

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.

Sailing

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 conditions:

Safety

- Swimming ability.
- Fit buoyancy aid/lifejacket safely.
- Wear correct clothing for the conditions.
- Inspection of hull and rigging.
- Dangers of offshore winds.
- Knowledge of hypothermia/First Aid/resuscitation.
- Know dangers of tides.
- Know weather forecast.

Environmental issues

- Impact of sailing on the environment.

Skills/manoeuvres

- Rig a training dinghy.
- Reef ashore.
- Name parts of the boat and sails.
- Rope work – knots.
- Launching and recovery.
- The five essentials – sail setting, balance, trim, centreboard and course made good.
- Crew a two-man boat.
- Sail away from a jetty.
- Helm moving upwind.
- Helm moving downwind.
- Helm moving across wind.
- Sail onto a lee shore.
- Sail away from a lee shore.
- Coming alongside a moored boat.
- Rules of the road – port and starboard, windward boat, overtaking boat.
- Sailing close to other dinghies.
- Man overboard recovery.
- Capsize procedure.
- Racing, course and starting procedure.

Knowledge and equipment

- Rope work: figure of eight, bowline, round turn and two half hitches, clove hitch. The five essentials: sail setting, balance, trim, centreboard and course made good.
- Difference between buoyancy aid and lifejacket. Parts of the boat and sails.

Mark Band	Adventurous Activities - Sailing
9 – 10	Candidates should be competent performing all manoeuvres and sailing close to another dinghy. They should be able to recover a man overboard, and show the capsize procedure. They should be confident in a racing situation and show knowledge of the course and starting procedures.
7 – 8	Candidates should be able to sail onto and away from a lee shore. They should be competent in coming alongside a moored boat, should know the rules of the river – port and starboard, windward boat, overtaking boat.
5 – 6	Candidates should be able to crew and helm a two man boat when sailing away from a jetty moving upwind, downwind and moving across wind with good control at the helm.
3 – 4	Candidates can assist in launching and recovery. They should know some of the five essentials – sail setting, balance, trim, centreboard and course make good.
1 - 2	Candidates should be able to rig a training dinghy and reef ashore with assistance. They should be able to name the parts of the boat and the sails but show some difficulty tying knots.

Skills/Manoeuvres assessed in situations of increasing difficulty to appropriately challenge the individual's level of performance in a problem solving environment			
1	Rig a training dinghy	11	Helm moving across wind
2	Reef ashore	12	Sail onto a lee shore
3	Name parts of the boat and sails	13	Sail away from a lee shore
4	Rope work knots	14	Coming alongside a moored boat
5	Launching and recover	15	Rules of the river – port and starboard, windward boat, overtaking boat
6	The five essentials: sail setting, balance, trim, centreboard and course made good	16	Sailing close to other dinghies
7	Crew a two man boat	17	Man overboard recovery
8	Sail away from a jetty	18	Capsize procedure
9	Helm moving upwind	19	Racing, course and starting procedure
18	Helm moving downwind		

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.