



CALDECOTTE
XPERIENCE

PE GCSE INDIVIDUAL PRACTICAL PERFORMANCE



(8582) 2016+

Canoeing, Kayaking & Climbing



Over the last 28 years the Caldecotte Xperience has been delivering a high level of Outdoor Education to a wide variety of schools, youth groups and other government agencies. We offer a targeted approach to the school's own aims and objectives with real and measurable outcomes.

Benefits of the programme:

- Increase participant confidence within the new social setting
- To accelerate new positive behaviours within the pupils new environment
- To reduce negative behaviour
- To identify students who might struggle within the classroom environment
- To identify students who show leadership potential
- To foster leadership skills
- Social interaction with staff in a neutral setting
- To interact with the natural environment
- To improve GCSE grades and scores
- To offer individual activities at a high standard

The programme uses a wide range of outdoor activities that have been selected to unify a group of students through different facilitation techniques. Individual and group behaviour can then be challenged when they arise. Areas of learning include:

- Understand the benefits of working together
- Create a positive learning environment
- To accelerate new friendships
- To build positive interaction with each other
- To enhance own confidence and trust with other individual

PRICING SCHEMES

For each Individual Activity Programme

Cost of programme for 10 students for 6 x 2-hour sessions : £660.00

Group size : 10

Cost per student : £66.00

Bursary available for courses : £12.00 per person

Cost per student after bursary : £54.00 per person

Cost of programme after bursary : £540.00 for each group of 10 students

Bursary available in December 2018 – February 2019

Exit route into Monday or Saturday and Climbing clubs for additional levels or continued learning. Course preparation materials available for pre-learning.

The course can be completed over a weekend: Arrival on Saturday, one night full board, departure on Sunday after lunch

Cost per student : £91.00

Arrival on Friday, 2 night's full board, departure on Sunday after lunch including 1 outdoor adventurous activity session on the Friday evening not connected to the learning of the course.

Cost per student : £127.00

CANOEING SPRINT

The course is delivered in the required 12 hours of canoeing content and can be delivered to the group either weekly, over the course of a 2 / 3-day residential weekend and includes the opportunity for the school to record the candidates taking part in each of the required levels of the qualification.

The timetable of delivery.

This can be subject to alteration of session length dependent on the requirements of the school and nature of the candidates.

Session 1	2 hours
Intro to equipment, PPE, Lifting, launching and carrying boat; Forward and reverse paddling and stopping; move the boat sideways; Linked paddling movement; securing the canoe, disembarking is achieved. Short journey on the lake.	
Session 2	2 hours
Recap on above – Reverse over a figure of eight course with ineffective control and stability; linking strokes; turning solo and tandem; balance; short journey on the lake	
Session 3	2 hours
Recap on above – draw strokes; pry strokes; J strokes; short journey on the lake; racing starts and powering up strokes	
Session 4	2 hours
Recap on above – Prevent capsizing; Ending with capsizing drill/self-rescue and recovery; short journey on the canal to show how to adapt to the conditions and environment	
Session 5 and 6	2 hours each
Assessment of four skills and application of skills, techniques and decision making under pressure Candidates will be assessed on any four of the skills listed below when performed in isolation/unopposed practice: <ul style="list-style-type: none">• lifting, launching and carry a boat• forward paddling, stopping• reverse over a figure of eight course• knifed J (Canadian stroke)• move the boat sideways using appropriate techniques• use sculling draws, sculling support or simple pry strokes• prevent capsizing• Eskimo rescue and under a tow• turning, tandem/solo• Securing the boat and disembarking. Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: <ul style="list-style-type: none">• journeying on flat, moving and/or white water, e.g. 2 hours to complete 6km.• take account of external factors: e.g. weather, crowd, competitors in<ul style="list-style-type: none">• race• apply pace judgement.• ability to adapt to changing circumstances eg weather, opposition• decision making• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.	

CANOEING SPRINT

This may be assessed either at a lake, canal or river venue by Caldecotte Xperience for the individual performance activities aspect of the qualification.

There are 2 areas to be taught and assessed through the programme: core skills in isolation and the application of those learned skills and techniques in a formal setting for assessment.

Students cannot be assessed in both canoeing and kayaking. Students being assessed in canoeing/kayaking (sprint) cannot also be assessed in canoeing/kayaking (slalom), rowing or sculling.

