

OUTDOOR LEADERSHIP (OX315118)

The report for Part 1 and Part 4 of the exam should be read in alongside the exam paper and the marking tool.

PART 1

CRITERION 2 Analyse and compare contemporary theories of leadership

CRITERION 8 Communicate ideas and information in a variety of forms

This part of the paper required candidates to write an extended response. The interpretation of the question and formation of response drew on a candidate's knowledge of Leadership Theories and their application, drawing on personal knowledge and experiences.

An award of; A+,A,A-, B+,B,B-, C+,C,C-, D+,D,D- or t was attributed to the question for Criteria 2 and 8.

STUDENTS NEED TO:

- Identify and correctly spell the name of the 2 chosen leadership theories (not acronyms)
 - Examples:
 - Conditional Outdoor Leadership Theory (COLT)
 - Situational
 - Transactional
 - Transformational
 - Feminist
 - Servant
 - Trait & Great Men
 - Contingency
- Clear, concise and thorough description of each of the 2 chosen theories from the list above
- Outline **differences** and **similarities** of each theory / between the two theories

- Use one (1) of the chosen theories to analyse and describe the role of a leader when managing an outdoor activity
 - Describe real or imagined outdoor activity
 - Describe how the theory applies to the leader and activity, including:
 - Communication
 - Planning
 - Organisation
 - Conducting / leading
 - Effectiveness in appropriately / successfully dealing with the situation
 - Pros and cons?
 - Decision-making required
 - Demonstrate a clear understanding of their intended application
 - Evaluation/ discussion of theory in appropriate application in the outdoor situation
- How do the leadership theories align with the outdoor situation?
- Discuss range of explicit / implied variables that impact on decision-making within the situation
- Identify clear links to outcomes and their examples between the leadership theories and the outdoor situation and its appropriateness.

The question, while allowing some rote learned responses for general descriptions of the theories, allowed for a variety of responses. Higher level answers were ones which discussed the effectiveness of the selected theory in dealing with the outdoor situation.

A majority of the responses chose Conditional Outdoor Leadership Theory (COLT), Transactional, Transformational, and Situational Leadership, with COLT being the most popular. Quite a few used Servant Leadership, Styles of Leadership, and a handful chose Feminist Leadership Theory.

The best answers tended to use COLT and gave a thorough explanation, linking it well to outcomes and examples in the situation. They provided a clear and concise description of the theory, considered the appropriateness to the outdoor situation and considered the decision-making required.

While most students accurately described the theories, weaker responses made assertions but didn't explain or analyse them, or assumed understanding of the theories.

For Criterion 8, the grammar, terminology and language were generally sound and overall students demonstrated sound essay writing structure.

- Clear organization of information in logical sequence in response to the question
 - Good essay writing structure including strong and clear introductions that address the question and attribute theories / concepts to their writers / developers.
- Response should merge theoretical knowledge / information with the scenario to produce a coherent and cohesive discussion
- Correct grammar, spelling (including spelling of terminology / specialised / technical terms), punctuation and sentence / paragraph structure, and language
- Correctly uses specialised terminology
- Correctly uses abbreviations: spelled out in the first use and explained in context
- Information is relevant, enhances clarity of response and is not vague, irrelevant, generalised or repetitive
- Correctly identifies sources of information, and work of others
 - Authors / developers, etc. should be referred to in full name
- Handwriting relatively easy to decipher to make the intended meaning clear

Strong responses provided clear and logical organisation of information, had strong introductions that addressed the set question and attributed theories to developers. Use of grammar, punctuation and specialised terminology was also sound. Excellent responses were able to weave theoretical information and the scenario into a cohesive discussion, developing relevant ideas and avoiding over generalising or repetition.

Some common issues noted by markers (and evident in previous years) were:

- syntax (including run-on sentences, incomplete sentences and fragment sentences); spelling and unsophisticated vocabulary
- responses not attributing creators of theories or concepts
- abbreviations: if they are going to be used, they must be spelled out in full first, and explained.
- text/concept creators should be referred to, the first time, in full, and thereafter shortened to surname; never referred to as Kate or Jeff etc.
- vague responses were a common problem and suggested lack of knowledge
- handwriting at times obscured a candidate's intended meaning.

