



CALDECOTTE
XPERIENCE

PE GCSE INDIVIDUAL PRACTICAL PERFORMANCE



(J587) 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 backwards paddling and stopping/emergency stop; sweep and reverse sweep strokes; 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; low brace turn; high brace turn; linking strokes; turning solo and tandem; balance; short journey on the lake	
Session 3	2 hours
Recap on above – draw strokes; pry strokes; C stroke; J stroke; T draw; stern rudder; bow rudder turn; short journey on the lake; racing starts and powering up strokes	
Session 4	2 hours
Recap on above – Prevent capsize; Ending with capsize drill/self-rescue and recovery; short journey on the river to show how to adapt to the conditions and environment	
Session 5 and 6	2 hours each
<p>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:</p> <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. <p>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:</p> <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 – Range, Quality and Physical attributes	Part 2 – Decision Making
<p>Learners should be assessed in the range and quality of their skills, their decision making and use of physical attributes in a variety of performance situations within each activity, which enable them to show their full ability. Where appropriate, further details will be listed within the skills criteria of the activity.</p> <p>Core skills, to include: These skills should be demonstrated on still/calm water Introduction:</p> <ul style="list-style-type: none"> • Embark/disembark • Stopping/emergency stop • Capsize drill Strokes: • Paddling – forwards/backwards • Sweep and reverse sweep strokes • Draw stroke • Support strokes Turns: • Low brace turn • High brace turn Sculling: • for support • draw • T draw <p>Rafting up</p> <p>Advanced skills, to include: These skills should be demonstrated on still/calm water Strokes:</p> <ul style="list-style-type: none"> • C stroke • Stern rudder • J stroke <p>Turns:</p> <ul style="list-style-type: none"> • Bow rudder turn <p>Deep water rescue Deep water re-entry</p> <p>These skills should be demonstrated on moving water at grade 2 or above</p> <p>Strokes: • Sweep and reverse sweep strokes • Draw stroke • Support strokes</p> <p>Turns: • Low brace turn Sculling: • for support • draw • T draw</p> <p>Cutting in and out of moving water</p> <p>Ferry glide, up and down stream</p>	<p>Learners should be assessed demonstrating both isolated skills, performing in conditioned, competitive situations and in normal performance conditions. Where appropriate, further details will be listed within the skills criteria of the activity.</p> <p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Selection of appropriate boat size • Applying tactics to cope with different water conditions • Applying tactics in different competitive situations • Awareness of conditions • Awareness of strengths/weaknesses and actions of other canoers • Application of safety principles • Awareness of the rules and regulations of the sport and their application

The course delivered by Caldecotte Xperience covers each descriptor and level as prescribed by OCR J587 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 - 0

Level	Range of skills	Quality of skills	Physical attributes	Decision making	Level
5 (18–20 marks)	<ul style="list-style-type: none"> demonstrates all core skills and nearly all advanced skills for the activity in isolation and under competitive pressure in authentic performance situations 	<ul style="list-style-type: none"> core skills are performed consistently with an excellent standard of accuracy, control and fluency. the advanced skills demonstrated are performed consistently with an excellent standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform very effectively 	<ul style="list-style-type: none"> successfully selects and uses appropriate skills on nearly all occasions applies appropriate team strategies/tactics/compositional ideas demonstrating an excellent understanding of the activity demonstrates excellent awareness of the rules/regulations of the activity during performance. demonstrates excellent regard for the safety of themselves and others demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) communication with other player(s)/performer(s) is excellent (team activities only) 	5 (18–20 marks)
4 (13–17 marks)	<ul style="list-style-type: none"> demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations 	<ul style="list-style-type: none"> core skills are performed consistently with a very good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform very effectively 	<ul style="list-style-type: none"> successfully selects and uses appropriate skills on many occasions applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity demonstrates very good awareness of the rules/regulations of the activity during performance demonstrates very good regard for the safety of themselves and others demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) communication with other player(s)/performer(s) is very good (team activities only) 	4 (13–17 marks)
3 (8–12 marks)	<ul style="list-style-type: none"> demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations 	<ul style="list-style-type: none"> core skills are performed consistently with a good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform effectively 	<ul style="list-style-type: none"> successfully selects and uses appropriate skills on some occasions applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity demonstrates good awareness of the rules/regulations of the activity during performance demonstrates good regard for the safety of themselves and others demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) communication with other player(s)/performer(s) is good (team activities only) 	3 (8–12 marks)
2 (4–7 marks)	<ul style="list-style-type: none"> demonstrates many core skills and few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations 	<ul style="list-style-type: none"> core skills are performed with limited consistency and some accuracy, control and fluency the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates sufficient physical fitness and psychological control to perform with some effectiveness 	<ul style="list-style-type: none"> selects and uses appropriate skills on some occasions. sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity demonstrates limited awareness of the rules/regulations of the activity during performance demonstrates limited regard for the safety of themselves and others demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) communication with other player(s)/performer(s) is limited (team activities only) 	2 (4–7 marks)
1 (1–3 marks)	<ul style="list-style-type: none"> demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations few, if any of the advanced skills for the activity are attempted 	<ul style="list-style-type: none"> core skills are performed inconsistently and with limited accuracy, control and fluency any advanced skills attempted are performed with little success 	<ul style="list-style-type: none"> demonstrates limited physical fitness and psychological control during performance 	<ul style="list-style-type: none"> selects and uses appropriate skills on few occasions. rarely applies team strategies/tactics/compositional ideas demonstrating little understanding of the activity demonstrates little awareness of the rules/regulations of the activity during performance demonstrates little regard for the safety of themselves and others demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) rarely communicates with other player(s)/performer(s) (team activities only) 	1 (1–3 marks)
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	0

