



UNCOVER LEARNER POTENTIAL

Level 1/2 Vocational Award in

SPORT & COACHING PRINCIPLES (Technical Award)

Teaching from 2022 | Award from 2024

SAMPLE ASSESSMENT MATERIALS - UNIT 3

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Unit 3: Coaching Principles

Assignment

SAMPLE ASSESSMENT MATERIALS

6 HOURS

INSTRUCTIONS FOR CANDIDATES

Read the brief carefully prior to starting the assignment.

You will gain marks for key tasks that are completed in the Assessment window. The total time allocated for assessed tasks will be 6 hours. You cannot exceed this time. Recommended timings are given for each task.

Your work should include knowledge and understanding gained from classroom teaching.

Read the information and assignment tasks carefully to make sure you understand what is needed.

It is important that when a task states 'collaboration is not allowed' you must work independently from other candidates and make sure the evidence you produce is your own unaided work.

Check your work carefully to make sure that it is accurate and correct.

INFORMATION FOR CANDIDATES

You and your teacher will be required to sign a declaration that all work presented is the work of you alone.

You must not discuss or share any details of the brief or tasks until after 5 May 20XX.

WJEC Level 1/2 Vocational Award in Sport and Coaching Principles (Technical Award)

Unit 3 – Coaching Principles

Controlled Assessment

Assignment Brief

Your local council wants all school children to become more active. The council has launched a new scheme called *Young Coaches*. The aim of the scheme is to get more young people between the ages of 14-16 involved in sports coaching. Young coaches will work with pupils aged 11-14 in school. The scheme is available to all pupils aged 14-16 in all secondary schools.

As a *Young Coach*, you will work alongside the teachers in charge of Key Stage 3 school sports teams, and you will develop your coaching skills in your preferred sport. You will also develop an understanding of the responsibilities and demands of being a sports coach.

You are interested in becoming a *Young Coach* and decide to apply for the role.

In order to apply for the role, you will need to choose your preferred sport and research the principals involved in sports coaching.

As part of the application process your local council would like you to provide them with the following:

- a summary showing your understanding of coaching skills and the responsibilities of a coach in relation to your chosen sport.
- a plan for a specific sports session in your chosen sport including:
 - the aims and objectives of the session
 - the components of the session
 - the health and safety requirements of the session and a risk assessment
 - an explanation of how your plan meets the needs of the group.
 - the resources needed.
- a video recording of you delivering the planned session in your chosen sport.
- a review of your coaching session, including:
 - the aims and objectives of your coaching session
 - your own reflection on your coaching session
 - feedback from the participant or participants in your coaching session
 - feedback from your assessor/teacher
- a personal development plan including:
 - identified areas for improvement.
 - methods of improvement.

Assignment Tasks

Unit Content	Tasks:	Evidence Required	Time	Controls	AOs	Marks
3.1.1 3.1.2	1. Outline the skills and responsibilities of an effective coach. You should consider: <ul style="list-style-type: none"> the skills of a sports coach the responsibilities of a sports coach. 	Recorded oral presentation / written report	½ hour	Supervision: Direct Guidance: Direct Resources: Not permitted Collaboration: Not permitted	AO1	[6]
3.2.1 3.2.2 3.2.3	2. Plan a coaching session for your chosen sport. Your plan should include: <ul style="list-style-type: none"> the aims and objectives of the session the components of the session the health and safety requirements of the session and a risk assessment an explanation of how your plan meets the needs of the group. appropriate activities the resources needed. 	Written plan	1 ½ hours	Supervision: Indirect Guidance: Indirect Resources: Permitted Collaboration: Not permitted	AO2	[12]
3.1.1 3.1.2 3.2.1 3.2.2 3.3 3.4.1	3. Demonstrate your coaching skills by delivering your planned coaching session. You need to ensure the planned sports session allows you to demonstrate your knowledge of: <ul style="list-style-type: none"> coaching skills (adaptability, knowledge of the sporting activity, communication, observational and organisational skills) the components of a coaching session how to meet the aims and objectives of the session plan health and safety including consideration of facilities, equipment, numbers of participants and space. how to meet the needs of the participants during the session including consideration of adaptability, providing technical information, and coaching points, and giving feedback. 	Recorded video footage	2 ½ hours	Supervision: Direct Guidance: Indirect Resources: Permitted Collaboration: Not permitted	AO2	[40]

