



Certification & Presentations Guide for Examiners and Students

The Key Marks

These are the primary choices for a mark. The technique will be looked at and a mark decided from an overall perspective;

The technique is	NOT known	0
	dangerous to the student or others.....	0
	known;	but is not usable bordering on dangerous, possibly unsafe	1
		safe but not being demonstrated correctly with key points absent, wrong or incorrect	2
		safe but is demonstrated insecurely, lack lustre and/or without focus	3
		but insecure and not usable	4
		but is demonstrated without being useful, usable <u>or</u> with problems	5
The technique is	correct	and now requires practice	6
		and has been practiced but may not stand the test of using/applying when needed.....	7
		and has been well practiced and is useable in a self-defence or competition environment;	8
		and all around more than sufficient for practical and demonstrational application; at a Black Sash level.	9
The technique is	perfect in all ways possible (including body, looking, focus, strength, speed, direction etc.)	10	

Two Step Marking for greater clarity and information

First and always, the clear mark needs to be given. A full mark in accordance with the table just above. No halves, quarters or any such. A clear full mark.

0 - 1 - 2 - 3 - 4 - 5 - (6) - 7 - 8 - 9 - 10

Once the examiner has marked the grading sheet of all the students that they are grading, they review each student again to ensure that they are still at the level marked. At this time, the full mark can be changed in the following ways;

- ☉ The student has vastly improved and merits a full mark or two more.
- ☉ The student has vastly deteriorated and merits a full mark downgrade
- ☉ The Student is being unsafe and has to be marked accordingly
- ☉ The student is a bit above or below the full mark; you give them marking feedback, commentary feedback or both



How and when to use Key Mark Modifiers

This is possibly now the most important aspect of the grading. As the student become a bit more tired, their true level of skill and ability comes more to the fore. It is important to note how to give added information, without extending the grading into a full day event!

1. The Student has vastly improved and merits a full mark up;

0 - 1 - 2 - 3 - 4 - 5 - 6 - ~~7~~ - (8) - 9 - 10

2. The student has very clearly deteriorated in the quality of their demonstration;

0 - 1 - 2 - 3 - 4 - 5 - (6) - ~~7~~ - 8 - 9 - 10

3. The student is being UNSAFE in their demonstration;

0 - (1) - 2 - 3 - 4 - 5 - 6 - ~~7~~ - 8 - 9 - 10

4. The technique or an aspect of it is showing signs of higher quality you believe it merits a higher mark but not a full mark upwards. You can add $\frac{1}{4}$, $\frac{1}{2}$ or a $\frac{3}{4}$ mark up (only one of these);

0 - 1 - 2 - 3 - 4 - 5 - 6 - (7) $\begin{matrix} + \frac{1}{4} \\ | \\ \frac{1}{2} \\ | \\ \frac{3}{4} \end{matrix}$ 8 $\begin{matrix} | \\ \frac{3}{4} \end{matrix}$ 9 - 10

5. There is an aspect of the demonstration that is influencing the technique to be less than the mark. You can remove $\frac{1}{4}$, $\frac{1}{2}$ or a $\frac{3}{4}$ mark in the following way;

0 - 1 - 2 - 3 - 4 - 5 $\begin{matrix} \frac{3}{4} \\ | \\ \frac{1}{2} \\ | \\ \frac{1}{4} \end{matrix}$ - 6 $\begin{matrix} | \\ \frac{1}{4} \end{matrix}$ (7) - 8 - 9 - 10

Some Key Mark Modifier Guides

Reason for a Positive Modifier (+)	Mark	(-) Reason for a Negative Modifier
The Technique is good and everything else about it is also extremely good almost ready for the next mark but not quite there	$\frac{3}{4}$	The technique fulfils the requirements for the mark but some key element are wrong, looking, focus, stance, posture or some such
The technique is as you marked and shows a great promise. Is half way to the next mark.	$\frac{1}{2}$	The technique is as you marked but as the technique is deteriorating as the student continues using it.
Aspects of the technique show promise but not significant enough to give a half or three-quarter mark.	$\frac{1}{4}$	The technique is at the mark you gave but borderline and this needs to be noted.

Of course, if possible and there is enough time, the examiners will try and write a short reason for the mark; ie. Stance Wobbly ($-\frac{3}{4}$), micro adjustments or fidgeting ($-\frac{1}{2}$), excellent focus ($+\frac{3}{4}$), Excellent use of eyes when changing directions ($+\frac{1}{2}$).