

Theory assessment

LEVEL 2 MOUNTAIN BIKE LEADERSHIP AWARD

v3.1 May 2019



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Throughout this resource, the pronouns he and him etc. are intended to be inclusive of both men and women. It is important in cycling, as elsewhere, that men and women have equal status and opportunity.

The terms *bike* and *bicycle* should be read to include all types of pedal cycles that meet the minimum requirements for safe participation in mountain bike group rides. The terms *rider* and *cyclist* are also interchangeable. The term *riders with a disability* should be read as a generic term for anyone with a physical or sensory impairment, or learning disability.

The terms *leading* and *guiding* are interchangeable. While *leading* is a more generic term to describe the activity as such, *guiding* is a term that is widely used in the outdoor activity industry for leading rides on a professional basis.



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Software requirements



This document is an editable PDF and should be viewed and completed using a suitable PDF reader application. It was developed for use with the latest version of the free Adobe Acrobat Reader, which is also available as an app for mobile devices. Please note that not all PDF readers are suitable for editing and saving a PDF, so you could encounter problems where you use an unsuitable app.

You may submit a copy that you have printed and completed by hand, but be aware that it may take your provider longer to mark and return your submission. If you require more space to complete an answer, please do so on a separate document and clearly mark the question number, submitting this together with this document.

A photograph of three cyclists on a paved road. The cyclist in the center is wearing a red jacket and a white helmet, looking down at a tablet held by the cyclist on the left. The cyclist on the right is wearing a white jacket and a white helmet, also looking at the tablet. The background shows trees and a bright sun creating a lens flare effect.

L2.A1.1 Principles of the theory assessment

L2.A1.1 Principles of the theory assessment

Completion of the theory parts of the Level 2 Assessment is a mandatory requirement for achievement of the Award. Comprising the written assessment, logbook evidence and some elements of the practical assessment it identifies that you have achieved an appropriate level of experience, knowledge and understanding to become a Level 2 Mountain Bike Leader.

Although these documents are termed 'theory' and the resources provided are based primarily on being written, this does not preclude other mechanisms which also provide appropriate evidence of the same areas of coverage from being used. These may comprise, but are not limited to:

- **Alternative forms of documentation**, for example a logbook in a different format but that includes similar information to that required by the current standard logbook. This also applies where a digital logbook is used.
- **Verbal discussion** of the assessment questions. It may be appropriate to record this through an audio or video mechanism for future quality assurance evidence.
- **Where required** and by prior arrangement with sufficient notice, the written assessment and logbook can be provided in different formats to meet specific learning needs.

Where your learning preferences require either of the latter two options, you should apply for reasonable adjustments through the MTB Leadership team at British Cycling.

L2.A1.2 Theory assessment methods

The theory assessment is currently undertaken through a variety of methods comprising:

- your recording of your range of experience through a logbook
- written tasks undertaken during your practical assessment day
- the written assessment contained in this document.

In order to successfully complete the written assessment, you should refer to a range of learning resources including your training, handouts resource and level 2 handbook. In the first instance, you should ask your assessment tutor for support if there are areas you do not understand, British Cycling are available for specific support where required.

The Theory Assessment is designed to fulfil two key aspects for you:

- Verify your knowledge and understanding.
- Prepare you for your practical assessment through a range of mechanisms including:
 - ensuring you understand what will be required from you at the practical assessment
 - what you might need to do to be successful in key aspects of the award at the practical assessment
 - developing a mindset suited to the assessment environment.

This Level 2 Mountain Bike Leadership Award written assessment is based on the information included in the British Cycling Level 2 Mountain Bike Leadership handbook and other resources provided to you on the course. Therefore, you should refer to these resources when answering the questions. If you struggle to answer any of the questions, you should approach your assessment tutor prior to the practical assessment for assistance.

L2.A1.3 Written paper scoring

There are 50 questions in total. These are separated into three types:

- Questions 1-42 are marked questions comprising non-scored gateway questions and scored questions.

The non-scored Gateway Questions must be answered correctly to pass the assessment. Your outcome will be 'refer' if you answer incorrectly so it's well worth double checking the handbook to ensure your answer is correct. These are identified with some green shading and bold borders and appear at various points throughout the assessment. The non-scored gateway questions look like this:

Q no.	Question	Description of scoring criteria	Tutor action
Gateway question: You must provide a correct answer to pass this written assessment			

- Accompanying the gateway questions are 35 scored questions with a highest possible score of 56. Points available are indicated clearly at the side of each question. The scored questions look like this:

Q no.	Question	Description of scoring criteria	Tutor action

- Questions 43-50 are non-scored reflective questions. These will assist your tutor in gauging how thoroughly you have been able to prepare for the assessment. Whilst these are non-scored, your tutor may choose to discuss your answers prior to the assessment. The reflective questions look like this:

Q no.	Question	<i>Description of scoring criteria</i>

To pass the written assessment, you must:

- answer all non-scored gateway questions correctly
- score 80% (44 points) on the scored questions
- answer all the non-scored self-reflective questions.