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; draw; T draw; 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; bow rudder turn; stern rudder; pry stroke.	
Session 4	2 hours
Recap on above – sculling draw, draw on the move, hanging draw. 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• 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• awareness of strengths/weaknesses and actions of other kayakers• apply pace judgement.• ability to adapt to changing circumstances eg weather, opposition, water flow rate• decision making• application of safety principles• 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.

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 – Range, Quality and Physical attributes	Part 2 – Decision Making
<p>Learners should be assessed in the range and quality of their skills, their decision making and use of physical attributes in a variety of performance situations within each activity, which enable them to show their full ability. Where appropriate, further details will be listed within the skills criteria of the activity.</p> <p>Core skills, to include: These skills should be demonstrated on still/calm water</p> <p>Introduction: • Embark/disembark • Stopping/emergency stop • Capsize drill</p> <p>Strokes: • Paddling forwards and backwards • Sweep strokes • Draw stroke Turns: • Low brace turn • High brace turn</p> <p>Sculling: • for support • draw • T draw</p> <p>Advanced skills, to include: These skills should be demonstrated on still/calm water</p> <p>Strokes: • J stroke • Stern rudder Turns: • Bow rudder turn Bow rescue Deep water re-entry</p> <p>These skills should be demonstrated on moving water at grade 2 or above</p> <p>Strokes: • Sweep strokes • Draw stroke Turns: • Low brace turn • High brace turn</p> <p>Sculling: • for support • draw • T draw Cutting in and out of moving water Ferry glide, up and down stream</p>	<p>Learners should be assessed demonstrating both isolated skills, performing in conditioned, competitive situations and in normal performance conditions. Where appropriate, further details will be listed within the skills criteria of the activity.</p> <p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Selection of appropriate boat size • Applying tactics to cope with different water conditions • Applying tactics in different competitive situations • Awareness of conditions • Awareness of strengths/weaknesses and actions of other kayakers • Application of safety principles • Awareness of the rules and regulations of the sport and their application

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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 - 0

