Outdoor Leadership

Course Code: OXP315113

2014 Assessment Report

PART 1 – Criterion 2 and 8

This section 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 by drawing on personal experiences.

- Overall the candidates responses showed there was a lack of clear essay structure in the answers adversely affecting the award they achieved for Criterion 8
- Generally responses to the question showed a satisfactory knowledge of leadership theory
- Relatively few candidates were able to address the different outcomes to a good standard
- Some responses seemed to be essentially a rote response to leadership theory in the comparison of two leadership theories, and very little clarity in the practical application of these.

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.

To obtain an A rating:

Part 1
• Comprehensive/accurate description of 2 theories, no errors or only minor errors
• Clearly highlight several differences between theories
• Use of several examples to clearly highlight differences
Part 2
• Good choice of situation, that is clearly communicated, to explain application of theory (clear and relevant connection to specific event/situation)
• Both theories addressed well
• Clear detailed application of each theory to the chosen situation
• Logical and effective outcomes of applying both theories are explained through the example, demonstrating deep understanding and correct application of theory.

Combination of both parts:
• Both parts done well
• Both parts may be integrated into a single answer

To obtain a B rating:

Part 1
• Sound knowledge and mostly accurate description of 2 theories, with only a few or minor errors.
• Highlight more than one difference between theories
• Use of examples to highlight differences

Part 2
• Good choice of situation, that is reasonably communicated, to explain application of theory (clear connection to specific event/situation)
• Both theories addressed
• Clear application of each theory to the chosen situation
• Logical and effective outcomes of applying both theories are explained through the example, demonstrating understanding (and mostly correct application of theory).

Combination of both parts:
• Both parts addressed
• Both parts may be integrated into a single answer

To obtain a C rating:

Part 1
• Basic knowledge of 2 theories OR sound knowledge of 1 theory PLUS limited knowledge of 2nd
• Highlights at least one difference between theories
• Use at least one example to highlight differences

Part 2
• Choice of situation, that is communicated, to explain application of theory (basic connection to event may be non-specific)
• At least one theory addressed (but preferably two)
• Basic application of at least one theory to the chosen situation
• Possible outcomes of applying at least one theory is explained through the example, demonstrating basic understanding (and some correct application of theory).

Combination of both parts:
• At least one part satisfactory and situation/event referred to.
• Both parts may be integrated into a single answer
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 – Criterion 3

Marks in this part of the exam were distributed by appointing one mark for each of the minutes suggested for each question.

The majority of candidates completed all questions in this part of the exam. Only a few candidates did not give a response to question 3 or 4.

The candidate’s interpretation of the questions seemed to be accurate and the responses indicated the difference between those who only had a vague understanding, to those who had a good depth and breadth of understanding of the criterion content.

Generally all candidates attempted to answer all questions within this part of the exam. Very few candidates were able to directly address the decision making models.

Question 2

Content should include comment on:
(a)
• Safety, individuals, group and others
• Awareness of potential hazards and risks
• Strategies to deal with hazards and risks
• Emergency response plan/s in place
• Identification of appropriate equipment
• Motivational techniques for the group
• Balancing of risk consideration of real and perceived risks
• Planning to meet needs of group, task and individual
• Quality assurance issues and legal obligations Five marks.

Most candidates were able to give at least two relevant points. Only a few answers could clarify why it is important for the leader to have a good understanding of safety and risk management other than stating an example.

(b)
• RAMS Form (equipment, people, environment)
• Preparation of equipment, venue and people
• Briefing of group, possibly communication techniques
• Information to and from others
• Ongoing observation and a review of what is/has happened
• Understanding and adhering to policies and guidelines Five marks.

Again the majority of candidates were able to give at least two examples of ways to be an effective leader in safety and risk management, but only a few were able to explain how this is effectively done.
Question 3

Content should include comment on:

- **Conflict resolution;** collaboration, avoidance, accommodation, needs (individual group and task), tolerance.

- **Decision making;** considering simple or complex and model to Creative, Analytical or natural

- Problem solving; brainstorming, extended effort, attribute e.g. listening, compare/contrast, openness to ideas.

- **Judgement;** based from development of problem solving and decision making.