Unit Content	Tasks:	Evidence Required	Time	Controls	AOs	Marks
3.4.1	4. Analyse and evaluate the coaching session. You should consider: <ul style="list-style-type: none"> a SWOT analysis qualitative and quantitative data the degree to which the aims and objectives of your coaching session were achieved. your own reflection of your coaching session video footage of your coaching session feedback from the participant or participants in your coaching session feedback from your assessor/teacher. 	Recorded discussion /written review	1 hour	Supervision: Indirect Guidance: Indirect Resources: Permitted Collaboration: Not permitted	AO3	[6]
3.4.2	5. Develop a personal coaching improvement plan based on what you have learned about your own coaching performance. You should consider: <ul style="list-style-type: none"> identified areas for improvement. methods of improvement. 	Written plan	½ hour	Supervision: Indirect Guidance: Indirect Resources: Permitted Collaboration: Not permitted	AO3	[6]
Total Marks						70

Guide to Controls

There are several different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration

Supervision

Two levels of supervision feature throughout the Unit 3 Sport and Coaching Principles Controlled Assessment:

Direct	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none">• all candidates are within direct sight of the supervisor throughout the session(s)• display materials which might provide assistance are removed or covered.• there is no access to e-mail, the internet or mobile phones.• candidates complete their work independently.• interaction with other candidates does not occur.• no assistance of any description is provided.• candidates' work must always remain within the centre and must be stored securely between timetabled sessions. <p>Where direct supervision is specified, the centre must ensure that the JCQ No Mobile Phone poster and JCQ Warning to Candidates is displayed.</p>
Indirect	<p>Candidates do not need to be directly always supervised.</p> <p>The centre must ensure that:</p> <ul style="list-style-type: none">• all candidates participate in the assessment.• there is sufficient supervision to ensure that work can be authenticated.• the work an individual candidate submits for assessment is his/her own. <p>Candidates' work must always remain within the centre and must be stored securely between timetabled sessions.</p>

Guidance

Two levels of guidance feature throughout the Unit 3 Sport and Coaching Principles Controlled Assessment:

Category of Advice/Feedback: <i>Teachers can:</i>	Direct	Indirect
Review candidates' work and provide oral and written advice at a general level.	x	✓
Evaluate progress to date and propose broad approaches for improvement.	x	x
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	x	x
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	x	x
Intervene personally to improve the presentation or content of work.	x	x

Before giving additional assistance beyond that described above, teachers must ensure that there is provision to record this assistance. Details must be documented on the record form issued by WJEC. The intervention must be considered when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

Resources

In Unit 3, candidates will be undertaking tasks that are typical of the workplace and are therefore allowed resources that would be typically used in that environment.

Two levels of control for resources feature throughout the Unit 3 Sport and Coaching Principles Controlled Assessment:

Not permitted	<p>The use of resources is not allowed.</p> <p>Access to the Internet is not permitted.</p> <p>Candidates' work must always remain within the centre and must be stored securely between timetabled sessions.</p> <p>If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all materials stored on the devices is permissible and that access to the internet is disabled.</p>
Permitted	<p>Candidates have access to resources and/or preparatory notes as directed by the brief or unit guidance.</p> <p>Candidates' work must always remain within the centre and must be stored securely between timetabled sessions.</p> <p>Centres should refer to specifications or subject-specific guidance.</p>

Centres should refer to the WJEC guidance Malpractice-a guide for centres and the JCQ suspected malpractice in examinations and assessments policies and procedures if they are unsure how to proceed.

Collaboration

One level of guidance features throughout the Unit 3 Sport and Coaching Principles Controlled Assessment:

Not permitted

Candidates should not collaborate in any way during the task.

Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

Time

The total time allocated for assessed tasks is 6 hours. Candidates cannot exceed this time. In terms of time controls Unit 3 tasks will feature recommended timings for guidance only. Nonetheless, centres should discourage candidates from exceeding them or devoting insufficient time to this work.

Mark scheme

Guidance

Assessment grids for controlled assessment - Unit 3

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation, and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, assessors should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 because of the band 3 content.

Assessors should not seek to mark candidates down because of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, assessors can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior, or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not creditworthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

Internal standardisation

It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via the secure web site on results day.

