ASSESSMENT REPORT 2020
OXP315118 – OUTDOOR LEADERSHIP

SECTION A – CRITERION 7

Question 1

Overall, Question 1 was answered quite well.

Students who achieved higher ratings answered all facets of the question, thoroughly explaining and evaluating two different leadership theories. These students demonstrated how both theories could be effectively applied to the given scenario and provided a detailed discussion of strengths and limitations of both theories presented.

Students who achieved mid-range ratings often demonstrated a strong knowledge of the theoretical concepts within each theory. However, their ability to apply the theories to the scenario and evaluate the effectiveness of the theories was limited.

Students who achieved lower ratings often only demonstrated a sound knowledge of one theory and generalised knowledge of another, or a generalised knowledge of two theories. Students in this group commonly tried to discuss theories that have minimal theoretical base (Heroic, Great Man, Trait etc.).

A small range of students decided to answer the question with a focus on non-leadership theories. Some of these answers included: Tuckman's stages of Group Development, Maslow's Hierarchy of needs, Decision Making Models and even SMART goal setting.

It was noted that very few students discussed how each theory could lead to a different outcome to the provided scenario. While this was not a specific requirement, markers noted stronger students were able to make some reference to this possibility.

Conditional Outdoor Leadership Theory (COLT)
Just over 75% of students wrote about the Conditional Outdoor Leadership Theory in as one of their chosen theories to discuss. This demonstrates the prevalent teaching of this theory, as would be expected in an Outdoor Leadership course.

Responses that discussed COLT generally performed well. The high levels of terminology within the theory allows for students to take a more structured approach to discussion/application and review of the theory.

For a paper to achieve high ratings, within their discussion on COLT Markers looked for the following:
All conditions of favourability named, defined and applied to the scenario

- Group Unity
- Leadership Proficiency
- Individual Competence
- Decision Consequences
- Environmental Dangers

For an "A" response, the rating system (High, Medium, Low) needed to be discussed and applied to the scenario to demonstrate the systematic approach.

Students also needed to address and explain the different leadership orientations – task/relationship/combination. Students were required to name and define each of the possible leadership approaches (Autocratic, Abdicratic, Democratic) – then correctly apply at least one of these leadership styles to their scenario.

Stronger students rated the conditional favourability and provided a leadership approach for both the first 2 days of the scenario and the current predicament that the group found themselves in.

In general, a large proportion of the student responses were able to name the conditions of favourability and link different ratings (H/M/L) to a leadership style. Students who achieved higher ratings discussed all aspect of the theory in detail, while students generally lost ratings when their information lacked the depth and details. For example, only discussing one leadership style, forgetting about how the leader's orientation or just naming the conditions of favourability without an explanation attached.

Situational Leadership Theory
Generally, this theory was discussed very well, or very poorly.

The weaker responses provided a generalised discussion that barely covered the basics of the theory – adapting leadership styles to suit the situation faced – but did not really highlight any other concepts within the leadership theory. Application of weaker responses followed a similar pattern, as the lack of terminology meant key aspects of the theories were not discussed in the application. Such application was required to demonstrate deeper understanding of the theory.

As this theory has been published many times and in different formats, a wide range of terminology was noted and accepted as correct when assessing this question.

An "A" response needed to contain the following information.

- Identify, define and apply the different stages of development/maturity/readiness
    - D1: Low Competence / High Commitment
    - D2: Low – Some Competence / Low Commitment
    - D3: Mod – High Competence / Variable Commitment
    - D4: High Competence / High Commitment

- Discuss leadership approaches linked to the different development levels of the group, for example:
    - S1: Directing / Telling
    - S2: Coaching / Selling
    - S3: Supporting / Joining
    - S4: Delegating
    - Sometimes, links to autocratic, democratic and abdicratic were also used here

All theoretical concepts needed to be discussed and applied to the given scenario. Stronger students demonstrated how the Group rating (R1-R4) and leadership approaches (S1-S4) changed from the initial days compared to the current timing in the scenario. Students also needed to note at least one strength/limitation of the theory to highlight when it would be effective/ineffective to use in a leadership situation.

OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

Transactional Leadership

Higher rated essays demonstrated an excellent understanding of this theory and applied this information in great detail to the scenario.

Students commonly used specialised terminology, including reward and punishment, task orientation and leadership style (Autocratic).

Terms such as ''Contingent Reward'' and ''Management-by-Exception" (active and passive) were not discussed as conclusively as in previous years. A reasonable number of students stated a transactional leader only jumps in when necessary (passive approach), which was a little concerning and demonstrates a need for teachers to review their knowledge/teaching of most recent updates in this theory.

Strong responses explained the theory assisted by the specialised terminology and applied this information to the scenario. Weaker responses were limited by the lack of specialised terminology, generally referring to reward and punishment and the task focus of the leader.

Transformational Leadership Theory

High rated responses were very detailed and included examples such as: the leader puts the group's needs ahead of their own, transformational leaders have a strong sense of mission and an ability to attract a loyal and committed following (Harris & Sherblom, 2002).

For a student to achieve high ratings they needed to name, define and apply the 4I's of transformational leadership (Idealised Leadership, Inspirational Motivation, Intellectual Stimulation, Individualised Consideration). Some students struggled to correctly name each of the I's and a large proportion could name them correctly but did not discuss/apply them throughout the essay.

Higher rated responses discussed: promotion of innovative ideas to solve problems, high expectations and sense of purpose, working together collaboratively to achieve a common goal, leadership style and orientation. Mid-range responses could name and possibly give some of the previous information, while lower-ranged responses had a generalised understanding with knowledge of leadership orientation and style but lacked detailed knowledge of the theory.

Servant Leadership Theory

Servant Leadership Theory discussion was very minimal this year – possibly due to the inclusion of COLT as a theory that could be addressed in the examination.

As with previous years, students who discussed and applied this theory did not often achieve ratings in the higher category. Stronger responses included the following content: Servant Leadership is a sub-category of Transformational Leadership, a leader is a servant first, ethic of care, people take priority over issues or tasks, sharing of power and decision making, placing ethics and social justice above personal and in-group grandeur.

Many responses that attempted to discuss Servant Leadership Theory included incorrect information, highlighting a general lack of understanding of this theory.

Feminist Leadership Theory

Feminist Leadership Theory discussion was reduced this year – possibly due to the inclusion of COLT as a theory that could be addressed in the examination.

As with previous years, students who discussed and applied this theory did not often achieve ratings in the higher category. Although there were some very good responses that demonstrated a detailed understanding and ability for in-depth discussion, which could highlight improved teaching/understanding of the theory.

OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

Stronger responses included aspects of the following content:

1. **Self-awareness:**
    A feminist leader will keep their ego in check and lead with empathy and an open mind.

2. **Caring for others:**
    Management of the emotional and physical wellbeing of others before ourselves.

3. **Dismantling bias:**
    Leader recognition of advantages given through gender, race, class, caste, education, orientation and challenging those biases to change behaviour and create equality.

4. **Inclusion:**
    Leader recognition and respect for each person in the discussion and decision-making process.

5. **Sharing power:**
    Leader creates areas for all group members to lead, empowering everyone to work towards goals together.

6. **Responsible and transparent use of power:**
    Decisions will be made in a clear, timely and transparent manner.

7. **Accountable collaboration:**
    Clear definition of goals and group accountability towards achieving these goals.

8. **Respectful feedback:**
    Feedback on performances and decision making will be constructive and two-way in nature, with active listening and non-violent, respectful communication.

9. **Courage:**
    To aim for transformative change and learning from mistakes when failing to produce new ideas and support passion and creativity.

10. **Zero tolerance:**
    No tolerance for discrimination and abuse of power.

Many responses that attempted to discuss Feminist Leadership Theory lacked a detailed understanding of the theory beyond a generalised approach to decision making/leadership. Some discussion/moderation and consistent approach to the teaching of this theory should be reviewed by teachers within the Outdoor Leadership area to assist student understanding.