- The leadership role/actions could include reference to; leadership theory, actions of the leader, group management strategies possibly related to group development stages and the needs of the task, group and individual. *Ten marks.*

Very few candidates were able to comprehensively answer this question. Although the majority recognised the need to respond with something relating to conflict resolution, there was only a minority who were able to give specific conflict resolution strategies and relate the techniques to the scenario given. There was scope for including other aspects of this subject’s content which some candidates were able to do. Stating and clarifying their responses.

Question 4

Answers should describe a decision making model (e.g. Analytical, Natural or Creative) which could be based on a particular acronym such as SCARE (Stop, Contain, Assess, Respond and Evaluate).

Skills include; the process of selecting the most appropriate actions and judgement, good communication techniques, relationship with group and individuals, knowledge and understanding of group dynamics and possible impacts of any decisions.

Sorting options through gathering information, weeding out options, organising and prioritising options, weighting and ranking options, and choosing the most appropriate option. *Ten marks.*

This question had the majority of answers as rote responses to a theoretical model. This question clearly indicated the candidates who could remember theoretical models. The Analytical Model was by far the most popular of the three. The second part of this question was not as well done, as candidates had difficulty explaining the skills required by an effective leader in decision making.

Question 5

(a) Identification there is a need for **Problem solving process;** Brainstorming, Extended effort (keeping input from others), attributes (listing possibilities), comparison of ideas and options, and keeping open to new ideas.
Looking for responses which show a process that can be followed, possibly a prompt like SCARE.

(b) Recognition the need for **Decision Making to identify the key considerations**; these could but are not limited to: - safety of group members, their comfort, ability/willingness of group members to do things (looking at the goals/needs of the individuals, group and the tasks), environmental conditions, resources available, time factors etc. **Ten marks.**

Over-all this question was poorly done. Too many candidates simply expanded on the scenario, telling a story of their reaction to the situation. Those candidates who scored well, applied the theory of problem solving and decision making, with some mentioning the leadership qualities and skills required to manage the situation.

**PART 3 – Criterion 5**

Marks in this part of the exam were distributed by appointing one mark for each of the minutes suggested for each question.

**Question 6**

Responses should include specific comment on what the leader would do! This would take into account the leadership style/approach and look at the task versus relationship (stage the group is at). Appropriate leadership will assist the group to move through each of the stages of development to achieve its goals.

The storming stage should consider; comparing possible conflict between staff/participants, staff/staff and participant/participant, giving some outline of the cause, effect and proposed considerations necessary to develop and instigate a working relationship between all members of the group. The purpose is to move the group through the storming stage as quickly as possible without undue conflict and longer term implications for the group’s unity.

The mention of taking a mentoring role reinforced with comment showing the understanding of group development stages and the role a leader could take in each.

When talking of the performing stage; comment needs to be made on the understanding of the norms and roles of group members. (As an example with a low relationship between group members, only a low level of input and outcomes from the group can be expected with each task)! Some statement is required recognising the group are self-managing and may only need assistance/guidance on technical aspects.

Better answers addressed the leader working collaboratively with their group. That is, they wrote about what they could do to facilitate the group in that stage. Some candidates showed knowledge beyond the text when they mentioned the leaders concern for task and relationship. This comes from Priest and Gass.

Weaker answers characterised the stages with little evidence of what a leader might do to facilitate progress.
Storming stage
Characterised by:
• Resistance, frustration & confrontation between participants and possibly leader
• Inconsistent individual and group behaviour
• Arguing misunderstanding and personality clashes
• Establishing a pecking order, roles & norms (2 marks)
The leader might work collaboratively by:
• Using a democratic leadership style
• Focus on the tasks and the relationships (Priest and Gass)
• Using good listening and communication skills
• Playing meditator
• Diffusing conflict when required
• Allow opinions to be voiced (3 marks)

Performing stage
Characterised by:
• Roles are established
• High performance towards goals
• Recognition of roles and skills
• Shared leadership
• Group interdependence (2 marks)
The leader might work collaboratively by:
• Providing technical and safety advice
• Acting democratically or abdocratically, delegating leadership
• Providing feedback
• Having a low focus on relationships and the task (3 marks)

Question 7
When answering a candidate would need to show in their response evidence that an ‘effective leader’ should have a sound understanding of Maslow’s Hierarchy of Needs and explain through; example/s the implications this can have in supporting a group to achieve its goals.

