Outdoor Leadership
Course Code: OXP315113

Part 1

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-, B+, B-, C+, C-, D+, D- or t was attributed to the question for Criteria 2 and 8.

Criterion 2

A rating:
• Comprehensive/accurate description of two theories, no major errors in the explanation.
• Thorough and appropriate application of each chosen theory to several aspects of decision making in the scenario.
• Clearly and accurately identifies 2 differences and 2 similarities between the theories

B rating:
• Sound knowledge and mostly accurate description of the two theories, without major errors.
• Correct application of chosen theory to some aspects of decision making in the scenario.
• Identifies at least 1 similarity and 1 difference between the theories.

C rating:
• Basic knowledge of two theories OR sound knowledge of one theory PLUS some explanation of the second.
• Makes a link between chosen leadership theory and: a.) the scenario, or, b.) it’s appropriateness.
• Identifies a similarity or difference between the theories.

Criterion 8

A rating:
• Accurately portrays, in correct grammar, spelling etc. the information to explain their answer.
• Has clear organisation of information in a logical sequence in response to the question.
• Correctly uses specialised terminology
• Correctly identifies sources of information and the work of others

B rating:
• Clearly represents, with clear grammar, spelling etc. the information to explain their answer.
• Shows clear organisation of information in a logical sequence as a response to the question.
• Uses specialised terminology
• Identifies sources of information and the work of others

C rating:
• Shows the essential information to explain their answer.
• Organises the information in a sequence as a response to the question.
• Can use some specialised terminology
• Shows some evidence of the sources of information and the work of others

Part 2

This part of the exam paper was divided into two sections, requiring candidates to give a short response to the given question in both sections.
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, then converted to an award of; A+, A-, B+, B, B-, C+, C, C-, D+, D, D- or t.

To achieve the marks a candidate’s response was required to include, but not limited to, the following dot points.

**Question 2** (10 marks)

Need to consider:
- The individual needs of the group
- Location, activities
- Whether the activity is biased against socio-economic groups
- Forms of communication

Addresses some or all of the following:
- Use of inclusive language
- Providing participants with opportunities to take on leadership roles
- Acting professional 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

**Question 3** (10 marks)

Importance of goal setting - individual and group - include from the following:
- Gives the group and individual participants something to strive towards - a motivational technique
- May increase motivation for participation in the activity
- Involves the group in trip planning and makes clear their ambitions for the activity
- Gives clarity to the purpose of the activity
- Allows the leader to develop the activity around the goals in order to meet participants needs
- Allows the leader and group to keep the focus to the activity in perspective
- Provides a reference point for improvement and progress
- Provides a discussion point for reflection on the activity

Group and Individual goals:
- Group goals are goals which are cooperatively designed for the whole group
- All participants should have some level of input in creating the group goals to establish a sense of ownership and commitment to the goals
- Individual goals designed by individual participants for themselves
- Individual goals help participants to identify the personal goals they wish to achieve and how they will work towards those goals
- Provides a set of goals for the whole group, whilst allowing individuals to focus on personal goals within the group setting

Versions of SMART principles accepted:
- Specific, measurable, achievable, realistic, time-framed / time-bound
Question 4 (10 marks)

Identify and describe an appropriate outdoor situation

• Candidates need to name and describe a recognised decision-making model, such as:
  o Analytic
  o Natural
  o Creative

• The model that candidates have chosen needs to appropriately match the situation they have described

• Candidates need to clearly outline the strategies applied to result in a successful outcome

Question 5 (10 marks)

• The explanation should pick up on the importance of self-reflection

• Candidates should discuss different reflective strategies and techniques. For example, verbal and non-verbal. Photographs, paintings, video, art, music, etc.

Part 3

This part of the exam paper was divided into two sections, requiring candidates to give a short response to the given question in both sections.

Ratings were attributed to this part of the exam paper, appointing marks for each of the minutes suggested for each of the questions. The marks were tallied by combining all marks for questions 6, 7, 8, and 9, then converted to an award of: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- or T.

Section A

Question 6

1 mark was given for explanation/definition of the conflict resolution technique. This could be through an actual definition or through explaining how it is used within the candidate’s answer. This equates to a total of 2 marks – one for each resolution technique given.

Candidates were expected to give an advantage and a disadvantage for each of the conflict resolutions that they discussed in their answer. 1 mark was given for each valid advantage or disadvantage that was given in relation to this response. Students who gave more than one advantage and one disadvantage were awarded with extra marks.