Contingent Leadership Theory

Not many students wrote about Contingent Leadership Theory. There are a wide range of theories that can be considered Contingent Leadership Theories – so Markers were happy to accept any of these, with a view towards Fiedler's Contingency Model as the most published and discussed.

To discuss Fiedler's Contingency Theory, students would have been required to identify, define and apply the following concepts.

*   Leaders-Member Relations – Good, Poor
*   Task Structure – High and Low
*   Leader's Position of Power – Strong or Weak
*   Favourableness of the situation – Very Favourable – Very Un-Favourable
*   Appropriate Leadership Behaviour – Task or Relationship

A student would then need to correctly apply these concepts to their chosen scenario, discussing the advantages/positive and disadvantages/negatives of the theory.

Criterion 8

Fluency of writing

Overall, students generally wrote well. The information was usually relevant to the posed question and was easy to follow. Some students repeated information or wrote confusing sentences, which impacted ratings and could most likely be related to the time pressures of an examination.

General handwriting was noted here also, and if a student's writing made interpretation of their information difficult, they may have had their ratings impacted. A recommendation to students/staff would be to have more handwritten tasks/essays and study practices. Students need to work on the legibility of handwriting showing control, fluent sentences, minimal re-ordering or crossing out of ideas.

Spelling and grammar

Spelling and grammar were looked at from a "first draft" perspective. Therefore, general mistakes in spelling and grammar were not marked harshly. However, repeated mistakes – such as the use of capital letters for names, and the prevalence of capital letters throughout sentences caused ratings to be impacted.

This is a difficult area to easily improve, and this statement reiterates comments made in previous years. A concerted effort by teachers and students is needed to improve this.

Specialised terminology

This was generally completed very well. Higher rated students could consistently and correctly name the specific terminology used in the two theories that they discussed and applied this into their essay.

Mid-range students often used a range of terminologies relating to both theories discussed. However – they often forgot, misnamed or misused some of the terminology when applied. Common errors of these students are not taking the opportunity to name a range of leadership styles, making no mention of leadership orientations or using abbreviated terminology without clearly naming or explaining the abbreviated term in the essay.

Lower-end ratings generally included some specialised terminology, but commonly missed highly important terms or often only knew terminology relating to one of the theories discussed.

SECTION B – CRITERION 3

For 2020, exam specifications were changed so that students could select 3 out of 4 questions to answer. The time allocated to each question was increased from 10 minutes to 13 minutes per question. The markers are required to mark each question out of 13 marks.

Question 2

Define and describe some of the key skills and character traits required of a leader when working with a group of inexperienced people in an outdoor adventure setting. (13 minutes).

Markers were looking for evidence from all elements of Criterion 3. Strong answers defined, described and applied key concepts including:
- hard/Technical Skills including first aid, instructor level qualifications
- soft/Interpersonal Skills including communication, facilitation and organisation
- meta Skills including decision making, problem solving, judgement
- qualities, traits and attributes such as confidence, sense of humour, approachable, empathy, listening, patient and observant.

Strong answers described the difference between skills and also the difference between skills and attributes. They justified why skills and qualities were required to work with the inexperienced group.

An example solution to Question 2 is provided below:

There is no list of skills and character traits required of a leader, but there are definitely some useful and important ones that will help ensure all group members and leaders enjoy and complete the tasks safely together.

A skill is something that can be learnt and improved over time. Soft skills are often harder to learn/develop, they include things like briefing, risk management and communication. Hard skills are often easier to learn/develop over time, such as bike riding, knot tying and rock climbing. Meta skills are a combination of both hard and soft skills.

Character traits are defined as something you are born with, or something passed onto you at a young age. These include things like empathy, humour and respect – describing words that can't be taught.

When working with inexperienced people in the outdoors, having a whole range of skills and qualities assists inexperienced group members to feel at ease, safe, trusting and allow them to relax and enjoy the experience.