Part 1 – Skills	Part 2 – Full context
<p>Students must demonstrate their ability to develop and apply the core skills/techniques in increasingly demanding and progressive drills</p> <p>Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills.</p> <p>Students will be assessed holistically based on the overall performance of all of the core skills/ techniques listed for each activity, in increasingly demanding, progressive and competitive drills. Schools and colleges are reminded that students should adhere to the rules appropriate to the activities undertaken and be actively encouraged to take ownership of appropriate risk management strategies to reduce the chances of injury to themselves and/or others. The effectiveness of communication in team activities will inevitably contribute to the success or failure of the overall performance. As a result, the effectiveness of this skill will be encapsulated in the outcome of the performance as a whole. Students will be assessed using the levels of response grids provided for each activity.</p>	<p>Students must demonstrate their ability to apply the core skills/techniques, specific to their position where appropriate, in the full context of each of their chosen activity. Students must be assessed holistically, based on the performance of the listed skills/techniques in the full context of each activity. Students must adhere to the rules appropriate to the activities undertaken and be actively encouraged to take ownership of appropriate risk management strategies to reduce the chances of injury to themselves and/or others. The effectiveness of communication in team activities will inevitably contribute to the success or failure of the overall performance. As a result, the effectiveness of this skill will be encapsulated in the outcome of the performance as a whole. Students must be assessed using the levels of response grids provided for each activity.</p>

The course delivered by Caldecotte Xperience covers each descriptor and level as prescribed by AQA 8582 and is marked by the criteria of the same.

Provision for filming if the candidate is included in the course and each candidate can be identified by numbered vests. Filming is to be carried out by the school or group and is not the responsibility of the Caldecotte Xperience. Every effort will be made to allow each candidate to be recorder as necessary during every session.

Each candidate will have an individual mark scheme completed demonstrating the level achieved through the learning aspect of the course and the performance situation.

The mark scheme parameters are followed as per below: Levels 5 - 4

<p>Part 1 SKILLS Performance of skills/techniques in isolation in increasingly demanding and progressive drills. Progressive drills may start with simple drills showing the full technique of the skills but should aim to increase pressure and incorporate pace and direct competition in conditioned drills. This must not be in a full race.</p>	<p>Part 2 FULL CONTEXT Application of skills/techniques and decision making under pressure during a conditioned/formal/competitive situation (sprint race) Students should perform in a fully competitive race, demonstrating the skills appropriate to their chosen race. The standard of the race should be appropriately challenging for the performer. The sprint should be over a distance appropriate to the age of the student.</p>
<p>Level 5 Mark 9-10</p>	<p>Mark 13-15</p>
<p>The quality of technique is maintained for all skills and throughout all practices in time with fellow canoeists/kayakers. When faced with opposition and changes of pace/rate, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors in technique (even at pace) and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • Starts. • Paddling/strokes – preparatory position, power phase. • Change of pace/rate. • Finishes. • Recovery – refining the stroke, capsize. 	<p>The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of opposing boats. The student’s contribution is highly effective, significant and sustained for almost all of the race, due to a highly developed level of suitable fitness. The student maintains a high level of technical consistency in the performance of all skills within the race. The application of skill is fully appropriate to the position of other boats. The student demonstrates a high level of ability to select and apply the most appropriate pace/rate and is usually successful in executing pace/ rate changes with their fellow canoeists/kayakers to outwit their opponents, while hardly ever being outwitted themselves.</p>
<p>Level 4 Mark 7-8</p>	<p>Mark 10-12</p>
<p>The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices, resulting in marginal losses in timing with fellow canoeists/kayakers. When faced with opposition and changes of pace/rate, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors in technique (particularly at pace) but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • Starts. • Paddling/strokes – preparatory position, power phase. • Change of pace/rate. • Finishes. • Recovery – refining the stroke, capsize. 	<p>The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of other boats, with only minor lapses. The student’s contribution is usually effective and significant and is sustained for the majority of the race, due to a good level of suitable fitness. The student maintains technical consistency in the performance of all skills in the race. The application of skill is usually appropriate to the position of other boats, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate pace/rate and can be successful in executing pace/ rate changes with their fellow canoeists/kayakers to often outwit opponents, only occasionally being outwitted themselves</p>