Differentiation within our mark schemes

The following grid demonstrates our starting point to formulating our mark schemes. These are used to ensure differentiation between our bands. Mark schemes will use this table as the basis for the assessment of each question but will reflect the specific demands of the question.

Band Descriptor	AO1	AO2	AO3
Excellent	<ul style="list-style-type: none"> Aware of a wide range of detailed and accurate knowledge. Demonstrates fully developed understanding that shows relevance to the demands of the question. 	<ul style="list-style-type: none"> Knowledge and understanding are consistently applied to the context of the question/task. Practical skills are consistently and effectively applied and are of a high standard. Can form a fully developed and thorough interpretation that is fully accurate. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in a highly effective way. Evidence is selected to construct an effective and balanced argument. Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.
Very Good	<ul style="list-style-type: none"> Effective and precise use of terminology. 		
Good	<ul style="list-style-type: none"> Has a range of detailed and accurate knowledge. Demonstrates well developed understanding that is relevant to the demands of the question. 	<ul style="list-style-type: none"> Knowledge and understanding are applied to the context of the question/task. Practical skills are effectively applied and are of a high to medium standard. Can form a developed interpretation that is mostly accurate. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in an effective way. Evidence is selected to construct a developed argument, that may not be presented in equal measure. Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.
Good	<ul style="list-style-type: none"> Precise use of terminology. 		

<p>Satisfactory</p>	<ul style="list-style-type: none"> • Includes accurate knowledge. • Demonstrates sound understanding that is relevant to the demands of the question/task. • Generally precise use of terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding are mainly applied to the context of the question/task. • Practical skills are appropriately applied and are of a medium standard. • Is able to form a sound interpretation that is generally accurate. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in an appropriate and sound way. • Evidence is selected to construct a sound argument <p>OR</p> <ul style="list-style-type: none"> • Evidence is selected to construct a detailed one-sided argument. • Evaluation that offers some judgements, with some link between conclusions and evidence.
<p>Basic</p>	<ul style="list-style-type: none"> • Shows some accurate knowledge. • Demonstrates partial understanding that is relevant to the demands of the question. • Some use of appropriate terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is partially applied to the context of the question/task. • Practical skills are of a medium to low-level standard. • Is able to form some interpretation that shows some accuracy. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision. • Evidence is selected to construct a one-sided argument • Evaluation that offers generalised judgements and conclusions, with minimal use of evidence.
<p>Limited</p>	<ul style="list-style-type: none"> • Limited knowledge with some relevance to the topic or question. • Little or no development seen. • Very little or no use of terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is applied in a minimal manner to the context of the question/task. • Practical skills are of a low-level standard. • Can only form a simple interpretation, if at all, with very limited accuracy. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used with limited competence. • Unsupported evaluation that offers simple or no judgements/conclusions.

When you look at each of our mark schemes, each band has a sequence of performance descriptors. The descriptors work like a ladder: from a bottom rung, to a top. The lower level band 'Limited' is the simplest descriptor in terms of candidates' performance. The descriptors progress through the grid to the more challenging aspect of that assessment objective. It's important to note that not all questions will use every bullet point listed in the table above, however candidates should demonstrate **all of the requirements** that are included in the published mark schemes in order to achieve full marks at a particular level. If a candidate gets full marks at a particular level, markers should see whether they're also demonstrating any of the requirements from the next level up. Often candidates will achieve some of the descriptors at one level, but not all of them. In this case, apply a best fit principle.

Further information on how the mark schemes for our Vocational Awards have been constructed, including information on the use of the mark bands for Excellent, Very Good and Good can be found in the Vocational Awards Administration Guide.

Marking Grids for Unit 3

<p>Task 1 Outline the skills and responsibilities of an effective coach You should consider:</p> <ul style="list-style-type: none"> • the skills of a sports coach • the responsibilities of a sports coach. <p style="text-align: right;">[6 Marks]</p>	
Band	<i>AO1: Demonstrate knowledge and understanding from across the specification.</i>
3	<p style="text-align: center;">5-6 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> • a range of accurate knowledge of the skills required to be an effective coach including relevant examples • developed understanding of the responsibilities required to be an effective coach including all aspects of health and safety, professional conduct, risk assessment and safeguarding • precise use of terminology.
2	<p style="text-align: center;">3-4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • accurate knowledge of the skills required to be an effective coach including some appropriate examples • understanding of the responsibilities required to be an effective coach including some aspects of health and safety, professional conduct, risk assessment and safeguarding • generally precise use of terminology.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some knowledge of the skills required to be an effective coach with few relevant examples • some understanding of the responsibilities required be an effective coach • some use of appropriate terminology.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Task 2 Plan a coaching session for your chosen sport. Your plan should include:

- the aims and objectives of the session
- the components of the session
- the health and safety requirements of the session and a risk assessment
- an explanation of how your plan meets the needs of the group
- appropriate activities
- the resources needed.