An example of the importance of applying skills and character traits; when abseiling into a cave, followers are lowered one by one. One leader is in the cave with the group while the other is lowering from the top, one follower is left. She is nervous and needs assistance. The leader uses empathy, humour and relatable experiences to ease the group member's nervousness, helping her to complete the task.

Question 3

Describe how your skills and leadership style would adapt when leading experienced people in the outdoors. As part of your response, explain why it is important that a leader has the capacity to be flexible in their leadership approach (13 minutes).

Markers were looking for evidence from all elements of Criterion 3. Strong answers defined, described and applied key concepts including:

- Leadership style – Autocratic, Democratic and Abdicratic/Laissez-Faire
- Orientation to task and relationship
- Definition of leadership styles and orientation
- Hard/Soft/Meta skills – the leader may require more advanced technical skills to lead the more experienced group
- Flexible leadership approach to recognise, prevent, minimise and react to emergency situations. Adjusts leadership approach in a flexible way to respond to changing situations. Evaluates outcomes of adjusting leadership approach, specifically for the experienced group.
- Answers may refer to a leadership theory.
- Problem solving – heuristics (false sense of security, peer pressure)
- Group and individual goals
- Strong answers linked to a scenario and/or GOPREPARE

Three example solutions to Question 3 are provided below.

Example 1
Whilst the skills required will remain the same, the leadership style may change from relational to task based as the experienced people already know what they are doing but may want a challenge or series of tasks to further their skill set and experience.

A group of inexperienced people will require a more autocratic style of leadership and being told what to do, as they do not have a high enough competency for abdicratic leadership. However - as competency increases, a more democratic approach may be taken to increase the relationships with the group and with the leader. A leader may adopt this when working with an experienced group of people as their competency is high, their group readiness is high and they can complete skills without assistance; to incorporate a more abdicratic and laissez-faire approach, thus allowing for self-development and discovery.

It is important for a leader to be flexible like this, as it allows the group needs to be met. A leader can identify an individual's needs and where they are located on Maslow's Hierarchy of Needs. They can then use this to better lead the group through scenarios to improve the maintenance of the group and group needs, allowing for overall better leadership in a situation.

Example 2
Different styles of leadership cater for each group of experience levels, motivation, willingness and attitudes.

Each style - abdicratic, autocratic and democratic - is used to lead a group effectively. An experienced group would be effectively led in a more adbicratic/democratic style. Abdicratic leadership is when a leader allows the group to make decisions themselves, and to have opportunities to lead with minimal support from the leader. Democratic is likewise more lenient but does not allow the group to make their own decisions. Democratic allows the group to vote on decisions and have some input.

The reason it is important for leaders to be flexible in their leadership approach is because one style doesn't work with every situation. Using the wrong style can create an unmotivated, unwilling and non-positive group. This leads to low group morale and if not changed can lead to negative experiences in nature.

Example 3
When leading experienced and high performing people, patience and teaching skills are less important. Relationship orientation would be beneficial to improve the bond between group members and therefore implement abdicratic techniques to use various skills from the group to create positive experiences.

Interpersonal skills such as humour and communication and listening would still be important to be able to motivate others to create a sense of unity and teamwork.

Flexibility and adaptability are important skills a leader should have. A change in the situation often requires different orientations (relationship or task) or styles (abdicratic, autocratic, democratic) to construct effective and safe activities. If a leader is not flexible, then it can increase danger. This could be by focusing on relationship orientation during an emergency which would remove focus from vital tasks. A leader who is not flexible could also provoke concern in experienced group members, negatively affecting group unity. To be an effective and flexible leader, one could follow a flexible leadership theory such as the Conditional Outdoor Leadership Theory. This encourages the appropriate use of approaches and styles for various situations.

Question 4

Describe the knowledge and skills that an outdoor leader would use in order to predict, minimise or prevent emergency situations in an outdoor environment. (13 minutes)

Markers were looking for evidence from all elements of Criterion 3. Strong answers defined, described and applied key concepts including:

- Risk management – people, environment and equipment factors and red alerts
- Real, perceived and actual risk
- Examples of red alerts – asthma, allergy, cliff edge, moving water etc.

OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

- Link between skills and risk management. Program planning and risk management (Meta-Skill), Judgement (Meta-Skill), Communication (Interpersonal/soft skill), Having relevant instructor and rescue qualifications (Hard Skills)
- A strategy to identify, assess, manage and prevent risks
- Links to core competencies
- Defines types of risk. Risk is an important element of adventure activities
- Flexible approach to goal setting
- Clear communication between leaders and group
- Experience-based judgement – Heuristics – Familiarity, fixed plan, acceptance of risk, false sense of security, peer pressure and scarcity of conditions.
- SCARE = Stop, Contain, Assess, Respond, Evaluate
- Follows activity standards – venues, ratios, qualifications, equipment etc.

An example solution to Question 4 is provided below.

- <u>Experience Based Judgement</u>

  Judgement is knowing what you know and what you don't know; it can be worked on and improved, but not taught. A leader who utilises experience-based judgement draws relevant data from past experiences to their current situation to assist with decision making and problem solving. This can be used to help predict, minimise and prevent emergencies as they have past experiences that direct planning, instructions and risk management for the ultimate safety of the group.

- <u>Risk Management</u>

  A leader that uses risk management, current controls and proposed controls, minimises, predicts and prevents emergencies, as it is all completed in the planning stage of an activity. Much research is completed to ensure maximum safety and to consider all possibilities. A leader visits the location of the activity prior to taking the group there to minimise the unknown and the unpredictable.

  Additionally, communication with the group you are leading is vital to the minimisation and prevention of emergencies as it makes the group aware of where not to go and what not to do. However, they should also be aware of what to do in an emergency, which is found out through communication.

Question 5

Recreation industry policies and procedures such as the Tasmanian Government Department of Education Off-Campus Guidelines and the Australian Adventure Activity Standards (AAAS) provide a framework for the delivery of outdoor adventure activities for all schools. Describe some of the benefits for schools using these standards. (13 minutes)

Approximately 50% of students elected to not provide an answer to this question. Markers were looking for evidence from all elements of Criterion 3. Strong answers defined, described and applied key concepts including:

- Australian Activity Standards
- Procedures for Planning Off-Campus Activity Guidelines – venue, supervision ratio, qualifications, group and individual equipment, experience and safety.
- Consent and medical forms
- Negligence and duty of care
- Risk Management – people, environment and equipment factors. Real, perceived and actual risk
- Activity standards create a high-level, common community standard for providers to follow
- Program planning, emergency plan, evacuation plan, meeting points, emergency contacts etc.
- Links to GOPREPARE

An example solution to Question 5 is provided below.

The standards help to keep children safe during outdoor activities and provide a guideline for leaders when planning an activity and when looking at risk assessment. Being standardised between all Tasmanian schools means that a teacher from one school can run an activity at another and the rules and guidelines will be the same. Abiding by the standards protects schools from litigation.

Standards may contain safety procedures of a high standard or safety procedures that a school had not considered. They can be used to inform GOPREPARE and references. They give the appropriate student/instructor ratios for different activities. They give guidelines for what certificates outdoor leaders need.

Students know that they will be receiving a certain standard of outdoor adventure activities from their school.

SECTION C – CRITERION 5

Question 6

The question asked students to discuss the opportunities which may arise from conflict within a group. The question was generally answered well, with the majority of students able to describe the 5 stages of group development and link conflict to the storming stage.

Weaker responses tended to briefly outline the 5 stages of Tuckman's group development model but failed to provide insight into the role of conflict and the opportunities that may arise. Weaker responses also tried to link conflict resolution techniques to the role of conflict, suggesting the most important aspect was to 'fix/solve' the conflict.

Stronger responses touched on Tuckman's 5 stages but primarily focused on the role of conflict, and when managed effectively, how it can lead to a range of positive outcomes including (but not limited to) greater understanding, role clarification, emergence of leadership qualities, better communication, greater teamwork, a greater sense of belonging and refinement and/or achievement of the group goals.