10 marks in total for this question.

Question 7

The candidates were required to describe and give examples of two different stages of Tuckman’s Theory on Group Development to achieve pass grading.

Marks were awarded; 2 marks assigned for discussion on the specific stage of Tuckman’s theory of group development. Answers were expected to include information about the stage (1st, 2nd, 3rd etc.), a description of the group (what they looked like), and an explanation on what the stage involves.

Candidates could achieve another 2 marks for their example in relation to the stage of group development. This involved relating information they had stated about the stage to a ‘real world’ example that they had
seen/experienced. Examples needed to correctly demonstrate the group discussed what was in the specific stage of group development they were commenting on.

1 mark was discretionary given for a more complex/in-depth answer. For example: discussion on a leadership approach during the stage of development, or within the provided example, to manage the group. Reference should have been given showing how the group moved from one stage to a different stage, with some attempt explaining why?

Therefore, a student could achieve a total of 5 marks for each of the two stages they discussed. 10 marks in total for this question.

Section B
Question 8

Candidates were required to list four considerations, then identify and explain one long term consideration.

Candidates could achieve a total of 1½ marks for each of the short term considerations that they correctly identified as an immediate concern for the leader in this situation.

A ½ mark was given for each answer that was listed.

1 mark was given in relation to their explanation on why this was a point of consideration by the leader. Hence, by giving four considerations a candidate could potentially achieve a maximum of 6 marks in the first part of this question.

The final four marks were associated with the long term consideration that the leader would need to be taking into consideration. Candidates were given 1 mark for correctly stating a long term consideration, and a further 3 marks for their explanation on why this was a long term consideration, and the method a leader may use to implement these 'considerations'. 10 marks in total for this question.

Question 9

Candidates were expected to name two potential barriers to effective communication and describe ways a leader could overcome these barriers.

Candidates were given one mark for naming a barrier to effective communication. However, markers took the approach of giving one full mark for correctly listing one of the following: Semantic Noise, Internal Noise, External Noise or Overload. If a student gave a response that fell into one of these categories, but was not named specifically they only achieved ½ a mark. For example, if a candidate stated the weather could be a barrier, they received a half mark instead of a full mark for correctly defining this as external noise.

Candidates were expected to explain/define how the particular barrier interferes with effective communication. A second mark was achieved for correctly discussing how their identified barrier could prevent effective communication.

Finally, candidates could achieve a further 3 marks by identifying and discussing different strategies a leader could use to overcome the communication barriers discussed. To achieve full marks candidates needed to correctly state 3 strategies and explain how they could be used to overcome the communication barrier. 10 marks in total for this question.
Part 4

This part of the exam paper was divided into two sections, requiring candidates to give an extended response in both sections.

A rating of an; A+, A-, B+, B-, C+, C-, D+, D- or t was attributed to each of the questions for Criteria 7 and 8. The average of the two ratings was calculated for each criteria.

**Criterion 7**

**Question 10**

A rating:
- Clearly and accurately describes a range of different values and attitudes people have toward the natural environment
- Gives accurate examples of groups and individuals who might hold these values and attitudes
- Clearly and accurately explains how increased tourism and low impact development might impact on experiences between humans and nature, giving appropriate examples of both positive and negative impacts
- Accurately uses terminology to describe Human-Nature relationships

B rating:
- Describes the different values and attitudes people have toward the natural environment
- Gives some examples of groups and individuals who might hold these values and attitudes
- Explains how increased tourism and low impact development might impact on experiences between humans and nature, giving examples of both positive and negative impacts
- Accurately uses terminology to describe Human-Nature relationships

C rating:
- Gives a basic description of the different values and attitudes people have toward the natural environment
- Provides limited examples of groups and individuals who might hold these values and attitudes
- Provides some examples of how increased tourism and low impact development might impact on experiences between humans and nature
- Uses some terminology to describe Human-Nature relationships

**Question 11**

A rating:
- Clearly and accurately identifies and describes the positive and negative impacts on Indigenous people’s ‘sense of place’, with regard to increased tourist access giving a number of examples
- Clearly and accurately explains the characteristics of a ‘sense of place’ using appropriate terminology
- Clearly and accurately applies concepts and models to explain the different Indigenous and contemporary culture/societies relationships with their natural environment

B rating:
- Identifies and describes how increased tourist access will affect an Indigenous sense of place, giving both positive and negative examples
- Explains the characteristics of a ‘sense of place’ using the appropriate terminology
- Clearly applies concepts and models to explain the different Indigenous and contemporary populations human-nature relationships