[12 marks]

Band	AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
4	<p style="text-align: center;">10-12 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the methods used to plan a coaching session for their chosen sport by:</p> <ul style="list-style-type: none"> • producing a detailed and effective plan for the coaching session including the components, timings and activities relevant to the chosen sport • setting highly effective aims and objectives relevant to the chosen sport • demonstrating highly effective knowledge and understanding of the health and safety requirements resulting in a detailed and effective risk assessment • providing highly effective coaching points that support the group and activity in the chosen sport • providing a detailed and effective explanation of how the needs of the group are met within the plan • fully considering the resources needed.
3	<p style="text-align: center;">7-9marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to plan a coaching session for their chosen sport by:</p> <ul style="list-style-type: none"> • producing a detailed plan for the coaching session including the components, timings and activities relevant to the chosen sport • setting effective aims and objectives relevant to the chosen sport • demonstrating effective knowledge and understanding of the health and safety requirements resulting in a detailed risk assessment • providing effective coaching points that support the group and activity in the chosen sport • providing a detailed explanation of how the needs of the group are met within the plan • considering the resources needed.

<p style="text-align: center;">2</p>	<p style="text-align: center;">4-6 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to plan a coaching session for their chosen sport by:</p> <ul style="list-style-type: none"> • producing a plan for the coaching session including some components, timings and or activities relevant to the chosen sport • setting some aims and objectives relevant to the chosen sport • demonstrating some knowledge and understanding of the health and safety requirements resulting in a risk assessment • providing some basic coaching points that support the group and/or activity in the chosen sport • providing partial explanation of how the needs of the group are met within the plan • partially considering the resources needed.
<p style="text-align: center;">1</p>	<p style="text-align: center;">1-3 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to plan a coaching session for their chosen sport by:</p> <ul style="list-style-type: none"> • producing a limited plan for the coaching session including few components, timings or activities • setting limited aims and objectives relevant to the chosen sport • demonstrating limited knowledge and understanding of the health and safety requirements resulting in a minimal risk assessment • providing few coaching points that support the group or activity in the chosen sport • providing minimal explanation of how the needs of the group are met within the plan • minimally considering the resources needed.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Task 3 Demonstrate your coaching skills by delivering your planned coaching session.
 You need to ensure the planned sports session allows you to demonstrate your knowledge of:

- coaching skills (adaptability, knowledge of the sporting activity, communication, observational and organisational skills)
- the components of a coaching session
- how to meet the aims and objectives of the session plan
- health and safety including consideration of facilities, equipment, numbers of participants and space
- how to meet the needs of the participants during the session including consideration of adaptability, providing technical information and coaching points, and giving feedback.

[40 Marks]

Band	AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
5	<p style="text-align: center;">33-40 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of coaching skills by demonstrating highly effective:</p> <ul style="list-style-type: none"> • skills required to be an effective coach, including excellent knowledge of the sporting activity chosen and an adaptable approach throughout the session • verbal and non-verbal communication skills • observational skills that identify the need for change, success criteria and appropriate feedback • organisation skills making use of resources, facilities, participants and timings • coaching points from the plan and seamless transitions between all components of the coaching session, successfully achieving all desired aims and objectives • understanding of the responsibilities of an effective coach with regards to health and safety, professional conduct and risk assessment • analysis and evaluation of their own and others' personal performance throughout the session; proposing any adaptations necessary for different individuals, ensuring that the needs of all participants are met.
4	<p style="text-align: center;">25-32 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of coaching skills by demonstrating effective:</p> <ul style="list-style-type: none"> • skills required to be an effective coach, including good knowledge of the sporting activity chosen and an adaptable approach throughout the session • verbal and non-verbal communication skills • observational skills that identify success criteria and appropriate feedback • organisation skills making use of resources, facilities, participants and timings • coaching points from the plan and smooth transitions between all components of the coaching session, successfully achieving most of the desired aims and objectives • understanding of the responsibilities of an effective coach with regards to health and safety, professional conduct and risk assessment • analysis and evaluation of their own and others' personal performance throughout the session; proposing any adaptations necessary for different individuals, ensuring that the needs of participants are met.

