrelevant response.

4. Use of Examples to Support the Answer (2 Marks)

- Includes relevant examples to illustrate how the decision-making techniques would be applied in outdoor leadership scenarios (e.g. using consensus decision-making during a group hike to choose the best trail or route).
 - **2 Marks:** Well-chosen, specific and relevant examples that effectively support the explanation of the techniques
 - **1 Mark:** Examples provided but lack relevance or detail
 - **0 Marks:** No examples provided or irrelevant examples.

General Discussion of Responses:

Strong responses:

Clearly identifies two distinct decision-making techniques relevant to outdoor leadership (e.g. analytical decision model, DECIDE, Natural OR consensus decision-making, leader decision, chance decision, expert decision etc.). Provided a detailed explanation of both techniques, including how they work and how they are useful for outdoor leaders. Included relevant examples to illustrate how the decision-making techniques would be applied in outdoor leadership scenarios.

Mid-range responses:

Only one technique identified, or two techniques identified with limited clarity or relevance. Provided a basic or partially correct description with limited detail on how the decision-making techniques work and are useful for outdoor leaders. Examples often provided but lacked relevance or detail in application to a scenario.

Low-range responses:

Techniques were incorrect or only identified and not explained. Descriptions limited or missing from the responses and examples were either incorrect or not provided.

Section C – Group Management (Criterion 5)

40 marks in total were given in this section, including 8 marks from each section. The following marking tools were used as a guide for assessment purposes; however, student responses that were relevant outside of this guide were attributed marks in line with the question and potential responses.

Question 7

You are on a multiday walk with the goal of increasing participants' sense of belonging and being part of a team. The first two levels of Maslow's Hierarchy of Needs are 'physiological' needs and 'safety' needs.

Discuss these needs and explain how they must first be met to enhance participants' relationship with each other and being part of a team.

Response Requirements:

- explain theoretical concepts (Maslow's hierarchy)
- apply these concepts to the given outdoor leadership scenario
- demonstrate critical thinking in linking basic needs to team building.

Assessment Strategies:

1. Explanation of Maslow's Hierarchy of Needs (Physiological and Safety) (2 Marks)

- Clear and accurate explanation of the first two levels of Maslow's hierarchy: physiological needs and safety needs.
- Demonstrates understanding of the concepts and their relevance.
 - **2 Marks:** Comprehensive and accurate explanation of both needs
 - **1 Mark:** Partial explanation of one need explained accurately
 - **0 Marks:** No explanation or incorrect explanation.

2. Application of Physiological Needs (2 Marks)

- Describes how physiological needs (e.g. food, water, rest) must be met during the walk.
- Links these needs to participants' ability to focus on building relationships and team cohesion.
 - **2 Marks:** Thorough and well-reasoned application of physiological needs to the scenario
 - **1 Mark:** Basic or partially correct application
 - **0 Marks:** No application or irrelevant response.

3. Application of Safety Needs (2 Marks)

- Explains how safety needs (e.g. physical safety, psychological security) must be ensured.
- Links these needs to fostering trust and comfort in team dynamics.
 - **2 Marks:** Detailed and logical application of safety needs to the scenario
 - **1 Mark:** Basic or partially correct application
 - **0 Marks:** No application or irrelevant response.

4. Linking Needs to Sense of Belonging and Team Building (2 Marks)

- Provides a clear explanation of how meeting physiological and safety needs enhances participants' sense of belonging and teamwork.
- Uses logical reasoning to connect the satisfaction of basic needs to higher-level goals.
 - **2 Marks:** Clear, logical, and well-supported connection
 - **1 Mark:** Basic or partial connection made
 - **0 Marks:** No connection or incorrect explanation.

General Discussion of Responses:

Strong responses:

Clear and accurate explanation of the first two levels of Maslow's hierarchy: physiological needs and safety needs. Describes how physiological needs (e.g. food, water, rest) must be met during the walk. Links these needs to participants' ability to focus on building relationships and team cohesion. Explains how safety needs (e.g. physical safety, psychological security) must be ensured. Links these needs to fostering trust and comfort in team dynamics. Provided a clear explanation of how meeting physiological and safety needs enhances participants' sense of belonging and teamwork.

Mid-range responses:

Provided limited explanation of both levels of Maslow's hierarchy: physiological needs and safety needs, or potentially only discusses one of the levels accurately. Some discussion provided on how a leader must meet these needs to progress the participants; the information provided could lack the level of detail required for higher ratings.

