

# Assessment of outdoor and adventurous activities

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## 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.

## Climbing

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**

- Fit helmet securely and check.
- Fit harness/belt and check.
- Tie rope to harness or clip figure of eight into karabiner and tighten gate.
- Know location of nearest phone and First Aid.

### **Environmental issues**

- Impact of climbing on the environment.
- Awareness of locally important species and features.

### **Skills/manoeuvres**

- Tie 'figure of eight' and 'bowline' knots with stopper knot.
- Attach rope to harness/belt.
- Climb, showing three points of contact.
- Low level traverse.
- Correct use of climbing calls.
- Demonstrate how to anchor the belayer.
- Belay a climber using belay device.
- Assist the climber with indication of holds and route during the climb.
- Perform short abseil with device and safety ropes on releasable abseil.
- Demonstrate a foot jam.
- Demonstrate a hand jam.
- Ascend a mantle shelf.
- Perform a short layback.
- Belay a climber during a fall in a top roping situation.
- Tie a retied figure of eight knot.
- Demonstrate a multiple belay and single point belay system.

### **Knowledge and equipment**

- Ropes and storage.
- Footwear.
- Climbing hardware.
- Rock features, eg slabs, overhangs.
- Grading systems.
- Improvised techniques in ropework (eg classic belay, to release jammed belay device, prussicking, Italian hitch).
- Developments in the sport.
- Access.

<b>Mark Band</b>	<b>Adventurous Activities – Climbing</b>
9 – 10	Candidates should be able to perform skills/manoeuvres 1-16. Should be able to climb with style and confidence at severe grade; belay a climber in a fall situation when top roping; tie a retied figure of eight knot; demonstrate a multiple belay system. Coil rope at end of session.
7 – 8	Candidates should be able to perform skills/manoeuvres 1-13. Should be able to climb very difficult grade; show use of jamming; show mantleshelfing and a layback; show good knowledge of the sport; abseil with confidence. Coil rope at end of session.
5 – 6	Candidates should be able to perform skills/manoeuvres 1-11. Should be able to climb difficult grade; use correct calls; belay climber showing good use of belay device; communicate clearly with climber; abseil; show a foot jam and hand jam; show basic knowledge of sport. Coil rope at end of session.
3 – 4	Candidates should be able to perform skills/manoeuvres 1-8. Should be able to use calls; anchor belayer; belay climber with support; communicate with climber. Stowage of rope.
1 – 2	Candidates should be able to perform skills/manoeuvres 1-4. Should be able to tie knots safely; attach themselves to harness/belt; climb a low traverse at an easy standard. Stowage of rope.

<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	Tie 'figure of eight' and 'bowline knots with stopper knot	9	Perform a short abseil with device and safety rope on releasable abseil
2	Attach rope to harness / belt	10	Demonstrate a foot jam
3	Climb showing the three points of contact	11	Demonstrate a hand jam
4	Low level of traverse	12	Ascent a mantle shelf
5	Correct use of climbing calls	13	Perform a short layback
6	Demonstrate how to anchor the belayer	14	Belay a climber during a fall
7	Belay a climber using a belay device	15	Tie a retied figure of eight
8	Assist a climber with indication of holds and route during the climb	16	Demonstrate a multiple belay and single point belay system

**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.**