Given the nature of the question, stronger responses focused on the "storming" stage disproportionately to the other stages, highlighting the positive and essential nature of conflict within the group development process.

Question 7

The question asked students to describe Maslow's Hierarchy and how a leader might use this framework to improve individual and group outcomes.

Most responses briefly described the stages of Maslow's Hierarchy and provided an outdoor related example to explain their reasoning.

Stronger responses tended to describe each stage in detail, provide an example of an outdoor scenario and discuss how a leader can help meet the needs of participants to achieve positive individual and group outcomes. These responses typically recognised that group members may be at different stages of the hierarchy at different times and that whilst one group member may be experiencing a deficit in safety, another member may be feeling the need to be held in the esteem of others.

Weaker responses typically tended to describe the five stages and provide no insight as to how or why a leader might use the framework to improve individual and group outcomes.

OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

Question 8

The question asked how a leader can assist in the achievement of goals from the perspective of both individual and group goals.

Weaker responses failed to discuss how a leader can assist with individual and group goals and only explained the SMART or SMARTER goal setting framework.

Stronger responses discussed both SMART or SMARTER framework as well as the nuances of both group and individual goals. These included:

Group Goals:
- Effective goal setting involves recognising, accepting and valuing each member of the group
- Failure of the leader to take into account individual differences and the needs of others is likely to result in a negative outcome / experience
- Differences should be considered when setting group goals which may include motivation for participation in activity, differences in opinion, individual strengths and weaknesses, ethnicity, socio-economic background, world view, religious beliefs / orientation, political beliefs / orientation, values and ethics systems
- Weaknesses of individuals can be accommodated within appropriately set group goals
- Involvement of all members of the group in goal setting means that there is some negotiation and ownership of the goals

Individual Goals:
- Leaders need to make efforts to understand group members at an individual level
- Strengths of individuals can be used to benefit the group
- Weaknesses of individuals may be accommodated within appropriately set group goals
- Individuals viewed as 'weak' should be esteemed and have their strengths and values recognised
- Clashes between individual and group goals should be eliminated

Question 9

To achieve marks a candidate's response should have clearly named and described two recognised conflict resolution strategies, one which would be appropriate to the given scenario and one which would not be appropriate.

Strategies / techniques discussed include:

- Avoidance
- Accommodation
- Competition
- Compromise
- Collaboration

Some responses used alternate names for conflict resolution – e.g. power and dominance and suppression. It Is recommended to use terms recognised in the literature.

Candidates who did well on this question included information on the benefits and disadvantages of two different conflict resolution techniques and discussed and justified why the chosen two could be effective or not effective respectively. Depending on how conflict is handled, it can result in either positive or negative outcomes, long-term impact on the trip, relationships and individuals. Stronger responses tended to discuss collaboration as the most appropriate and avoidance as the least appropriate.

OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

Candidates who were less successful on this question commonly failed to include recognised conflict resolution techniques and would often offer personal solutions to the conflict and discussed how they might go about resolving the conflict rather than linking any theoretical understanding to the question.

SECTION D – CRITERION 7

There was a relatively even spread of responses in this section. Roughly 38% answered question 10, 33% covered question 11, and 29% responded to question 12. There were strong responses in each section, though students need to spend more time focusing on integrating specialist terminology into their answers.

Question 10

Students were asked to discuss the potential implications of applying user fees on human-nature experiences, and the influence this might have on personal values towards the natural environment. Students were also asked to discuss these implications with reference to two different user groups.

The best essays answered the question comprehensively, addressing all aspects of the question and the standards for Criterion 7.

Many students gave only satisfactory answers. They did not address human-nature experiences and relationships in detail and did not expand at any great length on issues relating to Martin's Signposts to Nature (2004), proximity to nature, metaphors for human-nature interaction or discuss a sense of space and a sense of place, and how fees impact on these. Similarly, many students did not address in sufficient detail the potential effect of fees on personal values and how these may/may not change over time. Although most students nominated two user groups, they did not generally choose two with competing sets of values and world views that best supported the key arguments in their essay.