Low-range responses:

These responses often incorrectly defined the two stages of Maslow's hierarchy. Limited or no information was provided in relation how a leader could progress participants through the stages. Minimal or no connection between developing participants into a team.

Question 8

Explain the positives and negatives of conflict within a group. Discuss one (1) conflict resolution technique a leader may use.

Response Requirements:

- demonstrate understanding of both positive and negative aspects of conflict
- discuss a relevant conflict resolution technique in detail
- show critical thinking by linking conflict and its resolution to group dynamics and performance.

Assessment Strategies:

1. Explanation of the Positives of Conflict (2 Marks)

- Identifies and explains positive aspects of conflict within a group (e.g. encouraging growth, creativity, improved understanding).
 - **2 Marks:** Comprehensive and accurate explanation of multiple positives
 - **1 Mark:** Partial explanation or identification of one positive with limited detail
 - **0 Marks:** No explanation or incorrect explanation.

2. Explanation of the Negatives of Conflict (2 Marks)

- Identifies and explains negative aspects of conflict within a group (e.g. reduced cohesion, stress, decreased productivity).
 - **2 Marks:** Comprehensive and accurate explanation of multiple negatives
 - **1 Mark:** Partial explanation or identification of one negative with limited detail
 - **0 Marks:** No explanation or incorrect explanation.

3. Discussion of a Conflict Resolution Technique (2 Marks)

- Describes one conflict resolution technique a leader may use (e.g. Conflict resolution techniques may include: Avoidance, Accommodation, Competition, Compromise, Collaboration or VOMP (Verbalise, Own, Moccasins, Plan)).
- Explanation includes how the technique works and its relevance to resolving group conflicts.
 - **2 Marks:** Thorough and well-reasoned explanation of the technique and its application
 - **1 Mark:** Basic or partially correct explanation with limited detail
 - **0 Marks:** No explanation or irrelevant response.

4. Connection Between Conflict and Group Dynamics (2 Marks)

- Links the discussion of conflict (positives, negatives, and resolution technique) to its overall impact on group dynamics and effectiveness.
- Demonstrates understanding of how managing conflict contributes to group success.
 - **2 Marks:** Clear, logical, and well-supported connection
 - **1 Mark:** Basic or partial connection made
 - **0 Marks:** No connection or incorrect explanation.

General Discussion of Responses:

Strong responses:

Strong responses provided a comprehensive discussion on both the positive and negative aspects of conflict within a group. Accurate description of a conflict resolution technique a leader may use, how it works and its relevance to solving conflict. Linked the discussion on conflict with its impact on group dynamics.

Mid-range responses:

Mid-range responses provided discussion on both the positive and negative aspects of conflict with limited detail. Generally, these responses identified a conflict resolution technique a leader may use, with limited or no discussion on how it works and its relevance to solving conflict. Often these responses provided no links to the impact conflict can have on group development.

Low-range responses:

Low level responses either provide limited information about the positives and negatives of conflict, often only focusing on the negative aspects. Conflict resolution techniques were either not mentioned or basically applied. Limited or no reference to the impacts of conflict.

Question 9

Barriers to communication include ‘noise’. This means distractions that interfere with communication.

Describe semantic noise and provide two (2) examples of this in an outdoor context. In your answer, explain how a leader would overcome these barriers.

Response Requirements:

- define and contextualise semantic noise
- provide relevant, practical examples of communication barriers in an outdoor setting
- demonstrate leadership strategies to overcome communication challenges
- highlight the importance of communication in effective leadership.

Assessment Strategies:

1. Definition of Semantic Noise (2 Marks)

- Clearly defines semantic noise as barriers to communication caused by misunderstandings due to language, jargon or differing interpretations of meaning.
 - **2 Marks:** Accurate and comprehensive definition
 - **1 Mark:** Partial or basic definition with limited clarity
 - **0 Marks:** No definition or incorrect explanation.

2. Examples of Semantic Noise in an Outdoor Context (2 Marks)

- Provides two specific and relevant examples of semantic noise in an outdoor leadership scenario (e.g. technical jargon misunderstood by participants, cultural language differences causing confusion).
 - **2 Marks:** Two well-explained and relevant examples
 - **1 Mark:** One example provided, or two examples with limited explanation or relevance
 - **0 Marks:** No examples provided or irrelevant examples.