The questions are divided by subject area throughout the written assessment. Areas for tutors to provide feedback and comment are shaded purple; please ensure you don't type or write anything in these boxes. The areas for tutor comment look like this:

For tutor use whilst marking only: Feedback to learner regarding (subject) questions.

Once you have completed the written assessment, you should follow your provider's instructions for submission. They will mark it and return it to you with feedback annotated on the marking sheet. Your tutor may seek to follow up any areas for further development prior to your assessment where appropriate.

A1.4 How to complete the written assessment



The theory assessment has been designed as an editable PDF. This can be completed on a smartphone, tablet, desktop or laptop, but in all cases should be viewed on a PDF reader application. It is recommended that Adobe Acrobat Reader is used. You may submit a copy that you have printed and completed by hand, but be aware that it may take your provider longer to mark and return your written assessment.

In all cases this assessment should be viewed and completed on a PDF reader application. Adobe Acrobat Reader is recommended where submitted electronically. You should ensure that you have the most up-to-date copy of the application and that you are not using an add-on in an internet browser. Failure to do so may result in loss of information.

L2.B1 Logbook



The logbook is designed to ensure that you have a sufficient range of experience in personal riding to be able to reasonably cope with the range of environments available to you within the UK as a British Cycling Level 2 Mountain Bike Leader.

Please consult the current version of the logbook for full details of the requirements at Level 2 but these should comprise a minimum of:

- 11 rides of two hours or more in duration
- four rides of four hours or more in duration
- 50% or more of the logged rides should be in natural environments - this means that trail centre routes should be kept to a minimum.
- a period of at least the last 12 months
- a variety of terrain including geologically different regions
- a variety of weather conditions including inclement condition.

Only legally accessible routes should be used within the logbook

Learners may also include rides which they have led with or assisted a MTB leader.

Where documented, these should be in addition to the above requirements.

L2.C1 Written assessment questions



Ensure that you are completing this in a specific PDF Reader application (eg. Adobe Acrobat Reader). If you use other applications (such as an add-on PDF Viewer within an internet browser), your work may not be saved.

I can confirm that the work contained within this assignment and all evidence and products associated with the achievements of this award are my own work.

First name		Last name	
British Cycling member number		Date of completion	

Remit

1	What is the maximum number of riders you can lead as a Level 2 MTB leader when operating as the sole Level 2 Leader with the group? <i>Provide one answer only.</i>	<i>Correct</i>
Gateway question: You must provide correct answers to pass this written assessment. If you aren't sure of your answer then check the L2 Handbook.		
	6	Yes
	8	No
	12	

Reference material: [British Cycling Guidelines for Leading Rides](#)
 Level 2 British Mountain Bike Leadership Award Handbook, page 5

2	List the five criteria that define Level 2 MTB Leadership terrain. <i>Provide five answers.</i>	<i>Correct</i>
Gateway question: You must provide correct answers to pass this written assessment. If you aren't sure of your answer then check the L2 Handbook.		
	Rideable at walking speed.	Yes
	Encounters technical drop-offs no greater than the full height of a MTB wheel.	No
	Rollable on descents so that wheels are not required to leave the ground.	
	Has an obvious line choice.	
	Rideable by the entire group.	
	90% rideable by the entire group.	
	No more than half an hour walk from where an ambulance can get to.	
	Is always below 600m in altitude.	

Reference material: [British Cycling Guidelines for Leading Rides](#)
 Level 2 British Mountain Bike Leadership Award Handbook, page 5

3	<p>If a pre-ride of your intended route isn't feasible, what additional care should you take when planning the route?</p> <p style="text-align: right;"><i>Provide one answer only.</i></p>	Correct
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Gateway question: You must provide correct answers to pass this written assessment. If you aren't sure of your answer then check the L2 Handbook.

<p>Only lead groups that you know personally and believe are skilled riders if you haven't pre-ridden a route.</p> <p>You should take additional care to research the route, conditions and its suitability for the group.</p> <p>You must never, under any circumstances, lead a route that you have not pre-ridden as a MTB Leader.</p> <p>Ensure you have a GPS that you can follow a route on; this should eliminate any issues.</p>	<p>Yes</p> <p>No</p>
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Reference material:
 Level 2 British Mountain Bike Leadership Award Handbook – Section 3: Risk management, page 34

For tutor use whilst marking only: Feedback to learner regarding Remit questions.

Leader Conduct

4	<p>The British Cycling Code of Conduct is the key British Cycling document that offers guidance on good practice for leaders and that all British Cycling licensed leaders are required to adhere to and promote. Match the action required by you as a MTB leader to the section of the code of conduct.</p> <p style="text-align: right;"><i>Provide one answer per action from the four possible sections.</i></p>	Correct
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Gateway question: You must provide correct answers to pass this written assessment. If you aren't sure of your answer then check the L2 Handbook.