PART 2

CRITERION 3 Analyse leadership qualities and approaches

This part of the exam paper comprised four questions, requiring candidates to give a short response to each question. Responses had to address the set criteria in order to be successful. Marks were attributed through this part of the exam paper by appointing marks for each of the minutes suggested on each question. The marks were tallied by combining all marks for questions 2, 3, 4, and 5, to a total out of 40 and converted to an award of; A+,A,A-, B+,B,B-, C+,C,C-, D+,D,D- or t.

QUESTION 2

This question asked students to select one 'approach' a leader may use to manage an emergency from the following:

- 1) Communication
- 2) Planning
- 3) Organisation
- 4) Leading
- 5) Evaluation

They needed to describe how it may contribute to a positive outcome, including examples to clarify their understanding. To achieve the marks a candidate's response should include, but was not limited to, the following:

Organisation, Planning & Communication were the most common responses.

Weaker responses struggled to apply their chosen approach to an outdoor activity. As an example they would discuss how planning was crucial for a successful outcome but fail to link it to a solid outdoor activity. It is important for responses to focus on *an emergency* as it was in the question (many did not). Many wasted space with long introductions.

Stronger responses chose the approach well and used sophisticated vocabulary to solidify their answer. For example, planning as an approach, the use of GOPREPARE was linked well and appropriate to the activity. Also discussing elements of potential risks gave a majority of the answers substance.

Better answers:

- included specifics of what/how to plan/communicate/organise
- gave examples that were real life and specific
- discussed what the positive outcome was

QUESTION 3

In response to a scenario, students were asked to select **one** technical skill and **one** interpersonal skill and describe how each skill will enable a leader to help manage this scenario.

To achieve the marks a candidate's response should include, but was not limited to, the following:

- Metaskills: higher-order core abilities that integrate hard and soft skills in a workable, systematic manner, including communication, decision making, judgement and problem solving
- Technical skills: hands-on activity, safety and environmental skills (hard skills)
 - Build shelter / put up tent / both
 - Make warm / hot drinks
 - Layer up
- Interpersonal:
 - Successfully interact with others in the group
 - Understand students and body language in order to respond and interact appropriately
 - Accurately perceives others' intents and motivations
 - Good listening skills and communication to group
 - Empathetic to needs of students
- Facilitates learning activities: active listening

There were a mixture of responses, with some confusion of technical and interpersonal.

There seem to be a degree of confusion about the terms used and how they related to hard and soft skills. A majority of responses were weak, lacking application and description of the chosen technical or interpersonal skill. Weaker answers gave no information on the type of technical or interpersonal skills and also did not link a skill (if mentioned) to why it was relevant to the scenario.

Stronger answers mentioned change of leadership style and unpacked the skill to the scenario well. To add, although meta-skills was not part of the question directly, some responses discuss the importance of this skill and how it was relevant to the leader.

- More focus is required in responses on the scenario. Students needed to recognise the issues and describe how the skills would assist management of the scenario
- Many responses were not clear on the categorisation of their skill
- Better answers talked about using the skills in conjunction for most effect
- Better answers described the specifics of the skills e.g. verbal communication reinforced through tactile channels to reassure or encourage

QUESTION 4

Referring to the scenario in Question 3, students were asked to describe ways in which a leader could adapt their personal leadership approach in response to the unexpected change described in the scenario. To achieve the marks a candidate's response should include, but was not limited to, the following:

- A discussion of decision making or problem solving techniques
- Judgement
- Flexibility in their leadership approach, transitioning to a more autocratic leadership style to lead the group towards a safe and successful outcome

Strong answers fluctuated between leadership styles well and adapted them according to the conditions. They also discuss the soft skills that need to be considered when changing the leadership style.

Moderate answers applied a leadership style and mention task and relationship but lacked in substance with the approach and the unexpected change in the scenario.

Weaker responses brushed over the approach not discussion decision making or leadership style and gave a general statement of the roles of a leader with no solid link to the scenario.