3. Explanation of How a Leader Overcomes These Barriers (4 Marks)

- Explains strategies a leader can use to address and overcome semantic noise (e.g. using clear, simple language; checking for understanding; using visual aids).
- Links overcoming communication barriers to effective leadership, team cohesion and achieving group goals.
- Demonstrates an understanding of the importance of clear communication in an outdoor context.

- **3-4 Marks:** Thorough and practical explanation of how to overcome the barriers
- **1 - 2 Marks:** Basic or partially correct explanation with limited detail
- **0 Marks:** No explanation or irrelevant response.

General Discussion of Responses:

Strong responses:

Clearly and accurately defined semantic noise as a barrier to communication caused by misunderstandings due to language, jargon or differing interpretations of meaning. Provided two specific and relevant examples of semantic noise in an outdoor leadership scenario. Explained strategies a leader can use to address and overcome semantic noise. Demonstrated an understanding of the importance of clear communication in an outdoor context.

Mid-range responses:

Provided a limited definition of semantic noise as a barrier to communication caused by language (non-English) or jargon, provided one or two basic examples of semantic noise in an outdoor leadership scenario and some strategies a leader can use to address and overcome semantic noise.

Low-range responses:

Incorrect or limited definition of semantic noise as a barrier to communication. Examples of semantic noise were either missing, incorrect or irrelevant to an outdoor leadership scenario. Minimal or no strategies a leader can use to address and overcome semantic noise provided in the response.

Question 10

Facilitation and listening skills are a critical aspect of communication. Describe two (2) different communication techniques used by outdoor leaders to increase effective communication.

Response Requirements:

- identify and describe communication techniques relevant to outdoor leadership
- show practical understanding of how these techniques enhance communication
- link communication skills to broader leadership effectiveness and group success.

Assessment Strategies:

1. Identification of Communication Techniques (2 Marks)

- Identifies two distinct communication techniques used by outdoor leaders (e.g. Verbal, Visual, Tactile, Auditory Communication channels or techniques such as: active listening, open-ended questioning, paraphrasing, and non-verbal communication).
 - **2 Marks:** Both techniques identified clearly and accurately
 - **1 Mark:** Only one technique identified, or two techniques identified with limited clarity
 - **0 Marks:** No techniques identified or incorrect techniques.

2. Description of Technique 1 (2 Marks)

- Provides a clear and detailed description of the first technique, including how it is used to improve communication (e.g. active listening involves giving full attention, maintaining eye contact, and reflecting back understanding).
 - **2 Marks:** Thorough and accurate description of the technique and its use
 - **1 Mark:** Basic or partially correct description with limited detail
 - **0 Marks:** No description or irrelevant response.

3. Description of Technique 2 (2 Marks)

- Provides a clear and detailed description of the second technique, including how it is used to improve communication (e.g. open-ended questioning encourages participants to share more detailed thoughts and perspectives).
 - **2 Marks:** Thorough and accurate description of the technique and its use
 - **1 Mark:** Basic or partially correct description with limited detail
 - **0 Marks:** No description or irrelevant response.

4. Link to Effective Communication in Outdoor Leadership (2 Marks)

- Explains how using these techniques contributes to effective communication, teamwork, and participant engagement in an outdoor leadership context.
- May link to Activity Cycle (facilitation) – briefing, conduct and debriefing stages.
- Highlights their importance in achieving group goals and resolving challenges.
 - **2 Marks:** Clear, logical, and well-supported connection
 - **1 Mark:** Basic or partial connection made
 - **0 Marks:** No connection or incorrect explanation.

General Discussion of Responses:

Strong responses:

Accurately identified two distinct communication techniques used by outdoor leaders (such as: Verbal, Visual, Tactile, Auditory Communication channels). Provided a clear and detailed description of both techniques, including how they are used to improve communication. Explained in detail how using these techniques contributes to effective communication, teamwork, and participant engagement in an outdoor leadership context.

Mid-range responses:

Only one technique identified, or two techniques identified with limited clarity. A basic or partially correct description of the techniques was provided with limited detail. Limited connections on how identified techniques contribute to effective communication, teamwork and participant engagement in an outdoor leadership context.

Low-range responses:

Techniques only identified with limited, incorrect or no explanation provided. No connections made between the techniques and effective communication in an outdoor leadership context.

Question 11

There are five stages in Tuckman's group development theory. Describe two (2) of these and explain an appropriate leadership style that could be used at each of these stages.