<p>Rights Relationships Personal Standards Professional Standards</p>	<p>When a young rider is intending to undertake any form of led cycling activity, it is the responsibility of the leader or responsible adult to discuss fully the potential impact of the programme with parents and/or other interested parties.</p> <p>Be aware of social issues and how cycling can contribute to local, regional or national initiatives.</p> <p>Ensure that all individuals in cycling are, at all times, treated with respect.</p> <p>High standards of behaviour are expected of everyone within the sport, whether it be of language, manner, appearance or punctuality.</p>	<p>Yes</p> <p>No</p>
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Reference material:
 Level 2 British Mountain Bike Leadership Award Handbook – Section 1 – Introduction to mountain bike leadership, page 11-12

5	Identify two data protection principles that anyone processing personal information must comply with. <i>Provide two answers, one point available for each correct answer.</i>	Scores
	<p>Up to the subject of the information to keep the information up to date.</p> <p>Not kept for longer than is necessary.</p> <p>Shared with close partner organisations only.</p> <p>Processed for any of the organisations needs where necessary.</p> <p>Fairly and lawfully processed.</p> <p>Always destroyed after 6 years.</p>	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 5: Planning and preparation

6	Do you think that this statement is true or false? ‘Some of the data you collect on riders should remain confidential, mainly that which contains personal or medical information. You may pass on information where required to third parties such as the emergency services, or in the case of young people and vulnerable adults, a nominated safeguarding lead.’ <i>Provide one answer, one point available for the correct answer.</i>	Scores
	<p>True.</p> <p>False.</p>	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 5: Planning and preparation Safeguarding training

For tutor use whilst marking only: Feedback to learner regarding equity and safeguarding.

7	<p>The Health and Safety Executive (HSE) provides a clear and simple guide to risk assessment: <i>Five Steps to Risk Assessment</i>. Name these five steps in the correct order, 1 being the first and 5 being the last.</p> <p style="text-align: center;"><i>Provide five answers; you must answer in the correct order to score one point.</i></p>	Scores
	<p>Evaluate the risks and decide on precaution.</p> <p>Decide who might be harmed and how.</p> <p>Review your assessment and update if necessary.</p> <p>Identify the hazards.</p> <p>Record your findings and implement them.</p>	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 3: Risk management

8	<p>Which of the two hazards listed can be mitigated by use of the control measures below? For each set of control measures, select the appropriate matched hazard.</p> <p style="text-align: center;"><i>Provide one answer per set of control measures. Maximum score is two points.</i></p>		Scores
	Hazard	Control measure	
	Mechanical breakdown	Adverse weather conditions	
		Bikes maintained adequately for the intended ride.	
		Bike, helmet and clothing check conducted prior to the ride.	
		Leader to carry spares and tools.	
		Advise the riders on appropriate equipment and clothing and check it immediately prior to the trip.	
		Check current forecast and ongoing conditions during the ride.	
		Have alternative routes in mind, and modify or shorten the route as required.	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 3: Risk management

9	<p>To be able to plan an appropriate and fun ride, you will need to collect relevant information about the riders taking part. Identify the three most important pieces of information you require.</p> <p><i>Provide three answers, one point available per correct answer.</i></p>	Scores
	<p>Whether the riders own their own MTB.</p> <p>The number of riders attending the ride.</p> <p>The level of ability and experience of the riders.</p> <p>Whether the riders will bring their own lunch.</p> <p>What the riders want to gain from the ride.</p> <p>Whether the riders can change their own inner tubes.</p>	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 5: Planning and preparation

10	<p>You are booked to lead a group of 12-year old school children. According to the weather forecast it will be a cold autumn day with frequent showers. The school asks you what the children should be wearing on the day of the ride so that they can create a list to give to the parents. Mark two recommendations you would make in terms of clothing.</p> <p><i>Provide two answers, one point available per correct answer.</i></p>	Scores
	<p>Use of several thinner layers under a waterproof jacket.</p> <p>Single thin layer underneath a windproof jacket.</p> <p>Jeans.</p> <p>Full-length trousers (not too baggy).</p> <p>Heavyweight walking or Wellington boots.</p>	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 10: Clothing and equipment

11	<p>When leading a group of school children, would the group's teacher (who is not a qualified MTB leader) need to be included in the leader to participant ratio if they accompanied you on the ride?</p> <p><i>Provide one answer only, one point available.</i></p>	Scores
	<p>No.</p> <p>Yes.</p> <p>Depends on the ability of the teacher.</p>	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook, page 5

12	<p>According to the British Cycling MTB Leadership handbook, which three pieces of information should be left with your base contact as general procedures applied for every ride?</p> <p><i>Provide three answers, one point available for each correct answer.</i></p>	Scores
	<p>Expected times of the ride.</p> <p>Types of bikes taken on the ride.</p> <p>Route contingencies.</p> <p>Planned stops during the ride.</p> <p>Registration plates of vehicles used to get to the ride start/finish.</p> <p>Planned route.</p> <p>List of equipment carried by the group.</p>	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 3: Risk management

13	Although saddle position is largely down to personal preference, there are some general guidelines that can be applied for setting a general riding position for recreational cross-country mountain biking. Identify the bike fitting principles from a description of how they should be applied: <i>Provide one answer per description, one point available per correct answer.</i>			Scores
Saddle height	Saddle setback			
		Should be set so that the knee is roughly over the pedal axle when the lower half of the leg is perpendicular with the ground.		
		Should enable sufficient extension of the leg when pedalling.		