The mark scheme parameters are followed as per below: Levels 3 - 2

<p>Part 1 SKILLS Performance of skills/techniques in isolation in increasingly demanding and progressive drills. Progressive drills may start with simple drills showing the full technique of the skills but should aim to increase pressure and incorporate pace and direct competition in conditioned drills. This must not be in a full race.</p>	<p>Part 2 FULL CONTEXT Application of skills/techniques and decision making under pressure during a conditioned/formal/competitive situation (sprint race) Students should perform in a fully competitive race, demonstrating the skills appropriate to their chosen race. The standard of the race should be appropriately challenging for the performer. The sprint should be over a distance appropriate to the age of the student.</p>
<p>Level 3 Mark 5-6</p>	<p>Mark 7-9</p>
<p>The quality of technique is maintained for most skills but may deteriorate in the most challenging practices with obvious loses in timing with fellow canoeists/kayakers. When faced with opposition and changes of pace/rate, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors in technique (particularly at pace) and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • Starts. • Paddling/strokes – preparatory position, power phase. • Change of pace/rate. • Finishes. • Recovery – refining the stroke, capsize. 	<p>The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of other boats. The student’s contribution is sometimes effective and significant but it is not entirely sustained throughout the race, with the student’s contribution occasionally lacking due to a slight lack of suitable fitness. The student maintains technique and accuracy in the performance of most skills in the race but it is not always consistent. The application of skill is not consistently appropriate to the position of other boats. The student demonstrates some ability to select and apply appropriate pace/ rate and can sometimes be successful in executing pace/rate changes with their canoeists/kayakers, sometimes outwitting opponents and although there may be some obvious areas of weakness and they will sometimes be outwitted themselves.</p>
<p>Level 2 Mark 3-4</p>	<p>Mark 4-6</p>
<p>The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices and timing with fellow canoeists/kayakers is regularly lost. When faced with opposition and changes of pace/rate, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors in technique as pace starts to increase and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • Starts. • Paddling/strokes – preparatory position, power phase. • Change of pace/rate. • Finishes. • Recovery – refining the stroke, capsize. 	<p>The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of other boats. The student’s contribution is evident but only occasionally effective or sustained within the race due to a lack of fitness. The student shows some technical consistency in the performance of some skills during the race but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of other boats. The student occasionally demonstrates the ability to select and apply pace/rate changes, but only occasionally executes pace/rate changes in time with their fellow canoeists/kayakers, only occasionally outwitting opponents and often being outwitted themselves.</p>

The mark scheme parameters are followed as per below: Levels 0 - 1

<p>Part 1 SKILLS Performance of skills/techniques in isolation in increasingly demanding and progressive drills. Progressive drills may start with simple drills showing the full technique of the skills but should aim to increase pressure and incorporate pace and direct competition in conditioned drills. This must not be in a full race.</p>	<p>Part 2 FULL CONTEXT Application of skills/techniques and decision making under pressure during a conditioned/formal/competitive situation (sprint race) Students should perform in a fully competitive race, demonstrating the skills appropriate to their chosen race. The standard of the race should be appropriately challenging for the performer. The sprint should be over a distance appropriate to the age of the student.</p>
<p>Level 1 Mark 1-2</p>	<p>Mark 1-3</p>
<p>The quality of technique is maintained for few skills, often deteriorates in the most challenging practices and is seldom in time with fellow canoeists/kayakers. When faced with opposition and changes of pace/rate, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors in technique at all speeds and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • Starts. • Paddling/strokes – preparatory position, power phase. • Change of pace/rate. • Finishes. • Recovery – refining the stroke, capsize. 	<p>The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of other boats. The student's contribution is limited, seldom effective or sustained during the race with fitness a distinctive weakness. The student shows only limited technical consistency in the performance of a few skills during the race. The application of skill is rarely appropriate to the position of other boats. The student demonstrates only very limited ability to select and apply pace/rate changes, but rarely executes these changes in time with their fellow canoeists/kayakers, seldom outwitting opponents and usually being outwitted themselves.</p>
<p>Level 0 Mark 0</p>	<p>Mark 0</p>
<p>Nothing worthy of credit.</p>	<p>Nothing worthy of credit.</p>

KAYAKING SPRINT

The course is delivered in the required 12 hours of kayaking content and can be delivered to the group either weekly, over the course of a 2 / 3-day residential weekend and includes the opportunity for the school to record the candidates taking part in each of the required levels of the qualification.

The timetable of delivery.

This can be subject to alteration of session length dependent on the requirements of the school and nature of the candidates.

Session 1	2 hours
Intro to equipment, PPE, Lifting, launching and carrying boat; Forward and reverse paddling and stopping; turning on the move; Linked paddling movement; securing the kayak, disembarking is achieved. Short journey on the lake.	
Session 2	2 hours
Recap on above moving sideways; sculling for support; recovery strokes.	
Session 3	2 hours
Recap on above – reverse over a figure of eight course with tilting to assist turning; control and stability; low brace and high brace.	
Session 4	2 hours
Recap on above – sculling draw, draw on the move, hanging draw. Towing and use of a tow line. Prevent capsize; Ending with capsize drill/self-rescue and recovery; short journey on the canal to show how to adapt to the conditions and environment	
Session 5 and 6	2 hours each
Assessment of four skills and application of skills, techniques and decision making under pressure Candidates will be assessed on any four of the skills listed below when performed in isolation/unopposed practice: <ul style="list-style-type: none">• lifting, launching and carry a boat• forward paddling, stopping• reverse over a figure of eight/tilting to assist turning• turning whilst on the move• supporting – low and high brace and turn, sculling for support, recovery strokes• moving sideways – both static and on the move using a technique: sculling draw, draw on the move, hanging draw• take charge of a water rescue without assistance• towing and use of a tow line• Securing the boat and disembarking. Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: <ul style="list-style-type: none">• journeying on flat, moving and/or white water, either on conditioned practice or formal/competitive situations• take account of external factors: e.g. weather, crowd, competitors in• race• apply pace judgement.• ability to adapt to changing circumstances eg weather, opposition, water flow rate• decision making• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.	

