MARKING PROCESS

Distribution of all sample answers to markers a week prior to the marking meeting. This enabled markers to consider the content of answers against the criteria, standards and course content. It also allowed them to consider which part of the paper they would prefer to mark.

Markers discussed the papers content and the sample answers given then decided on which part of the paper they would like to mark, dividing themselves into four equal groups. Each pair of markers were then able to concentrate on only one part of the paper.

Paired markers discussed the content of the course topic/s which was related to the criterion to be assessed, comparing these with the standards for that particular criterion assessed by that particular Part of the exam.

Each pair of markers looked at the evidence required in the answer to meet the three ratings given in the standards. The sample answer was initially used for discussion, and then a few candidate answers were randomly selected, read through and discussed at length.

A marking scheme and rubric was formulated against the agreed evidences by each marking pair. Both markers went through one paper, identifying the evidences relating them to either ratings or marks depending on the part of the paper they were assessing.

Each marker then marked five papers each, swapped these over and remarked them against the rubrics. This was done without any evidence of marks awarded on the papers. Discussion on the comparison of marks followed to finalise agreed evidences and awarding of marks to ensure equality.

When all groups had agreed on their marking process, the whole marking panel were given an overview for each part of the exam by the markers of that part. This was based on how each pair set their evidences and mark allocation for the part of the exam they were marking. This included comments on the content and quality of the question and any associated difficulties. Other members of the marking panel then gave some comments and input. A few minor changes were agreed to after general discussion.

With an agreed understanding and a consensus of what was required for each part of the exam; the papers were equally divided between markers and they marked the particular part assigned to them. Markers had conversations when a particular issue arose which may have required clarification. The chief marking examiner was contacted when further clarification or consensus may have been required. When each pair completed the marking they had a discussion on the outcomes and the distribution of marks. In some instances one or more papers were remarked by the other marker to ensure they were equally assessing the candidates.
EXAMPLE SOLUTIONS

PART 1

Question 1

Transactional leadership is a fairly matter-off-fact, “get the job done” style that often uses rewards and punishments to complete tasks and achieve goals. The leader often has little involvement in the group other than to guide them back on track if they deviate from the plan. The Leader also focuses on finding and fixing faults in the group’s work to keep them working efficiently. The transactional leader is often not interested in change, but rather conformity and maintenance of the status quo. This leadership style may be good in a crisis or when projects need to be completed in a certain fashion, such as a manager of a fat-food restaurant overseeing the steady supply of hamburgers and chips that all need to look like the photo on the menu board.

Transformational leaders seek to engage their follower’s higher needs, such as the sense of achievement, meaning, and mastery that come with completing challenging tasks. The leader may ask the group to transcend their own individual needs for the good of the group, and may engage the group in developing the vision and process for achieving the vision.

The transformation leader may choose to use the four “I’s” to allow the group to function at their best: Idealised leadership (providing vision, a mission, sense of pride, gains trust & respect), Inspirational motivation (creates high expectations and a strong sense of purpose, Intellectual stimulation (problem solving, creativity initiative) and Individualised consideration (personal attention, builds positive relationships with individuals).

In the scenario the transactional leader may ride rough-shod over the wishes of half the group and demand that the whole group does the side trip up the mountain. The leader may offer no alternatives and may offer rewards (chocolate!) if everyone makes it to the top. This approach may have some benefits such as being time efficient, and also can force a lesson on those people who didn’t want to go that the effort is worth the rewards (views, chocolate, sense of achievement) and may reinforce a culture that the easy option is not an option. However, these group members may feel resentful of being forced up the mountain, and feel a lack of sense of control and autonomy. They may also perceive that the leader’s views are more important than theirs, and they may not enjoy their outdoor experience as much as if they had some choice in what they did.