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 3: Risk management

For tutor use whilst marking only: Feedback to learner regarding Ride Preparation questions.

Leading rides

14	As a leader, a significant part of your success can be attributed to the quality of the relationships you build with the people you work with. Name two important techniques which can help to build rapport with the participants you are leading. <i>Provide two answers, one point available per correct answer.</i>	Scores
<p>Give everyone the same advice, irrespective of their ability or experience.</p> <p>Avoid eye contact.</p> <p>Learn and use the names of all participants.</p> <p>Lead the rider, not the person.</p> <p>Show interest and respect to all participants.</p>		

15	Identify two relevant advantages and one relevant disadvantage associated with leading when positioned at the rear of the group. <i>Provide two advantages and one disadvantage</i>	Correct
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**Gateway question: You must provide correct answers to pass this written assessment.
If you aren't sure of your answer then check the L2 Handbook.**

Advantage	Disadvantage	
Can communicate rearwards easily.	Riders at the rear of the group may be self-conscious and will feel like you are pressuring them.	Yes
Allows the leader to see the whole group.	Lower likelihood of group separation.	No
Can directly support adventurous riders who will prefer to ride at the front.	You have little control over the speed of the riders at the front of the group.	
Makes it less likely that the group will become separated.		
Empowers riders.		

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 7: Delivering mountain bike rides

16	Identify two relevant advantages and one relevant disadvantage associated with leading when positioned at the front of the group. <i>Provide two advantages and one disadvantage</i>	Correct
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**Gateway question: You must provide correct answers to pass this written assessment.
If you aren't sure of your answer then check the L2 Handbook.**

Advantage	Disadvantage	
Can more easily manage line choice.	Reduces the ability of the leader to control the pace of the group.	Yes
You'll arrive back and get the first go with the bike cleaning facilities.	Requires you to look behind regularly to observe the riders or check everyone is within sight.	No
You can ride the obstacles and lines you like if you have told the riders to only follow you if they are confident; it's their choice whether to follow or not.	Makes navigation harder as the leader is less likely to check their map.	
Riders with mounted video cameras behind you will get some good footage of your riding for you to look at.		
Enables you to keep the ride flowing especially where there are a multitude of trails.		

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 7: Delivering mountain bike rides

17	An effective leader will move around the group according to their needs and the environment. Identify the most appropriate leader position within the group for the following circumstances. <i>Mark one column for each environment, one point available per correct answer.</i>			Scores
<p>Environment</p> <p>A trustworthy group riding up a long gradual climb with a slower rider requiring help and encouragement to continue.</p> <p>Where the visibility has deteriorated due to poor weather and you are looking to remain in visual and audible contact with the whole group.</p> <p>A descent with a group of excitable Under-18's where two riders have previously shown a desire to want to ride beyond their abilities and at the front of the group.</p> <p>Through a maze of confusing track junctions with very short sections between.</p> <p>Where an extended section of the route is wide and moderate, and you have yet to chat with those riders who tend to ride in the middle of the group.</p>	At the front	In the middle	At the rear	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 7: Delivering mountain bike rides

18	During one of your led rides, a rider has slid on a corner and you find them next to an obviously damaged bike. Key elements of an emergency strategy below have been jumbled into a random order. According to the British Cycling MTB Leadership handbook, state the order in which they should be considered, 1 being the highest priority element and 3 being the lowest priority element. <i>Order the elements from 1 to 3; one point available for identifying the correct order.</i>			Scores
	<p>Undertake emergency bike repairs to assess whether the damaged bike could be used if the group is riding out. Decide whether you need to evacuate the riders or call for the emergency services.</p> <p>Assess the scene and prevent further hazard to yourself, your group and the casualty.</p> <p>Administer first aid if needed.</p>			

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 4: Managing accidents and emergencies

19	If you choose to use a GPS when leading groups, how should this be used? <i>Mark one answer; one point available.</i>	Scores
	<p>Never when leading groups, map and compass should be your sole navigational tool.</p> <p>As an aid to navigating alongside a map and a compass and not as the sole navigational tool.</p> <p>If you are fully familiar with the GPS model and it has comprehensive mapping software included, then there is no need to carry a map.</p>	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 6: Route planning and navigation

20	Identify three reliable methods of checking your position on the trail in relation to the planned route. <i>Provide three answers, one point available per correct answer.</i>	Correct
	<p>When riding a linear feature (such as a trail), ask the group how far they think they have ridden from a known point, take an average of the groups estimates, then measure that distance on the map.</p> <p>Using line features that cross your route as a way of identifying an exact point on the trail.</p> <p>Work on an average of 8 kilometres travelled in an hour and using the total time elapsed on the ride to work out how far you've travelled.</p> <p>Asking other riders who look like they know the area where they think you are.</p> <p>Using landmarks as tick off features as you progress through sections of the ride.</p> <p>Matching the shape of the ground to the contour lines on a map.</p>	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 6: Route planning and navigation

21	<p>List three types of appropriate behaviour expected of mountain bike riders to ensure they maintain a positive relationship with other trail users and minimise the impact their activity has on the environment.</p> <p><i>Provide three answers.</i></p>	Correct
<p>Gateway question: You must provide correct answers to pass this written assessment.</p>		
<p>Be aware of all other trail users.</p> <p>Keep to the visible trail rather than taking shortcuts or riding round puddles.</p> <p>Squabble with other users of the outdoors who you think aren't behaving as you would.</p> <p>Bag up any rubbish and leave it by the trail for someone else to collect.</p> <p>Always close any gate you find open.</p> <p>Ride on open and legal trails only.</p>	<p>Yes</p> <p>No</p>	

For tutor use whilst marking only: Feedback to learner regarding Leading Rides questions.