C rating:
- Provides some positive and negative examples on how increased tourist access impacts on an Indigenous view of ‘sense of place’
- Uses the basic subject terminology to explain the characteristics of a ‘sense of place.’
- States at least a model or concept to support the difference between Indigenous and contemporary populations human nature relationship
Criterion 8
Questions 10, 11 and 12

A rating:
• Accurately portrays, in appropriate grammar, spelling etc. the information to explain their answer.
• Has clear organisation of information in a logical sequence in response to the question.
• Appropriately uses specialised terminology
• Appropriately identifies sources of information and the work of others

B rating:
• Clearly represents, with clear grammar, spelling etc. the information to explain their answer.
• Shows clear organisation of information in a logical sequence as a response to the question.
• Uses specialised terminology
• Identifies sources of information and the work of others

C rating:
• Shows the essential information to explain their answer.
• Organises the information in a sequence as a response to the question.
• Can use some specialised terminology
• Shows some evidence of the sources of information and the work of others

General comments on paper and candidate’s responses to questions

Part 1
The question, while allowing some rote learnt responses for general descriptions of the theories, and being similar to some previous sample question, was well structured and allowed for a variety of responses. Higher level answers were ones which discussed the appropriateness of the selected theory to the given scenario, including the similarities and differences between the two selected theories. The question offered good scope for a range of variables to be discussed (either implicit or implied) impacting on the decision making within the scenario.

Most candidates (predictably) used the Conditional Outdoor Leadership Theory (COLT) to apply to the scenario; based on its ability to deal with the changing conditions present. Transactional and Transformational theories were the next most commonly discussed, followed by Situational Theory. There where only a couple of responses who used; Feminist, Servant, Trait and Great Men, and/or Contingency Theories.

The Criterion 8 rating was usually closely aligned with the Criterion 2. This can be attributed to the Criterion 8 rubric ranking sequencing the dot points of the standards as; requiring the correct use of specialised terminology, conveying ideas and information in a logical way, followed by spelling, grammar and sentence/paragraph structure last. That is, usually correct use of specialised terminology was required for a good answer in Criterion 2 as well as Criterion 8. It was noted by markers in the majority of papers, the Criterion 8 Award was one or two grades higher than the Criterion 2 Award.

Those answers achieving the highest awards demonstrated; ‘thorough and appropriate application of the chosen theory to several aspects of decision making in the scenario’ as per the marking rubric (see above). While this mostly included changing leadership style and task/relationship focus in general terms (usually tending to autocratic/task focus to reach the campsite), other decision making could have revolved around improving the conditions of favourability – such as decisions surrounding improving group spirits/morale (addressing unified group/competent individuals), or putting on warm clothes and raincoats (addressing environmental dangers). Other excellent responses compared the application of Transformational Leadership to improve group morale and individual commitment, therefore enhancing decision making and motivation of the group. There was an example of comparing the Feminist Model with COLT, examining different modes of decision making as well as styles of leadership.
Part 2

Question 2

Many candidates repeated the wording of the question in their answers, using the key language from the question to bulk up their answer. Very few mentioned any socioeconomic circumstances. Most candidates struggled to link the question to the theory content for Criterion 3; specifically relating to the skills and qualities of a leader. Answers needed to include the individual needs of the group to achieve the C Rating. A mix of other considerations (as listed in the markers notes), needed to be included to achieve a high rating.

Question 3

Most candidates were able to discuss to a basic standard the importance of setting goals, listing at least one or two of the benefits for setting either individual or group goals. Better responses went on to give the issues distinguishing between and defining, individual and group goals. Most candidates where able to give evidence of understanding a process for goal setting, but struggled to explain how to implement the process. As an example; “Group and Individual Goals – All participants should have some level of input in creating group goals to establish a sense of ownership and commitment to goals”

Question 4

The majority of answers could identify an appropriate situation, then name and describe a decision making model. Candidates struggled to match the decision making model to the situation in a concise and detailed manner. Several answers read as though they had been rope taught to this style of question, using the same example when a decision is made and then applying the appropriate answer! There were a number of candidates who used different decision making models, e.g. SCARE (stop, contain, assess, respond and evaluate), from the three given in the Teaching and Learning Guide.

