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INTRODUCTION

This is a guide for teachers so that you can see how we would mark work, Cambridge Nationals are designed to give the learners the project and let them create the work.

The guide contains sample learner work for this unit and covers all learning objectives, graded at Marking Band 1 (MB1) and Marking Band 3 (MB3).

The accompanying commentary explains why each piece of work was awarded its grade.

For MB1 graded work, additional guidance has been added to suggest improvements that could be made to make it an MB2 graded piece of work.

For MB3 graded work, additional guidance has been added to explain why it was awarded that grade and not the lower grade of MB2.

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Learning Objective 1 – Know about different types of outdoor activities

MB1

The different types of outdoor activities and their provision

Definition of an outdoor activity this is an activity that takes place usually outdoors in the mountains or in the rivers by yourself or as part of a group.

Outdoor activities

Water sports – canoeing this is where you have a kayak and a paddle and a buoyancy aid and you canoe on a lake or down a river.

Trekking – mountaineering this is where you go out for a walk in the mountains with a map and a compass. You carry all your stuff in a rucksack and you need waterproofs as the weather can be wet. You also need walking boots.

Camping – this is where you carry all your camping stuff – a tent and sleeping bag and food and clothing and go and put your tent up near water in the mountains and cook your food on a stove and stay out all night in the middle of nowhere.

Climbing – this is where you go climbing this can be at an indoor climbing wall. You wear a harness and a helmet and you are attached to a rope and someone holds the other end of a rope and you climb up the wall.

Cycling – you can go mountain biking for this you need a special bike and you need to wear a helmet and padding on your knees and elbows. You can do this on steep ground and in forests.

Snow sports – you can do snowboarding in an indoor snow dome for this you need warm clothing a helmet and a snowboard.

Provision of outdoor activities in the UK

Outdoor activity providers – you can do some of these activities locally at an outdoor activity centre the nearest one to me is Leicester Outdoor Activity Centre where you can do climbing, canoeing and camping. You can do snow sports at the Snow dome in Tamworth.

National Sports Centres – you can go climbing, canoeing and mountain walking from Plas–y–Brenin which is in the mountains in Snowdonia in North Wales. You can do kayaking and canoeing and rafting at Holme Pierrepont which is in Nottingham.

Voluntary organisations If you belong to the Guides you can do your Duke of Edinburgh’s Award and you can do outdoor activities as part of this. You also have to do expeditions which are walking trips.
Marking commentary on MB1 sample learner work

The definition of outdoor activities is limited. Some different outdoor activities have been briefly described with a few examples. The provision for outdoor activities that have been mentioned in the first section have been outlined with few examples.

The centre has awarded a mark of 3 this is because there should be more examples of outdoor activities described and there should be more examples of provision.

Suggested improvements to progress sample learner work to MB2

There needs to be a more detailed definition of outdoor activities. There needs to be a more extensive range of outdoor activities described in detail with mostly relevant examples. The following should be mentioned: caving, gliding and other land-based activities. The description of provision needs to be more detailed and should contain more information about where the activities can be experienced locally and nationally.

The candidate has referenced indoor rock climbing and indoor snow domes, whilst both of these are useful introduction and training environments, they are not suitable here as neither is outdoors.
Learning Objective 2 – Understand the value of participating in outdoor activities

MB1

The value of participating in outdoor activities

General benefits of participating in outdoor activities

**Increased confidence** – if I take part in an activity that I haven’t done before then I will be nervous to start with. When I have been doing it for a while I will then gain in confidence as I get better at it and know what I am doing.

**Enjoyment and challenge** – if it is something new because I have chosen this course then I should enjoy it as I like to try out new things. As it will be new to me it will be a challenge especially if it means I have to go up high as I don’t like heights so I will find that a challenge.

**Improved health and fitness** – doing any exercise regularly is good for you. By taking part in outdoor activities that will mean that if I do it often enough it will improve my health as I will be outside in the fresh air. It will also improve my health as I will be active doing something instead of sitting down.

**Opportunity to socialise** – I will be going with my sport class to do outdoor activities and some people are new to me so I will get the chance to get to know them better outside the classroom. We will have our lunch together so we will be able to socialise and chat together.

How participating in outdoor activities can help skills development

**Social skills** – we will be doing the activities together in a small group so we will get to know each other well. We will get the chance to talk to each other while we are doing the activity and on the way there and back and when we have breaks. This will help us to develop our social skills as we want to work in sport and sport is a very social thing so if we can mix with people and chat to them easily then that is what is needed when you work in sport.

**Team building skills** – all of the activities we will be doing will mean we have to work together to make sure we are safe when we are doing them. We will also need to help each other as we have not done outdoor activities before so some people will be good and other will be poor at the activity so we need to help each other work as a team. This is also good as we will need to work as part of a team if we want to work in sport.

**Problem solving skills** – we will need to work together to solve any problems we come across so we need to be able to think about what we are doing and find a way to solve any problems.

**Communication skills** – as we will be doing the activities with others we will need to talk to them. As outdoor activities can be dangerous we will need to listen to the instructions given to us so we know what we are doing so we can do it safely. This is important as when we go to work in sport we will need to listen to what we are being told to do and we need to talk to people we are working with and the public.
Marking commentary on MB1 sample learner work

A few of the general benefits of participating in outdoor activities have been outlined. Some of the skills which can be developed by participating in outdoor activities have been identified. How these skills are developed is outlined and limited reasons as to why they are of value to the individual are provided.

The centre has awarded 3 marks this is because not all benefits and skills have been outlined and developed.

Suggested improvements to progress sample learner work to MB2

There needs to be detail in the descriptions of the general benefits of participating in outdoor activities and the skills which can be developed by participating in outdoor activities. There needs to be more information on why they are of value to the individual.

The following general benefits could also be described: greater environmental awareness and increased motivation. The following skills could also be described: decision making skills, planning and organisation skills.
**Learning Objective 3 – Be able to plan an outdoor activity**

**MB1**

**Plan an outdoor activity**

This is a plan for an open canoeing session for my group of ten 15–16 year old male and female students. The session will take place on 1 March.

**Key considerations to make when planning an outdoor activity.**

<table>
<thead>
<tr>
<th>Health and safety</th>
<th>The activity is suitable for the group and a risk assessment has been done by the centre where the activity is taking place.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>There will be 10 students + the school PE teacher + a BCU qualified instructor.</td>
</tr>
<tr>
<td>Adventure Activities Licensing Authority</td>
<td>The centre has a license.</td>
</tr>
<tr>
<td>Clothing</td>
<td>Warm clothing, old trainers, waterproofs, hat and gloves.</td>
</tr>
<tr>
<td>Equipment</td>
<td>6 open canoes, ropes on the front and back of the canoes, 12 paddles and 12 buoyancy aids.</td>
</tr>
<tr>
<td>Location</td>
<td>The session will take place at an activity centre on a lake.</td>
</tr>
<tr>
<td>Supplies</td>
<td>Half way through the session there will be a break for a hot drink and something to eat.</td>
</tr>
<tr>
<td>Emergency procedures</td>
<td>The PE teacher and the centre instructor have first aid qualifications. The centre instructor will have a 2-way radio.</td>
</tr>
<tr>
<td>Contingency plans</td>
<td>If any equipment breaks we can go ashore and get it replaced. If the weather gets too cold we will get off the water and go inside the centre to warm up.</td>
</tr>
<tr>
<td>Shelter</td>
<td>If the weather gets bad we will get off the lake and go into the centre.</td>
</tr>
<tr>
<td>Weather forecast</td>
<td>I will check the weather forecast on the day and as long as it is not too wet and windy we can do the activity.</td>
</tr>
<tr>
<td>Timing</td>
<td>The whole session will last for 3 hours. My part of the session will last for 1 hour.</td>
</tr>
</tbody>
</table>

**Content of my session**

1. Warm up – this will consist of doing exercises with the paddles on shore making sure there is enough space between everyone so no one gets hit with a paddle.
2. Get open canoes on the lake we will do this in pairs.
3. Practice the following skills in pairs: forward paddling; backward paddling; forward sweep stroke; backward sweep stroke.
4. Get open canoes off the lake.
5. Warm down- stretching exercises.
There was some prompting from the tutor when producing the plan.