The answer must be inclusion of comments relating to goal setting strategies, possibly through using the understanding of the individual, group and task needs.

Better answers could further their understanding and application of Maslow’s model by explaining there are a few different variations. Further support could then be given to the understanding of the model through the use of a scenario describing the models application.

Better answers acknowledged the sequential nature of Maslow’s Hierarchy of needs and described how they as leaders can progress individuals through the Hierarchy.

They provided an explanation of the individual’s needs at each stage and how they as leaders addressed /would address these needs. Whilst it is desirable for a participant to reach the higher levels of the Hierarchy answers didn’t need to.
Weaker answers simply described the Hierarchy’s stages without addressing the role the leader can play in assisting progress through the Hierarchy.

A very small number of candidates listed sex as a physiological need. This was considered not to be appropriate!


**Question 8**

This question requires reference to potential and real conflict resolution techniques including the benefits and disadvantages of each.

(a) It would be expected a candidate will select to **describe a technique** from one of the five given; accommodation, avoidance, competition, collaboration and compromise, then give a clear description of the one they consider the most appropriate to the scenario’s situation, followed by a justification showing the reasoning for their choice. Other examples could be given if they were suitably clarified, justified and supported. Related examples or exemplars could be given to help clarify and support the process used to select a particular technique. This could include showing understanding of the causes and strategies to avoid conflict. The inclusion of comments on; clear and appropriate communication processes to help reduce conflict in the group, identification of behaviours or situations which could lead to conflict would help show a greater depth and breadth of understanding. A brief description showing a comparison of two techniques could also be used, showing the advantages/disadvantages of using a different technique. (5 marks)

Nearly all candidates chose the higher order more desirable conflict resolution techniques of collaboration and compromise as being appropriate for the scenario. Most described the process and interaction necessary for the technique to be successful. Better answers acknowledged the groups frustration and lack of time and chose the compromise technique as the best. Others valued the groups experience and the idea of owning the process that is characteristic of the collaborative technique. A small number a candidates choose other techniques such as accommodation and competition. On first impression these might appear to be wrong, however their justification was very sound. Some more able candidates also compared conflict resolution techniques in terms of win/win, win/lose or lose/lose.

(b) It would be expected a candidate will select to **describe a technique** from one of the five given; accommodation, avoidance, competition, collaboration and compromise, then give a clear description of the one they consider the most appropriate to the scenario’s situation, followed by a justification showing the reasoning for their choice. Other examples could be given if they were suitably clarified, justified and supported. The justification for not choosing one of the techniques should consider the disadvantages of the technique in the situation given. Better answers could go on to explain some of the group dynamics, environmental and resource issues in the scenario and the impact these have on their decision making.
Overwhelmingly, candidates chose the avoidance technique for this section and on the whole justifications were sound in that they said it would exacerbate the situation and cited the safety and survival of the paddlers as their main concerns.

Markers awarded 2.5 marks for the description of the conflict resolution technique used and 2.5 marks for the justification of the technique.

Question 9

Wide possibility of a response. Some to consider are:

- Goal setting SMART Goals
- Re-negotiate, change plan, deal with conflict, alter make up of people, groups and activity
- Enhancement of collaborative strategies
- Utilize the strengths and weaknesses of individuals drawing on strengths and delegating roles
- Use some ‘ice-breakers’, brainstorm ideas and use understanding of the needs of group, task and individual needs, consider tolerances of others etc.
- Possible use of leadership theory to explain the role of the leader and its impact on the setting and achievement of group goals.

The breadth of possible answers was quite broad. The question demanded an example of a strategy (the markers inferred a collaborative strategy) used by candidates in leading a group to achieve a goal. Markers sought the strategy to be either named or described and the response needed to address how that strategy assisted in the achievement of a named goal.

Possible strategies that were accepted included:

- Collaborative goal setting, often using the SMART template
- Renegotiation of goals during an activity due to circumstances changing
- Refocussing groups to agreed goals during an activity.
- Dealing with conflict, using an accepted conflict resolution technique
- Use of problem solving techniques and decision making models
- Use of judgement
- Examples of tolerance and understanding of others needs
- Use of power, such as reward and referent
- Being cognisant of Maslow’s hierarchy of needs and using it to guide leadership actions
- Descriptions of effective communication techniques and the use of feedback
- Use of GOPRE Pare technique in planning an activity.

PART 4 – Criterion 7 and 8

A rating scale was used in this part of the paper.

- Overall candidates seemed to include more terminology when discussing human-nature relationships, which was positive to see.
- Too often though, candidates gave lengthy lists and definitions of values or signposts to nature, without context or reference to the actual question. Better responses incorporated these ideas
into an extended response by describing specific user groups who might hold these values and explaining their attitudes in terms of the signposts to nature or similar theory.

• Many responses did not address the question. Careful reading of the question and constructing an answer that addresses the question resulted in higher ratings.

• ‘Aesthetic’ was used in many responses, however was frequently misspelt. Candidates are strongly advised to practise these more difficult terms before the exam, as poor spelling and grammar will affect their rating in Criterion 8.

• Candidates are to be reminded that the extended responses should be formal and analytical in style. First person should be avoided. Too often, candidates made personal comment on the issue and gave opinions on whether development was a good or bad idea or if logging should occur in wilderness areas.

• Better answers avoided making value judgements about the topic and concentrated on describing both sides of the debate in non-judgemental terms, highlighting the pros and cons of both positions.

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 changes in land use might impact on relationships between humans and nature, giving many 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 changes in land use might impact on relationships 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 changes in land use might impact on relationships between humans and nature
• Uses some terminology to describe Human-Nature relationships

A strong response required the following:
• Clear discussion of the different values and attitudes people have to the environment
• Clear discussion of how development might impact on relationships between humans and nature, including an understanding of both positive and negative impacts.

Responses may have included:
• Discussion of the relevant user groups and their values / attitudes for example:
• Recreational users 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.
• Tourists 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 relationships:
• Low impact tourism having the opportunity to encourage people to develop relationships 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
• People 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 with 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, 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.
Most candidates were able to identify that development of national parks could have both positive and negative impacts on relationships. Encouraging people to visit parks and develop connections was a common positive and the potential for current relationships to be damaged, a negative.

Some focused too much on whether groups would be for/against development, rather than attempting to analyse the impact on relationships.

There was some confusion about the term ‘unlocking’ national parks, with some candidates thinking this meant that access had previously been completely prevented. The term ‘unlocking’ appeared to give candidates the wrong impression about the functioning of National Parks. This gave rise to candidates making incorrect assumptions which then transferred to their answers.

The term ‘low impact tourism development’ was important in understanding the context of the question. Some candidates referred to excessive development which completely removed people from nature or even mining and logging ventures.

Many focused on the impacts of the construction phase, such as how this would cause damage to flora/fauna, but did not go on to explain how this would specifically impact on relationships with nature.

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 few recognised that 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/attitudes to the environment.

**Question 11 (Criterion 7)**

A Rating:
- Clearly and accurately identifies and describes the two different attitudes toward the natural environment posed in the question stem
- Accurately explains how attitudes toward the natural environment are shaped by human values
- Accurately uses terminology to describe Human-Nature relationships
- Accurately uses theoretical models and/or concepts to support an explanation of how peoples’ attitudes and values for the environment are formed

B Rating:
- Accurately identifies and describes the two different attitudes toward the natural environment posed in the question stem
- Explains how attitudes toward the natural environment are shaped by human values
- Accurately uses terminology to describe Human-Nature relationships
- States theoretical models and/or concepts to support an explanation of how peoples’ attitudes and values for the environment are formed
C Rating:
• Gives a limited explanation of the different attitudes toward the natural environment posed in the question stem
• Gives an explanation of how attitudes toward the natural environment are shaped by human values
• Uses some terminology to describe Human-Nature relationships
• States a model and/or concept to support an explanation of how peoples’ attitudes and values for the environment are formed

A strong response required the following:
• An accurate identification and description the two different attitudes toward the natural environment posed in the question stem
• An accurate description of how attitudes toward the natural environment are shaped by human values