Question 5

Overall this question was answered well by candidates. The majority of answers were able to list two “reflection techniques”. Although the wording of the question did not draw on the importance of self reflection, the better responses mentioned this. Candidates who only able to achieve a maximum of a C rating if they had only included one technique. Better responses went on to comment on why reflection is important.

Part 3

Question 6

The majority of candidates performed well on this question. Most answers contained an explanation for a conflict resolution technique and gave both advantages and disadvantages for each strategy. Higher rating answers gave more detail, often providing multiple advantages and disadvantages, and in some cases examples when they can be applied.

Some candidates simply listed some advantages and disadvantages. They still obtained reasonable ratings as long as their responses were deemed correct.

Some candidates responded with a long winded introduction that did not give any new information. These introductions often took up vital space for their answer, resulting in less space for them to provide the answers that were requested. Candidates who went down this path regularly ended up trying to squeeze answers in down at the bottom of the page; in small and difficult to read writing.
Possible content

Avoidance is a non-assertive method of dealing with conflict, where the leader ignores the conflict in the hope that it will resolve itself. The main advantage in this approach is that it saves time in dealing with the conflict, meaning the group can continue to push towards completing their task. In a perfect environment the conflict may sort itself out and need no further comment. The disadvantages are that the conflict is not dealt with and that the issue could continue to fester and grow. This could cause a larger conflict later. This technique also fails to consider the individuals, meaning those involved in the conflict could feel isolated or unhappy with the developments, which again could create a greater conflict later.

Accommodation is a low assertive technique that involves some cooperation. A leader using this technique may listen to one person's needs and make adjustments to maintain harmony within the group. The advantage of this technique again is the lack of time required to manage the conflict, with little discussion with all people affected the leader makes the decision/adjustment to deal with the immediate needs of the person. The disadvantages of accommodation can link to group members becoming upset or angry that their needs were not met, when another group member's needs were. The leader can also begin to lose control over the group as participants begin to realise the leader will 'cave in' to their demands in order to manage conflict.

Competition involves the leader taking a highly assertive approach with little to no cooperation. The leader approaches the conflict by taking care of their own needs, without concern for other individuals within the group. The advantage of this approach is again the speed at which the conflict can be managed, especially when there is little hope of consensus. There are many disadvantages to this technique, firstly the leader needs to have complete power over their group to ensure the decision is accepted, secondly as the other group member's concerns are seen as unimportant they may feel that they are not heard and more conflict arises. Similarly, they may not voice their opinions – which could mean an important concern or idea is not heard that could alter the decision/conflict. Finally, due to group members not being heard, their loyalty towards the leader may not run very deep, this could result in a mutiny (larger conflict) occurring if something goes wrong or enough group members become disgruntled.

Compromise is both assertive and cooperative. This style can be effective when both parties are equally powerful and willing to cooperate with each other to solve the conflict and maintain a strong relationship. The advantage of this technique is that the conflict is solved and everyone can walk away happy to continue with the task feeling satisfied their concerns were heard and dealt with. The disadvantage to this approach relates to the large amount of time that a leader and group will need to dedicate towards solving the conflict so that everyone is satisfied with the result. Another disadvantage can mean that both parties involved in the conflict end up giving up too much and neither ends up satisfied with the decision. A final issue that may arise in this approach can be that the parties in conflict understand that they will need to give up something in order to reach a compromise; this could mean they start the conversation at extreme positions and take a long time to give up any ground. This can mean more time is lost and a reasonable final position is difficult to achieve.

Collaboration is a problem-solving technique where everyone works together to meets each other’s goals. This can often be referred to as a win/win scenario, where neither the person nor the situation is lost in the process. The advantage of collaboration is the fact that it is a win/win situation where both the conflict is resolved and all individuals’ needs are met. This also means that when the solution is reached the parties are most likely to all adhere to the solution. The disadvantages relate to the time required to truly collaborate to solve the conflict, as an open discussion needs to be facilitated by the leader to explore the issue, find common ground and find alternate solutions. This technique can also only be used if everyone is open and honest in their approach to solving the conflict. Should a person not approach this in the correct way, it could open the group up to more conflict through bullying – as everyone's emotional state is placed on the table for discussion.

Question 7

Overall, responses given in this question were good. Candidates appeared to have a sound knowledge/understanding of the stages of group development; how a group is identified to be in a specific stage of development, leadership approaches that should be used to guide a group in a specific stage of development and even ideas on how to progress a group from one stage to another.
Lower end responses included basic information about the stage of development and a basic answer of when they witnessed the stage: For example: “The group were in the forming stage when we all met of the first day”. Due to a lack of depth in this type of response, the students did not achieve high ratings. Sometimes answers similar to this would also identify a specific stage of group development; however, the answer would then discuss a different stage. For example: “The group were at the forming stage as we were all fighting for control of the leadership”.