**Hazards to be aware of when planning outdoor activities**

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate supervision/tuition</td>
<td>If there is not enough staff to supervise the group it would make the activity unsafe. We have 10 pupils and 2 adults so that will be fine.</td>
</tr>
<tr>
<td>Poor/incorrect equipment</td>
<td>If the canoes have holes in them then that would make them sink. If the buoyancy aids are old and worn they will not keep us afloat if we fall in the water.</td>
</tr>
<tr>
<td>Unforeseen weather conditions</td>
<td>If we have heavy rain or fog this will make it dangerous as we are only beginners.</td>
</tr>
<tr>
<td>Illness/injury</td>
<td>We need to know if anyone is asthmatic in case they have an attack on the water. They need to let the teacher have their inhaler. If the weather is very cold someone might get hypothermia.</td>
</tr>
<tr>
<td>Poor organisation</td>
<td>The session needs to be well organised and the group need to listen to the instructor otherwise the activity could be dangerous.</td>
</tr>
<tr>
<td>Getting lost</td>
<td>This will not happen as the activity is taking place on a lake.</td>
</tr>
<tr>
<td>Unstable terrain</td>
<td>There might be a muddy bank which will be a problem as people could slip if they try to get out directly onto the bank instead of on the jetty.</td>
</tr>
<tr>
<td>Animals and insects</td>
<td>Someone might get an insect bite but there are no animals by the lake.</td>
</tr>
</tbody>
</table>

This draws upon limited skills/knowledge/understanding from unit R052

**Marking commentary on MB1 sample learner work**

A basic plan which considers limited requirements for an effective and safe outdoor activity session has been produced. There is a sentence at the bottom which states that some prompting was given by the teacher.

The centre has awarded 4 marks for this section this is because there needs to be more detail and there needs to be less prompting by the teacher. A limited awareness of safety considerations and emergency procedures related to the activity and equipment to be used has been shown. The centre has awarded 3 marks for this section this is because there should be more information on environment.

**Suggested improvements to progress sample learner work to MB2**

Produces an appropriate and detailed plan which considers many of the requirements for an effective and safe outdoor activity session with little prompting from the teacher.

Shows some understanding of safety considerations and emergency procedures related to the activity and equipment to be used. Gives some consideration to the environment the activity will take place in and the personnel used.
Learning Objective 4 – Be able to demonstrate knowledge and skills during outdoor activities

**MB1**

**Witness Statement – Task 3**

<table>
<thead>
<tr>
<th>Learner name</th>
<th>James</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor name</td>
<td>G M Knowles</td>
</tr>
<tr>
<td>Date</td>
<td>01/03/15</td>
</tr>
<tr>
<td>Unit</td>
<td>R056 – Developing knowledge and skills in outdoor activities</td>
</tr>
<tr>
<td>LO4</td>
<td>Be able to demonstrate knowledge and skills during outdoor activities</td>
</tr>
</tbody>
</table>

**ASSESSOR FEEDBACK – please give detail of how learners have met the criteria for the grade awarded.**

<table>
<thead>
<tr>
<th>Please tick</th>
<th>MB1</th>
<th>4 &amp; 3</th>
<th>MB2</th>
<th>MB3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessor comments</strong></td>
<td><strong>Activity – Night time Orienteering</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Care and use of equipment</strong> – James was given a map so that he could do the orienteering course with a partner. The map was laminated and when he gave it back at the end of the session the laminate was starting to come off which meant he had not taken good care of it. The only other equipment used was a pencil and a grid to record the markings at the stations. The grid and the pencil were returned in good condition. The day was wet so James had to wear waterproofs he didn’t turn them inside out as per instructions when he put them back on the peg so had to be called back to do this. James was given a head torch so that he could find the stations. This was returned correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Safe practice</strong> – the group were told that the orienteering course was bounded by the open lake on two sides and a road on the other two sides and they were told not to go in the water or onto the road as they were out of bounds. James stayed within the confined area as directed so he followed these instructions. The group were told to head for the mini-bus if they were in trouble. James was asked what he would do if he was in trouble and he couldn’t answer as he hadn’t listened so he had to have the instructions repeated. He was told to wear warm clothing and wellingtons. He had the warm clothing on but wore trainers not wellingtons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Communication skills/decision making skills</strong> – James communicated with his partner during the activity to discuss what order they were going to find the stations and he reached an agreement with his partner about this. James and his partner had to make decisions as to which way they would go between stations as there were areas of water within the course. Sometimes they had to backtrack as they had gone the wrong way so he didn’t always choose the best option.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Team-working skills</strong> – James was told to stay with his partner at all times as it was dark. He did this so demonstrated collaborative working. He wanted to win so demonstrating commitment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Problem-solving skills</strong> – there was a finish time for this task of 20:30 pm so James had to work with his partner to get to all the stations and return to the minibus by that time. There were 26 stations and he and his partner got 20.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### AREAS FOR IMPROVEMENT/GENERAL COMMENTS

James demonstrated a limited range of relevant skills and knowledge during orienteering. His care of equipment and use of it was limited and he needed some prompting in order to follow safe practice.

### RECORD OF QUESTIONS/ANSWERS

<table>
<thead>
<tr>
<th>ASSESSOR QUESTION 1</th>
<th>LEARNER RESPONSE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSOR QUESTION 2</td>
<td>LEARNER RESPONSE 2</td>
</tr>
<tr>
<td>ASSESSOR QUESTION 3</td>
<td>LEARNER RESPONSE 3</td>
</tr>
</tbody>
</table>

### ASSESSOR SIGNATURE: G M Knowles  DATE: 01/03/15

### LEARNER SIGNATURE: James  DATE: 01/03/15
### ASSESSOR FEEDBACK – please give detail of how learners have met the criteria for the grade awarded.