- Better answers compared approaches and demonstrated how the outcomes would be different

QUESTION 5

Students needed to describe two equity issues a leader may need to consider when working with a diverse group in the field. To achieve the marks a candidate's response should include, but was not limited to, the following:

The quality of being fair and impartial to all in the group

- Equity issues in leadership may include gender, age, disadvantaged groups/individuals
- All people do not have equal access to leadership opportunities
 - People may be disadvantaged on the basis of gender, socio-economic status, ethnic background
- Implications for leaders:
 - mindful to operate in ways that do not reinforce and perpetuate disadvantage and stereotypical understandings of diversity
 - allow all participants equal access to leadership opportunities
- This can be achieved through:
 - Using inclusive language
 - Providing participants with opportunities to take on leadership roles
 - Acting professionally at all times
 - Highlighting the strengths and contributions of individuals
 - Employing skilled assistants from a range of different backgrounds
 - Engaging in mindfulness
 - Understanding and upholding professional codes of conduct and ethics

Strong responses discussed the equity issues and unpacked the question well with a solution which was not only relevant but considered feelings and emotions of the participants in their answer. For example, using terms such as 'consciously reduce any potential socioeconomic/wealth related inequity' and 'the leader should use colloquial language able to be understood by all participants'.

Weaker answers brushed over the question and made up their own equity issues. This was then followed up by lack of substance in the response.

Overall, most answered this question well and most responses applied reasonable equity issues when working with a diverse group in the field.

PART 3

CRITERION 5 *Apply personal skills in group management and working collaboratively with others*

Candidates were required to give a short response to the given questions.

Ratings were attributed to this part of the exam paper, appointing marks for each of the minutes suggested for each of the questions. Responses had to address the set criteria in order to be successful. The marks were tallied by combining all marks for questions 6, 7, 8, and 9, to a total out of 40, and then converted to an award of; A+,A,A-, B+,B,B-, C+,C,C-, D+,D,D- or t.

QUESTION 6

Students were asked to name the five stages of Tuckman's theory of group development and then describe one of these stages, using an example from an outdoor activity. To achieve the marks a candidate's response should include, but was not limited to, the following:

- All five stages needed to be identified
 - describe the stage
 - give an example of a group at the given stage
 - Discuss what the leader's role was at that stage in moving the group forward
- Tuckman's theory provides an explanation for various behaviours that may be observed
- The stage of group development can be determined by the behaviours corresponding to the various stages
- Groups move both up and down the framework, depending on what happens, how they interact, challenges faced, the effect of leadership, time spent together etc.
- Some groups never make it to the higher levels (norming & performing)
- Each time a group forms or changes (e.g. someone joins/leaves), the early stages are encountered, but may be short lived. The group may move up to norming or performing very quickly (as can be the case for a school trip later in the year where forming and storming have occurred numerous times earlier in the year)

- The framework helps to inform appropriate leadership choices.

Most students were able to identify all five stages and provide some description of that stage with an example. However, it was less common for students to discuss the leader's role in that stage.

QUESTION 7

Students were asked, as a tolerant and understanding leader, to give an example of how you would use **one** of the resolution techniques when leading an outdoor activity.

- Describe 1 of the conflict resolution techniques listed.
- Markers were looking for:
 - An accurate description of scenario with conflict
 - Apply an appropriate technique to the scenario
 - Demonstrate how the technique resolves the conflict

To achieve the marks a candidate's response should include, but was not limited to, the following:

- Describe appropriate outdoor activity in the context of some of the following:
 - Benefits and disadvantages
 - Some conflict is normal in a group, especially at some stages of group development
 - Conflict in itself is not negative. Depending on how conflict is handled, it can result in either positive or negative outcomes
 - Cause of any conflict should be addressed
 - The leader needs to decide whether or not to get involved in conflict resolution and this may depend on the stage of group development and the nature of the conflict
 - Be able to identify conflict resolution behaviours in participants or scenarios (avoidance, accommodation, etc.)
 - Leader should have knowledge of conflict resolution techniques and which is most appropriate to the situation including the benefits and disadvantages of each.
- Tolerance and understanding as a leader; include some of the following:
 - Involves recognising, accepting and valuing difference.
 - Many differences between individuals exist