Level	Range of skills	Quality of skills	Physical attributes	Decision making	Level
5 (18–20 marks)	<ul style="list-style-type: none"> demonstrates all core skills and nearly all advanced skills for the activity in isolation and under competitive pressure in authentic performance situations 	<ul style="list-style-type: none"> core skills are performed consistently with an excellent standard of accuracy, control and fluency. the advanced skills demonstrated are performed consistently with an excellent standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform very effectively 	<ul style="list-style-type: none"> successfully selects and uses appropriate skills on nearly all occasions applies appropriate team strategies/tactics/compositional ideas demonstrating an excellent understanding of the activity demonstrates excellent awareness of the rules/regulations of the activity during performance. demonstrates excellent regard for the safety of themselves and others demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) communication with other player(s)/performer(s) is excellent (team activities only) 	5 (18–20 marks)
4 (13–17 marks)	<ul style="list-style-type: none"> demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations 	<ul style="list-style-type: none"> core skills are performed consistently with a very good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform very effectively 	<ul style="list-style-type: none"> successfully selects and uses appropriate skills on many occasions applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity demonstrates very good awareness of the rules/regulations of the activity during performance demonstrates very good regard for the safety of themselves and others demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) communication with other player(s)/performer(s) is very good (team activities only) 	4 (13–17 marks)
3 (8–12 marks)	<ul style="list-style-type: none"> demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations 	<ul style="list-style-type: none"> core skills are performed consistently with a good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform effectively 	<ul style="list-style-type: none"> successfully selects and uses appropriate skills on some occasions applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity demonstrates good awareness of the rules/regulations of the activity during performance demonstrates good regard for the safety of themselves and others demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) communication with other player(s)/performer(s) is good (team activities only) 	3 (8–12 marks)
2 (4–7 marks)	<ul style="list-style-type: none"> demonstrates many core skills and few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations 	<ul style="list-style-type: none"> core skills are performed with limited consistency and some accuracy, control and fluency the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates sufficient physical fitness and psychological control to perform with some effectiveness 	<ul style="list-style-type: none"> selects and uses appropriate skills on some occasions. sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity demonstrates limited awareness of the rules/regulations of the activity during performance demonstrates limited regard for the safety of themselves and others demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) communication with other player(s)/performer(s) is limited (team activities only) 	2 (4–7 marks)
1 (1–3 marks)	<ul style="list-style-type: none"> demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations few, if any of the advanced skills for the activity are attempted 	<ul style="list-style-type: none"> core skills are performed inconsistently and with limited accuracy, control and fluency any advanced skills attempted are performed with little success 	<ul style="list-style-type: none"> demonstrates limited physical fitness and psychological control during performance 	<ul style="list-style-type: none"> selects and uses appropriate skills on few occasions. rarely applies team strategies/tactics/compositional ideas demonstrating little understanding of the activity demonstrates little awareness of the rules/regulations of the activity during performance demonstrates little regard for the safety of themselves and others demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) rarely communicates with other player(s)/performer(s) (team activities only) 	1 (1–3 marks)
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	0

ROCK CLIMBING (LEAD OR SPEED)

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, (figure of 8, bowline, clove hitch, overhand knot, figure of 8 on the bight) belaying, lowering off. Low level traverse when bouldering. 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/palm plant, perform a bridge) 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. Know about a Prussik knot.	
Session 4	2 hours
Recap on above – Select and use tactics and strategies imaginatively in complex and demanding situations. Ascend a mantle shelf or overhang, perform a layback, heel hook, flagging, back stepping, toe hook. 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, bowline 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 and decide which route to take• Awareness of conditions• Assess and use a variety of pre-placed 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: ability to beat and opponent by using a more technical route	

ROCK CLIMBING (LEAD OR SPEED)

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 – Range, Quality and Physical attributes	Part 2 – Decision Making
<p>Learners should be assessed in the range and quality of their skills, their decision making and use of physical attributes in a variety of performance situations within each activity, which enable them to show their full ability. Where appropriate, further details will be listed within the skills criteria of the activity.</p> <p>Core Skills, to include:</p> <p>Safety: • Fit and secure helmet • Fit harness/belt • Tie rope to harness/clip, figure of eight into Karabiner and tighten • Use of correct climbing calls and communication</p> <p>Knots: • Tie a bowline • Tie a figure of 8</p> <p>Route planning: • Work out how you are going to traverse the face • Know the conditions you are likely to face (outdoor only)</p> <p>Bouldering: • Low level traverse</p> <p>Climbing and descending methods: • Climb showing 3 points of contact • Foot jam</p> <p>• Hand jam/palm plant • Perform a bridge • Abseiling • Safe use of • Perform an abseil controlling own descent</p> <p>Semi-direct belay: • Single point belaying • Anchor the belayer • Belay a climber using a belay device</p> <p>Advanced skills, to include:</p> <p>Climbing and descending methods: • Ascend a mantle shelf or overhang • Perform a layback • Heel hook • Flagging • Back stepping • Toe hook •</p> <p>Abseiling: • Knowledge of a Prussik knot</p> <p>Belay: • Multiple belay • Belay a climber during a fall</p>	<p>Learners should be assessed demonstrating both isolated skills, performing in conditioned, competitive situations and in normal performance conditions. Where appropriate, further details will be listed within the skills criteria of the activity.</p> <p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Use of appropriate equipment • Which route to take • When to take risks • Applying tactics to cope with different conditions/levels of difficulty • Applying tactics to a competitive environment • Awareness of conditions • Awareness of strategies/tactics when climbing • Awareness of strengths/weaknesses and actions of other climbers e.g. ability to complete a more technical route and moves to beat an opponent • Application of safety principles • Awareness of the rules and regulations and their application in competitive situations

