

Assessment of outdoor and adventurous activities

Guidelines for the Assessment of Outdoor and Adventurous Activities

The assessment criteria for Outdoor and Adventurous activities have been developed upon a cumulative principle. Candidates will be required to perform skills/manoeuvres of increasing difficulty. This will therefore provide a clear framework for the assessment of performance as candidates must not be encouraged to undertake more advanced techniques without complete mastery of the more elementary skills. Candidates obtaining a 9-10 grade must have significant experience of the outdoor environment where appropriate.

The assessment of Outdoor and Adventurous activities will necessitate centres maintaining a high level of organisation and administration. Centres must be fully aware of all the requirements they will be responsible for; both with individual candidates being assessed outside of the mainstream programme and/or with groups being assessed 'off-site'. Full details are given in Appendix C.

The Final Practical Assessment will be an 'on the day' assessment of performance. Centres will need to make specific arrangements to provide appropriate facilities to accommodate this assessment. This may involve the use of artificial facilities, ie indoor climbing walls, dry-slope skiing. **Video evidence will be required for all activities not available for the Visiting Moderator to observe in the Final Practical Assessment timetable (apart from activities such as Trekking or Orienteering).** Full details are given in Appendix D.

Centres arranging specific trips during the February half term may incorporate a Final Practical Assessment in accordance with the moderation requirements although this is outside of the final moderation period. Centres will need to provide video evidence and to inform their Visiting Moderator and the Assessment Leader.

Where video evidence is required, centres will need to provide evidence of a sample of candidates across the range of candidate abilities. The video evidence will only need to establish the level at which the candidate has been assessed highlighting the candidate performing the specific skills/manoeuvres for that level outlined in the criteria.

Where video evidence is difficult to obtain, eg orienteering, alternative sources of evidence may be acceptable. Objective scoring of an event may provide a rank order of candidate's ability. Video evidence of a plenary question/answer session with candidates to discuss techniques etc, would support this.

Where centres have larger orienteering groups working on or close to the school, a course may be set out and run the day before the visit of the Moderator. On the Moderation day the Teacher-Examiner may then undertake a question/answer session based upon a map and compass exercise relating to the event. Aspects relating to:

- moving from A-B
- handrails and attack points
- thumbing map and orientation
- compass use, direction of travel, recognising symbols
- general time around the course and competitive points

will be used to assess candidates' knowledge and understanding along with their performance.

The Final Practical Assessment may be adversely affected by environmental conditions, ie no wind, no snow, extreme weather conditions. In these circumstances centres will be able to apply for special consideration. To support this it will be necessary for centres to compile video evidence of individual performance whenever possible and this will therefore be submitted to substantiate a final mark.

Canoeing or Kayaking

The Teacher-Examiner should choose appropriate skills/manoeuvres for each candidate from the following lists, subject to the capabilities of the candidates and the weather/water condition. The course is intended for candidates to use kayaks and canoes with elementary skills relating to kayaks and extension manoeuvres relating to open canoeing.

Safety

- Swimming ability.
- Fit buoyancy aid safely.
- Wear appropriate clothing and footwear.
- Lifting and carrying craft.
- Check craft.
- Knowledge of hypothermia/First Aid.
- Location of nearest phone and First Aid.
- Effect of current, wind and tide.
- Recognise hazards.
- Towing.

Environmental issues

- Impact of canoeing/kayaking on the environment.

Skills/manoeuvres

- Launching.
- Forward paddling.
- Backward paddling.
- Stopping forwards.
- Capsize and swim.
- Stopping backwards.
- Tilling craft to assist turning.
- Turning whilst on the move – strokes applicable to craft.
- Reverse craft on a figure of eight course.
- Moving sideways – strokes applicable to craft.
- Supporting low brace (with High Brace Kayak only).
- Rescue a capsized canoeist from deep water.
- All in rescue.
- Capsize drill (with spraydeck fitted Kayak only).
- Show beginnings of rolling (Kayak only).
- Paddle in a straight line using J stroke (Canoe only).
- Show beginnings of Reverse J, cross deck draw and C stroke (Canoe only).
- Demonstrate sculling for support (Kayak only).
- Ferry glide.
- Move across, in and out of the current.

