

# 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.

## **Skiing**

### **(Candidates may not offer Snowboarding and Skiing)**

Candidates will be assessed on individual skills from the list of Skills/Manoeuvres and on a free ski run. 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 conditions:

#### **Safety**

- Carrying of skis.
- Clothing.
- Ski Way Code.
- Procedure taken in case of an accident.
- Handling and care on tows.
- Awareness of the dangers of a mountain environment.

#### **Environmental issues**

- Impact of skiing on the environment.

#### **Skills/manoeuvres**

- Basic stance.
- Ability to get up after a fall.
- Straight descent.
- Basic side step up and turn.
- Snow plough stop.
- Snow plough then left and right.
- Stop by turning uphill.
- Linked snow plough turns.
- Traverse.
- Traverse joined by snow plough turns.
- Side stepping.
- Swing to the hill from traverse left and right.
- Linked basic swing.
- Parallel stop.
- Use of ski lift.
- Carved turn left and right.
- Linked carved turns.
- Parallel turn.
- Short swings.
- Jump.

#### **Knowledge and equipment**

- Types of: skis; bindings; poles; boots; clothing (style, comfort and safety).
- Use of: wax, bindings (correct setting), ski brakes.
- Maintenance of: ski soles; edges.
- Appreciation of the different types of competitive skiing.

<b>Mark Band</b>	<b>Adventurous Activities – Skiing (Candidates may not offer Skiing and Snowboarding)</b>
9 – 10	They should be able to ski down a black run and show they have the ability to ski through a mogul field.
7 – 8	Candidates should be able to ski down a red slope showing style and control using unweighted parallel turns.
5 – 6	Candidates should be able to do linked snow plough turns, then traverses joined by snow plough turns without falling. They should show reasonable style and control whilst performing a slalom on a blue ski run.
3 – 4	Candidates should show a straight snow plough then snow plough turns left and right down a gentle slope and stop by turning uphill. They should be able to use a ski lift.
1 – 2	Candidates should know the basic stance, and be able to get up from a fall. They should show a straight descent, then an ascent by side stepping. Candidates should demonstrate a snow plough stop at the end of a 10 – 20 metre run.

<b>Skills/Manoeuvres assessed in situations of increasing difficulty to appropriately challenge the individual's level of performance in a problem solving environment</b>			
1	Basic stance	11	Traverse joined by snow plough turns
2	Ability to get up after a fall	12	Side stepping
3	Straight descent – ascent by side stepping	13	Swing to the hill from traverse left and right
4	Basic side step and turn	14	Linked basic swing
5	Snow plough stop	15	Parallel stop – skid to halt
6	Snow plough then left and right	16	Carved turn left and right
7	Stop by turning uphill	17	Linked carved turns
8	Use of ski lift	18	Parallel turn
9	Linked snow plough turns	19	Linked Parallel turns
18	Traverse	20	Short swings

**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.

<b>The following assessment criteria apply to Sailing, Canoeing/Kayaking, Climbing and Boardsailing:</b>					
<b>Level</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
<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.**