Trailside Repairs

Reference material:

All questions: Level 2 British Mountain Bike Leadership Award Handbook – Section 11: Trailside repair (2018 Handbook only)



22	<p>Identify a mech hanger that is similar to the spare one you carry for your bike. The steps you would use to replace a broken hanger are listed below. State the order in which they should be considered, 1 being the highest priority element and 3 being the lowest priority element. <i>Order the elements from 1 to 3; one point available for identifying the correct order.</i></p>	Scores
	<p>Adjust gears if necessary.</p> <p>Fit replacement hanger to frame / fit emergency hanger onto quick release skewer then refit mech to hanger.</p> <p>Remove rear mech from broken hanger and remove broken hanger from frame.</p>	

23	<p>Whilst realigning a hydraulic caliper, which action in the process ensures that the caliper remains stationary whilst tightening the caliper mounting bolts? <i>Mark one answer, one point available.</i></p>	Scores
	<p>Tightening the caliper mounting bolts to the correct torque.</p> <p>Applying the brake and holding it on while the caliper mounting bolts are tightened in turn.</p> <p>Adjusting the reach and bite point on the brake lever.</p> <p>Checking the brake pad retaining bolt/pin.</p> <p>Once the post mount bolts are loosened, spinning the wheel.</p>	

24	<p>Your hydraulic disc brake has been applied accidentally whilst the wheel was out of your forks. The brake pads have moved together and are too close together to refit the wheel. Give an example of a tool you could use to separate the pads. <i>Mark two answers, one point available for each correct answer.</i></p>	Scores
	<p>A small amount of lube on the pads to free them up.</p> <p>A wide, flat blunt object.</p> <p>A thin crosshead screwdriver.</p> <p>A credit card.</p> <p>A piston spacer.</p>	
25	<p>A chain on a rider's bike has snapped. You do not have a powerlink or quicklink so have rejoined the chain by reusing the existing pin. What is the safety risk associated with rejoining the chain with the same pin? <i>Provide one answer, one point available.</i></p>	Scores
	<p>It weakens the chain and makes it more likely to snap again.</p> <p>You could break your chain tool.</p> <p>You could reinsert it poorly and have a stiff link.</p>	
26	<p>How can you make removing a tyre from a rim much easier? <i>Provide one answer, one point available.</i></p>	Scores
	<p>Always use steel tyre levers, never use plastic ones.</p> <p>When reinflating, try to avoid the 'pop' of the bead seating into the rim.</p> <p>Squeeze the tyre bead to the centre of the rim all the way round the wheel before pulling the tyre from the rim using your hands or tyre levers.</p> <p>Use a smaller width inner tube on your tyres than the one recommended.</p>	
<p>Note: You are permitted to use tyre levers to remove a tyre during the practical assessment</p>		

27	What is the purpose of the rear mech low limit screw? <i>Provide one answer, one point available.</i>	Scores
	<p>Stops the rear mech from shifting past the largest cassette sprocket.</p> <p>Prevents the chain falling off into the chainstays and/or seatstays.</p> <p>Indexes the gears so that one click on the shifter moves the mech up or down one sprocket.</p> <p>'Tightens' the feel of the shifter to make it feel more sensitive.</p> <p>Adjusts the clearance of the guide pulley on the mech from the sprockets on the cassette.</p>	



28	What happens to the rear mech gear shifting when the cable barrel adjuster is turned anti-clockwise? <i>Provide one answer, one point available.</i>	Scores
	<p>Allows the rear mech to move slightly further away from the larger sprockets (ie. towards the chainstay/seatstay junction).</p> <p>Prevents the chain falling off the low sprocket into the spokes.</p> <p>The position of the rear mech becomes slightly further toward the larger sprockets (ie. closer to the spokes).</p> <p>Other.</p>	

29	<p>After you have adjusted a loose headset, which should you tighten <u>last</u>? <i>Provide one answer, one point available.</i></p>	Scores
	<p>Wheel quick release or bolt-thru axle.</p> <p>Handlebar clamp bolt(s).</p> <p>The bolt(s) that tighten the stem onto the steerer tube.</p> <p>Headset top cap bolt.</p>	
30	<p>How would you know what torque stem pinch bolts should be tightened to generally? <i>Provide two answers; one point available for each correct answer.</i></p>	Scores
	<p>The recommended torque is often marked on the stem.</p> <p>The recommended torque is often marked on headset top cap.</p> <p>If unmarked, a suitable torque is usually 4-5 Nm.</p> <p>As tight as possible.</p>	
31	<p>Why should the V-brake pad be held in position when tightening the pad retaining bolt on a V-brake? <i>Provide one answer, one point available.</i></p>	Scores
	<p>If unheld, the pad might come loose from the housing.</p> <p>To prevent the pad from moving as it is tightened.</p> <p>Keeps the surface of the pads the same distance from the rim on both sides of the wheel.</p> <p>This will 'toe-in' the brake pads correctly.</p>	