- NB Candidates are expected to do only those skills and manoeuvres appropriate to the craft they are using. Moving water skills can be done on grade II water.

Knowledge and equipment

- Access to rivers and agreements.
- Different types of craft.
- Name parts of craft.
- Difference between buoyancy aid and lifejacket.
- History of the sport (basic).

Band Mark	Adventurous Activities – Canoeing or Kayaking
9 – 10	Candidates should, in a capsize, swim with the paddle to the craft and swim to shore. They should move across, in and out of currents efficiently; show command of rescue situations; and demonstrate all strokes to a high level. The candidate should show the beginnings of rolling.
7 – 8	Candidates should perform a capsize drill and swim to shore with the equipment. All strokes should be performed efficiently with good posture and control. They should perform a rescue giving clear commands to the capsized canoeist.
5 – 6	Candidates should be able to rescue a capsized canoeist from deep water, reverse the craft with control along a figure of eight course, show the use of support stroke; move the craft sideways using two different strokes.
3 – 4	Candidates should be able to turn by tilting the kayak, reverse the craft with control along a figure of eight course, and propel it sideways. The capsize should be performed with good control.
1 – 2	Candidates should be able to launch their kayak, paddle forwards and backwards and stop. They should be able to perform a clean capsize and paddle along a simple course.

Skills/Manoeuvres assessed in situations of increasing difficulty to appropriately challenge the individual's level of performance in a problem solving environment			
1	Launching	11	Supporting low brace (with High Brace Kayak only)
2	Forward paddling	12	Rescue a capsized canoeist from deep water
3	Backward paddling	13	All in rescue
4	Stopping forwards	14	Capsize drill (with spraydeck fitted Kayak only)
5	Capsize and swim	15	Show beginnings of rolling (Kayak only)
6	Stopping backwards	16	Paddle in a straight line using J stroke (Canoe only)
7	Tilting craft to assist turning	17	Show beginning of Reverse J, cross deck draw and C stroke (Canoe only)
8	Turning whilst on the move – strokes applicable to craft	18	Demonstrate sculling for support (Kayak only)
9	Reverse craft on a figure of eight course	19	Ferry glide
18	Moving sideways – strokes applicable to craft		Move across, in and out of the current

The assessment must enable the candidate to demonstrate his/her level of technical ability in order to overcome increasingly demanding and challenging situations and problems.

For higher level marks, these will necessarily require a range of experiences in the natural environment.

Example B – Outdoor and Adventurous Activities

Sailing, Canoeing/Kayaking, Climbing, Orienteering, Skiing, Boardsailing

Teacher-Examiners should bear in mind that some candidates may not be confident or able enough, by virtue of an impairment, to perform certain skills and manoeuvres which may therefore prove dangerous to themselves or others. It is expected that Teacher-Examiners will be aware of the capabilities of their candidates and will ask them to perform only those skills and/or manoeuvres which they can do safely in the weather/water conditions on the day of assessment.

The Teacher-Examiner should choose which tasks each candidate will perform well from the lists of skills and manoeuvres for each activity on the following pages and should award a mark out of 10 for completing them satisfactorily.

The following assessment criteria apply to Sailing, Canoeing/Kayaking, Climbing and Boardsailing:					
Level	1-2	3-4	5-6	7-8	9-10
<i>Skills/ manoeuvres</i>	Candidates will have limited ability in performing the skills. They will have little confidence in their own capabilities.	Candidates are starting to become more effective in performing the skills and manoeuvres required. They still require a good deal of help/guidance in completing the tasks.	Candidates are able to complete most of the skills and manoeuvres. They are now becoming more independent and fully understand the theory behind the tasks.	Candidates show a high level of ability. They show leadership qualities among their peers because their ability is trusted by others. They can complete a majority of the tasks required in their activity.	Candidates show outstanding ability in their activity. They show a high level of leadership qualities, and can complete all the tasks in the examination, in favourable conditions.

It is important that the assessment is based on those skills that the disabled person can perform from within that range which is possible for them considering their functional ability.

