

MARCH 2024

# Common Assessment Task

## Outdoor Leadership Level 3

### Marking Guide

#### Section A

##### Question 1

##### Section A, question 1

Criterion 2 Analyse and compare contemporary theories of leadership

Criterion 8 Communicate ideas and information in a variety of forms

This part of the paper required candidates to write an extended response. The interpretation of the question and formation of response drew on a candidate's knowledge of leadership theories and their application to the scenario.

This part of the assessment was marked out of 40 marks. An award of A+,A,A-,B+,B,B-,C+,C,C-,D+,D,D- or t was attributed to the question for Criteria 2 and 8.

#### Criterion 2: Students need to:

Use Conditional Outdoor Leadership Theory (COLT) and identify and correctly spell the name of another chosen leadership theory (not just acronyms).

Leadership theory examples:

- Contingency
- Situational
- Transactional
- Transformational
- Feminist
- Servant

- ✓ Students need to provide a clear, concise and thorough description of each of the 2 leadership theories.
- ✓ Include leadership orientation (task/relationship) in the discussion and leadership style (autocratic, democratic and abdicatoric).
- ✓ Outline how **differences** of each theory can lead to different **outcomes**. For example: *a leader using the Transformational Leadership Theory would apply an abdicatoric leadership approach to the scenario as opposed to a leader who applies COLT to the scenario who*

*would assess the conditions of favourability to select the most appropriate leadership approach to suit the situation, with the aim of maintaining the safety and morale of the group.*

- ✓ Evaluation/discussion of theory in appropriate application to the outdoor situation.
- ✓ Discuss a range of explicit/implied variables that impact on choosing an appropriate leadership style.
- ✓ Identify clear links to outcomes and their examples between the leadership theories and the outdoor situation and its appropriateness.
- ✓ Discuss the effectiveness of the selected theory in dealing with the situation.

Criterion 8: Students need to:

- ✓ Use sound grammar, technical language and essay writing structure.
- ✓ Clearly organise information in a logical sequence in response to the question.
- ✓ Good essay writing structure including strong and clear introductions that address the question and attribute theories/concepts to their writers/developers.
- ✓ Response should merge theoretical knowledge/information with the scenario to produce a coherent and cohesive discussion.
- ✓ Correct grammar, spelling (including spelling of terminology/specialised/technical terms), punctuation and sentence/paragraph structure and language.
- ✓ Correctly use specialised terminology.
- ✓ Correctly use abbreviations: spelled out in the first use and explained in context.
- ✓ Information is relevant, enhances clarity of response and is not vague, irrelevant, generalised or repetitive.
- ✓ Correctly identifies sources of information and work of others
  - Authors/developers and dates, using APA referencing.
  - In-text citations and direct quotation and in-text citation:

How to use APA: [APA 7th - Referencing guide - Subject Guides at University of Tasmania \(libguides.com\)](https://libguides.com/apa7th)

**Direct quotations** of less than 40 words should be written within the text, surrounded by double quotation marks. Page numbers are always included for **direct text citation**:

e.g., Martin et.al (2006) suggests that Conditional Outdoor Leadership Theory (COLT) is a good fit for use in Outdoor Leadership situations, “the (COLT) model postulates that outdoor leaders go beyond the dimensions of relationship, task, and group readiness and look at the level of conditional favourability” (Outdoor Leadership Theory and Practice, 2006, pp. 61).

**In-text citations** consist of the author's name and the year of publication inserted at an appropriate point in the text.

e.g., Martin et.al (2006) suggests that Conditional Outdoor Leadership Theory (COLT) is a good fit for use in Outdoor Leadership situations...

**Or**

...Conditional Outdoor Leadership Theory (COLT) is a good fit for use in Outdoor Leadership situations (Martin, 2006).

Handwriting relatively easy to decipher to make the intended meaning clear.

*Some common errors:*

- × Over generalising and repetition.
- × Syntax (including run-on sentences, incomplete sentences and fragment sentences)
- × Poor spelling and grammar, lack of capital letters
- × Generalised and unsophisticated vocabulary (use of course-specific terminology is required).
- × Responses not attributing creators of theories or concepts (referencing).
- × Abbreviations: if they are going to be used, they must be spelled out in full, first and explained. (COLT, Four I's, SCARE, GLIDE etc.)
- × Text/concept creators should be referred to, the first time, in full, and thereafter shortened to surname; never referred to as Kate or Jeff etc. (Peter Martin,2005 Martin, 2005)
- × Vague responses are a common problem and suggest lack of knowledge.
- × Poor handwriting can at times obscure a candidate's intended meaning.