Higher end responses correctly identified a stage of group development, with a detailed discussion of how a group in this stage would be operating. They generally included information on how a leader would interact with a group in this stage, and then continued on with an example that correctly reflected a group operating in the discussed stage.

Possible content
Forming is the first stage of Tuckman’s Theory on group development. During this stage the group members are just getting to know each other and will often appear to stand away from each other, make small inoffensive small talk and appear fearful of interaction. A leader will generally take an autocratic approach towards a group in this stage and direct them on what to do. They often play small games designed to engage the group and get them interacting with each other. An example of this occurring during the year was the first bushwalk that I was involved in this year. The majority of the group did not know each other, and as we packed the bus on the bus ride up we had to sit with someone that we didn’t know and find out some information about them. When we arrived at the car park, we had to introduce this person to the group. We then played some small games!

Question 8
Candidates answered this in a variety of ways. Some approached the answer by discussing emergency management – S.C.A.R.E (Stop, Contain, Assess, Respond, and Evaluate). Others focussed on Maslow’s Hierarchy of Needs and addressed the scenario through discussion on physiological needs, safety needs, sense of belonging and the esteem needs of an individual and the group. Other candidates applied decision making and conflict resolution techniques to answer the question.

It appeared that many candidates were confused with what approach to take. Candidates receiving lower marks, left the whole question blank or simply listed four considerations and sometimes, briefly explained a long term consideration of the leader/group.

Higher end responses provided four considerations a leader would have, then continued on to explain why they should be a consideration and some went on, explaining how the leader should manage the considerations. The long term consideration was then identified and discussed in detail, looking at both the injured individual and the group, identifying what the leader would need to think about within the long term consideration and how they could possibly manage the consideration.

Question 9
Responses were generally good to this question. Most candidates could identify two different barriers that inhibit effective communication and explain some different strategies to overcome these barriers.

Less achieving responses often did not specifically name the communication barriers in sub-groups of Semantic Noise, External Noise, Internal Noise or Overload, instead giving examples of them. Often these answers would address similar groupings; for example: Barrier 1 – noise caused by a nearby creek or river, Barrier 2 – Distance between the instructor and participants.

Higher end answers correctly specified the two different barrier groupings (semantic, external, internal, overload) and gave good examples relating to the specific barrier. These answers would then identify a range of strategies a leader could use to overcome the barrier and explained these in great detail.
Part 4
Question 10

- Most candidates were able to identify the development of national parks could have both positive and negative impacts on human nature relationships. Encouraging people to visit parks and develop connections was a common positive, and the potential for current relationships to be damaged was seen as a negative.
- Some candidates focused too much on whether groups would be for/against development, rather than attempting to analyse the impact on a person’s experiences.
- The term ‘low impact tourism development’ was important in understanding the context of this question. Some candidates referred to ‘excessive development’ which completely removed people from nature or referring to such things as, mining and logging ventures.
- Most candidates seemed to feel that common infrastructure, such as, boardwalks and composting toilets would only have a negative impact on the environment and relationships, rather than seeing how these measures can reduce environmental impact and therefore the impact on relationships.
- Whilst many could identify that tourism operators saw economic value in the environment, only a few recognised they may also have a desire to connect people with the natural environment and provide “nature experiences” for them, rather than simply exploit the environment.
- Many responses discussed varying types of relationships with the natural environment using either, Peter Martin’s ‘Signposts’ or an alternative model. Very few responses discussed in any depth, people’s values and/or attitudes to the environment.

Possible content for Question 10

- Clear discussion of the different values and attitudes people have to the environment
- Clear discussion of how development might impact on experiences between humans and nature, including an understanding of both positive and negative impacts.