A transformational leader may engage the group in a democratic discussion and may appeal to the group’s sense of unity and cohesion for everyone to do the side trip. The leader may discuss the feelings of achievement and pride in overcoming a challenge that people may miss out on if they stay behind Or, the leader may allow the group to split if it is safe to do so (adequate supervision and resources such as 1st Aid Kits, etc.). The group that stays behind could engage in meaningful but lower-energy activities such as identifying flowers and plants, bird watching, journaling, or doing a shorter walk to a nearby waterfall. This way both groups have their needs met and feel a sense of control and autonomy. It also sends the message that everyone’s wishes are equally valued. The messages about the benefits of pushing oneself and not taking easy options may also be clear when the two groups reunite, with the mountain – climbing group’s enthusiastic description of the climb and the views making the “stay behind” group feel like they missed an opportunity. Or, both groups may be equally enthusiastic about their day and then everyone in the group has a positive experience.
If the group cannot be split and after discussion a majority decide to climb the mountain the transformational leader can draw out positive lessons for those who wanted to stay (but have a go with the majority). The leader may thank them for their selflessness and for putting the group needs ahead of their own. They may also highlight life-lessons such as choosing a positive attitude even when you don’t get your own way, and the concepts of give – and – take and compromise.

MARKING NOTES/RUBRIC

PART 1

Criterion 2

A rating:

- Comprehensive/accurate description of two theories, no major errors in explanation
- Relevant and accurate examples relating to the question for both theories
- Discusses the logical outcomes – e.g.- choice of leadership style; go up mountain or not

B rating:

- Sound knowledge and consistent/ accurate description of two theories, without major errors.
- More than one example relating to the question from one theory OR at least one example relating to the question from two theories.
- Discusses possible/plausible outcomes with some explanation

C rating:

- Basic knowledge of two theories OR sound knowledge of one theory PLUS some explanation of a second
- Explanation showing at least a limited application of at least one theory through examples.
- Possible omission or poor explanation of the outcome. Could contain unrelated examples to the question

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

Question 2

Traits and qualities are often personality attributes such as integrity, positive attitude, creativity, etc. Skills and competencies are things you gain with time and experience, such as sound judgement, effective decision making skills, and practical skills such as rigging, rope handling, and paddling.

- Empathy
  Understanding why the young person may be behaving poorly
- Integrity
  To build trust with young people who have had their trust broken many times
- Humour
  To share the joy of laughter and to help people see the positive side if situations
- Authenticity
  Young people see through false praise and contradictory behaviour quickly
- Self-awareness
  So prejudices and assumptions you may hold do not creep into your communications.

Question 3

The analytic decision making model has 8 steps

1. Define the problem
2. Gather relevant info
3. Consider priorities
4. Consider options
5. List solutions
6. Evaluate solutions and consequences
7. Implement a decision
8. Re-evaluate

This model helps prevent poor decision making by ensuring steps are covered in a logical order and that things don’t get missed.

Question 4

An outdoor leader can develop better judgement by getting out and doing lots of personal trips in a variety of conditions, and by pushing their own limits on these trips. Reflection is a key component of
developing sound judgement, so asking (and answering!) questions such as “what went well and why” and “what didn’t go so well and why” → leading to “what would I do differently next time?”
Always doing a recce of a trip prior to taking a group on it also helps build good judgement regarding when to push on or when to stop and set camp, etc.

Question 5

Once the patient is being cared for my focus would shift to the well-being of the group and keeping them warm, sheltered, well-fed, hydrated and adequately supervised. As appropriate they may be able to assist with jobs such as making a stretcher or setting camp until help arrives. Another consideration would be making plans to either evacuate the patient ourselves or to call in external help. This may involve calls back to base to discuss plans with the boss/Principal/etc. and also calls to emergency service. A plan to keep the victim’s parents or next-of-kin informed may also be warranted, and enacting the organisations crisis response and media plan may also be prudent, depending on the circumstances.

Marking notes/rubric

PART 2

Marks were distributed, one to each of the points listed for each question

Question 2

a) Looking for the key attributes between the traits/qualities and the skills/competencies. Expect a statement showing understanding that one is, the characteristics/personality (e.g. soft and meta skills), while the other relates to the persons technical ability (hard skills) as a leader.

(5 marks)

b) Expectation an answer would state a range of five traits/qualities in a list form, preferably with some explanation given against each.

(5 marks)

3) State a decision-making model. Through the use of example/s a description should be given to show; by following the process why poor decision-making is less likely to occur.

(10 marks)

4) Answers should describe the learning relationship between the experiences and ability of a leader, and the leader’s ability to critically reflect on what they have done to assist in the development of their judgement. This should also consider the role of leadership in relation to the outcome for the group and the activity.

(10 marks)

5) Looking for the focus of an answer to be directed at the role of the leader in the management of the group within the given scenario/venue, and NOT on the first aid of the injured person. An acronym such as; Stop, Contain, Assess, Respond and Evaluate actions, would be appropriate with further explanation from the leader’s perspective.

(10 marks)
PART 3

Question 6

It is important to have group goals so that the group members all achieve what they wanted out of their experience. A trip with no goals can just drift and either people feel under challenged or can feel over challenged if the trip drifts into difficult terrain or conditions,

Collaborative goals are important as the group can often experience conflict, frustration, and dissatisfaction if people’s goals are different (i.e. – some want a hard charging, peak bagging trip while others want to photograph all the flowers along the way).

Question 7

Our group got on well during the Negotiated project but several of Tuchman’s Stages of group development were observed. During the forming stage the group came together and we shared goals and objectives for the trip. At this stage everyone was primarily focused on what they wanted to get for themselves out of the trip.

We didn’t really have a storming stage as there was strong leadership and clearly defined goals, and all participants knew what their role in the group was. For the trip we were very much in the naming and performing roles, with group members putting the group’s goals ahead of their own and having respectful discussions about options and alternatives throughout the trip. At the end we went through the adjoining phase as the group broke up and we went back to our everyday lives.

Question 8

Each group could be persuaded to compromise before they become entrenched in their positions. The leader and group could work out the latest possible time the group could leave and still visit the rock art site. This could then allow the two students an extra half an hour or so in the warmth of the hut to get ready, while also allowing the other students enough time to reach their goal of visiting the site. Both groups give up something: the two students get less time in bed, and the other students may feel rushed to visit the rock art. However, everyone gets part of their wishes.

Explanation:
This technique gets the two groups together to look at the roof, causes of the issue with the aim of creating a respectful solution where everyone’s needs are met. In discussion it may become clear that the two students are staying in bed because all their clothes are wet, their feet sore, and they cannot face having to make breakfast and wash up. The group could remedy this by giving the students some of their warm spare clothing, by getting breakfast ready for them, and for the leader to pad and dress their sore feed. The group could assist the students in packing their gear. In the end half an hour of concentrated effort has the two students ready to go, and everyone has their needs met.

Question 9
The two students in bed are probably struggling to get their basic needs met, and are focused on the lower levels of the hierarchy. Food, Water, Warmth, Comfort and Security are their priorities. The rest of the group appear to have these basic needs being met, and are operating in the Esteem and Self-actualisation levels. They are keen to challenge themselves, they are seeking the satisfaction of achievement, and are looking to learn more and to make the most of their time outdoors. They have the confidence that they have the ability to achieve their goal.

Therefore, as a leader, the priorities for the two students are to meet those basic needs and ensure they are warm, dry, well fed, hydrated and organised. Any blisters or sore spots will need to be adequately treated. For the rest of the group they are ready to be challenged and to learn new things. The side trip to visit rock art will likely meet those needs.

**MARKING NOTES/RUBRICS**

**PART 3**

6) State why goals are important and how these are achieved in a collaborative way. Looking for the mention of acronym, such as; **Specific, Measurable, Attainable, Realistic and Time framed.** **Five marks.**

7) Name a stage of group interaction (development) and give a comprehensive description including reasons of the group dynamics within this stage. Possibly mention the other stages to assist in clarifying why and where the group may be in their interaction. **Ten marks.**

8) Name two techniques of conflict resolution. Within the explanation of what the particular technique is; give examples of the application technique used by the leader supported with comments on the possible outcomes of these actions. **Ten marks, 5 marks for each techniques explanation.**

9) Give reference to ‘Maslow’s Hierarchy of Needs’ to describe the stage each of the two groups is in. Need to explain, by giving specific examples from the scenario, the different needs of each group and justification why they are within the chosen category. **Ten marks.**
EXAMPLE SOLUTIONS

PART 4

Question 10

The Piners would likely have been very attuned to the landscape, having gained this by immersing themselves in it for extended periods of time. They would have needed to have good knowledge of forest ecology so that their time looking for pines was used efficiently. They would also need to have good knowledge of the terrain to efficiently get the logs out of the forest and to the saw mills. In the 19th Century they would have had minimal resources so would have used natural resources from the environment to meet their needs and to repair their gear. They would also have had less insulation from nature in terms of the clothing and gear we have today, so had a good relationship with the seasons and weather.

The hydro workers were likely a little more removed from being immersed in the environment, and would have viewed the wilderness as a resource to be tamed. Bulldozers, explosives, and heavy construction would have been used to shape and control nature for human benefit. Workers often were sheltered in the warmth and comfort of a hydro station or in the cab of a machine. This resource – view of nature may have led to an attitude of contempt: - if nature is not being “used” it has no real value.

The modern tourist visiting the World Heritage area may be seeking beauty, solitude and wonderment. Their expectations may be set by the classification of the area (“if it’s a World Heritage Site it must be amazing and special”). Our pre conceived expectations often influence our resulting experiences of a place.

These visitors may look at what previous generations have done to the area and view that with scorn, giving themselves a moral high-five for being a sensitive, minimal-impact visitor to such a special place. (To maintain this moral high ground they often have to ignore the massive amount of resources used and pollution they cause in their everyday Western lifestyle). The visitor may pass through the area quickly, in hours or days, which is in contrast to the earlier generations who spent significant time in the area. This time allowed them to become in-tune with the cycles and seasons, the weather and climate, resulting in a deeper connection and understanding of the area.

While the Piners and Hydro workers may have viewed the area as a resource to be exploited, the Tourist may view it as a resource to protect. They may also view it as a gymnasium, as a place to undertake fun activities and to test one self. Other’s may view it as a cathedral, a place of beauty to revere.

Question 11

Some people, such as Dick Smith, may view the environment as a pristine eco-system that we should eliminate, or at least minimise our impact on. The fact that walkers, who generally go out walking to appreciate nature were the ones damaging the area made Dick feel compelled to do something to “right the wrongs”. Dick subscribes to the view that we should be careful that our love of visiting natural areas does not degrade them.
Some others, who may view the environment as a place to test one self, seem to view the new track as a soft option that denies them the opportunity to face and overcome the difficult “Sodden Loddon’s”, thus denying them a virtual “badge of honour” for battling the elements. These people seem to be putting their needs ahead of the needs of the environment, and are perhaps not looking forward to the scorn of older generations who “did it tough” and now feel the current generation are getting an easy ride.

Others want to confine impact to as little an area as possible.

Marking notes/rubrics

PART 4

Criterion 7

Question 10

A Rating:

• States an accurate description, how each of the three groups value of their environment has influenced the connection they have with their environment
• Clearly relates the three activities to human values of their environment, describing with examples how these have changed over time
• Accurately describes how these factors have influenced the human-nature relationships for each group
• Accurately applies, in context a theoretical concept/model to explain and support their answer

B rating:

• Gives a description, how the three groups value of their environment has influenced the connection they have with their environment
• Relates the three activities to human values, showing how their values for the environment have changed over time
• Describes how these factors have influenced the human-nature relationships for the groups
• Correctly uses a theoretical concept/model to help explain and support their answer

C Rating:

• Gives a description, how the different groups value of their environment has influenced their connection with their environment
• Relates the activities to show how values for the environment have changed over time
• Describes how these factors have influenced the human-nature relationships for at least one group
• Uses a theoretical concept/model to help explain and support their answer

Question 11
A Rating:

- Describe the reaction a person may have to the new track, and why they would react in this way
- Describe how the values of the people have shaped their attitude to the environment
- Explains how an experience (bushwalking SW Tasmania) in an area can influence the relationship a person forms with the environment
- States some suitable examples from the stem of the question to support the explanation of values and attitudes
- Accurately uses theoretical models and/or concepts to support an explanation of how peoples attitudes and values for the environment are formed

B Rating:

- Explain the reaction a person may have to this new track
- Accurately states how the values of the people have shaped their attitude to the environment
- Clarifies how an experience (bushwalking SW Tasmania) in an area can influence the relationship a person forms with the environment
- Gives a relevant example from the stem of the question to support the explanation of values and attitudes
- States a model and/or concept to support an explanation of how people’s attitudes and values for the environment are formed

C Rating:

- Give an example of a person’s reaction to the new track
- Gives an explanation on how the values of the people have shaped their attitude to the environment
- Gives an explanation how an experience (bushwalking SW Tasmania) in an area can influence the relationship a person forms with the environment
- Uses an example from the stem of the question to support the explanation of values and attitudes
- States a model and/or concept in their explanation of how people’s attitudes and values for the environment are formed

Question 12

A Rating:

- Explain why the issues would impact on the human nature relationship
- Describe how the values formed by the people using this area have shaped their attitude to the environment
- Explains how an experience such as bushwalking in the Walls of Jerusalem can influence the relationship a person forms with the environment
- States suitable examples from the stem of the question to support the explanation of values and attitudes to natural environments
- Accurately uses theoretical models and/or concepts to support an explanation of how people’s attitudes and values for the environment are formed
B Rating:

- Gives some reasons why the issues would impact on the human nature relationship
- Accurately states how the values formed by the people using this area have shaped their attitude to the environment
- Describes how an experience such as bushwalking in the Walls of Jerusalem can influence the relationship a person forms with the environment
- Uses suitable examples from the stem of the question to support the explanation of values and attitudes to natural environments
- Use correctly theoretical models and/or concepts to support an explanation of how people’s attitudes and values for the environment are formed

C Rating:

- States some of the issues which would impact on human nature relationships
- Explains how the values formed by the people using this area have shaped their attitude to the environment
- Gives some reasons how an experience such as bushwalking in the Walls of Jerusalem can influence the relationship a person forms with the environment
- States examples from the stem of the question to support the explanation of values and attitudes to natural environments
- Gives some theoretical models and/or concepts to support an explanation of how people’s attitudes and values for the environment are formed

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

GENERAL COMMENTS ON PAPER AND CANDIDATES RESPONSES TO QUESTIONS

PART 1

Marking of the question was broken into three components, with the core of the answer expected to be in the first component. This comprised of looking for evidence of;

A description or definition for the two chosen leadership theories.

Examples, from the experiences given in the scenario that could arise; this could be supported from what the candidates experienced and know of, or which are relevant to what they write in Part C.

Description of the outcomes that could arise from the application of the two different theories.

Comments on candidate responses

- There was often a lack of clear essay structure in the answers this effected the award for Criterion 8
- Typically students launched straight into describing the first theory without an introduction
- Generally responses to the question showed a basic knowledge of leadership theory
- Relatively few candidates were able to address the different outcomes to a good standard
- There appeared to be some confusion about what a leadership theory is, e.g. quite a few candidates implied the COLT theory was a decision making model i.e. Conditional favourability effects what you should do, as opposed to what would be the most appropriate leadership style to use.
- Some responses seemed to be essentially a practiced response to the midyear paper, asking for a comparison of two leadership theories. It appeared the responses had just been slightly modified for this question.
- In describing COLT, many candidates omitted significant parts of the theory i.e. they would describe the factors affecting conditional favourability, but not give the task versus relationship considerations.
- Majority of responses used COLT and Situational Leadership Theories. The next most common theories used in the answers were Transactional and Transformational, then Servant Leadership theories. A few students used Feminist Leadership Theory and Style Theory. Very few used “Great Man Theory” or Contingency Theory (only noted one of each).

This was a good style of question which suited the criteria assessed in this part of the exam. It allows for candidates to structure an answer and to enable them to display a breadth and depth of understanding of leadership theory.

The sample answer supplied was seen as very useful, however not used very much other than as an example to help form the structure of the rubric for marking against the standards.

This is seen as an essay style response question and should have been presented as such (particularly for Criterion 8). Looking for an extended written response with good structure .i.e. paragraphed, introduction, ordered information of the content discussing/informing about leadership theories related to question which are sequenced and then a conclusion.

If there are two critics, it would be useful to have two different responses to this type of question. It was suggested each critic could supply a sample response based on different theories, i.e. possibly; comparing two theories from either historical or contemporary theories, or taking an example of one from each.

**PART 2**

Very few candidates were able to directly address the decision making models

A diverse range of topics covered in the answers given to this Part of the paper.

Answers were often not addressing the criteria; particularly, candidates need to remember this is about qualities and skills of the leader.

**Comments on student responses**

Answers were often not addressing the criteria. Particularly; candidates need to remember this part of the paper is about the qualities and skills of the leader.

**Question 2**

a). On the whole candidate understanding of the difference between traits/qualities and skills/competencies was sound, with some candidate’s showing a more thorough understanding. The better answers gave an example for each. A common answer was; “traits are something you are born with and that skills are able to be learnt”.

b). Most candidates were able to list a number of traits, although at times skills were often given instead of traits. Only very few could list five relevant traits. Often students were not able to put a name to particular traits, but were able to describe them. (This is perhaps an area for improvement of vocabulary/literacy). Commonly candidates would repeat a trait, only it would be worded differently.
3. This question produced a wide variety in the quality of answers. If candidates knew a decision-making model they tended to do very well achieving high marks. If students hadn’t learnt a model they did very poorly. Candidates who chose the Analytical model found it easy to explain and did very well. Other models that were used saw a mix in the quality of the answers. There were a large number of answers that did not identify a decision making model, instead they referred to the GO PREPARE system or leadership models such as COLT. A number of answers discussed a set of variables “Who, What, When, Where, How” which is one step within a combination of models, rather than a model in itself. A common error was candidates did not link their model back to the question and explain how it prevented poor decision-making.

4. On the whole candidates found this a more challenging question. Many answers only discussed one way of improving their judgement. Reflecting on their performance was a common answer, as was learning from mistakes. Better answers were able to discuss a number of ways to improve a leader’s judgement and link them together. Examples such as; engaging in a wide variety of experiences and varying conditions, having prior knowledge of an area, working with a mentor and/or a more experienced colleague, debriefing, theoretical knowledge to compliment practical experience, as well the ones discussed above.

5. This was one answer that a large number of candidates were able to show knowledge of, and correspondingly, the majority were able to write a satisfactory answer. Many answers focussed on first aid for the patient rather than the other considerations, as the question asked. Many answers were based around an Accident Management Plan using acronyms such as Isolate Contain Evaluate actions or Stop Contain Assess Respond Evaluate actions. Better answers discussed considerations such as looking after the rest of the groups’ needs, safety of leaders, evacuation and the trip continuity plans, external versus internal help, weather conditions and the location.

**Part 3**

**Question 6**

- Candidates needed to ensure they address both elements of the question. That is, the importance of setting group goals AND the collaboration required in their construction.
- The better answers mentioned that group goals give an activity purpose, drive and context and, if set collaboratively enhance ownership and can increase motivation of the group.
- The SMART acronym was alluded to in some of the better answers; however several candidates expanded SMART definitions into answers without giving it context.
- Candidates need to avoid general statements like “collaboratively set goals will always ensure success”. This implies any collaboratively set goals will automatically be reached.

**Question 7**

- Generally this question was well answered. Despite many candidates stating they were leading well established groups during their Negotiated Projects; they mostly acknowledged the forming & storming stages of group development. The better answers didn’t get too “bogged down” on the details of their project. In fact the identification of the projects activity was often not revealed, indicating that candidates were focussing on the primary aim of the question. Many candidates did not take the invitation offered by the question to “explain some of the dynamics of the group...
you led”, by going into detail on an incident or event that occurred on their activity to highlight their understanding of the stages of Tuckman’s Theory.

Question 8

Unfortunately many candidates named one conflict resolution technique and in their attempt to describe it referred to another.

• Collaboration must refer to groups coming together.
• Competition was misunderstood and at times taken literally (as in a race to get ready). Several students used a ‘power /dominance’ name for this as well, is it legit? Should the naming be consistent?
• Text gives very basic definitions of conflict resolution techniques. Is it Froud that is better for this?
• Collaboration and Compromise were by far the most popular techniques discussed.

Generally well answered though.

Question 9

Generally the strongest of many candidates’ responses in the section.

• Most candidates correctly identified the stages (+/-1) on Maslow’s Hierarchy of needs that the two groups at the hut were in.
• Markers accepted justifications for variances on these based on the strength of cases presented.
• Better answers identified the keen walkers as being at the self-actualization (esteem acceptable) level. Evidence of them needing to immerse themselves in the setting and learn new information and stretch their abilities was presented well.
• The two reluctant walker’s needs of warmth shelter and safety were well identified, placing them on the Physiological and safety hierarchies.
• More students than on any other question had zero or very poor responses indicating that time management was an issue for some.

All in all this part of the paper was a pretty rigorous test of candidate’s abilities against criteria 5.

Part 4

Question 10

• This question explored the historical aspect of human–nature relationships and how they have shifted over time. As such, historical context and current attitudes of that time needed to be explored in order to demonstrate change. Stronger responses were able to pose reasons for the change
• A few stronger candidates were able to identify that, although the Piners used and viewed the area as a resource for economic profit, they also spent a lot of time in the environment and therefore would have developed an intimate knowledge and understanding of it. There would have been an appreciation for the fine timber and where it grew. They also would have become attuned
to the seasons and changes from spending so much time in the natural environment. Many candidates missed this and only focussed on the environment as a resource, incorrectly describing the Piners as ‘alienated from the environment’.