<table>
<thead>
<tr>
<th>Assessors comments</th>
<th>Activity – Open Canoeing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Care and use of equipment</strong></td>
<td>knew why he had to wear a buoyancy aid in case he fell in. Had to be told not to swing the paddle about as he was carrying it in case he hit someone. When he took the buoyancy aid back to the store he just threw it on the floor so had to be reminded to put it back on the peg. When he was in the canoe he held the paddle correctly and used it effectively to paddle forward.</td>
</tr>
<tr>
<td><strong>Safe practice</strong></td>
<td>had to be told to be quiet and listen to the instructions at the beginning. Once he was on the water he did listen to instructions. He had the correct clothing as this was checked before he went on the water. He had to be told that he couldn’t wear jeans so he had to change into tracksuit trousers before he could go on the water. He had the correct equipment as this was also checked before he went on the water. Emergency procedures were explained before he went on the water and he was asked what they were and he could repeat them back e.g. stay by the canoe if it capsizes.</td>
</tr>
<tr>
<td><strong>Communication skills</strong></td>
<td>communicated with his partner when in the canoe.</td>
</tr>
<tr>
<td><strong>Decision-making skills</strong></td>
<td>the only decision that needed to be made was to work as a team to move the canoe forwards and backwards. James had difficulty doing this and he and his partner fell out over deciding how to work together to get the canoe to move forward.</td>
</tr>
<tr>
<td><strong>Team-working skills</strong></td>
<td>James actively participated in the canoeing. He did listen when he was on the water. He had trouble working with his partner. James demonstrated commitment to working with his partner they just had difficulty agreeing what to do.</td>
</tr>
<tr>
<td><strong>Problem-solving skills</strong></td>
<td>James admitted that he needed to listen to his partner and they needed to work together to get the canoe to move in the direction they wanted to go in. After having a mid-morning break they went back on the water and James and his partner did manage to work together in order to get the canoe to go where they wanted it to go.</td>
</tr>
</tbody>
</table>
**SAMPLE LEARNER WORK**

**AREAS FOR IMPROVEMENT/GENERAL COMMENTS**
James demonstrated a limited range of relevant skills and knowledge during open canoeing. His care of equipment and use of it was limited and he needed some prompting in order to follow safe practice.

**RECORD OF QUESTIONS/ANSWERS**

<table>
<thead>
<tr>
<th>ASSESSOR QUESTION 1</th>
<th>LEARNER RESPONSE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSOR QUESTION 2</th>
<th>LEARNER RESPONSE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSOR QUESTION 3</th>
<th>LEARNER RESPONSE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSOR SIGNATURE:** G M Knowles  **DATE:** 08/03/15

**LEARNER SIGNATURE:** James  **DATE:** 08/03/15
Marking commentary on MB1 sample learner work

Two detailed witness statements provided the evidence for this learning objective. A limited range of relevant skills and knowledge during open canoeing and night time orienteering has been demonstrated.

The centre has awarded 4 marks for this section this is because more skills and knowledge need to be demonstrated. Some equipment was cared for and other equipment was misused so prompting was needed by the activity leader in order to safe practice.

The centre has awarded 3 marks for this section this is because there needs to be less intervention by the activity leader.

Suggested improvements to progress sample learner work to MB2

A range of relevant skills and knowledge needs to be demonstrated during both open canoeing and orienteering. The equipment should be used appropriately and care should be taken whilst using the equipment and when putting it away.

Competence should be in evidence when using the equipment. There should be little prompting from the activity leader to follow safe practice.
Learning Objective 1 – Know about different types of outdoor activities

The different types of outdoor activities and their provision

Definition of an outdoor activity – these are activities that don’t take place in buildings – they take place out of doors. They are activities that are done on large areas of land, they are done on rivers, sea or lakes and they are done in the air. Outdoor activities are done in parts of the country that are the natural landscape. You can do them on your own or as a member of a group.

Examples of outdoor activities

Water sports

• Canoeing – there are two types of canoeing. One is using an open canoe which you have two people in, it has an open cockpit. You each have a one bladed paddle. The other is a kayak which has a closed cockpit and which you have a blade at each end of the paddle. You will need the following personal equipment: wetsuit; buoyancy aid and a helmet. For a kayak you also need a spray deck. You can canoe on a river, on a lake or on the sea.

• Dinghy sailing – this is where you sail a boat either on your own or with someone else. You will need a small sailing dinghy like a topper which needs a sail. You will need the following personal equipment: wetsuit and a buoyancy aid. You can sail on a lake or on the sea.

• Windsurfing – this is where you have a windsurfing board and a sail. You windsurf on your own. You will need the following personal equipment: wetsuit and a buoyancy aid. You can windsurf on a lake or on the sea.

Trekking

• Hillwalking – this is when you go walking in the hills. If you are young you will go in a group when you are older you might go on your own. You will need a map, a compass, a rucksack and a GPS. You will need the following personal equipment: waterproof clothing; walking boots and warm clothes. The walking could be in the Peak District.

• Orienteering – this is where you are given a map and on it are marked stations that you need to visit and record what you find at that spot on the map. This map might be of a park or a forest. You will need the following personal equipment: running shoes; lightweight clothes and something to record what is at the marker.

• Mountaineering – this is where you walk in a mountainous area like the Lake District or Snowdonia. If you are young you will go in a group when you are older you might go on your own. You will need a map, a compass, a rucksack and a GPS. You will need the following personal equipment: waterproof clothing; walking boots; food and drink and warm clothes.

Camping

• Wild camping – this is where you go camping in the wilderness away from civilisation. You will need a tent with an integral ground sheet; a sleeping mat; a sleeping bag; a stove; food and water; cooking utensils and washing gear. You could wild camp in Snowdonia.
Climbing

- Single pitch – this is where you do rock climbing up a single rope length. You will do this with a partner as one of you is climbing and the other person is holding the rope. You will need a rope; karabiner, harness, rock-climbing shoes and a helmet to do rock climbing. You can rock climb on crags, in a quarry or on an indoor climbing wall.

- Abseiling – this is where you abseil (go down) a single rope length. You will have a partner as when you are going down the rope you are usually attached to a safety rope and your partner will be in charge of the safety rope. You will need a rope; karabiner, harness and helmet to do abseiling. You can abseil down crags and in a quarry.

Caving

- Potholing – this is when you go down into natural caves underground. You will go as part of a group and sometimes you will be roped together. You will need to wear waterproof clothing, a rucksack to put food and drink in and warm clothing. You will need a helmet which has a head torch on it and a harness so you can be roped together.

- Mine exploration – this is when you go down a man-made old mine underground. You will need exactly the same equipment as for caving.

Cycling

- Mountain biking – this is where you go on a special bike along a man-made course in a wooded or mountainous area usually at speed. You will need a bike and you will need to follow a marked course. You will need to wear sturdy clothing, a helmet, elbow and knee pads and gloves.

Snow sports

- Snowboarding – this is where you go on a snowboard and snowboard down a snow covered slope. You will need warm clothing; snowboard shoes; sunglasses; gloves; a hat and a helmet. You can do this at an indoor snow dome.

- Cross country skiing – this is where you go on cross country skis along tracks in the snow. You will need warm clothing; cross country skiing boots; sunglasses; gloves and a hat. You can do this in this country when there is enough snow.

- Downhill skiing – this is where you go on skis down a snow covered slope. You will need warm clothing; ski boots; sunglasses; gloves and a helmet. You can do this at an indoor snow dome.

- Snowshoeing – this is where you wear snowshoes and go snowshoeing in a snow covered area. You will need warm clothing; snowshoes; walking boots; sunglasses; gloves and a hat. You can do this in this country when there is enough snow.