KAYAKING SPRINT

This may be assessed either at a lake, canal or river venue by Caldecotte Xperience for the individual performance activities aspect of the qualification.

There are 2 areas to be taught and assessed through the programme: core skills in isolation and the application of those learned skills and techniques in a formal setting for assessment.

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Part 1 – Skills	Part 2 – Full context
<p>Students must demonstrate their ability to develop and apply the core skills/techniques in increasingly demanding and progressive drills</p> <p>Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills.</p> <p>Students will be assessed holistically based on the overall performance of all of the core skills/ techniques listed for each activity, in increasingly demanding, progressive and competitive drills. Schools and colleges are reminded that students should adhere to the rules appropriate to the activities undertaken and be actively encouraged to take ownership of appropriate risk management strategies to reduce the chances of injury to themselves and/or others. The effectiveness of communication in team activities will inevitably contribute to the success or failure of the overall performance. As a result, the effectiveness of this skill will be encapsulated in the outcome of the performance as a whole. Students will be assessed using the levels of response grids provided for each activity.</p>	<p>Students must demonstrate their ability to apply the core skills/techniques, specific to their position where appropriate, in the full context of each of their chosen activity. Students must be assessed holistically, based on the performance of the listed skills/techniques in the full context of each activity. Students must adhere to the rules appropriate to the activities undertaken and be actively encouraged to take ownership of appropriate risk management strategies to reduce the chances of injury to themselves and/or others. The effectiveness of communication in team activities will inevitably contribute to the success or failure of the overall performance. As a result, the effectiveness of this skill will be encapsulated in the outcome of the performance as a whole. Students must be assessed using the levels of response grids provided for each activity.</p>

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Provision for filming if the candidate is included in the course and each candidate can be identified by numbered vests. Filming is to be carried out by the school or group and is not the responsibility of the Caldecotte Xperience. Every effort will be made to allow each candidate to be recorder as necessary during every session.

Each candidate will have an individual mark scheme completed demonstrating the level achieved through the learning aspect of the course and the performance situation.

The mark scheme parameters are followed as per below: Levels 5 - 4

<p>Part 1 SKILLS Performance of skills/techniques in isolation in increasingly demanding and progressive drills. Progressive drills may start with simple drills showing the full technique of the skills but should aim to increase pressure and incorporate pace and direct competition in conditioned drills. This must not be in a full race.</p>	<p>Part 2 FULL CONTEXT Application of skills/techniques and decision making under pressure during a conditioned/formal/competitive situation (sprint race) Students should perform in a fully competitive race, demonstrating the skills appropriate to their chosen race. The standard of the race should be appropriately challenging for the performer. The sprint should be over a distance appropriate to the age of the student.</p>
<p>Level 5 Mark 9-10</p>	<p>Mark 13-15</p>
<p>The quality of technique is maintained for all skills and throughout all practices in time with fellow canoeists/kayakers. When faced with opposition and changes of pace/rate, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors in technique (even at pace) and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • lifting, launching and carry a boat • forward paddling, stopping • reverse over a figure of eight/tilting to assist turning • turning whilst on the move • supporting – low and high brace and turn, sculling for support, recovery strokes • moving sideways – both static and on the move using a technique: sculling draw, draw on the move, hanging draw • take charge of a water rescue without assistance • towing and use of a tow line • Securing the boat and disembarking. 	<p>The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of opposing boats. The student’s contribution is highly effective, significant and sustained for almost all of the race, due to a highly developed level of suitable fitness. The student maintains a high level of technical consistency in the performance of all skills within the race. The application of skill is fully appropriate to the position of other boats. The student demonstrates a high level of ability to select and apply the most appropriate pace/rate and is usually successful in executing pace/ rate changes with their fellow kayakers to outwit their opponents, while hardly ever being outwitted themselves.</p>
<p>Level 4 Mark 7-8</p>	<p>Mark 10-12</p>
<p>The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices, resulting in marginal losses in timing with fellow canoeists/kayakers. When faced with opposition and changes of pace/rate, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors in technique (particularly at pace) but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • lifting, launching and carry a boat • forward paddling, stopping • reverse over a figure of eight/tilting to assist turning • turning whilst on the move • supporting – low and high brace and turn, sculling for support, recovery strokes • moving sideways – both static and on the move using a technique: sculling draw, draw on the move, hanging draw • take charge of a water rescue without assistance • towing and use of a tow line • Securing the boat and disembarking. 	<p>The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of other boats, with only minor lapses. The student’s contribution is usually effective and significant and is sustained for the majority of the race, due to a good level of suitable fitness. The student maintains technical consistency in the performance of all skills in the race. The application of skill is usually appropriate to the position of other boats, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate pace/rate and can be successful in executing pace/ rate changes with their fellow kayakers to often outwit opponents, only occasionally being outwitted themselves</p>