- Many candidates discussed how the Greens experienced and related to the environment, or gave lengthy descriptions of the Franklin campaign, which was not required by the question. Many spent more time on this than explaining how the Hydro-Electric workers may have related to and experienced the environment.
- A discussion of the Franklin campaign was valuable when it described how values within society began to change and how this has influenced present values, attitudes and beliefs.
- Several candidates stated that the protesters hindered the work of the Hydro-workers making it difficult for them to develop a relationship. They also felt that the fact that there was not a dam meant people did not want to visit the area and a dam would have attracted more interest and better relationships. Where these views are coming from are unclear.
- Many candidates became quite general in their discussion of present-day visitors. They talked about concepts in general terms and did not directly describe how visitors might relate to the World Heritage Area. Students tended to list a whole range of values (spiritual, recreational, educational, and aesthetic) but then did not explain how these values specifically applied to the area and visitors. Stronger candidates were able to discuss the range of ways present-day visitors relate to and experience the area, rather than just focussing on the aesthetics. Examples include tourists having aesthetic values for the area, appreciating its beauty, but mostly just ‘travelling through nature’. Other visitors may spend longer in the area and have a strong intrinsic value. They may develop a special bond with the area. These people would be more ‘caring for nature’ or possibly ‘integrated with nature’.
- Frequent spelling mistake of ‘conquer’ and also dam as ‘damn’.
- Many responses were superficial in nature with some failing to discuss all three groups equally. Some seemed to be confused by the mention of the 19th Century – thinking it was modern (and “Piner” was akin to logging of today).

Question 11

- The question lent itself well to a discussion of different values and attitudes (recreational value, travelling through nature, nature as a gymnasium, anthropocentric vs. aesthetic and intrinsic value, caring for nature, nature as a cathedral or close friend, bio centric), yet many did not address these points.
- A surprisingly large number of candidates made personal comment on whether they felt the track was a good or bad idea, with the majority believing it would ruin the area and was unnecessary! Many focused on how the track might have a negative environmental impact through its construction, and made general comments about the issue, rather than linking it to theory and concepts of relationships with nature.
- Quite a few candidates felt that walking through mud indicated a spiritual connection that would be lost with the new track – this showed a lack of understanding in terms of the meaning of the signposts. A lot did not look at the positive aspects.
- Stronger candidates referred to the stimulus and picked out important quotes to highlight their explanation of values and attitudes e.g. “I mainly did it for the environmental benefit”. Sound responses also acknowledged the fact that there are often not simple ‘one size fits all’ type solutions in an issue like this – that people react differently and the implementation of infrastructure can lead to positive and negative responses.
Question 12

• A strong response to the question was able to explain the reasons why people seek wilderness experiences and the types of relationships people have with nature, and then go on to articulate how issues such as overcrowding, poor toileting practices and illegal campfires might impact on these relationships.

• Although the question was unambiguous, a few were not able to describe the impact on human nature relationships other than ‘negative’. Too often candidates discussed sustainability and why the plan was good / important and described how the issues damaged the environment.

• Some interpreted the question as how the draft plan and strategies would impact on Human-Nature Relationships and only discussed this aspect. This would have been appropriate for part of the response, but they also should have addressed the obvious issues of overcrowding, track deterioration and illegal campfires.

• Students frequently listed the 7 Principles of Leave no Trace and gave lengthy descriptions of them or tried to incorporate leader facilitation strategies into their answer.

• Many listed the Signposts to Nature, but were unsure how to incorporate them into sentences and link them to specific user groups.

• It is important to remain focussed on the question rather than discussing other places with development (Wineglass Bay) and how that model could be looked at as best-practice. Remember that this is not assessing C6! Some spoke about the destruction caused by commercial and school groups only.

Criterion 8

• Students who gained higher ratings in Criterion 8 used a formal essay structure with an introduction, paragraphs and a conclusion. Some excellent introductions actually addressed what values and attitudes are and some of the influences on these such as culture and previous experiences. They also linked this directly to the question, explaining how issues reflect such ideas. These students also were able to correctly use specialised terminology from the course.

• Strong responses constructed a fluent and logical argument that both answered the question and displayed understanding of relationships with nature.

• Stronger responses acknowledged sources – such as Peter Martin’s Signposts, providing some context of who Peter Martin is.
## Award Distribution

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## Student Distribution (SA or better)

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