Gliding

- Paragliding – this is where you sit in a harness suspended below a fabric wing. You will need to wear a paragliding suit; goggles and a helmet. You will do this when the wind is right off a high hill or mountain.
Other land-based activities

- Gorge walking – this is where you find a stream which has made a gorge and you walk up or down the gorge. To do this you will need a rope and you will need to wear wellingtons; a helmet; a harness and waterproofs. There are gorges in Snowdonia where you can do this.

- Sea level traversing – this is where you go along the cliffs just above sea level. You will do this in a group and sometimes when the terrain is difficult you will be roped together. For this you would need ropes. You will need to wear wellingtons; a buoyancy aid; a harness; a helmet and waterproofs. You can do this on a suitable piece of coastline in the UK.

- High rope courses – these are artificial courses which are often high in the trees and they are permanent structures. You will move along planks and other rope structures. You will be attached at all times onto ropes around the course. You will wear a helmet and harness.

Provision of outdoor activities in the UK

Outdoor activity providers

- Outdoor activity centres – these are centres that offer the opportunity for young people to take part in a range of outdoor activities either for just a session or a number of sessions or they offer week long courses.

  An example of this is the Arete Centre in Snowdonia this offers residential for a week, or weekend. Young people go there and get all their food and board and they then go out in groups of up to ten doing different activities during the day. The activities that they can do are mountain walking; canoeing; rock climbing; abseiling; seal level traversing; camping; orienteering; gorge walking and mine exploration. There are also evening activities which include a night line; orienteering; team building tasks and the bosons chair. All of the equipment and transport is provided for all of the activities all you need to do is take your own clothes.

  Another example is Aztec Adventure this offers sessions during the day for groups. Groups usually go for either a morning or an afternoon for several weeks. They will go out in small groups doing the following activities: open canoeing; kayaking; dinghy sailing in oppies; toppers and lazers; high ropes course; archery; orienteering; windsurfing and problem solving. Groups if they are doing the water sports usually go for several weeks groups often go and do the other activities on a one off basis.

- Activity specific organisations – these just focus on a particular activity either as a one off session or as a series of sessions.

  An example of this is Go Ape they have a lot of high ropes courses around the country. You go there usually with a group of people and you wear a harness and are attached at all times to a safety rope then you go around a series of obstacles and stations high up in the trees. You are given safety instructions before you start then you go round on your own. If you go with the school you are accompanied on the course by your teachers. The nearest Go Ape course to me is in Sherwood Forest.

  Another example of an activity specific centre is Draycote Water this offers courses in water sports – sailing and windsurfing in the Easter and Summer holidays and half terms. All equipment is provided. There are 6 kids to 1 instructor and the sessions take place on land and on the water. Courses are from 3 – 5 days and are for different age groups.
National Sports Centres

- Plas-y-Brenin in North Wales – this is the national mountaineering centre. You can do residential courses here in winter and summer hillwalking and mountaineering; rock climbing; mountain first aid; scrambling; mountain biking; road cycling; sea kayaking and canoeing/kayaking. The centre also trains people who want to work in the outdoors by offering courses to gain NGB qualifications. There is also a dry ski slope; an indoor climbing wall and a pool which is used for practicing canoe rolls. Course can be either weekend courses or 5 – 7 day courses. You can either specialise in one sport or do a multi-activity week.

- Holme Pierrepont in Nottinghamshire – this is the national water sports centre. It is in 270 acres of park. There is residential accommodation and a campsite. You can do sailing; canoeing; kayaking and white water rafting. For all water based activities they offer taster sessions and sessions leading up to NGB awards. As well as water sport facilities it has a family fun park; a high ropes course and a gym. There are also trails in the park for biking and walking.

- Tollymore – this is the Northern Ireland national centre for mountaineering and water sports. There is a residential block as well as day facilities. You can do mountaineering; rock climbing; mountain biking; kayaking; canoeing and orienteering. There is a high and a low ropes course; indoor and outdoor climbing walls and a pool where you can practice canoe skills. You can also get NGB awards. You can go for taster days or go on courses.

Voluntary organisations

- Scouts – there are a lot of scout groups all over the country and they can be mixed. The troup meets usually once a week and does activities like kayaking; abseiling; camping and climbing they go on mountaineering expedition in the UK and abroad. They learn team building skills. You can do outdoor activities in the scouts which include camping and water sports. There are a lot of Scout groups in Coventry that you can join.

- Duke of Edinburgh’s Award – this is an award for young people aged between 14 and 24 and it gives young people the chance to develop skills for life. There are 3 levels of award Bronze; Silver and Gold. You can do the DofE at school or with the Scouts/Guides. Part of the DofE involves navigation and expedition work. For the Bronze award you have to go on an expedition lasting 2 days and 1 night. For the Silver award you have to go on an expedition lasting 3 days 2 nights. For the Gold award you have to go on an expedition lasting 4 days and 3 nights. The expedition can be walking; biking; canoeing; in a wheelchair; sailing or by riding a horse. By doing an expedition this gives you experience in navigating and camping and team work.
<table>
<thead>
<tr>
<th>Outdoor activity</th>
<th>Local providers</th>
<th>National providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canoeing; dinghy sailing; windsurfing</td>
<td>Leicester Outdoor Pursuits Centre; Draycote Water</td>
<td>Holme Pierrepont; Lake District; River Nene;</td>
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<tr>
<td>Hill walking</td>
<td>Peak District</td>
<td>Lake District; Brecon Beacons; Snowdonia; Scotland</td>
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<td>Orienteering</td>
<td>Leicester Outdoor Pursuits Centre</td>
<td>Peak District</td>
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<tr>
<td>Mountaineering</td>
<td>Snowdonia</td>
<td>Lake District; Brecon Beacons; Snowdonia; Scotland</td>
</tr>
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<td>Camping</td>
<td>Leicester Outdoor Pursuits Centre</td>
<td>Lake District; Brecon Beacons; Snowdonia; Scotland</td>
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<tr>
<td>Rock climbing</td>
<td>Leicester Outdoor Pursuits Centre; Leicestershire Crags; The Bear Rock climbing wall</td>
<td>Roaches</td>
</tr>
<tr>
<td>Abseiling</td>
<td>Leicester Outdoor Pursuits Centre; The Bear Rock climbing wall</td>
<td>Roaches</td>
</tr>
<tr>
<td>Pot holing</td>
<td>There is nowhere local to do this</td>
<td>Peak District</td>
</tr>
<tr>
<td>Mine exploration</td>
<td>There is nowhere local to do this</td>
<td>Snowdonia</td>
</tr>
<tr>
<td>Mountain biking</td>
<td>Alan Higgs Trust</td>
<td>Peak District</td>
</tr>
<tr>
<td>Snowboarding + downhill skiing</td>
<td>Tamworth Snow dome; Ackers Trust</td>
<td>Aviemore; Glen Coe and Fort William</td>
</tr>
<tr>
<td>Cross country skiing + snowshoeing</td>
<td>Lake District</td>
<td>Aviemore; Glen Coe and Fort William</td>
</tr>
<tr>
<td>Paragliding</td>
<td>Derbyshire</td>
<td>Peak District; Lake District; Highlands of Scotland</td>
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<tr>
<td>Gorge walking</td>
<td>There is nowhere local to do this</td>
<td>Peak District; Snowdonia</td>
</tr>
<tr>
<td>Sea level traversing</td>
<td>There is nowhere local to do this as we are a long way from the coast</td>
<td>Snowdonia</td>
</tr>
<tr>
<td>High ropes course</td>
<td>Leicester Outdoor Pursuits Centre</td>
<td>Go Ape Sherwood Forest</td>
</tr>
</tbody>
</table>
Marking commentary on MB3 sample learner work

There is a definition of outdoor activities which is detailed and accurate. A wide range of outdoor activities have been described and for every activity described there are clear and relevant examples. There is a comprehensive description of several providers of outdoor activities both locally and nationally.