The mark scheme parameters are followed as per below: Levels 3 - 2

<p>Part 1 SKILLS Performance of skills/techniques in isolation in increasingly demanding and progressive drills. Progressive drills may start with simple drills showing the full technique of the skills but should aim to increase pressure and incorporate pace and direct competition in conditioned drills. This must not be in a full race.</p>	<p>Part 2 FULL CONTEXT Application of skills/techniques and decision making under pressure during a conditioned/formal/competitive situation (sprint race) Students should perform in a fully competitive race, demonstrating the skills appropriate to their chosen race. The standard of the race should be appropriately challenging for the performer. The sprint should be over a distance appropriate to the age of the student.</p>
<p>Level 3 Mark 5-6</p>	<p>Mark 7-9</p>
<p>The quality of technique is maintained for most skills but may deteriorate in the most challenging practices with obvious loses in timing with fellow canoeists/kayakers. When faced with opposition and changes of pace/rate, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors in technique (particularly at pace) and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • lifting, launching and carry a boat • forward paddling, stopping • reverse over a figure of eight/tilting to assist turning • turning whilst on the move • supporting – low and high brace and turn, sculling for support, recovery strokes • moving sideways – both static and on the move using a technique: sculling draw, draw on the move, hanging draw • take charge of a water rescue without assistance • towing and use of a tow line • Securing the boat and disembarking. 	<p>The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of other boats. The student’s contribution is sometimes effective and significant but it is not entirely sustained throughout the race, with the student’s contribution occasionally lacking due to a slight lack of suitable fitness. The student maintains technique and accuracy in the performance of most skills in the race but it is not always consistent. The application of skill is not consistently appropriate to the position of other boats. The student demonstrates some ability to select and apply appropriate pace/ rate and can sometimes be successful in executing pace/rate changes with their fellow kayakers, sometimes outwitting opponents and although there may be some obvious areas of weakness and they will sometimes be outwitted themselves.</p>
<p>Level 2 Mark 3-4</p>	<p>Mark 4-6</p>
<p>The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices and timing with fellow canoeists/kayakers is regularly lost. When faced with opposition and changes of pace/rate, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors in technique as pace starts to increase and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • lifting, launching and carry a boat • forward paddling, stopping • reverse over a figure of eight/tilting to assist turning • turning whilst on the move • supporting – low and high brace and turn, sculling for support, recovery strokes • moving sideways – both static and on the move using a technique: sculling draw, draw on the move, hanging draw • take charge of a water rescue without assistance • towing and use of a tow line • Securing the boat and disembarking. 	<p>The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of other boats. The student’s contribution is evident but only occasionally effective or sustained within the race due to a lack of fitness. The student shows some technical consistency in the performance of some skills during the race but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of other boats. The student occasionally demonstrates the ability to select and apply pace/rate changes, but only occasionally executes pace/rate changes in time with their fellow kayakers, only occasionally outwitting opponents and often being outwitted themselves.</p>

The mark scheme parameters are followed as per below: Levels 0 - 1

<p>Part 1 SKILLS Performance of skills/techniques in isolation in increasingly demanding and progressive drills. Progressive drills may start with simple drills showing the full technique of the skills but should aim to increase pressure and incorporate pace and direct competition in conditioned drills. This must not be in a full race.</p>	<p>Part 2 FULL CONTEXT Application of skills/techniques and decision making under pressure during a conditioned/formal/competitive situation (sprint race) Students should perform in a fully competitive race, demonstrating the skills appropriate to their chosen race. The standard of the race should be appropriately challenging for the performer. The sprint should be over a distance appropriate to the age of the student.</p>
<p>Level 1 Mark 1-2</p>	<p>Mark 1-3</p>
<p>The quality of technique is maintained for few skills, often deteriorates in the most challenging practices and is seldom in time with fellow canoeists/kayakers. When faced with opposition and changes of pace/rate, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors in technique at all speeds and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • lifting, launching and carry a boat • forward paddling, stopping • reverse over a figure of eight/tilting to assist turning • turning whilst on the move • supporting – low and high brace and turn, sculling for support, recovery strokes • moving sideways – both static and on the move using a technique: sculling draw, draw on the move, hanging draw • take charge of a water rescue without assistance • towing and use of a tow line • Securing the boat and disembarking. 	<p>The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of other boats. The student's contribution is limited, seldom effective or sustained during the race with fitness a distinctive weakness. The student shows only limited technical consistency in the performance of a few skills during the race. The application of skill is rarely appropriate to the position of other boats. The student demonstrates only very limited ability to select and apply pace/rate changes, but rarely executes these changes in time with their fellow canoeists/kayakers, seldom outwitting opponents and usually being outwitted themselves.</p>
<p>Level 0 Mark 0</p>	<p>Mark 0</p>
<p>Nothing worthy of credit.</p>	<p>Nothing worthy of credit.</p>