32	<p>Which direction should a V-Brake or cable disc brake barrel adjuster be turned to decrease the clearance between the pads and the rim/rotor? <i>Provide one answer, one point available.</i></p>	Scores
	<p>Clockwise.</p> <p>Anti-clockwise.</p>	
33	<p>Describe how to adjust the position of the inner brake pad (the one closest to the spokes) on a cable disc brake without loosening the caliper mounting bolts. <i>Provide one answer, one point available.</i></p>	Scores
	<p>Re-adjust the six bolts that attach the rotor to the hub until it aligns more effectively.</p> <p>Turn the bolt or adjustment wheel on the inside of the caliper.</p> <p>Squeeze the brake lever until the pads align.</p> <p>Use a piston separator to push the pistons back in to the caliper.</p>	

34	Select one method of generating appropriate chain tension when creating a single speed conversion (ie after removing the rear mech). <i>Provide one answer, one point available.</i>	Scores
	<p>Carry a variety of speeds of chain and select one that gives appropriate tension; they all have slightly different link lengths.</p> <p>Adjust the limit screws so that the chain falls onto the sprocket it wants to.</p> <p>Select the optimum chainring/sprocket combination that allows the chain to be re-joined without the chain being loose.</p> <p>Use a cable tie to join the chain at the required tension.</p>	

35	Identify indicators that disc brake pads might be very worn? <i>Provide three answers, one point available for each correct answer.</i>	Scores
	<p>A 'tinging' noise from the brake pads separating spring rubbing on the disc.</p> <p>Fluid leaking from the calipers.</p> <p>Brake levers feel very tight.</p> <p>Irregular rubbing on the rotor.</p> <p>Erratic braking performance.</p> <p>The indexing on the gears seems to be poor.</p> <p>Reduction in braking performance.</p> <p>The bike wheel has side to side play present.</p>	

For tutor use whilst marking only: Feedback to learner regarding Trailside Repair questions.

Nutrition and hydration

36	What approach should riders adopt in terms of topping up fuel and fluid levels during a ride? <i>Provide one answer, one point available.</i>	Scores
	<p>Fuel to prevent.</p> <p>Fuel to correct.</p>	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 14: Nutrition and hydration

37	Two examples of nutritional warning signs you might come across during your rides are given below. Identify the likely cause of the symptoms to look for in your riders for each one. <i>Provide one issue per set of signs, two points available in total for this question.</i>		Scores
	Warning signs	Weak and fast pulse; reduced blood pressure; increased heart rate; clammy skin without excessive amounts of sweat; appearing pale; thirst.	
	Issue	<p>Dehydration.</p> <p>Hunger.</p> <p>Hypothermia.</p>	
	Warning signs	Noticeable decrease in cycling pace; feeling light headed; incoherence; sleepiness.	
	Issue	<p>Hypoglycaemia.</p> <p>Asthma.</p> <p>Dehydration.</p>	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 14: Nutrition and hydration

For tutor use whilst marking only: Feedback to learner regarding Nutrition and Hydration questions.

Mountain Bike Techniques

38	Briefly explain the term Cone of Movement. <i>Provide one answer, one point available.</i>	Scores
	<p>The movement of the rider's head when scanning the trail.</p> <p>The range of movement available in the handlebars when turned.</p> <p>The range of motion riders can use to move their weight around the bike.</p> <p>The component that adjusts the bearings and therefore play and free movement in the wheel.</p>	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 12: Mountain bike techniques

39	In the Level 2 MTB Leadership handbook, how is the difference between a technique and a skill identified? <i>Provide one answer per box, one point available for each correct answer.</i>		Scores
	Skill	Technique	
		The application of an appropriate technique at the right time in the right place.	
		How an action or movement is performed.	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 12: Mountain bike techniques