Canoeing/Kayaking

Skills and Manoeuvres

- Launching.
- Forward paddling.
- Backward paddling.
- Stopping forwards.
- Capsize and swim.
- Stopping backwards.
- Tilting craft to assist turning.
- Turning whilst on the move – strokes applicable to craft.
- Reverse craft on a figure of eight course.
- Moving sideways – strokes applicable to craft.
- Supporting low brace (with High Brace Kayak only).
- Rescue a capsize canoeist from deep water.
- All in rescue.
- Capsize drill (with spraydeck fitted Kayak only).
- Show beginnings of rolling (Kayak only).
- Paddle in a straight line using J stroke (Canoe only).
- Show beginnings of Reverse J, cross deck draw and C stroke (Canoe only).
- Demonstrate sculling for support (Kayak only).
- Ferry glide.
- Move across, in and out of the current.

Safety

- | | |
|--|--|
| Fit buoyancy aid safely | Location of nearest phone and First Aid. |
| Wear appropriate clothing and footwear | Effect of current, wind and tide. |
| Lifting and carrying craft | Recognise hazards. |
| Check craft | Towing. |
| Knowledge of hypothermia/First Aid. | |

Environmental Issues

Impact of canoeing/kayaking on the environment

NB: Candidates are expected to do only those skills and manoeuvres appropriate to the craft they are using. Moving water skills can be done on grade II water.

Knowledge and Equipment

- | | |
|---------------------------------|---|
| Access to rivers and agreements | Name parts of craft. |
| History of sport (basic) | Difference between buoyancy aid and lifejacket. |
| Different types of craft | |

The Teacher-Examiner should choose *appropriate* skills/manoeuvres for each candidate from the list above, *subject to the capabilities of the candidates* and the weather/water conditions. This allows for the candidate who, because of a disability, may not be able to perform some skills. Whenever there is a skill that an individual cannot perform, s/he would still be expected to know how to perform the skill and explain the purpose of the skill. In the case of the 'T', 'X' and 'H' rescues, even though it is possible that they may have difficulty performing the manoeuvres, candidates with disabilities would still be expected to be able to 'command' them.

Canoeing/Kayaking					
Level	1-2	3-4	5-6	7-8	9-10
<i>Skills/ manoeuvres</i>	<p>Candidates should be able to perform skills/manoeuvres 1-6.</p> <p>Should be able to launch, perform a clean capsize showing control; paddle the craft along a simple course and stop in a short distance when instructed.</p>	<p>Candidates should be able to perform skills/manoeuvres 1-10.</p> <p>Should be able to perform a capsize showing good control; paddle with the craft tilting to improve turning; turn on the move using any basic stroke; reverse craft along a figure of eight course; move craft sideways.</p>	<p>Candidates should be able to perform skills/manoeuvres 1-13.</p> <p>Should be able to perform a confident capsize (and recover equipment – Kayaks only); should show growing confidence and style in strokes; tilting should be used when necessary; support strokes; a rescue; move across a current; reverse craft along a figure of eight course showing control; move craft sideways using two different strokes (applicable to the craft).</p>	<p>Candidates should be able to perform skills/manoeuvres 1-15.</p> <p>Should be able to perform a capsize confidently; keep hold of equipment (and swim to shore – Kayaks only); move across current; paddle appropriate strokes efficiently with good posture/position; a rescue giving clear commands to the capsized canoeist; reverse craft along a figure of eight course showing tilting, good clean sweep strokes and good overall control; move craft sideways, show good control and evidence of two different strokes (applicable to the craft).</p>	<p>Candidates should be able to perform skills/manoeuvres 1-20.</p> <p>Should be able to capsize showing confidence; swim with paddle to craft and swim to shore (Kayaks only); move across, in and out of current efficiently; show command of rescue situations working quickly and effectively; show good demonstration of strokes applicable to craft; sculling should show the candidate is very confident and in control; canoe strokes should show consistency and a high level of skill; show beginnings of rolling.</p>

NB Candidates are only expected to do skills or manoeuvres appropriate to the craft they are using. Moving water skills can be done on Grade II water.