ROCK CLIMBING

The Course is delivered in the required 12 hours of climbing content and can be delivered to the group either weekly, over the course of a 2 or 3-day residential weekend and includes the opportunity for the school to record the candidates taking part in each of the required levels of the qualification. In preparation for the course materials are available for teaching knots at the school and as external tasks for the candidates.

The timetable of delivery. This can be subject to alteration of session length dependent on the requirements of the school, nature of the candidates.

Session 1	2 hours
Correct use of PPE – harness and helmet. Handling of ropes/equipment – attaching rope to belt/harness, rope management Basic knots, (clove hitch, overhand knot, figure of 8 on the bight) belaying, lowering off. Correct use of climbing calls/communication.	
Session 2	2 hours
Recap on above – Movement on surface/rock/wall three points of contact. Belaying other climbers with different devices Use of different holds (e.g. foot jam, hand jam,) traversing, abseiling, descending. Progressing from a slab to an overhang.	
Session 3	2 hours
Recap on above – Select and use tactics and strategies imaginatively in complex and demanding situations. Respond effectively and imaginatively to changing circumstances as they arise during a climb. Set up and undertake and abseil. Know about a range of secure anchors.	
Session 4	2 hours
Recap on above – Select and use tactics and strategies imaginatively in complex and demanding situations. Respond effectively and imaginatively to changing circumstances as they arise during a climb. Climb different routes with effective fluid movements and precise footwork Hold a top rope fall.	
Session 5 and 6	2 hours each
Prepare to climb from scratch on wall to include all elements where available from correct use of PPE, ropes, belay devices, footwork. Assessed competitive session with video footage being taken with focus on: <ul style="list-style-type: none">• Ascend a rock face, making route assessment, re-assessment, safe climbs, using variety of holds and moves• Select and use single anchor to set up a top rope• Select and use multiple anchors• Ability to belay with different belay devices• Ability to demonstrate different climbing techniques• Tie clove hitch, overhand knot and appropriate figure of 8 on the bight• Set up and undertake an abseil demonstrating the ability to lock off the abseil device during a decent• Use rope systems to demonstrate a range of secure anchors Application of skill, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation <ul style="list-style-type: none">• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies• Use a climbing wall or bouldering area• Assess and use a variety of pre-places anchors• Belay another climber, hold a top roped fall and perform a lower• Demonstrate confident movement and sequencing employing a variety of appropriate techniques, body position, balance, foot and hand holds to make use of different features• Precise footwork on small holds• Fluid movements utilising momentum• Timing of skills in the performance	

ROCK CLIMBING

This may be delivered and assessed either at an indoor wall or at an outdoor venue by Caldecotte Xperience for the individual activity's aspect of the qualification.

There are two areas to be taught and assessed through the programme: performance in isolation and the application of those learned skills and techniques in a formal setting for assessment.

Part 1 – Skills	Part 2 – Full context
Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase in difficulty by linking skills together and by increasing the difficulty of the route. This must not be in a fully competitive climb.	Students should perform a climb, either in competition or against a suitably challenging environment, demonstrating the skills appropriate to their chosen route. The difficulty of the climb should be appropriately challenging for the performer.

It is expected that students would make use of a minimum of 2 different climbs to demonstrate the following:

1. Rope work Students, in a top rope capacity, should be able to tie in, belay and lower partners consistently and safely with effective communication. This could begin in a peer belay situation and progress through to students belaying independently although this would be with backup.
2. 3 points of contact: Students should be able to climb a route of their choice showing 3 points of contact between moves. This could progress from a slab to overhanging terrain.
3. Traversing/climbing Students should be able to climb a route of their choice demonstrating clear use of weight transfer and climbing techniques associated with this. This could progress from moves on a slab with three points of contact through to students only using two points of contact and effective body positioning to make the movement successful on steeper terrain.
4. Demonstrate a set of progressive techniques to climb at limit Students should be able to demonstrate climbing at their limit using a variety of techniques in a progressive manner to make a successful ascent; this could progress from a rehearsed route through to a student on sighting at their limit.
5. Overhanging/steep ground Students should be able to climb successfully on overhanging terrain; this could be progressively overhanging through to very steep.