- Failure of the leader to take into account individual differences and the needs of others is likely to result in a negative outcome
- Differences contribute to vibrant, functioning groups
- Differences can contribute to conflict within the group
- We can all learn from each other
- Each individual has strengths and weaknesses that can contribute to a positive, functioning group
- Some sources of differences include: motivation for participating in outdoor activities; differences in opinion; individual strengths and weaknesses; ethnicity; socio-economic background; world-view; religious orientation; political orientation; values and ethical systems
- Where differences that may cause conflict exist, the leader must facilitate a well-functioning group.
 - Differences should be taken into account when setting group goals
 - Includes tolerance
 - recognising and accepting differences
 - if necessary utilising conflict resolution strategies (collaboration) to negotiate mutually agreeable behaviours or rules
 - Strengths of individuals can be utilised to benefit the group
 - Weaknesses of individuals can be accommodated within appropriately set group goals
 - 'weaknesses' may include: physical; fear or phobias; communication skills; social skills; technical skills; knowledge etc.
 - Individuals viewed as 'weak' should be esteemed and have their strengths and value recognised

QUESTION 8:

Students were asked to list one channel for communication and one barrier to effective communication. They were then to describe how the barrier affects the channel for communication. In the answer, an outdoor example should be used to discuss how you can reduce or prevent the barrier impacting on the communication. To achieve the marks a candidate's response should include, but was not limited to, the following:

- List 1 channel for communication: verbal; tactile; auditory; visual
- List 1 barrier to effective communication: Semantic noise; internal noise; external noise; overload
- Describe appropriate outdoor activity
- Explain how leaders can reduce or prevent a barrier
- Factors that can reduce or prevent barrier impacting on communication:
 - Barriers to communication occur at both the sending and receiving ends
 - Leaders should plan communications to minimise overload and noise
 - Effects of barriers to communication can be minimised through clarification of understanding and two-way communication
 - Reduce distractions of any sort that interfere with communication
 - Semantic noise: leaders should avoid semantic noise through defining terms
 - Internal noise: Maslow's hierarchy of needs - basic needs must be met before a receiver can concentrate on listening
 - leaders can minimise some internal noise through well prepared and thought out communication (especially in the case of pre-prepared briefings)
 - External noise: leaders can minimise external noise by carefully considering the orientation etc. of the receivers. (e.g. when giving a briefing receivers should have their backs to the sun and wind)

- Overload:
 - information overload - there is a limit to the amount of information and ideas that human can process at one time
 - speaking too fast
 - distractions vs the message being delivered (which is more stimulating)
 - sensory overload – difficulties in concentrating when there is a lot going on

QUESTION 9:

Students were asked to explain the interaction between two needs (group, task or individual) during the planning stage of an outdoor activity. To achieve full marks a candidate's response should include, but was not limited to, the following:

(Answers could, but are not explicitly directed to identify Maslow's Hierarchy of Needs)

- Discuss task/individual/group needs
- Explain the interaction between these 2 sets of needs
- Outline appropriate outdoor activity; focus on planning stage
- The needs being met will vary depending on the goals of the activity
- Discussion of level of individual needs at planning stage: basic physiological / survival and safety / security needs
- Group needs: these actions and behaviours keep group relationships positive and require awareness of emotions and feelings
 - Encouraging participation
 - Facilitating or directing communication patterns
 - Releasing tension through creating light-hearted and positive situations and encouraging others to be able to laugh at themselves and not take an overly serious approach to situations
 - Use of interpersonal problem solving and focus on generating solutions
 - Receive and give constructive feedback
 - Set goals

- Task needs: these are the behaviours required of the group and leader in order to move towards accomplishing goals.
 - Asking for information
 - Giving information
 - Defining directions
 - Summarising what others have said
 - Energising the group
 - Contributing ideas
 - Increasing skill levels

OVERALL

There were some responses that demonstrated inconsistent answers and a lack of substance in the answers. For example, many responses showed that there was some rote learning, although lacked practical application. Some students struggled to interpret the question and include a discussion of which theory was required. It is important for students to remember which criterion is being assessed.

Over the 4 questions students struggled to link their examples back to the question / theory. Some had well written examples but lacked any connection to theory, while others had great definitions but no example or the example was not relevant. Some of the better answers were able to do both.

The stronger responses really understood the theory/or meaning of the terms in the question and linked it well to either the scenario or leadership role and looked outside the box when it comes to facilitation and support.

Although PART 3 did not assess Criteria 8 the more fluent writers really stood out, linking good explanations and logical reasoning in their responses.

PART 4

The report for Part 4 should be read in alongside the marking tool, which is included as an appendix.