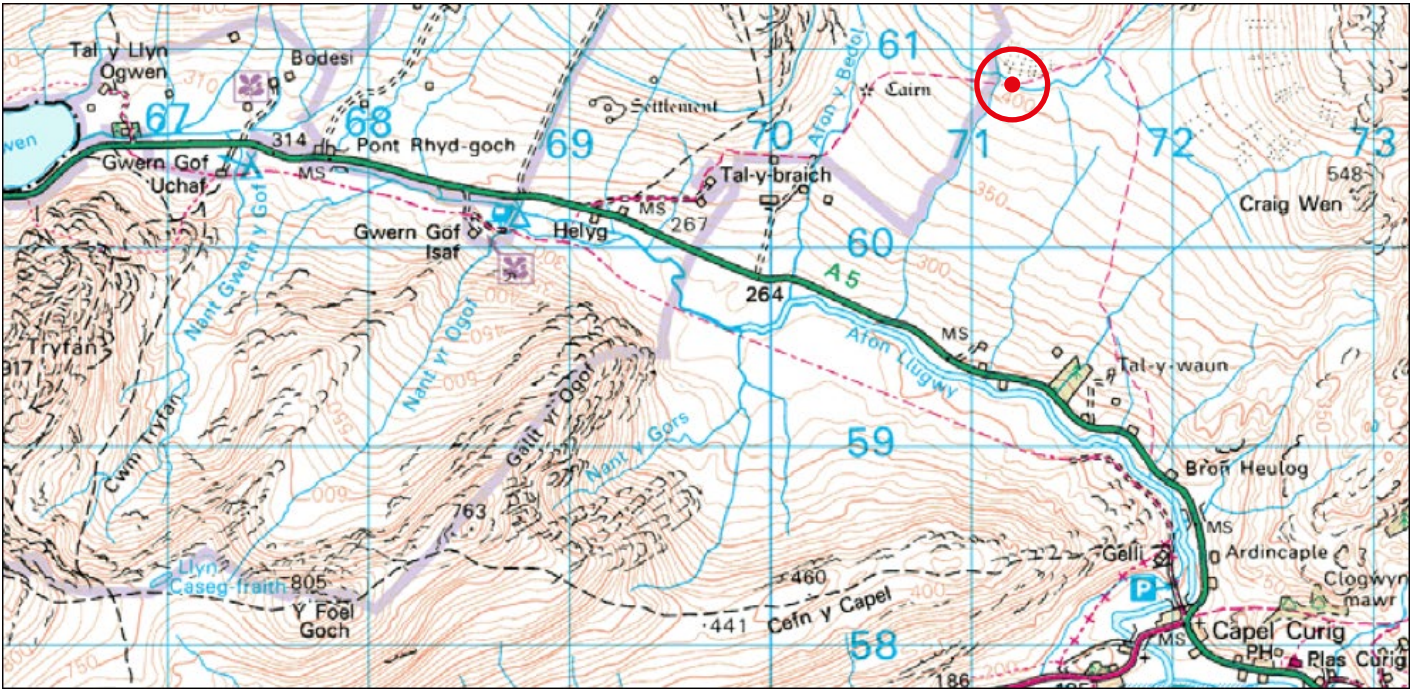
40	Which four of the below list are examples of when you would advise a rider to always adopt the Ready Position? Tick four options: <i>Provide four answers, one point available in total.</i>	Scores
	<p>When setting off from being stationary.</p> <p>When descending.</p> <p>When climbing.</p> <p>When entering unknown sections of trail.</p> <p>When braking.</p> <p>When riding technical sections of trail.</p> <p>When recovering control of the bike.</p>	

Reference material:

Level 2 British Mountain Bike Leadership Award Handbook – Section 12: Mountain bike techniques


For tutor use whilst marking only: Feedback to learner regarding Nutrition and Hydration questions.

Navigation



41	Consider this map of an area in Wales. What scale is the ordnance survey map shown above? <i>Provide one answer, one point available.</i>	Scores
	1:25,000 1:50,000 1:40,000 1:250,000 1:10,000	

Reference material:
 Level 2 British Mountain Bike Leadership Award Handbook – Section 6: Route planning and navigation

42	Using the map above, what is the 6-figure grid reference the centre of the  indicator? You do not need to include grid letters. <i>Provide one answer, one point available.</i>	Scores
	608 712 700 610 713 609 712 608 600 710	

Reference material:
 Level 2 British Mountain Bike Leadership Award Handbook – Section 6: Route planning and navigation

For tutor use whilst marking only: Feedback to learner regarding Navigation questions.

End of the marked section of the theory assessment

Please complete the following non-marked pre-assessment reflective questions.

Pre-assessment reflective questions

43	How would you describe the responsibilities of the MTB Leadership tutor during your upcoming assessment? <i>Tick all answers that you feel apply.</i>
	<p>Responsible for providing me with an orientation an assessment briefing on arrival.</p> <p>Responsible for providing the group shelter and first aid kit I'll need during the assessment.</p> <p>Should provide a reasonable number of opportunities to demonstrate my competence in a MTB Leader role.</p> <p>Provide constructive feedback as the assessment is in progress.</p> <p>Retains responsibility as MTB Leader during the assessment ride.</p> <p>Responsible for ensuring that I pass the assessment.</p> <p>Point of contact prior to the assessment for appropriate questions.</p> <p>Responsible for my personal administration.</p>

44	Your practical assessment will include time spent in the MTB Leader role, as well as time spent simulating a typical rider on a led ride. What do you believe will be expected of you when <u>not</u> in the Leader role during your assessment? <i>Tick all answers that you feel apply.</i>
	<p>Act as a competent member of the group, eg. adjust clothing worn as necessary and manage personal fuelling and hydration.</p> <p>Monitor progress using my own navigational aides.</p> <p>Conduct trailside repairs if required.</p> <p>Ride at the rear of the group on the leaders request to help the leader identify if riders are falling behind.</p> <p>Assist the nominated leader with their navigation.</p>

45 Thinking back to the logged rides you have undertaken since your L2 MTB Leader training, what are your preferred methods for measuring distance during the ride to keep track of how far you have travelled for navigation purposes?