Responses may include:

- Discussion of the relevant user groups and their values / attitudes for example:
  - Adventurers may see the environment as a playground or gymnasium. They may also view nature as a cathedral, museum, close friend or part of self. They use the outdoors as a medium for exploration, challenge, exhilaration, relaxation and rejuvenation and may have developed special connection to those places because they spend long or regular amounts of time in natural environments. They may have aesthetic, recreational, educational, intrinsic and spiritual values for the environment.
  - Tourism operators see the environment as having economic value, however they also have a strong appreciation for the natural environment and may want to promote this through education and providing people opportunities to connect with the area.
  - Disabled and families may appreciate the aesthetic value of nature and see National Parks as a place to go. They appreciate the beauty and tranquillity of these places, but may not develop a strong connection to the place, as their visits may only be brief encounters.
  - Indigenous groups have a strong spiritual and cultural connection to the land. They see nature as part of themselves and are integrated with nature.
- Relevant theories to use would include signposts to nature, metaphorical images of nature, values for nature, worldviews, factors which help people establish connections with nature such as proximity, reciprocity and mode of thinking.

Positive impacts on experiences:

- Low impact tourism having the opportunity to encourage people to develop experiences with the environment through making access easier
- People who would not normally spend much time in natural environments may be encouraged to seek experiences in that environment, as there are more facilities suitable to their level of experience and knowledge
- Improved access for groups such as the elderly or people with disabilities who may be limited in establishing relationships with natural environments
• More people (especially adventurers) developing a better understanding of the natural environment through positive experiences within that environment, which encourages them to continue visiting that place and develop a connection with it.
• If tourism activities are conducted carefully, they could contribute positively to peoples understanding of and connection to the natural environment, encouraging more people to show caring behaviours and potentially undertake repeated visits to that area.

Negative impacts on relationships:
• For people who already hold a strong connection to that National Park, e.g. adventurers, issues of overcrowding and development of infrastructure may reduce the values they have for the area and could be detrimental to their connection with that place. Their sense of place could be reduced as the area has changed.
• Indigenous groups may oppose development as it could interfere with cultural and spiritual connections to the land and diminish their ongoing connections to that place.
• Increased infrastructure, albeit low-impact, may reduce the aesthetic values of the area and the natural setting which people appreciate.
• Those people who participate in tourism activities may only be ‘travelling through nature’ and may not develop a significant relationship with the area, only seeing it as a place to go.

Question 11

Comprehensive answers included the following:

Positive opportunities: Opportunities for indigenous people to identify with culture; Opportunities for non-indigenous people to identify with indigenous culture; Greater understanding and empathy of Indigenous culture; greater understanding and empathy; potentially improved management of the place through protection of cultural heritage; potential economic return.

Negative impacts: Potential environmental damage to the area; conflict of competing interests between user groups could lead to community tensions; overpopulations of places and commercialisation of culture.

Some candidate’s answers discussed the above points, explaining the underlying values, attitudes and relationships as stated in the criteria. Stronger answers described the specifics of ‘a sense of place’ and how it may be developed, and citing Peter Martin, e.g. the concepts of reciprocity and proximity. Many candidates drew on Peter Martin’s Signposts to describe human relationships with nature and linking them into their discussion. Many candidates discussed how increased tourist access would impact on wilderness areas, but did not specifically discuss how it would affect the relationship and ‘sense of place’ that indigenous cultures identify with! Generally speaking, candidates struggled to write a response to this question which linked to the criteria’s theory content; namely – different values, attitudes, beliefs and relationships with humans have with natural environments.

Question 12

This was a broad question, allowing candidates the opportunity to widely discuss the values and relationships an individual or group may have towards/for their natural environments.

The stronger answers discussed the values in detail, making links to the subsequent relationships that the individual or groups have with natural environments. These types of answers were well supported with accurate citing and discussion of models and concepts.

It appeared many of the candidates were rushed for time in this question (shown by poor answer structure and handwriting), and failed to include the detailed discussion required to achieve a higher rating.
A Rating
• Clearly and accurately identifies and describes the values held by the 2 groups for the natural environment
• Accurately discusses the similarities and differences between the values held by the 2 groups
• Accurately uses terminology to describe human-nature relationships
• Accurately uses theoretical models and/or concepts to support an explanation of how human relationships with nature are linked to the values groups hold

B Rating
• Identifies and describes the values held by the 2 groups for the natural environment
• Explains the similarities and differences between the values held by the 2 groups
• Accurately uses terminology to describe human-nature relationships
• States theoretical models and/or concepts to support an explanation of how human relationships with nature are linked to the values groups hold

C Rating
• Gives a limited explanation of the different values held by the 2 groups for the natural environment
• Gives some explanation of the similarities and differences between the values held by the 2 groups
• Uses some terminology to describe human-nature relationships
• States a model and/or concept to support and explanation of how human relationships with nature are linked to the values groups hold