Some students became side-tracked and devoted most of their answers to giving their personal opinion on the implications of fees or gave an extended response on sustainability without addressing the key components of the question.

Marking guide:

Contemporary Issues
This question provides students the opportunity to discuss how commodification of nature/adventure experiences effects human-nature experiences. It is not necessarily to argue for or against user fees, although students may wish to argue that point within the framework of user groups.

As per 2020 exam specifications, it is not a requirement that students refer to issues raised in Unit 4 (Ecological sustainability of Outdoor Adventure Activities).

Students are to choose two user groups. Stronger students will choose two user groups with (arguably) competing worldviews (for example, environmental groups and forestry, tourist groups and park management).

Students may discuss:

- How values and attitudes towards the natural environment have changed over time (historical versus contemporary)
    - Which factors have led to the introduction of such fees?
    - Which experiences and changes might have led to this, particularly as it relates to the selected stakeholders?

OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

- o Contributing factors towards changing perspectives:

    - Personal experiences
    - Culture and family values
    - Beliefs based on values and attitudes
    - Changing value of nature

- Impacts on the natural environment over time, including:

    - o Impacts of sustainability issues on human-nature relationships and wilderness experiences

- Ways in which people build connections with nature

    - o Emotional and physical identity with a place
    - o Shaped by the place and their experience of it
    - o Is it the same when "paying" for an experience?
    - o Does a user fee system "protect" that experience? What would be the implications if these experiences were unregulated? How might that influence values, attitudes, beliefs?

- Discuss / identify different values people have for the environment

- Discuss how the commodification of wilderness experiences such as the Overland Track or Three Capes Track might affect values and attitudes towards the experience.

- Change in values over time.

- Sense of place and space: natural / wild places have become more meaningful and significant to people. Is it the same when paying for an experience?

- 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:

    - o Scientific; recreational; spiritual; educational; aesthetic; social; cultural; economic; intrinsic.

- Links with issues of increased tourist and resource development and pre and post values of this area / environment (contemporary and historical).

- Tasmanian wilderness: change in values?

    - o Educational and conservation efforts of agencies such as Tasmanian Greens, Parks & Wildlife, Wilderness Society, to highlight plight of natural environments
    - o Moving from exploitation and utilitarian worldview to a conservation and protection worldview reflecting a growing appreciation and understanding of the value of such natural places
    - o An increase in values people hold for the natural environment, and a corresponding change in behaviour and attitudes towards these environments

- Students should be writing explicitly about human-nature relationships.

Question 11

Students can use this question to demonstrate their understanding that there are many contributing factors as to why people hold particular values and attitudes towards the natural environment.

Stronger responses defined and explained Peter Martin's signposts. They justified where the participants in the scenario sat on Peter Martin's Signposts, with explicit reference to the scenario. Students discussed values and attitudes the participants may hold in regard to the natural environment, referencing back to the group's dynamics in the question. Discussing ideas such as proximity and time spent in nature and some mentioning potential world views (Anthropocentric, Biocentric and Ecocentric) was noted in stronger responses. Two activities were provided with deep explanation as to how they would help develop a connection with nature.

Weaker answers did not discuss Peter Martin's Signposts, or only briefly mentioned them. The chosen activities did not suit/apply to the question or students could not justify how their activities would enhance someone's connection to nature. Random ideas and assumptions were made in regard to the participants in the scenario. This wasn't justified or didn't add any significance to the essay.

Marking guide:

Students may:

- Identify the different values these youths have for the environment (from Cultural, recreational, social, aesthetic, economic, educational, scientific, spiritual). Identify that there is not one monolithic world view for all of these youths. Some may have very different experiences, values, attitudes and beliefs.

- Responses could include a demonstration of 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. This might be particularly evident with this group of youths (nature is a place to "conquer"), but it is also quite possible that students will have deep, visceral and unpredictable responses.

- Link question to criteria's theory content, specifically how different values shape attitudes towards the natural environment.