The centre has awarded a mark of 7 this is because there could have been more detailed information on provision of a wider range of activities locally.

Why it was awarded MB3 not MB2

Definition of outdoor activities is accurate and detailed. The majority of activities used as examples in the sub-headings have been described, accompanied by clear and relevant examples. There is a detailed description of providers of outdoor activities.

All information provided demonstrated a thorough understanding of what outdoor activities are and where you can experience them.
Learning Objective 2 – Understand the value of participating in outdoor activities

MB3

The value of participating in outdoor activities

General benefits of participating in outdoor activities

**Increased confidence** – when you participate in an outdoor activity for the first time you might feel worried about doing it because it is something outside your comfort zone. When you start doing the activity you might find you are having difficulty in performing the skills and this will mean you lack confidence in your ability. The more you practice the skills the better you will become at the activity and this will mean that you will gain in confidence and not be so worried about doing the activity. When your confidence increases you feel more self-reliant as you are now able to do the activity. You will feel personal satisfaction when your confidence is increased.

**Enjoyment and challenge** – when you are participating in an outdoor activity the aim is that you enjoy the experience and because you are trying out something new it is going to be a challenge. It will be a challenge if you are doing an activity in an environment that you haven’t experienced before.

For example if you are doing water sports and you are not a very good swimmer you will be worried about falling in the water. When you do the activity and you realise you will be wearing a buoyancy aid and you fall in and find you are ok then you have overcome your fear and overcome what you saw as a challenge to you. By overcoming your fear this will improve your self-esteem and this will mean that you will also enjoy the activity because you are no longer scared of doing it and you will have a positive attitude towards doing it.

Another example is if you are doing a rock climb and you get half way up the rock face and you are having difficulty moving up the crag you will find getting to the top a challenge and you will try and overcome that challenge by getting to the top of the crag.

**Improved health and fitness** – all outdoor activities involve exercise. People of all ages participate in outdoor activities, walking is one of the most popular forms of recreation. Research has shown that if you participate in outdoor activities on a regular basis throughout your life this helps you maintain good health in later life. It also means that you remain fitter which is good as if you keep fit that will help your health. Taking part in outdoor activities is also good for the mind and is good for relieving stress as you are thinking of what you are doing as you have to concentrate when doing outdoor activities as there are safety considerations for most activities. This means that you can forget your everyday worries which is also good for your health.

Outdoor activities are good for your level of fitness as many of the activities are aerobic and improve your muscular; cardiovascular and respiratory system which is good for your health as well.

**Greater environmental awareness** – because you can do outdoor activities in remote areas of the country you will be more aware of your environment. For example when you are walking in the mountains you need to keep to the footpaths so that you do not destroy vegetation.

When you do rock climbing you have to be careful not to pull up plants and you have to be careful if birds are nesting. You have to make sure you don’t leave any litter lying around and you have to climb where you are allowed to not just anywhere.

If you go on a canoeing trip down a river you have to know where you can get on and off the water so that you do not ruin the banks of the river. You have to keep out if the way of trees and you have to keep out of the way of fishermen.

**Increased motivation** – if you take part in an outdoor activity that you like this will motivate you to continue doing it and if you find some of the skills difficult you will be motivated to improve them. If you want to succeed you will persevere in that activity and you will be determined to do well. You will have the motivation to overcome any problems and this will help you be successful.
Opportunity to socialise – when you are young you will take part in outdoor activities as part of a group. This will give you the opportunity to meet new people who have a similar interest to you and you will socialise with them. This means that you will get to talk to them about the activity and other things. You will acquire the ability to speak to a lot of different people and this will allow you to bond with them. By socialising you will make new friends.

How participating in outdoor activities can help skills development

Social skills – when we communicate with others and when we interact with others we use social skills. These are verbal and non-verbal. Non-verbal are our gestures and our body language. A lot of outdoor activities involve teamwork and working in groups so you need to use social skills to be able to get on with others in the group. We will need to talk to the others in the group and interact with them. We will need to use our social skills when we are on a break from the activities by talking and interacting with the rest of the group. If you are doing a group task you want to show by way of your body language that you are going to help the group – if you stand to one side and don't say anything that is not showing good social skills. If we have good social skills this will benefit us in the following ways: we will have better relationships with other people. We will be able to communicate well with others. We will have better career prospects as we are able to communicate well with others which is useful in the workplace.

Team building skills – there are specific team building activities that you can do as an outdoor activity. This is where you have to work together as a team to complete certain tasks. For example you might have to make a structure with materials you have been given to get all group members off the floor. To do this you need to work together as a group, interact with each other; listen to each other and respect the comments and needs of the others in the group. You need to work co-operatively and effectively in order to complete the task. You need to make sure everyone is involved. The other skills that this can develop are trust in others caring about others and tolerance. Team building skills are good to have as you will often have to work as a member of a team in the workplace particularly if you work shifts. If you become a manager you will need these skills to make sure your team or workers pulls together.

Decision making skills – there will be situations that occur when you are doing outdoor activities where you have to make decisions this is where you have to take greater responsibility for your own learning for example when you are canoeing down a river you will have to decide which course to take so that you avoid the shallow water and the trees. You will have to decide which strokes to do so that you go in a straight line down the river.

Another example is rock climbing where you will have to decide which route you are going to take up a crag. In group work you will need to listen to what other members of the group say when deciding what to do to solve a problem.

This skill is useful as you will have to make decisions in your life as you get older.

Planning and organisation skills – when you go on a DofE expedition or when you do orienteering you will need to plan where you are going and how you are going to achieve your aims.

For example in orienteering you will need to plan what order you are going to visit the points in. You will have to organise yourself to make sure you have all the right equipment with you to do the activity.

Planning and organising gives you a sense of responsibility. These are good skills to have as you need to plan and organise your revision for your exams and other things in your life.

Problem solving skills – some outdoor activities involve problem solving for example if you are in a group and you are doing the ‘bosums chair’ which is using a chair to get the whole group over a stretch of water. You will need to rig it so that you can get it back so someone else can use it. This involves looking at the problem and the equipment and deciding what you are going to do.
Having problem solving skills helps you develop independence as you know you will be able to work something out on your own. This is useful to you as often when you go to work especially in sport people will want you to use your own initiative when situations arise.

**Communication skills** — all outdoor activities involve communication. The instructor will communicate with you to tell you what you are doing. You will communicate with the instructor to ask them things if you do not understand something and you will communicate with the rest of your group so that you are all safe when you do the activities. It is important to be able to communicate with others as you will be working with others when you go to work. You will need to understand what you have to do and you will need to tell others what to do.

As a conclusion participating in outdoor activities allows us to develop a range of skills which will be useful in both life and the world of work especially if we are hoping to work in the sports industry. Research has shown that people who regularly take part in outdoor activities are more productive when they are at work which is a good reason to participate in these activities.

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**Marking commentary on MB3 sample learner work**

Most of the general benefits of participating in outdoor activities have been described in detail. Most of the skills which can be developed by participating in outdoor activities have been explained together with how they are developed. A wide range of reasons as to why they are of value to the individual is provided.

The centre has awarded 7 marks this is because there could be more information in the motivation section and more information on how the skills are developed.

**Why it was awarded MB3 not MB2**

All of the sub-headings and examples within the specification have been described and the description explains the benefits to the individual and why they are of benefit.

The information provided demonstrates a thorough understanding of the benefits of participating in outdoor activities.
Learning Objective 3 – Be able to plan an outdoor activity
MB3

Plan an outdoor activity

I am going to produce a plan for my group which consists of 6 males and 3 females to do single pitch rock climbing at Lion Rock in Snowdonia on March 31.

Key considerations to make when planning a rock climbing session outdoors

Health and safety – the activity is suitable for the group as they are all aged 15 -16. The centre delivering the activity has carried out a documented risk assessment which is reviewed and revised on a regular basis. Also there is a section further down the page detailing the Hazards to be aware of when planning a rock climbing session outdoors which shows that health and safety has been considered and all the potential risks have been identified.

Personnel – there are 9 participants and 1 qualified leader from the centre who has got NGB qualifications which are 'Mountain Instructors Award' (MIA) which allows her to instruct and lead rock climbing sessions and our PE teacher who has a 'Single Pitch Award' (SPA) which allows her to lead us in this activity. So there are 2 leaders to 9 participants which means that there is the required ratio of leaders to participants for this activity.

Adventure Activities Licensing Authority – the centre where we are based is Arete Outdoor Education Centre and they have an AALA license to deliver a wide range outdoor activities for young people.

Clothing and equipment – all of the clothing and equipment will be checked before we leave the centre to make sure that it is in good condition and in the case of clothing suitable for the activity. If it is not in good condition then we will replace it before we leave the centre. We will be doing top roping which means climbing up to the top of the rope then being lowered back to the ground.

• clothing and footwear needed for the individual
T-shirt + fleece + waterproof top.
Trousers that allow movement – not jeans; shorts if it is warm + waterproof trousers.
Wellingtons or old trainers to get to the crag.
Rock climbing shoes.

• equipment needed for the activity – we will be setting up three climbs
Three ropes for climbing.
Slings, ropes, nuts and karabiners for setting up the anchor system at the top of the crag.
Three belay devices.

• equipment needed for the individual
Helmet.
Harness.
Rucksack to carry all our stuff in.

Location – Lion Rock is a crag that is a beginner’s crag. The angle of the rock is suitable for beginners which is what our group is. There are also plenty of anchor points for the ropes to be attached to. There are 10 rock climbing routes on the crag which gives us the opportunity to do a lot of different routes depending on how we get on.
Supplies – there are no shops near Lion Rock so we will need to take all our food and drinks with us. We need to take a packed lunch and some snacks as well as plenty of water to drink. The group leader will also take two flasks of hot chocolate in case it gets cold and we need something hot to warm us up.

Emergency procedures – the centre instructor and our PE teacher have a full first aid certificate and the centre instructor also has a mountain first aid certificate. There are several routes off the crag so we will not become trapped. Both leaders will have a mobile phone with them and the reception at the crag is good if we have to contact the emergency services.

Contingency plans – if when we look at the weather forecast it is going to be bad weather we will go and do an indoor climbing session instead at the Beacon Climbing Wall where they have lots of beginner’s routes. As we have checked all the equipment before we leave the centre none of it should break. (It is not usual for equipment in rock climbing to break as it has to be checked every time it is used both before and after use so that anything that is not in good condition has to be thrown out).

Shelter – this is a day’s activity so we will not need to have an overnight stay in any shelter. If the weather becomes bad when we are out we will go back to the minibus and back to the centre.

Weather forecast – I will check the weather forecast before we leave the centre to make sure the weather will be fine as it is not possible to climb outdoors if the rock surface is wet and slippy. Lion Rock dries quickly after rain so if it has rained during the night it will be dry by the morning. If the weather changes while we are out and it starts to rain then that would make the rock wet and slippy and we would have to stop and return to the centre.

Timing – the activity will last all day. We will leave the centre at 10.00 and aim to return at 16.00 this is a suitable length of time for the activity as it will allow us to do a lot of climbing.

Organisation of the group during the activity

• The group will be given an introduction to the activity and they will be told where they are allowed to go away from the crag – there are low rocks within 5 meters of the crag where they can leave their rucksacks and they can sit when not involved in climbing.

• The group will do a warm up to loosen the arm and leg muscles.

• The instructor will supervise the putting on of the harnesses and check that they are on correctly.

• The instructor will have set up the ropes for the climb, she will set up 3 ropes so that all 3 groups can be climbing at the same time and will then show us how to move up the crag using the hands and feet correctly.

• We will also be shown how to come down once we have climbed to the top of the rope.

• We will be shown how to tie onto the rope.

• We will then be put into 3 groups of 3: one will be the climber; one the bilayer and one the backup holding the rope.

• We will be shown how to belay and the role of the rope holder will be explained.

• The first person will climb then swap to the rope holder; the rope holder will swap to the bilayer and the bilayer will swap to be the climber.

• Every time we will check that the climber is attached to the rope correctly.

• When we have all done the climb on the one rope we will swap ropes with another group.

• We will have a break for lunch during which time the centre instructor will have rigged up another 3 climbs for us to do in the afternoon.
Hazards to be aware of when planning a rock climbing session outdoors

**Inappropriate supervision/tuition** – if there is not enough supervision then someone from the group could move away from the crag and get lost. If there is not enough supervision then someone might not have their harness on correctly and that could lead to them falling off the rock face. If there is not enough supervision someone might not do their job properly as a bilayer or the back-up person on the rope in which case the climber could fall and hurt themselves.

Harnesses have to be done up in a particular way to make sure that they do not come undone or fall off when you are climbing. When you have put on the harness and done it up the instructor needs to check it. If this is not done then the harness may come undone when you are climbing or it could fall off as it is not on tight enough. Both of these would mean you are likely to be injured as you fall down the crag.

The climber has to tie onto the end of the rope when climbing using a rethreaded figure of eight knot and a stopper knot. This has to be checked by either the instructor or the PE teacher. If this is not done and the climber starts to climb and the rope comes undone they will fall and hurt themselves.

If the instructor does not give clear instructions and make sure the group is quiet and listening and looking at them and watching when he/she says and does then this will mean people don’t know what they are doing which would be dangerous as there are set procedures when climbing to make sure it is done safely. The instructor must have an NGB qualification if they do not they should not be leading the session as this is dangerous and could lead to accidents.

**Poor/incorrect equipment** – the ropes need to be checked regularly and a log kept of their use. If the rope is starting to show wear it should be replaced otherwise it could break when someone is on it and they could fall and hurt themselves.

The ropes need to be secured at the top of the crag as we will be climbing up. If the ropes; slings and karabiners used for this are not in good condition this could result in the system failing and the climber falling.

If the harness is not in good condition – if any of the webbing is frayed then the harness needs to be replaced otherwise it could break when someone is on it and they could fall and hurt themselves. If the climbing helmet does not fit properly then it won’t do the job it is designed for and could lead to someone getting a head injury.

**Unforeseen weather conditions** – if the weather turns bad whilst we are at the crag we will stop what we are doing and return to the centre.

**Illness/injury** – we will need to know if anyone in the group has any medical problems like whether or not they have asthma so that they can be reminded to take their inhaler or epilepsy so that we can keep a watch on them. If it is going to be a hot day the group will need to take plenty of water with them so that they don’t get dehydrated. If it is a cold day they will need to take some warm clothing to put on for when they are not climbing as they might get cold and get hypothermia. Rock climbing can be dangerous so the group need to listen to instructions on how to climb – where to put their hands and feet as if they do not listen they might twist an ankle or fall and break something. If it is going to be hot we will need sunscreen as we don’t want to get sunburnt as this can happen when we are just standing around.

**Poor organisation** – there is a set procedure when rock climbing. We will be in threes one climbing; one belaying and the third person holding the rope behind the bilayer in case the bilayer loses concentration. If this system is not followed and people are unsure of their role in this process then the climber would not be safe as no one would be responsible for stopping them falling. There are also rules as to where you can stand if you are not climbing and this place is also where you can take your helmet off. If you just stand at the bottom of the crag with no helmet on you could be struck by a falling rock. The car park for Lion Rock is on the other side of a minor road so the road has to be crossed safely with everyone keeping together. If people just rush off then they might get hit by a passing car. When we leave the centre we have to state what time we will be back. It is important to do this so that if we are late for any reason the centre knows we have problems. This is more important if we are travelling a long way to do the rock climbing as we need to know how long we will take to travel to the crag and how long we will spend there.
Getting lost – we need to keep together when we go from the car park to the crag as it is about 400 metres from the road and there is only a narrow path so we need to follow the instructor who knows the way otherwise we would get lost.

It is also important that we do not wander away from the crag when we get there as if we do we could get lost as there are lots of paths and we could follow the wrong one.

Unstable terrain – the path we use up to the crag can be very muddy after rain we will need to be careful to make sure we don’t slip. When climbing there is also the possibility of a rock falling so we need to make sure when we dislodge a rock we shout below otherwise someone could get hit by the rock and get injured.

Animals and insects - there are no animals around Lion Rock so they will not be a problem. There might be insects and we might get bitten, if it is very hot there might be midges which will bite in which case we will need insect repellent or insect bite cream.

Environment – before we are climbing we have to make sure there are no birds’ nests as we don’t want to disturb the birds especially if they have chicks as they might attack us. Also we must not drop litter around the bottom of the crag as a fox might come in the night and eat it which would be a hazard to them.

This plan has been completed independently.

This draws upon relevant skills/knowledge/understanding from unit R051.

Marking commentary on MB3 sample learner work
An appropriate and comprehensive plan which covers most of the requirements for an effective and safe outdoor activity session has been produced. A sentence at the end of the work states it has been done independently. The centre has awarded 9 marks for this section this is because there could be more detail in the health and safety section.

A well-developed understanding of safety considerations, and emergency procedures related to the activity and the equipment to be used has been shown. There is clear and appropriate consideration to the environment the activity will take place in and the personnel used. The centre has awarded 7 marks for this section this is because there could be more information relating to the environment.

Why it was awarded MB3 not MB2
All of the sub-headings in the specification have been included in the plan and all of them have been related specifically to the rock climbing session.

All of the sections are very comprehensive in their detail and demonstrate a thorough understanding of the planning of the activity with regard to safety.
Learning Objective 4 – Be able to demonstrate knowledge and skills during outdoor activities
MB3

Witness Statement – Task 3

<table>
<thead>
<tr>
<th>Learner name</th>
<th>Jill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor name</td>
<td>G M Knowles</td>
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<tr>
<td>Date</td>
<td>01/03/15</td>
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<td>LO4</td>
<td>Be able to demonstrate knowledge and skills during outdoor activities</td>
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ASSESSOR FEEDBACK – please give detail of how learners have met the criteria for the grade awarded.

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<tr>
<th>Demonstrate knowledge and skills during outdoor activities</th>
<th>MB1</th>
<th>MB2</th>
<th>MB3</th>
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<tr>
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<td>Assessor comments</td>
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<td>Activity – Rock Climbing</td>
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<tr>
<td>Care and use of equipment</td>
<td></td>
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<tr>
<td>Jill understood the importance of the correct use of the harness. She checked the harness before she took it out of the climbing store to make sure there was no fraying in the webbing. She returned it to the correct peg in the climbing store at the end of the session. She was able to put the harness on herself and was able to do it up in the correct manner ensuring it wouldn't slip over her hips and ensuring the buckle was safely fastened.</td>
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<tr>
<td>Jill was responsible for carrying one of the ropes to the crag. When we got to the crag she made sure it was put on a rock rather than the floor so that no grit got in it which would have increased the wear and tear.</td>
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<td>She made sure her helmet fitted correctly. When we got to the crag she made sure that when she put it down she put it down so that it would not roll away and get damaged.</td>
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<td>Jill made sure that the climbing shoes fit her and she carried them in her rucksack when we finished climbing she returned them to the climbing store.</td>
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<td>Jill was able to use the equipment correctly. She belayed the members of her group in the correct manner and did the back-up job well. She was able to tie onto the rope to climb.</td>
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<tr>
<td>Safe practice</td>
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<tr>
<td>Jill listened to what the instructor said with regard to getting ready to leave the centre with the correct equipment. She listened when told how to put on the harness so was able to do that unassisted. She listened to the instructions on where the group were allowed to go when we got to the crag and stayed in the area designated.</td>
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<td>She listened when the purpose of climbing in 3s was explained and followed the procedure of climbing: back up then bilayer.</td>
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<tr>
<td>She checked to make sure her team mates were safely tied on before they started climbing.</td>
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<tr>
<td>Jill wore the correct clothing and used the prescribed equipment safely. She listened when the emergency procedures were explained and was able to recite them when asked.</td>
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<td>Jill made sure the rope was not twisted when someone was going to climb as this could have caused a problem when they were half way up the climb. She also made sure no one stood on the rope while they were belaying or in the safety position on the rope so that the rope wasn't damaged.</td>
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**Communication skills**
Jill encouraged her team mates when they were climbing. She suggested foot and hand holds to help them get to the top. She used the correct climbing terms – climb when ready – climbing.

**Decision-making skills**
The group of 3 had to decide in which order they were going to climb and Jill was chosen to go first. She then had to decide what route she would take up the crag as it was the first time anyone from the group had gone up it so no one was sure of the correct route. She had to look up and see where the hand and foot holds looked to be more easily accessible and then chose that route which enabled her to get to the top of the crag and give encouragement to the others in her group. This is where she demonstrated comparing the pros and cons of the options and selecting the best option – best route.

**Team-working skills**
Jill proved to be a reliable member of the team as she was sound when belaying and that gave her team mates confidence in her. She listened to the others when they made suggestions as to where the hand and foot holds were. She tried every climb that was set up and some of them were quite difficult so she was an active participant. She worked with the other 2 in her group so that they all had a positive experience and all managed even the harder climbs. She demonstrated commitment to getting herself up the crag as well as the others in her team.

**Problem-solving skills**
The problem solving involved was having to make decisions about which way to go when climbing also when half way up the crag which way to go in order to get to the top. One climb that was rigged made it difficult for Jill to get off the ground so she has to think about where to put her feet and hands in order to start the climb – this took a few minutes and a few unsuccessful starts. This was a case of ‘this isn’t working, I’ll try something else’.

## Areas for Improvement/General Comments
Jill confidently demonstrated a wide range of well developed, relevant skills and knowledge during the rock climbing session. She took care of all the equipment she used and followed safe practice independently.

## Record of Questions/Answers

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<th>ASSESSOR QUESTION 1</th>
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<tr>
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**ASSESSOR SIGNATURE:** G M Knowles  
**DATE:** 08/03/15

**LEARNER SIGNATURE:** Jill  
**DATE:** 08/03/15
**Witness Statement – Task 3**

<table>
<thead>
<tr>
<th>Learner name</th>
<th>Jill</th>
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<tbody>
<tr>
<td>Assessor name</td>
<td>G M Knowles</td>
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<tr>
<td>Date</td>
<td>01/03/15</td>
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<tr>
<td>Unit</td>
<td>R056 – Developing knowledge and skills in outdoor activities</td>
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<tr>
<td>LO4</td>
<td>Be able to demonstrate knowledge and skills during outdoor activities</td>
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**ASSESSOR FEEDBACK – please give detail of how learners have met the criteria for the grade awarded.**

<table>
<thead>
<tr>
<th>Please tick</th>
<th>MB1</th>
<th>MB2</th>
<th>MB3</th>
<th>9 &amp; 7</th>
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</thead>
</table>
| Assessor comments | **Activity – Kayaking**  
Care and use of equipment  
Jill made sure the kayak she used did not have any holes in it and that it had a buoyancy bag which was inflated at the back of the kayak. She got it off the rack with a partner.  
Jill got her paddle from the paddle store and carried it carefully to the jetty so that she didn't hit anyone. She also got a spray deck from the store and made sure it had a panic strap on it. At the end of the session she put both the paddle and the spray deck back in the correct place in the store. The paddle had to be stored upright so that it didn’t get damaged.  
Jill got a buoyancy aid from the store and put it on correctly making sure she did the zip up to the top and clipped the chest strap. At the end of the session she returned it to the correct peg in the store room.  
Jill was able to use the paddle correctly when kayaking and she was able to take the spray deck off when requested.  
Understanding of correct purpose and use of activity-specific equipment (e.g. harnesses in rock climbing).  
Ability to use activity-specific equipment.  
Appropriate storage to avoid damage.  
**Safe practice**  
When Jill carried the kayak down to the jetty she got one of the other members of the group to help her so that she did not injure her back. Likewise at the end of the session she got someone to help her carry it back to the rack and help her turn it upside down so that the water would run out of it. Instructions were given about keeping together when out on the lake and Jill stayed with the group at all times. Instructions were given about how to get in and out of the kayak from the jetty and Jill followed these and safely entered and exiting the kayak. Also instructions were given with regard to the spray deck. The group had to make sure the panic strap was on the outside of the spray deck so that it could be pulled off easily if you capsized. Jill made sure the spray deck was on correctly and even helped one of her group who had done it wrong. Jill followed all instructions given throughout the session.  
Jill had a wetsuit on which she washed and put back on its hanger in the store at the end of the session. She had old trainers on a windproof jacket on and a buoyancy aid. The emergency procedure was that in the event of a capsize you keep hold of your paddle and stay with your kayak until the instructor comes to help you re-enter the kayak. Jill was able to repeat the instructions when asked. |
**Communication skills**

Jill listened to all the instructions given and was able to paddle forwards; backwards; do sweep strokes and stern rudder in order to get the kayak going in a straight line. She understood the use of the terminology – she knows that the difference between a buoyancy aid and a life jacket is that the life jacket will keep your head above the water even if you are unconscious whereas the buoyancy aid won't but will keep you afloat.

**Decision-making skills**

The decision making skills were demonstrated in deciding which strokes were needed in order to go in a straight line. She mainly used the forward paddling and sweep strokes. She then had to make decisions as to what strokes she needed to use in order to get round the islands without hitting the sides. She used forward and backward paddling + sweep strokes. She was able to paddle in a straight line and eventually manoeuvre round the islands. She therefore selected the right options in terms of strokes chosen.

**Team-working skills**

Jill made sure she kept a suitable distance from the other members of the group when she was on the water so that she did not hit anyone with her paddle which could have caused them to get injured. This also meant that she didn't hit any other kayak which was good because if she had she might have caused the kayak to get damaged or capsize.

Jill listened to all the instructions and followed other members of her group in a straight line across the lake as requested. She also had to work as a member of the team when following another kayak through the islands. Both of these she achieved. She demonstrated commitment to kayaking by working hard to keep the kayak in a straight line. She actively listened to all instructions given and obeyed them. She treated the other members of the group with respect by keeping out of their way when kayaking.

**Problem-solving skills**

The only problem solving was deciding which strokes worked best in order to propel the canoe in the direction Jill wanted it to go. This involved perseverance and practice. Both of which she demonstrated. The target for this was to achieve a straight line as soon as possible. When one stroke wasn’t doing the job she tried another or in the case of forward paddling she tried not doing such powerful strokes with the right arm/hand thus balancing out the lack of power in the left arm/hand.

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**AREAS FOR IMPROVEMENT/GENERAL COMMENTS**

Confidently demonstrates a wide range of well developed, relevant skills and knowledge during outdoor activities.

Cares for and uses equipment in an effective manner and follows safe practice independently.
**RECORD OF QUESTIONS/ANSWERS**

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**ASSESSOR SIGNATURE:** G M Knowles  
**DATE:** 08/03/15

**LEARNER SIGNATURE:** Jill  
**DATE:** 08/03/15
Marking commentary on MB3 sample learner work

Two detailed witness statements provided the evidence for this learning objective. These confidently demonstrate a wide range of well developed, relevant skills and knowledge during rock climbing and kayaking. The centre has awarded 9 marks for this section this is because there needs to be more information in the problem solving section.

All equipment mentioned was cared for and used in an effective manner and safe practice was followed independently. The centre has awarded 7 marks for this section this is because there should be more information about the equipment used.

Why it was awarded MB3 not MB2

The detail in the witness statement demonstrates the competence shown by the learner both in skills and knowledge and care and use of the equipment in rock climbing and kayaking. Safe practice is demonstrated in both disciplines.

All of the sub-headings in the specification have been included with a detailed description of most of the components of the sub-headings. The learner can follow safe practice independently.
Contact us

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We’re always delighted to answer questions and give advice.

Telephone 02476 851509
Email cambridgenationals@ocr.org.uk