Response Requirements:

- identify stages of Tuckman's group development theory
- describe the characteristics of the selected stages
- connect appropriate leadership styles to the stages and explain their relevance in group dynamics and development.

Assessment Strategies:

1. Identification of Two Stages in Tuckman's Group Development Theory (2 Marks)

- Accurately identifies two distinct stages from Tuckman's theory (e.g. Forming, Storming, Norming, Performing, Adjourning/Transforming).
 - **2 Marks:** Both stages identified clearly and accurately
 - **1 Mark:** Only one stage identified, or two stages identified with limited accuracy or clarity
 - **0 Marks:** No stages identified or incorrect stages.

2. Description of Stage 1 (2 Marks)

- Provides a clear and detailed description of the first selected stage, including key characteristics (e.g. Forming involves team members getting to know each other; Storming involves conflicts as roles and dynamics are established).
 - **2 Marks:** Thorough and accurate description of the stage
 - **1 Mark:** Basic or partially correct description with limited detail
 - **0 Marks:** No description or irrelevant response.

3. Description of Stage 2 (2 Marks)

- Provides a clear and detailed description of the second selected stage, including key characteristics.
 - **2 Marks:** Thorough and accurate description of the stage
 - **1 Mark:** Basic or partially correct description with limited detail
 - **0 Marks:** No description or irrelevant response.

4. Explanation of Leadership Styles for Each Stage (2 Marks)

- Describes an appropriate leadership style for each stage and explains how it aligns with the group's needs (e.g. directive leadership during Forming to provide structure; coaching or facilitating during Norming to empower the team).

– Forming	–	Autocratic
– Storming	–	Democratic*
– Norming	–	Abdicratic *
– Performing	–	Abdicratic*
– Adjourning/Transforming	–	Autocratic

*If reasonable justification is provided, candidates may justify the use of different styles for stages of group development.

 - **2 Marks:** Clear, logical, and accurate explanation of leadership styles for both stages
 - **1 Mark:** Basic or partially correct explanation, or explanation for only one stage
 - **0 Marks:** No explanation or irrelevant response.

General Discussion of Responses:

Strong responses:

Accurately identified two distinct stages from Tuckman's theory (e.g. Forming, Storming, Norming, Performing, Adjourning/Transforming). Provided a clear and detailed description of the two selected stages, including key characteristics. Described an appropriate leadership style for each stage and explained how it aligns with the group's needs at that stage.

Mid-range responses:

Identified two distinct stages from Tuckman's theory (e.g. Forming, Storming, Norming, Performing, Adjourning/Transforming). Provided a description of the two selected stages, including some characteristics, though limited in detail or only partially correct. Linked in a leadership style for each stage with limited success.

Low-range responses:

Often identified two stages correctly, though their description of the stage was only partially correct or missing. Leadership styles were often linking incorrectly or not at all. No links provided to why the leadership style was appropriate for a group at the identified stage.

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

Question 12

Tasmania has seen a dramatic rise in bushwalking visitors to remote wilderness areas.

According to Tasmania Parks and Wildlife Rangers, many of these people are 'less educated' bushwalkers who do not know how to toilet properly in these pristine and sensitive environmental areas. Parks Rangers have found unprecedented amounts of human waste in remote places, much of which has not been properly buried or has been left on the surface along tracks and campsites.

In a carefully constructed extended response, discuss this growing threat to wilderness areas and the potential impact on human–nature relationships and visitor experiences. In your answer, refer to how the management of this issue may potentially influence values towards this environment.

Response Requirements:

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

Some key points that could be considered in this essay are:

- **Increased bushwalking visitors:** Highlight the rise in bushwalking visitors to Tasmania's remote wilderness areas.
- **Inappropriate toileting practices:** Explain the improper toileting methods (e.g. waste left on the surface or not buried) and the environmental implications of these actions.
- **Environmental degradation:** Discuss the specific environmental impacts, such as contamination of water sources, soil degradation, and harm to local ecosystems.

Impact on Human-Nature Relationships:

- **Disconnect from nature:** Explore how improper toileting reflects a lack of understanding or respect for nature, leading to a deteriorated human-nature relationship.
- **Loss of wilderness value:** Address how these actions undermine the concept of wilderness as a pristine, untouched space, affecting how people connect to these areas.

Visitor Experiences and the Issue:

- **Decreased enjoyment and safety:** Discuss how the presence of human waste along trails and campsites impacts the overall experience of bushwalkers, including issues related to hygiene, safety, and aesthetics.
- **Negative perception of the wilderness:** Explain how encountering waste may lead to negative feelings towards the environment and possibly discourage future visits.