- Students have been specifically asked to 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
  - key signposts
  - change over time; progression of views
  - increasing levels of comfort and competence, importance of nature, sense of connectedness, nature caring behaviours

- Responses need to include two ways in which leaders facilitate a connection with natural environments, and influence progression of views and attitudes toward the natural environment:
  - Appropriate preparation sessions
  - Extended visits to nature and direct experiences with nature
  - Repeated visits to the one place at different times of day and during different seasons
  - 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

Question 12

This question gives students the opportunity to identify different values people have for the environment, especially values and attitudes held by Aboriginal people.

Stronger responses were sympathetic to the broad understanding of the relationships that Aboriginal people have with the natural environment and utilised course terminology, such as "integrated", "kin" and "spiritual", to frame their ideas. They also acknowledged that there is not one single set of values and attitudes for indigenous populations.

They used this question as an opportunity to discuss how an increased understanding of Aboriginal values may impact their own understanding, experience and relationship with nature, whilst framing their response within how education programmes (for example, Outdoor Education) can facilitate a greater understanding of Aboriginal culture.

Weaker responses spoke primarily about Aboriginal culture or history. While such information may give background information and context, it should not be the primary focus. Often such essays were superficial in nature, not surprising given the minimal content that would have been covered in class.

Students were specifically asked to discuss two activities which a leader could use to develop a greater understanding of Aboriginal culture AND connections to the natural environment (activities should do both). Many activities provided (hunting and cooking) were rationalised by their ability to improve cultural understanding, forgetting about connections to nature. Teachers should re-focus students away from HASS-style analysis to connections with land.

Marking guide:

Students may:

- Demonstrate an understanding of 'sense of place' and how this may be developed and enhanced through people's relationship and engagement with nature

- Cite Peter Martin's 'Signposts to Nature' to describe human relationships and experiences with nature, and link this into their discussion

  - Discuss the way many Aboriginal Australians seek to be integrated with nature and how this compares to other ways people approach nature

- Analyse and describe the nature of relationships people have through their feelings, thoughts and actions

- Discuss historical and/or contemporary connections to country

- Discuss some of the dangers of leaders discussing culturally sensitive issues

- Discuss why the natural environment is significant to Indigenous people and how this occurs; for example:
  - Indigenous spiritual relationship
  - Indigenous culture: connection to natural environment through economic value (trade), food, shelter, clothing, appreciation of fauna/flora, recording of history and events
- Discuss and explore values through the consideration of Indigenous peoples and their connection to the natural environment through spiritual, aesthetic, and economic values (trade).
- Discuss ecocentric vs biocentric vs anthropocentric values to nature
- Discuss concepts of reciprocity and proximity
- Discuss how leaders can foster an ability to empathise with Indigenous people and their relationship with nature and the natural environment
- Link question to criteria's theory content, specifically how different values shape attitudes towards the natural environment
- Talk explicitly about human-nature relationships with a focus on nature

Criterion 8

Students generally wrote clearly, displaying some logic in structure. Having said this, it is important for students to ensure that spelling and grammar are as accurate as possible and that they maintain formal language appropriate to an essay response. Students need to take the time to plan their essay carefully and make the most appropriate use of their introduction, key paragraphs and conclusion.

Key to this section is that students refer to specialised terminology.

Given that students had an hour to write their response, many essays were relatively short and students could have made more productive use of the time available.

Strong responses showed:

- good essay writing structure including strong and clear introductions that address the question and attribute theories / concepts to their writers / developers
- logical progression of ideas
- clear organisation of information
- theoretical information and personal understanding woven into a cohesive discussion
- development of relevant ideas without over-generalising or repetition
- correct grammar / syntax, spelling (including spelling of terminology / specialised / technical terms), punctuation and sentence / paragraph structure, and language.

Weaker answers:

- lacked structure
- provided a narrative, telling a story of what the participants are experiencing. This detracted from the essay, preventing the question from being fully addressed
- had numerous spelling and/or grammatical errors
- were too brief, not providing enough evidence or structure to allow for a higher mark.

OFFICE OF TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION