



THE PONY CLUB

TEST SHEET

2023

B STANDARD

PART 2: RIDING

Riders will be required to ride and assess other candidates' horses for flatwork.

Riders will be expected to show consideration for safety when riding alone and in groups throughout the test.

OBJECTIVES

- To appreciate the fun and satisfaction in developing a horse's training
- To understand how individual horses' behaviour may require adaptations in their training
- To understand how horses learn and how to use this knowledge when riding
- To become an educated, effective, and practical rider who knows the reasons for what he or she is doing
- To be capable of riding a well-mannered horse in a variety of Pony Club activities
- To ride intelligently and with due regard for others who may be riding young, green, or untrained horses
- To know and understand the basic responses for all horses to be ridden safely and successfully
- To know and understand the first three points in the Scale of Training, providing a staircase of training suitable for all horses
- To be able to maintain a horse's way of going
- To ride over a variety of fences at all paces (approx. height, 85 cm)
- To understand your responsibilities towards equestrianism's social licence to operate

SAFETY (Dismounted discussion)

1. Discuss best practice for maintaining the safety of yourself and your horse when riding in adverse weather conditions
2. Demonstrate an understanding of your role in maintaining the safety of others

WELFARE RESPONSIBILITIES (Dismounted discussion)

3. Talk about the mental and/or physical effects on horses of:
 - a. Being overworked
 - b. Failing to vary the location and surface where the horse is ridden
 - c. Being ridden when in pain or unwell
 - d. Being ridden in poorly fitting tack
 - e. Not understanding what they are being asked to do
 - f. Being asked to do more than they are emotionally capable of
4. Explain how the way that a horse is kept (e.g., stabled vs turned out, with other horses vs alone) may affect its behaviour when ridden
5. Discuss the welfare implications of good and poor training, including how these may affect equestrianism's social licence

TRAINING HORSES (Dismounted discussion)

6. Explain how the use of learning theory has helped you in the training of a horse under saddle
7. Discuss how you would accustom (desensitise) a horse to something they are afraid of
- 8. Explain potential reasons and solutions for behavioural problems such as napping, bucking, or headshaking**
- 9. Discuss the advantages to your horse of maintaining a correct and harmonious riding position**
10. Discuss inappropriate use of the whip and spurs when riding horses
11. Describe how to alter the aids according to the responses of the horse

FLAT WORK

Work in on a familiar horse

- 12. Maintain a balanced and independent position at walk, trot, and canter, and without stirrups**
13. Show a progressive build-up of exercises based on your assessment of the horse's way of going
- 14. Apply correct aids to promote balance and maintain the horse's way of going**
- 15. Discuss how you feel the horse is going today using the Scale of Training as a template, including your assessment of the horse's forwardness, tempo, and balance**
16. Demonstrate school movements including loops, serpentines, and circles down to 10 metres
17. Discuss and show the aids for half-halts, medium trot, rein back, and leg yield

Ride an unfamiliar horse on the flat

18. Show an awareness of how riding an unfamiliar horse can affect your balanced and independent position at walk, trot, and canter
19. Show a progressive build-up of exercises based on your assessment of the horse's way of going
- 20. Apply correct and harmonious aids to help maintain the horse's balance and quality of pace**
21. Assess the horse's way of going using the Scale of Training as a template, including the quality of paces and acceptance of the aids

JUMPING

22. Ride a round of show jumps including a double and related distances (approximate fence height, 85 cm)
- 23. Maintain a balanced and independent position between and over fences**
- 24. Show the correct aids for the pace and turns required to ride a fluent and balanced round**
- 25. Discuss the challenges presented by the course**
26. Assess the show jumping round
27. Specify the appropriate distances between trotting poles, a placing pole to a fence, and a one-stride double for the horse you are riding (distances to be given in metres)
28. Jump a cross country round which may include drops, doubles, technical

- fences, and jumping up or down slope (approximate fence height, 85 cm)
- 29. Maintain a balanced, independent position for cross country, including gallop when conditions allow**
 30. Ride up and down banks and hills in trot and canter at a speed suitable for the level of training and fitness of the horse
 - 31. Demonstrate bold but controlled riding, suitable for the pace, speed, and lines required for the varied fences**
 32. Discuss how the terrain may produce challenges when riding the course
 33. Assess the cross country round
 34. Explain the reasons for and the effects of the bit and tack being used
 35. Discuss the potential disadvantages of wearing spurs when jumping

Test notes:

- All content covered in lower tests may be reassessed in this test
- The items shown in bold are particularly important; competence in these items will be given emphasis by the assessor when considering the result
- The full C+ Test must be held before a candidate can take the B Test Riding. If a candidate is over 18 years, following assessment, they may enter directly into the B Test.

**Recommended Minimum age: 14
years**

**Felt Colours:
Riding + Horse and Pony Care sections: Red
Riding section only: Beige
Horse and Pony Care section only: Brown**

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