Outline some management Strategies and their Influence on Values Towards the Environment:

- **Education and awareness:** Describe the role of outdoor leaders and rangers in educating visitors about proper toileting practices and environmental responsibility (e.g. using waste disposal bags, digging cat holes).
- **Regulation and enforcement:** Discuss the role of regulations and enforcement in mitigating the issue, such as introducing guidelines or fines for improper toileting.
- **Infrastructure improvements:** Consider solutions like installing toilet facilities or promoting Leave No Trace principles to reduce environmental impact.

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
- correct use of grammar/syntax, spelling (including spelling of terminology/specialised/technical terms), punctuation and sentence/paragraph structure, and language is important
- specialised terminology related to Human Nature Relationships should be evident
- handwriting that is easy to decipher to make the intended meaning clear.

General Discussion of Responses:

Many students focused heavily on Criterion 6 (C6), which is not externally assessed, emphasising "Leave No Trace" principles. While some addressed management strategies as prompted in the first part of the question, they often failed to explore the impacts of these strategies on values or human-nature relationships.

- **Strong responses:**
 - provided specific and detailed links between theoretical concepts and the question
 - articulated how values and human-nature relationships could be impacted by the discussed strategies.

- **Mid-range responses:**
 - demonstrated an ability to connect theoretical content to the specific question, though with less depth compared to A-level answers.
- **Low-range responses:**
 - overemphasised C6 without sufficiently addressing human-nature relationships or values
 - included "information dumps" where they listed or described theories such as Values, Peter Martin's Signposts, Worldviews, or Metaphorical Images to Nature without linking back to the question or stimulus.

Question 13

Indigenous groups in Tasmania are creating more opportunities for locals and visitors to participate in Tasmanian Aboriginal owned and led experiences. One such experience is run by Indigenous Guides on the wukalina Walk in northeast Lutruwita/Tasmania, along the East Coast.

On this four-day guided walk across dunes and beaches, guests stay in a camp with timber pods built in the shape of ancient Aboriginal huts.

In a carefully constructed extended response, discuss how visitors on this walk may gain an understanding and appreciation of First Peoples' connection to Country, stories, knowledge, and culture. In your answer, discuss the unique role of wukalina Walk Guides in sharing Indigenous relationships with the land, and how this can contribute to a shared understanding of a sense of place and space.

Response Requirements:

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

This essay response should integrate a range of specialised concepts throughout the discussion, such as: Values towards nature, Space and Place, Environmental Worldviews, Biocentrism, Attitudes/Beliefs and Peter Martin's Signposts. Student response could include some of the following discussion points:

- **Definition of sense of place:** Explain what sense of place and space means in both Indigenous and contemporary contexts (e.g. emotional, spiritual and physical connections to land).
- **Cultural immersion:** Discussion on how the walk integrates Indigenous culture, allowing visitors to experience Tasmania from an Aboriginal perspective, assisting in changing attitudes.
- **Concept of 'Country':** Understanding what 'Country' means in Indigenous cultures (connection to land, sea and sky) and its cultural significance may build a sense of place along the walk.
- **Visitor experience:** Discuss how the walk allows visitors to connect with and understand the land in a deeper, more spiritual way through the guides' teachings and stories.
- **Learning through place-based experiences:** Explain how walking through the landscape and staying in Aboriginal-designed huts offers a direct engagement with the environment that enhances understanding. Resulting in deeper development of place.
- **Visitors' shift in perspective:** Discuss how visitors' experiences on the walk can lead to a greater appreciation of the cultural and spiritual significance of the land, fostering a deeper understanding of Tasmania's First Peoples' relationship with the land.

- **Building mutual respect:** Explain how this immersive experience can foster a greater respect for Indigenous culture and the land, contributing to reconciliation and cross-cultural understanding.

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
- correct use of grammar/syntax, spelling (including spelling of terminology/specialised/technical terms), punctuation and sentence/paragraph structure
- specialised terminology related to Human Nature Relationships
- handwriting that is easy to decipher to make the intended meaning clear.

