

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.

Trekking

(Candidates may not offer Orienteering and Trekking)

The inclusion of trekking is to support and complement the aims and objectives of the National Curriculum. It provides increased opportunities to generate key skills and promote citizenship. The criteria are designed so that schools can successfully integrate the requirements with other nationally recognised Awards. It is strongly advised that Centres adopt the principle of safe practice and ensure that all Health and Safety criteria are examined and documented prior to starting any Adventurous Activities. All treks must be completed in British Summer Time.

The coursework requires that each participant completes an initial training of theoretical and practical skills, leading to the ability to journey safely in the countryside in a group of between four and seven participants. Training in safety procedures, first aid, navigation, camp craft, Country Code and environment appreciation must take place. In addition a **practice trek must be completed** in a different location to that of the final assessment journey but over equally demanding terrain and of the same time and distance. This trek should be accompanied by an adult and used as the basis for the coursework mark. Instructors with the necessary skills, qualification and experience or as deemed suitable by the school's operating authorities must provide training. Candidates may complete additional treks to facilitate team building and consolidate experience and fitness prior to the final assessment journey. It is recommended that all treks are documented and that each candidate keeps a logbook detailing his/her experiences.

For their final assessment candidates are expected to complete a self-reliant journey over two days in unfamiliar countryside. There must be a minimum of 6 hours planned activity each day and participants must complete a total minimum distance on foot of 24km. The route must avoid built up areas and roads. It is essential to plan the route utilising tracks and footpaths, the following of a sign posted route (eg The South Downs Way) is discouraged and high-performing candidates will be expected to pay regard to this when planning a final journey. Overnight accommodation must be under canvas and all equipment is to be carried by individuals. A completed post trek report will be made available for inspection and verification by the Visiting Moderator by photographic evidence or a formal presentation to the examiner making use of slides/power point/video.

Mark Band	Adventurous Activities – Trekking (Candidates may not offer Trekking and Orienteering)
9 – 10	Candidates will be able to perform and have evidence that they can perform skills 1-10. They will have demonstrated planning and forethought and have been an inspiration to their group. They will have completed at least 5 nights camping on 3 separate occasions in unfamiliar territory and have a log book detailing their trekking experience. It is likely that the candidate will have completed additional documented treks with the scouts, cadets or while attending a residential outward-bound centre. A competent navigator and knowledgeable trekker, it is anticipated that the student will have been one of the key persons responsible for the organisation and planning of the journey.
7 – 8	Candidates will have a positive and determined attitude and will be able to perform up to level 8. They will be able to navigate and adapt their plans according to circumstances. They will have a good understanding of safety issues and be sympathetic to the needs of the group. They will be good communicators and show evidence of decision making. Evidence can be recorded in log book and expedition reports. They will be part of the driving force behind the successful completion of both journeys. They will have researched expedition training and have a sound knowledge of where to access further information or resources.
5 – 6	Candidates should be able to perform skills up to and including level 6. They will have contributed to the production of the expedition report and completed a practice journey and assessment trek. They may well rely on others to navigate and lack initiative when forced to cope with more difficult circumstances. Have a basic knowledge of the wildlife in the surrounding environment and the importance of conservation.
3 – 4	Candidates should be able to perform skills 1-4. They will have completed a practice journey. They have an understanding of the basic navigational skills but not have the confidence to apply them to situations or lead from the front. The candidate will have a limited experience of trekking.
1 – 2	Candidates will have completed the basic training but will NOT have completed an assessment expedition. They may well have found the practice journey difficult or not completed it fully. Candidates will have a basic knowledge of skill levels 1-2. They will have a basic knowledge of first-aid and be able to administer action in case of emergency. They must be able to demonstrate simple camp craft skills and have knowledge of safety precautions when cooking. They understand how to obtain weather forecasts and are aware of the important issues regarding environmental impact of outdoor activities.

Candidates will not be assessed on the day of the Final Practical Assessment. (But will be required to present Log Books as evidence).

Video evidence will **not be** required for the Final Practical Assessment of the activity.

	Mapskills	Navigation	Campcraft	Safety / Environmental
1	Read and interpret a 1:25000 pathfinder map. Understand scale and distance. Orientate map to terrain. Identify features and contours.	Be aware of different maps (Landranger, orienteering). Understand marginal information.	Demonstrate principles of packing a rucksack. Waterproofing contents. Explain factors affecting pitching and striking of tents.	Action to take in an emergency. The treatment of simple wounds. Recognise more serious conditions such as breaks, dislocations and sprains.
2	Determine grid references. Simple explanation of gradient effects on journey.	Estimating time / distance and locating position from a map. Determine geographical direction and direction of travel from map.	Choosing a campsite. Arranging water supplies. Arrange refuse disposal. Understand the dangers of a Trangia type stove.	Be aware of the spirit and content of the country of the country code and the impact of outdoor activities on the environment
3	Able to give a verbal description of a route on the journey.	Locate features on ground from map. Understand contours.	Explain the fire precautions and sanitation requirements for a camp.	Know how and from where to take weather forecasts. Have a basic knowledge of forecasting and recognising changes.
4	Identify features and help plan a 24km route using footpaths and tracks only.	Follow a planned route identifying and relating major features on map to position.	Safety precautions when cooking and knowledge of fuel safety. Contribute to the expedition report.	Explain the advantages of different tent designs and the influence of new technology on their construction.
5	Set a map using two different methods.	Plan a simple route card. Produce cards as evidence of journeys completed.	Have a working knowledge of two different types of cooker and the safe operation of fuel bottles.	Explain choice of clothing and what personal equipment must be carried on a trek. Demonstrate treatment of sprains.
6	Setting a map using a compass without use of magnetic variation.	Explain procedures in case of getting lost. Describe contents of first-aid kit.	Cook an individual meal and demonstrate knowledge of planning a menu.	Demonstrate a knowledge and understanding of expedition fitness and how to prepare a training programme for an expedition.
7	Estimate speed of travel and arrival times taking account of contours crossed.	Explain information required when setting off for medical assistance. Knowledge of accident reporting procedure.	Understand principles of good nutrition for expeditions.	Explain symptoms and treatment of exposure to heat/cold. Evaluate conditions and show awareness of potential hazards to group integrity when climate/conditions change.
8	Determine the magnetic direction of a path or similar feature. Enter direction of each leg on route cards.	Produce a gradient plan of route. Demonstrate procedures of timing and pacing.	Produce or contribute significantly to a report. Evidence maybe presented as written, photographic or video of trek.	Understand the role and responsibilities of a leader. Be able to work together as a cohesive group.
9	Obtain a grid bearing and allow for magnetic variation when travelling on a bearing. Obtain fixed position with 3 resection bearings.	Know about magnetic variation and the relationship between True, magnetic and grid north.	Plan a balanced nutritional menu for a 2 day trip.	Identify and record as evidence any species of wildlife seen. Record 4 types of fauna / wild flowers identified on trek.
10	Have a thorough understanding of contours and recognise major landforms such as spurs, ridges and valleys. Interpret height, gradients and terrain and explain Naismith's rule.	Recognise main pressure systems from map and explain weather patterns associated from them. Explain actions in event of thunderstorm. Understand danger of wind chill.	Plan and cook a substantial meal for group. Show knowledge of dehydrated foods, correct food hygiene and efficient cooking methods.	Demonstrate an understanding of the need for restricted access and conservation. Give examples of National Parks, AONBs and the concept of a minimum impact approach. Demonstrate an awareness of the basic geology of the land formations on route.