The mark scheme parameters are followed as per below: Levels 5 - 4

<p>Part 1 SKILLS Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase in difficulty by linking skills together and by increasing the difficulty of the route. This must not be in a fully competitive climb.</p>	<p>Part 2 FULL CONTEXT Students should perform a climb, either in competition or against a suitably challenging environment, demonstrating the skills appropriate to their chosen route. The difficulty of the climb should be appropriately challenging for the performer.</p>
<p>Level 5 Mark 9-10</p>	<p>Mark 13-15</p>
<p>The quality of technique is maintained for all skills and throughout all practices, even when they are linked together. When faced with a harder route, decision making in relation to when to perform the skill is consistently effective. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • Rope work: Students, in a top rope capacity, should be able to tie in, belay and lower partners consistently and safely with effective communication. This could begin in a peer belay situation and progress through to students belaying independently although this would be with backup. • Three points of contact: Students should be able to climb a route of their choice showing three points of contact between moves. This could progress from a slab to overhanging terrain. • Traversing/climbing: Students should be able to climb a route of their choice demonstrating clear use of weight transfer and climbing techniques associated with this. This could progress from moves on a slab with three points of contact through to students only using two points of contact and effective body positioning to make the movement successful on steeper terrain. • Demonstrate a set of progressive techniques to climb at limit: Students should be able to demonstrate climbing at their limit using a variety of techniques in a progressive manner to make a successful ascent; this could progress from a rehearsed route through to a student on sighting at their limit. • Overhanging/steep ground: Students should be able to climb successfully on overhanging terrain; this could be progressively overhanging through to very steep. 	<p>The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to their position on the wall/rock face. The student's contribution is highly effective, significant and sustained for almost all of the climb, due to a highly developed level of suitable fitness. The student maintains a high level of technical consistency in the performance of all skills within each climb. The application of skill is fully appropriate to their position on the wall/rock face. The student demonstrates a high level of ability to perform the most appropriate skills/techniques and is usually successful in outperforming others/the environment.</p>
<p>Level 4 Mark 7-8</p>	<p>Mark 10-12</p>
<p>The quality of technique is maintained for all skills but may start to deteriorate when they are linked together in the most challenging practices. When faced with a harder route, decision making is usually effective in relation to when to perform the skill and at what angle. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • Rope work: Students, in a top rope capacity, should be able to tie in, belay and lower partners consistently and safely with effective communication. • Three points of contact: Students should be able to climb a route of their choice showing three points of contact between moves. This could progress from a slab to overhanging terrain. • Traversing/climbing: Students should be able to climb a route of their choice demonstrating clear use of weight transfer and climbing techniques associated with this. • Demonstrate a set of progressive techniques to climb at limit: Students should be able to demonstrate climbing at their limit using a variety of techniques in a progressive manner to make a successful ascent; • Overhanging/steep ground: Students should be able to climb successfully on overhanging terrain; 	<p>The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to their position on the wall/rock face, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the climb, due to a good level of suitable fitness. The student maintains technical consistency in the performance of all skills in the climb. The application of skill is usually appropriate to their position on the wall/rock face, though there may be some lapses. The student demonstrates an ability to perform the most appropriate skills/techniques and is usually successful in outperforming others/the environment. Occasionally however, they are outperformed.</p>