Responses may have included:
• Logging companies and people who support delisting of World Heritage Areas for logging have an anthropocentric or utilitarian worldview. Their attitude is that nature is a resource to be managed and utilised for its economic value.
• For some families, forestry has been an inter-generational source of employment and the flow-on effects for communities are very important. The social benefits include employment, stable income and potentially higher socio-economic status.
• Conservationists and others who wish to protect World Heritage areas may have an eco-centric or bio-centric worldview. Their attitude is that nature is a cathedral, a place of beauty, peace and tranquillity to appreciate and connect with nature or a museum, a place of history to understand past and future human relationships. They see the environment as a place to conserve and care for. They may be integrated with nature or caring for nature.
• Values shape peoples’ attitudes through the way that individuals see particular worth in natural environments. If a person values the economic benefit or spiritual benefit of a natural environment this will shape their attitude toward the environment.
• Personal experience will shape peoples’ attitudes toward the environment.
• Culture and family values will also shape attitudes.

Candidates had trouble decoding this question and therefore writing an accurate answer. Many answers discussed the two conflicting points of view generally, but not in terms of attitudes towards the natural environment.

Candidates also had trouble understanding ‘social benefits’ confusing them with socialising. Most took this to mean the benefits of socialising with friends in the natural environment, rather than the social benefits associated with employment from the logging industry.

Very few responses completed the second part of this question in adequate detail.
Question 12 (Criterion 7)

A Rating:
• Clearly and accurately explains how development of national parks might impact on relationships between humans and nature, giving many examples of both positive and negative impacts
• Explains how relationships with the natural environment are formed
• Accurately uses terminology to describe Human-Nature relationships
• Accurately uses theoretical models and/or concepts to support an explanation of how peoples’ attitudes and values for the environment are formed

B Rating:
• Explains how development of national parks might impact on relationships between humans and nature, giving examples of both positive and negative impacts
• Explains how relationships with the natural environment are formed
• Accurately uses terminology to describe Human-Nature relationships
• States theoretical models and/or concepts to support an explanation of how peoples’ attitudes and values for the environment are formed

C Rating:
• Provides some examples of how development of national parks might impact on relationships between humans and nature
• Demonstrates some understanding of how relationships with the natural environment are formed
• Uses some terminology to describe Human-Nature relationships
• States a model and/or concept to support an explanation of how peoples’ attitudes and values for the environment are formed

A strong response required the following:
• A clear and accurate explanation of how development of national parks might impact on relationships between humans and nature, giving many examples of both positive and negative impacts.

Responses may have included:
Positive:
• 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
• Interpretive signage would assist people in understanding the natural and cultural heritage of the park which may increase their connection to the area
• Walking tracks and facilities such as toilets or camping platforms may reduce the environmental impact associated with high visitor numbers, thus helping to maintain the natural values of the area.

Negative:
• Development of tracks and facilities may lead to increased visitor numbers and potentially overcrowding, which could reduce the sense of tranquillity and peace people seek within the natural environment.
• Some development may diminish the aesthetic value of the area and the natural look which people value.
• Over-crowding may lead to restrictions on numbers which may prevent regular visitors from accessing the park as they normally would. This could impact on their ability to maintain a connection to the area.

Responses needed to include relevant theory which explained people’s relationship with nature, such as signposts to nature.

This was a more popular choice than question 11.

Similar to question 10, candidates tended to focus on the environmental impacts of development, but could not describe how this would impact human-nature relationships.

Several made reference to last year’s exam question on Frenchman’s Cap, using the phrase ‘rite of passage’ to refer to walking through the ‘Sodden Loddon’. However, as this question was largely misinterpreted last year, these comments did not add value to candidate responses.

**Question 10, 11 and 12**

A Rating:
• Accurately portrays, in correct grammar, spelling and punctuation the information to explain their answer.
• Accurate sentence structure and effective use of paragraphs.
• Has clear organisation of information in a logical and coherent sequence in response to the question.
• Correctly uses specialised terminology.

B Rating:
• Clearly represents, with generally correct grammar, spelling and punctuation, the information to explain their answer.
• Generally correct sentence structure and paragraphs
• Shows clear organisation of information in a logical sequence in response to the question.
• Uses specialised terminology.

C Rating:
• Shows the essential information to explain their answer.
• Basic English usage is correct including grammar, spelling and simple punctuation.
• Simple sentence structure and use of paragraphs.
• Organises basic information in a sequence as a response to the question.
• Can use some specialised terminology.
## Award Distribution

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## Student Distribution (SA or better)

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