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

This part of the exam paper was divided into two sections, requiring candidates to give an extended response in both sections. It is vital that students carefully read the question and understand the criteria being responded to – in this case it was necessary to talk explicitly about human-nature relationships.

An award of; A+,A,A-, B+,B,B-, C+,C,C-, D+,D,D- or t was attributed to the question for Criteria 7 and 8.

SECTION A – QUESTION 10

In response to Question 10, markers were looking for:

- All people have different values, attitudes, beliefs, uses and experiences of nature = different relationships with nature
- Discuss / identify different values people have for the environment
- Change in values over time
- Sense of place and space: natural / wild places have become more meaningful and significant to people
- Values for nature: change in values over time that people hold for nature and the resulting behaviours (i.e. protection and conservation)
- Discuss how values are influenced by culture and experience
- Discuss how change in values, attitudes and environmental world views impacts the relationship and connections people have with the natural environment

- Values are significantly influenced by culture and experience:
 - Scientific; recreational; spiritual; educational; aesthetic; social; cultural; economic; intrinsic
- May discuss Peter Martin's Signposts and metaphorical images
- Students could discuss metaphorical images of nature
- Links with issues of increased tourist and resource development and pre and post values of this area / environment (contemporary and historical)
- Students could discuss environmental worldviews
- Other ideas: biophilia hypothesis; kinship; worship; worthship
- Tasmanian wilderness: change in values
 - educational & conservation efforts of agencies such as Tasmanian Greens, Parks & Wildlife; Wilderness Society, etc., etc. to highlight plight of natural environments
 - a growing appreciation and understanding of the value of such natural places
 - an increase in values people hold for the natural environment, and a corresponding change in behaviour and attitudes towards these environments
 - Effect of different uses in natural areas over time?
 - Over use?
 - Over commercialisation?
 - Destruction of environment / habitat/ fauna / flora?
 - Unsympathetic development?
 - Endangered species?
- Talk explicitly about human-nature relationships
- Provide sufficient evidence of understanding human–nature relationships with a focus on the nature of the connection
- Experience sense of place as a way to emotionally and physically identify with the mountain

Students needed to explain in more detail who constituted the tourist and local user groups and to what extent the values and attitudes within each group were uniform. Stronger answers discussed sub-groups of tourists and locals.

Many students concentrated on future concerns and long-term management strategies and did not give sufficient time to the values, attitudes and beliefs of tourists and locals and how users connect with nature. Students have to ensure they do not address Criteria 6 rather than Criteria 7.

Many responses were too general in nature, using phrases such as ‘develop a positive connection to nature’. Such responses were not considered sufficient evidence of understanding human–nature relationships.

QUESTION 11

Many students answered this question by describing environmental concerns rather than making links between these issues and how they have influenced this change in values towards the natural environment in Antarctica.

Markers were looking for:

- Clearly describe particular group
- Discuss group’s past and / or current use and interaction with the natural environment
- Outline / describe particular natural environment
- Define / describe ‘sense of place and space’
- Describe how values and attitudes towards this environment have changed over time (historical versus contemporary)
 - What experiences and changes might have led to this
 - Contributing factors towards changing perspectives:
 - Personal experiences
 - Culture and family values
 - Beliefs based on values and attitudes
 - Changing value of nature
- Ways in which people build connections with nature
 - Emotional and physical identity with a place
 - Shaped by the place and their experience of it

- Could discuss proximity, reciprocity, mode of thinking
- Impacts on the natural environment over time

A high number of responses focussed on vague ideas rather than specifics that were linked clearly to theory.

Weaker answers did not link the values and attitudes to relationships, whether using Peter Martin's Sign Posts or such concepts as metaphorical images of nature. Many students wrote very little about how relationships and values have changed or developed. Stronger responses did manage to describe both interactions with the natural environment and the change in values, including why this occurred, then link this to a change in attitude towards and relationship with the natural environment.