Tick all answers that you feel apply.

Bike mounted GPS.

Wrist mounted GPS.

Altimeter to identify which location on slopes when using a known linear route.

Bike computer with sensor on wheel.

Visual estimation where start point is visible.

Mental estimation of distance where start point is not visible.

Using the time and speed of a navigational leg to estimate distance.

Using local knowledge.

Other.

46 Thinking about the accessibility of your navigational aides (including map) where do you carry them when leading a group?

Tick all answers that you feel apply.

Wrist / forearm.

Handlebars / mapboard.

Mapcase attached to person.

Jacket pocket.

Shorts pocket.

Outer pocket of backpack.

Main body of backpack.

Hip-pack.

Other.

Note: Think why you use this method of carriage; your tutor will explore this further during L2 practical assessment.

47	<p>You are riding with a friend in an area neither of you have ever ridden before. Your friend is navigating for you using a pre-designated track on her GPS. It rains heavily and the GPS screen goes blank and can't be recovered. You are carrying an unmarked map of the area and compass; what would your instinct be? <i>Select one answer.</i></p>
	<p>I'd return along the proved route to the start or other appropriate location point to either continue the ride or end the ride as appropriate.</p> <p>Find where we are on the map, try to plot a route as close to the original route and continue navigating using the map.</p> <p>Not relevant to me – I would always follow a route on my map or route card so would revert to that.</p> <p>Not relevant to me – I never ride with anyone who uses GPS to navigate.</p>
	<p>Note: Think <u>why</u> you have selected this option; your tutor will explore this further during L2 practical assessment.</p>

48	<p>When writing an Emergency Action Plan, it is important to have a time period between the 'return time' (planned arrival at the end of ride and/or base) and the Emergency Action Time (time that the Emergency Contact should summon help if the group has not communicated with them). Which three answers below are reasons why this is good practice? <i>Provide three answers.</i></p>
	<p>It prevents needless callouts of the emergency services by allowing opportunities for the Emergency Contact to try to establish communications with the MTB Leader and vice versa.</p> <p>It clearly establishes the impact of lost communications with the MTB Leader. In the event of an incident where the MTB Leader cannot communicate with the emergency contact, the leader has an assurance of when emergency procedures will be initiated.</p> <p>It means that the MTB Leader can ride in areas without mobile communications coverage without any adjustment to the risk assessment.</p> <p>It allows the MTB Leader a short period of time to establish communications after the return time to account for genuine communication problems (eg. unexpected loss of mobile signal or failure of handset).</p> <p>It means the MTB Leader is less likely to get in trouble if they don't get back in time.</p>

49	Which organisations (not British Cycling resources) do you use to ensure you stay current and competent as a MTB Leader? <i>Tick all answers that you feel apply. If you select 'other', please provide a short description.</i>
	<p>MTB or outdoors specific magazines, websites or forums.</p> <p>Relevant social media participation.</p> <p>Members of my club or qualified peer.</p> <p>Institute of Outdoor Learning.</p> <p>Government body (eg. AALA, Ordnance Survey).</p> <p>Land Manager (eg. Forestry Commission, Natural Resources Wales).</p> <p>Other (please specify).</p>

50	In terms of the aspects given below, on a scale of one to five, how prepared do you think you now are to undertake and pass the practical assessment? <i>Mark one score per row.</i>				
		Under-prepared			Very well prepared
		1	2	3	4
	Group management.				
	Personal riding skills and fitness.				
	Navigation.				
	Trailside repairs.				
	Bike, helmet and clothing checks.				
Note: Where you have scored two or less on any aspect above, you should discuss areas for development with your assessment provider to ensure that you are as prepared as possible for your assessment.					

For tutor use whilst marking only: Feedback to learner regarding Pre-assessment reflective questions.

**Please save and check that all your answers have been saved (see guidance on Pg 4).
 Email this PDF document to the provider you are have booked your MTB Leadership assessment with.**

L2.D1 Marking sheet



Learner's first name:		British Cycling member number:	
Learner's last name:			

Q	Marks available	Marks awarded		Q	Marks available	Marks awarded		Q	Marks available	Marks awarded
1	Gateway	Yes	No	15	Gateway	Yes	No	29	1	
2	Gateway	Yes	No	16	Gateway	Yes	No	30	2	
3	Gateway	Yes	No	17	5			31	1	
4	Gateway	Yes	No	18	1			32	1	
5	2			19	1			33	1	
6	1			20	3			34	1	
7	1			21	Gateway	Yes	No	35	3	
8	2			22	1			36	1	
9	3			23	1			37	2	
10	2			24	2			38	1	
11	1			25	1			39	2	
12	3			26	1			40	1	
13	2			27	1			41	1	
14	2			28	1			42	1	
Overall score				/ 56						

Overall Feedback

Action Plan

Assessment Outcome

Pass (at least 44/56)		Refer	
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Assessor's name:		Assessor's signature:	
Date:			