The course delivered by Caldecotte Xperience covers each descriptor and level as prescribed by OCR J587 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 - 0

Level	Range of skills	Quality of skills	Physical attributes	Decision making	Level
5 (18–20 marks)	<ul style="list-style-type: none"> demonstrates all core skills and nearly all advanced skills for the activity in isolation and under competitive pressure in authentic performance situations 	<ul style="list-style-type: none"> core skills are performed consistently with an excellent standard of accuracy, control and fluency. the advanced skills demonstrated are performed consistently with an excellent standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform very effectively 	<ul style="list-style-type: none"> successfully selects and uses appropriate skills on nearly all occasions applies appropriate team strategies/tactics/compositional ideas demonstrating an excellent understanding of the activity demonstrates excellent awareness of the rules/regulations of the activity during performance. demonstrates excellent regard for the safety of themselves and others demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) communication with other player(s)/performer(s) is excellent (team activities only) 	5 (18–20 marks)
4 (13–17 marks)	<ul style="list-style-type: none"> demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations 	<ul style="list-style-type: none"> core skills are performed consistently with a very good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform very effectively 	<ul style="list-style-type: none"> successfully selects and uses appropriate skills on many occasions applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity demonstrates very good awareness of the rules/regulations of the activity during performance demonstrates very good regard for the safety of themselves and others demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) communication with other player(s)/performer(s) is very good (team activities only) 	4 (13–17 marks)
3 (8–12 marks)	<ul style="list-style-type: none"> demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations 	<ul style="list-style-type: none"> core skills are performed consistently with a good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform effectively 	<ul style="list-style-type: none"> successfully selects and uses appropriate skills on some occasions applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity demonstrates good awareness of the rules/regulations of the activity during performance demonstrates good regard for the safety of themselves and others demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) communication with other player(s)/performer(s) is good (team activities only) 	3 (8–12 marks)
2 (4–7 marks)	<ul style="list-style-type: none"> demonstrates many core skills and few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations 	<ul style="list-style-type: none"> core skills are performed with limited consistency and some accuracy, control and fluency the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates sufficient physical fitness and psychological control to perform with some effectiveness 	<ul style="list-style-type: none"> selects and uses appropriate skills on some occasions. sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity demonstrates limited awareness of the rules/regulations of the activity during performance demonstrates limited regard for the safety of themselves and others demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) communication with other player(s)/performer(s) is limited (team activities only) 	2 (4–7 marks)
1 (1–3 marks)	<ul style="list-style-type: none"> demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations few, if any of the advanced skills for the activity are attempted 	<ul style="list-style-type: none"> core skills are performed inconsistently and with limited accuracy, control and fluency any advanced skills attempted are performed with little success 	<ul style="list-style-type: none"> demonstrates limited physical fitness and psychological control during performance 	<ul style="list-style-type: none"> selects and uses appropriate skills on few occasions. rarely applies team strategies/tactics/compositional ideas demonstrating little understanding of the activity demonstrates little awareness of the rules/regulations of the activity during performance demonstrates little regard for the safety of themselves and others demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) rarely communicates with other player(s)/performer(s) (team activities only) 	1 (1–3 marks)
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	0

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:

366 Simpson Rd . Simpson . Milton Keynes . MK6 3AG

T: 0300 003 0998

E: caldecotte@action4youth.org

W: www.caldecottexperience.org

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.



**ACTION
4YOUTH**

5 Smeaton Close . Aylesbury,
Buckinghamshire . HP19 8UN

T: 0300 003 2334

W: www.action4youth.org