The mark scheme parameters are followed as per below: Levels 3 - 2

<p>Part 1 SKILLS Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase in difficulty by linking skills together and by increasing the difficulty of the route. This must not be in a fully competitive climb.</p>	<p>Part 2 FULL CONTEXT Students should perform a climb, either in competition or against a suitably challenging environment, demonstrating the skills appropriate to their chosen route. The difficulty of the climb should be appropriately challenging for the performer.</p>
<p>Level 3 Mark 5-6</p>	<p>Mark 7-9</p>
<p>The quality of technique is maintained for most skills but may deteriorate when they are linked together in the most challenging practices. When faced with a harder route, the effectiveness of decision making is inconsistent. The student makes more effective decisions on slightly easier routes. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • Rope work: Students, in a top rope capacity, should be able to tie in, belay and lower partners consistently and safely with effective communication. • Three points of contact: Students should be able to climb a route of their choice showing three points of contact between moves. This could progress from a slab to overhanging terrain. • Traversing/climbing: Students should be able to climb a route of their choice demonstrating clear use of weight transfer and climbing techniques associated with this. • Demonstrate a set of progressive techniques to climb at limit: Students should be able to demonstrate climbing at their limit using a variety of techniques in a progressive manner to make a successful ascent; • Overhanging/steep ground: Students should be able to climb successfully on overhanging terrain; 	<p>The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to their position on the wall/rock face. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the climb, with the student's contribution occasionally lacking due to a slight lack of suitable fitness. The student maintains technique and accuracy in the performance of most skills in the climb but it is not always consistent. The application of skill is not consistently appropriate to their position on the wall/rock face. The student demonstrates an ability to perform appropriate skills/techniques and is sometimes effective in outperforming others/the environment, although only low-level performers. However, there may be some obvious areas of weakness and they are often outperformed.</p>
<p>Level 2 Mark 3-4</p>	<p>Mark 4-6</p>
<p>The quality of technique is maintained for some skills but frequently deteriorate when they are linked together in the most challenging practices. When faced with a harder route, decision making is only occasionally effective. They are significantly more proficient on easier routes. There may be frequent errors and the student is only occasionally adaptive with progressively challenging situations. They infrequently produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • Rope work: Students, in a top rope capacity, should be able to tie in, belay and lower partners consistently and safely with effective communication. • Three points of contact: Students should be able to climb a route of their choice showing three points of contact between moves. This could progress from a slab to overhanging terrain. • Traversing/climbing: Students should be able to climb a route of their choice demonstrating clear use of weight transfer and climbing techniques associated with this. • Demonstrate a set of progressive techniques to climb at limit: Students should be able to demonstrate climbing at their limit using a variety of techniques in a progressive manner to make a successful ascent; • Overhanging/steep ground: Students should be able to climb successfully on overhanging terrain; 	<p>The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to their position on the wall/rock face. The student's contribution is evident but only occasionally effective or sustained within the climb due to a lack of fitness. The student shows some technical consistency in the performance of some skills during the climb but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position on the wall/rock face. The student demonstrates a limited ability to perform appropriate skills/techniques and is seldom effective in outperforming others/the environment. There are likely to be some obvious areas of weakness and they are usually outperformed.</p>

The mark scheme parameters are followed as per below: Levels 0 - 1

<p>Part 1 SKILLS Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase in difficulty by linking skills together and by increasing the difficulty of the route. This must not be in a fully competitive climb.</p>	<p>Part 2 FULL CONTEXT Students should perform a climb, either in competition or against a suitably challenging environment, demonstrating the skills appropriate to their chosen route. The difficulty of the climb should be appropriately challenging for the performer.</p>
<p>Level 1 Mark 1-2</p> <p>The quality of technique is maintained for few skills but they cannot be linked together in the most challenging practices. When faced with harder routes, decision making may be ineffective. Any proficiency is shown on easier routes. There are likely to be frequent errors and the student may be unable to adapt with progressively challenging situations. They rarely produce the intended results/accuracy.</p> <ul style="list-style-type: none"> • Rope work: Students, in a top rope capacity, should be able to tie in, belay and lower partners consistently and safely with effective communication. • Three points of contact: Students should be able to climb a route of their choice showing three points of contact between moves. This could progress from a slab to overhanging terrain. • Traversing/climbing: Students should be able to climb a route of their choice demonstrating clear use of weight transfer and climbing techniques associated with this. • Demonstrate a set of progressive techniques to climb at limit: Students should be able to demonstrate climbing at their limit using a variety of techniques in a progressive manner to make a successful ascent; • Overhanging/steep ground: Students should be able to climb successfully on overhanging terrain; 	<p>Mark 1-3</p> <p>The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to their position on the wall. The student's contribution is limited, seldom effective or sustained during the climb with fitness a distinctive weakness. The student shows only limited technical consistency in the performance of a few skills during the climb. The application of skill is rarely appropriate to their position on the wall/rock face. The student demonstrates only very limited ability to perform appropriate skills/techniques, but seldom outperforms anyone/the environment.</p>
<p>Level 0 Mark 0</p> <p>Nothing worthy of credit.</p>	<p>Mark 0</p> <p>Nothing worthy of credit.</p>



WHAT NEXT?

Caldecotte Xperience is an AALA licensed centre and one of the first outdoor learning centres to provide local schools with the facilities and skills they need to obtain the GCSE Individual Practical Performance units for PE, through water sports and climbing.

The range of activities we can offer enables young people to achieve their qualification doing something a bit more adventurous and out of the ordinary to the standard GCSE options.

Each discipline can be covered in a variety of ways that are tailored to suit your students including weekly sessions, full days or a residential stay.

To discuss your specific course needs and to find out more about the programme, the individual elements and assessments we can offer, please get in touch using the details on the back of this booklet.

CONTACT



**CALDECOTTE
XPERIENCE**

For more information on these courses and Caldecotte Xperience please contact the centre:

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Caldecotte Xperience is owned and operated by Action4Youth, an energetic youth charity who provide positive, often transformational experiences and activities which inspire children and young people. Our aim is to enable young people of all abilities and backgrounds to have experiences and opportunities that grow their confidence and self esteem and inspire them to achieve. Helping remove isolation, improve social and mental well being and better preparing them for life and work.



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