General Discussion of Responses:

- **Strong responses:**
 - Successfully defined key terms such as **Proximity, Reciprocity** and **Mode of Thinking**.
 - Provided insightful discussions on how spending extended time in nature, learning the history of a space, and understanding its significance could create a **sense of place**.
- **Low-range responses:**
 - Focused too much on **Aboriginal culture** and the benefits of an **interpretive walk** but failed to link these benefits to **human-nature relationships**.
 - Lacked depth, with vague assertions like "Participants would find this valuable" or "This will benefit human-nature relationships", often unsupported by evidence.
 - Many responses neglected to discuss **place** and **space**, defaulting to generic descriptions rather than demonstrating a clear understanding of the theoretical concepts.
- **Common issue across responses:**
 - Students frequently listed or described theories (**Proximity, Reciprocity, Mode of Thinking**, etc.) without connecting them to the question or stimulus, leading to another "information dump".

Question 14

An outdoor company based at Cradle Mountain in Tasmania's Northwest hand built a number of King Billy pine kayaks for clients to paddle and explore Dove Lake in Tasmania's iconic Cradle Mountain – Lake St Clair National Park. The company made the decision to choose locally sourced wood rather than purchasing cheaper plastic kayaks. Company owners wanted their clients to experience historical links to King Billy. This wood was used by the pioneering adventurer and conservationist Gustav Weindorfer who championed the protection of Cradle Mountain in the early 1900s and took visitors out on a King Billy pine boat.

In a carefully constructed extended response, discuss how leaders can facilitate and increase visitors' connection to natural environments. How may this company's use of wooden kayaks increase participants' appreciation and connection to the natural environment.

Response Requirements:

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

This essay response should integrate a range of specialised concepts throughout the discussion, such as: Values towards nature, Space and Place, Environmental Worldviews, Biocentrism, Attitudes/Beliefs and Peter Martin's Signposts. Student response could include some of the following discussion points:

Role of Outdoor Leaders in Facilitating Connection to Nature:

- **Immersive experiences:** Discuss how immersive, hands-on experiences (e.g. guided hikes, paddling, storytelling) deepen visitors' relationship with the natural environment.
- **Education and interpretation:** Explain the importance of educating visitors about local ecosystems, history, and cultural significance through interpretation and knowledge sharing can build relationships.
- **Historical context of King Billy pine:** Discuss the significance of King Billy pine in the region's history, especially its connection to Gustav Weindorfer and his conservation efforts for Cradle Mountain.
- **Sense of place:** Describe how learning about the use of local materials (like King Billy pine) helps visitors build a sense of place and understand the relationship between people and nature in this region.
- **Materiality and authenticity:** Explain how using locally sourced, natural materials (such as King Billy pine) in the kayaks enhances the authenticity of the experience, making visitors feel more connected to the landscape.
- **Symbolic connection to the past:** Discuss how the kayaks' historical significance (used by Weindorfer for paddling and exploration) deepens the visitors' connection by linking them to the past and promoting a sense of continuity and tradition.
- **Sensory experience:** Describe how paddling in wooden kayaks on Dove Lake, surrounded by Cradle Mountain's pristine landscape, creates a unique sensory experience (e.g. the tactile feel of the wood, the sound of paddling in the lake) that enhances connection to the environment.

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
- correct use of grammar/syntax, spelling (including spelling of terminology/specialised/technical terms), punctuation and sentence/paragraph structure
- specialised terminology related to Human Nature Relationships
- handwriting that is easy to decipher to make the intended meaning clear.

General Discussion of Responses:

Responses largely mirrored the trends seen in Question 13:

- **High level responses:**
 - Successfully defined key terms such as **Proximity**, **Reciprocity**, and **Mode of Thinking**
 - Provided insightful discussions on how spending extended time in nature, learning the history of a space, and understanding its significance could create a **sense of place**
 - Identified and explained how using boats made from natural materials could benefit the human nature relationship
 - Demonstrated greater knowledge of Human Nature Relationship Terminology and provided evidence-based reasoning.
- **Lower-level responses:**
 - lacked depth, with vague assertions like "Participants would find this valuable" or "This will benefit human-nature relationships," often unsupported by evidence
 - often included generic conclusions such as "Wooden kayaks would definitely help participants connect with nature" without explaining how or linking this assertion to theoretical concepts like **aesthetics** or **proximity**.

Recommendations:

- Encourage students to avoid vague statements and focus on integrating theoretical concepts (e.g. **aesthetics**, **proximity**, **reciprocity**) into their explanations.
- Provide explicit examples during instruction to illustrate how specific elements (like wooden kayaks) can enhance human-nature connections.