TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

External Assessment 2026

Attach your candidate label here

OUTDOOR LEADERSHIP

OXP315118

Section A Leadership Theory

Pages: 12

Questions: 1

Preparation time for this exam: 15 minutes

Suggested working time: 40 minutes

Instructions:

- Answer **the** question in this section in **extended essay** form.
- Write your answer in the spaces provided in this exam paper.
- The exam is **three (3) hours** in length. The suggested working time for this section is **approximately 40 minutes**.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criteria.

Marker use	
C2	/ Alpha
C8	/ Alpha

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

Blank Page

Guide to Exam Structure

	Parts	Questions available	Questions to answer	Suggested working time	Marks available
Section A		1	1	40 minutes	Assessed using extended ratings of A+ to z
Section B		4	4	40 minutes	40 marks
Section C		4	4	40 minutes	40 marks
Section D	Part 1	1	1	30 minutes	Assessed using extended ratings of A+ to z
	Part 2	2	1	30 minutes	
Totals		**12**	**11**	**180 minutes (3 hours)**	**80 marks and A+ to z rating**

Criteria

You **must** make sure your answer addresses:

- Criterion 2 analyse and compare contemporary theories of leadership
- Criterion 8 communicate ideas and information in a variety of forms.

Question 1

Marker use

You are leading a small group of grade 7 students on their first multi-day bushwalk. The walk is an easy two-night coastal experience in July. Halfway through the second day, bonds between the students are starting to form; however, the group is not yet functioning as a team. Your group comes across a creek with knee deep, slow-moving water and slippery rocks. The only way forward is to cross the creek, which requires the students to get wet. You can clearly see that some students are hesitant to cross.

In a carefully constructed extended response (essay form), explain and apply **two (2)** recognised leadership theories that you could use in this situation. Discuss the similarities and differences in the potential outcomes of applying your **two (2)** chosen theories.

(40 minutes)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Marker use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Marker use

Marker use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Marker use

End of Section A

Blank Page

Blank Page

Blank Page



This exam paper and any materials associated with this exam

(including answer booklets, cover sheets, rough note paper, or information sheets)

remain the property of Tasmanian Assessment, Standards and Certification.

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

External Assessment 2026

Attach your candidate label here

OUTDOOR LEADERSHIP

OXP315118

Section B Leadership Qualities and Approaches

Pages: 12

Questions: 4

Suggested working time: 40 minutes

Instructions:

- Answer **all** questions in this section in **short answer** form.
- Write your answers in the spaces provided in this exam paper.
- The exam is **three (3) hours** in length. The suggested working time for this section is **approximately 40 minutes**.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criterion.

Marker use	
C3	/ 40

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

Blank Page

Guide to Exam Structure

	Parts	Questions available	Questions to answer	Suggested working time	Marks available
Section A		1	1	40 minutes	Assessed using extended ratings of A+ to z
Section B		4	4	40 minutes	40 marks
Section C		4	4	40 minutes	40 marks
Section D	Part 1	1	1	30 minutes	Assessed using extended ratings of A+ to z
	Part 2	2	1	30 minutes	
Totals		**12**	**11**	**180 minutes (3 hours)**	**80 marks and A+ to z rating**

Criterion

You **must** make sure your answers address:

- Criterion 3 analyse leadership qualities and approaches.

Question 2

Marker use

/10

You are leading a group of students on a half-day bushwalk. As the activity progresses, one student becomes withdrawn and quiet after physically struggling on a steep section of the track. Other group members begin to notice and are unsure how to respond.

- List **one (1)** leadership quality or trait and **one (1)** leadership skill that would assist a leader in this situation.
- Identify the category of your chosen leadership skill (hard skill, soft skill or metaskill) and explain how the skill fits this category.
- Explain how your identified leadership quality or trait **and** skill could be applied by the leader to support effective group functioning.

(10 minutes)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 2 continues

Marker use

Question 3

Marker use

/10

Part of an outdoor leader's role is to effectively manage risk in the outdoors.

- Describe **three (3)** ways a leader can predict and recognise risk prior to leading outdoor activities.
- Explain how a leader should react appropriately if an emergency occurs, focusing on decision-making and group management.