QUESTION 12

Students need to:

- Identify different values people have for the environment: Cultural, recreational, social, aesthetic, economic, educational, scientific, spiritual
- Demonstrate an understanding of 'sense of place' and how this may be developed and enhanced through people's relationship and engagement with nature
- Analyse and describe the nature of relationships people have through their feelings, thoughts and actions
- Link question to criteria's theory content, specifically how different values shape attitudes towards the natural environment
- Specifically use Peter Martin's 'Signposts to Nature' to describe human relationships and experiences with nature, and linking this into their discussion:
 - actions people undertake and act as 'signposts', pointing towards the particular relationships people have with nature
 - change over time; progression of views
 - increasing levels of comfort & competence; importance of nature; sense of connectedness; nature caring behaviours

- How do leaders facilitate a connection with natural environments, and influence progression of views and attitudes toward the natural environment:
 - Extended visits to nature and direct experiences with nature
 - Repeated visits to the one place at different times of day and during different seasons
 - Provide participants with language and ideas for describing relationships with nature
 - Making people comfortable in the outdoors
 - Equipping participants with the skills and competencies for outdoor living and travel, educating and informing (how to set up a tent and select a suitable site, adjusting a pack, cooking tasty and nutritious meals, keeping warm and wearing the correct clothing, navigational skills)
 - Time to reflect upon experiences and focus specifically on self and personal relationship with nature (solo time, nature journals, sharing of ideas and stories, use of poems, songs and other creative mediums)
 - Time alone in nature
 - Positive experiences in nature
 - Use of interpretation to foster knowledge of, and connection to place
 - Focus on ecology and the interconnectedness of all species
 - Exploration and discovery
 - Ecology of influences on relationships with nature

- Write explicitly about human-nature relationships with a focus on nature

Comprehensive answers included a strong analysis of both values and attitudes held by Leaders as well as those they lead. They then went on to discuss how a leader can help facilitate progression through the signposts –linking specific actions to specific stages. It was important to discuss the signposts and what they look like, how a leader can recognise where a person is and how to move them through the signposts (as well as recognising limitations).

Stronger answers go beyond such statements as ‘leaders create a positive experience’. They also described the specifics of ‘a sense of place’ and how it may be developed. Concepts of reciprocity and proximity could also be explored as could ecocentric vs biocentric vs anthropocentric attitudes as well as the notions of Kinship, Worship and Worthship.

There was some confusion with the signposts, with several students suggesting that 'alienated' means zero connection or thought and therefore theoretically impossible. This is not a correct definition, which should be revisited. Students should avoid acronyms for important terms such as Peter Martin's Signposts to nature (PMSN), making it more difficult to read. Using 'signposts to nature' would be a better abbreviation. Likewise, ECS for Early Colonial Settlers is not appropriate for use in a formal essay.

Students should never refer to another response or use 'as discussed more fully in question...'. Questions are marked in isolation and must be complete within themselves, not reliant on another answer.

Responses to this question were generally stronger than those for Question 11.

For **Criterion 8**:

- Clear organisation of information in logical sequence in response to the question
 - Good essay writing structure including strong and clear introductions that address the question and attribute theories / concepts to their writers / developers.
- Response should merge theoretical knowledge / information with the scenario to produce a coherent and cohesive discussion.
- Correct grammar, spelling (including spelling of terminology / specialized / technical terms), punctuation and sentence / paragraph structure, and language
- Correctly uses specialized terminology
- Correctly uses abbreviations: spelled out in the first use and explained in context.
- Information is relevant, enhances clarity of response and is not vague, irrelevant, generalised or repetitive
- Correctly identifies sources of information, and work of others
 - Authors / developers, etc. should be referred to in full name
- Handwriting relatively easy to decipher to make the intended meaning clear

Students generally demonstrated a logical progression of ideas. Strong responses provided clear organisation of information, had strong introductions that addressed the set question and attributed concepts to developers. Use of grammar, punctuation and specialised terminology was sound within stronger responses. Excellent responses were able to weave theoretical information and personal understanding of their own relationship with nature into a cohesive discussion, developing relevant ideas and avoiding over generalising or repetition.

Some common issues noted by markers were:

- syntax (including run-on sentences, incomplete sentences and fragment sentences); spelling and unsophisticated vocabulary
- responses not attributing creators of theories or concepts – e.g. Peter Martin’s Signposts to Human Nature Relationships: text/concept creators should be referred to, the first time, in full, and thereafter shortened to surname; never referred to as Peter etc.
- acronyms - if they are going to be used, they must be spelled out in full first, and explained.
- abbreviations and contractions should be avoided.
- vague responses were a common problem and suggested lack of knowledge
- failure to actually address the question
- handwriting that at times obscured a candidate’s intended meaning.