(10 minutes)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 3 continues

Marker use

Question 4

Marker use

/10

Outdoor leaders are required to operate within relevant policies and industry standards to support safe and responsible practice when planning and leading outdoor activities.

These include the Department for Education, Children and Young People's (DECYP) Off-Campus Activities Planning Procedures, and the Australian Adventure Activity Standards (AAAS).

- Explain how policies or standards such as these support safe and responsible outdoor leadership practice.
- Analyse how applying such policies or standards supports the planning and delivery of outdoor programs.

(10 minutes)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 4 continues

Marker use

Question 5

Marker use

/10

You are leading a group of students on a full-day off-road bicycle journey. As the day progresses, the weather deteriorates faster than forecast and the group is moving more slowly than planned. One student is physically struggling, while the others are keen to continue to the destination.

- Define **one (1)** recognised decision-making model you have studied.
- Using the above scenario, apply this decision-making model to demonstrate how an outdoor leader could make decisions to improve safety, wellbeing and the overall experience.

(10 minutes)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 5 continues

Marker use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

End of Section B

Total C3

/40



This exam paper and any materials associated with this exam

(including answer booklets, cover sheets, rough note paper, or information sheets)

remain the property of Tasmanian Assessment, Standards and Certification.

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

External Assessment 2026

Attach your candidate label here

OUTDOOR LEADERSHIP

OXP315118

Section C Group Management

Pages: 16

Questions: 4

Suggested working time: 40 minutes

Instructions:

- Answer **all** questions in this section in **short answer** form.
- Write your answers in the spaces provided in this exam paper.
- The exam is **three (3) hours** in length. The suggested working time for this section is **approximately 40 minutes**.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criterion.

Marker use	
C5	/ 40

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

Blank Page

Guide to Exam Structure

	Parts	Questions available	Questions to answer	Suggested working time	Marks available
Section A		1	1	40 minutes	Assessed using extended ratings of A+ to z
Section B		4	4	40 minutes	40 marks
Section C		4	4	40 minutes	40 marks
Section D	Part 1	1	1	30 minutes	Assessed using extended ratings of A+ to z
	Part 2	2	1	30 minutes	
Totals		**12**	**11**	**180 minutes (3 hours)**	**80 marks and A+ to z rating**

Criterion

You **must** make sure your answers address:

- Criterion 5 apply personal skills in group management and working collaboratively with others.

Question 6

Marker use

/10

During the first day of a multi-day outdoor expedition, group members begin to challenge leadership decisions, question roles, and express frustration.

Using a recognised model of group formation e.g. Tuckman's Theory of Group Development:

- Identify the stage of group formation being demonstrated and justify your response.
- Explain **two (2)** ways this stage may impact the group's ability to work collaboratively.
- Describe **one (1)** strategy that could help manage this situation.

(10 minutes)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 6 continues

Marker use

Question 7

Marker use

During a multi-day outdoor activity, a disagreement arises between two students over leadership roles within the group. One student frequently takes charge, while the other feels excluded and disengaged. This conflict is causing division in the rest of the group.

/10

- Describe **one (1)** conflict management strategy you could use that **would** be appropriate in this situation. Justify your response.
- Describe **one (1)** conflict management strategy you could use that **would not** be appropriate in this situation. Justify your response.

(10 minutes)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 7 continues

Marker use

Question 8

Marker use

You are leading a group during a high ropes course. Some students are focused on speed and competition, while others prioritise support, communication and enjoyment. As the activity continues, frustration grows and outcomes suffer.

/10

- Explain how differences in individual goals can negatively affect group success.
- Discuss **one (1)** strategy a leader could use to review goals during the activity.
- Explain how this strategy may improve collaboration and support the achievement of group goals.

(10 minutes)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 8 continues

Marker use

Question 9

Marker use

/10

You are leading a group of students on a three-day bushwalk. On the second day, some students are tired, hungry, and anxious about the weather and their ability to continue.

Using Maslow's Hierarchy of Needs:

- Identify **two (2)** levels of Maslow's Hierarchy of Needs relevant to this scenario. Justify your response.
- Explain how these individual needs could affect the overall group dynamics.

(10 minutes)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 9 continues

Marker use

Total C5

/40

End of Section C

Blank Page

Blank Page

Blank Page

Blank Page



This exam paper and any materials associated with this exam

(including answer booklets, cover sheets, rough note paper, or information sheets)

remain the property of Tasmanian Assessment, Standards and Certification.

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

External Assessment 2026

Attach your candidate label here

OUTDOOR LEADERSHIP

OXP315118

Section D Human-Nature Relationships

Pages: 20

Questions: 3

Suggested working time: 60 minutes

Instructions:

- There are **two (2)** parts to this section.
- You must answer **one (1)** question from each part in an **extended essay** form:
  - **Part 1** – you **must answer** Question 10
  - **Part 2** – choose to answer **either** Question 11 **or** Question 12.
    - Write the number of the question you are answering in the box provided in the answer space in this part.
- The exam is **three (3) hours** in length. The suggested working time for this section is **approximately 60 minutes**.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criteria.

Marker use		
	Q10	**Q11 or 12**
C7	/ Alpha	/ Alpha
C8	/ Alpha	/ Alpha

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

Blank Page

Guide to Exam Structure

	Parts	Questions available	Questions to answer	Suggested working time	Marks available
Section A		1	1	40 minutes	Assessed using extended ratings of A+ to z
Section B		4	4	40 minutes	40 marks
Section C		4	4	40 minutes	40 marks
Section D	Part 1	1	1	30 minutes	Assessed using extended ratings of A+ to z
	Part 2	2	1	30 minutes	
Totals		**12**	**11**	**180 minutes (3 hours)**	**80 marks and A+ to z rating**

Criteria

You **must** make sure your answers address:

- Criterion 7 describe ways in which people experience and relate to the natural environment
- Criterion 8 communicate ideas and information in a variety of forms.

Part 1

Marker use

- This question is compulsory.
- Your answer must be written in a carefully constructed **extended response** (essay form).
- The suggested working time for this part is **approximately 30 minutes**.
- Complete your answer in the space provided on the following pages.

Question 10

Human relationships with the natural environment are shaped by changing values, beliefs and attitudes over time.

In Tasmania, natural environments have been influenced by both historical and contemporary environmental issues. For example, the Franklin River dam controversy highlighted conflicting values between economic development and environmental protection. More recently, increased development and tourism pressures within World Heritage Areas and national parks have raised concerns about environmental impact and changing ways in which people interact with these environments.

Discuss how values, beliefs and attitudes influence human relationships with the natural environment.

In your response, analyse how both historical and contemporary environmental issues have shaped and reflected these values, and examine how they have impacted the way people relate to, use and protect natural environments in Tasmania.

Use relevant examples to support your discussion.

(30 minutes)

.....

.....

.....

.....

.....

.....

.....

Marker use

Marker use

Marker use

Marker use

Marker use

Part 2

Marker use

- Answer **either** Question 11 **or** Question 12.
- Your answer must be written in a carefully constructed **extended response** (essay form).
- The suggested working time for this part is approximately **30 minutes**.
- Complete your answer in the space provided on the following pages and write the question number in the box provided.

Question 11

Some people would argue that increased urban living has altered natural landscapes and reduced opportunities for everyday interactions with nature.

Discuss how a leader could guide participants to develop a stronger connection with the natural environment. In your response, justify activities that could be used to increase participants' connection with nature. Explain how these activities may help address the reduced opportunities for interacting with nature.

OR

Question 12

There have been many changes in the way Tasmanians relate to the natural environment.

Discuss how historical changes have shaped human relationships with the natural environment in Tasmania. In your response, explain how Tasmanian Aboriginal relationships with Country, including strong connections to place and space, can better inform and shape contemporary and future human–nature relationships.

Question Number:

Write the question number you are answering in the box.

Marker use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Marker use

Marker use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Marker use

Marker use

Marker use

End of Section D

Blank Page

Blank Page

Blank Page



This exam paper and any materials associated with this exam

(including answer booklets, cover sheets, rough note paper, or information sheets)

remain the property of Tasmanian Assessment, Standards and Certification.

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.