3	<p style="text-align: center;">17-24 marks</p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of coaching skills by demonstrating some:</p> <ul style="list-style-type: none"> • skills required to be an effective coach, including knowledge of the sporting activity chosen and an adaptable approach during the session • verbal and non-verbal communication skills • observational skills that identify success criteria and feedback • organisational skills making use of resources, facilities, participants and timings • coaching points from the plan and logical transitions between components of the coaching session, achieving most of the desired aims and objectives • understanding of the responsibilities of an effective coach with regards to health and safety, professional conduct and risk assessment • analysis and evaluation of their own and others' personal performance during the session; proposing any adaptations necessary for different individuals, ensuring that the needs of most participants are met.
2	<p style="text-align: center;">9-16 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of coaching skills by demonstrating partial:</p> <ul style="list-style-type: none"> • skills required to be a coach, including some knowledge of the sporting activity chosen and have a generally adaptable approach during most of the session • communication skills • observational skills that identify some success criteria and offer some feedback • organisational skills making basic use of resources, facilities, participants and timings • coaching points and transitions from the plan, achieving some of the desired aims and objectives • understanding of the responsibilities of an effective coach with regards to health and safety, professional conduct and risk assessment • analysis and/or evaluation of their own and others' personal performance during most of the session; ensuring that the needs of some participants are met.
1	<p style="text-align: center;">1-8 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of coaching skills by demonstrating minimal:</p> <ul style="list-style-type: none"> • skills required to be a coach, including limited knowledge of the sporting activity chosen during some of the session • communication skills • observational skills that offer limited feedback • organisational skills making little use of resources, facilities, participants and timings • coaching points from the plan achieving few of the desired aims and objectives • understanding of the responsibilities of an effective coach with regards to health and safety, professional conduct and risk assessment • analysis or evaluation of their own and/or others' personal performance during some of the session.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

<p>Task 4 Analyse and evaluate the coaching session. You should consider:</p> <ul style="list-style-type: none"> • a SWOT analysis • qualitative and quantitative data • the degree to which the aims and objectives of your coaching session were achieved • your own reflection of your coaching session • video footage of your coaching session • feedback from the participant or participants in your coaching session • feedback from your assessor/teacher. <p style="text-align: right;">[6 Marks]</p>	
Band	AO3: <i>Analyse and evaluate information, making reasoned judgements and presenting conclusions</i>
3	<p style="text-align: center;">5-6 marks</p> <p>The candidate has demonstrated a very good analysis and evaluation of the coaching session by providing:</p> <ul style="list-style-type: none"> • a clear review of the coaching session including a SWOT analysis • detailed and effective reasoning with links between the aims and objectives of the coaching session • full consideration given to feedback from a range of sources.
2	<p style="text-align: center;">3-4 marks</p> <p>The candidate has demonstrated a good analysis and evaluation of the coaching session by providing:</p> <ul style="list-style-type: none"> • a review of the coaching session including a SWOT analysis • detailed reasoning with links between the aims and objectives of the coaching session • consideration given to feedback from more than one source.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a basic analysis and evaluation of the coaching session by providing:</p> <ul style="list-style-type: none"> • a partial review of the coaching session • some reasoning with links between the aims and objectives of the coaching session • partial consideration given to feedback.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

<p>Task 5 Develop a personal coaching improvement plan based on what you have learned about your own coaching performance.</p> <p>You should consider:</p> <ul style="list-style-type: none"> • identified areas for improvement • methods of improvement. <p style="text-align: right;">[6 Marks]</p>	
Band	AO3: Analyse and evaluate information making reasoned judgements and present conclusions.
3	<p style="text-align: center;">5-6 marks</p> <p>The candidate has demonstrated a very good analysis and evaluation of what they have learned about their own coaching performance by:</p> <ul style="list-style-type: none"> • developing a detailed and effective plan of how to improve their coaching performance in all identified areas • fully considering the methods of improvement resulting in a detailed and effective personal coaching improvement plan.
2	<p style="text-align: center;">3-4 marks</p> <p>The candidate has demonstrated a good analysis and evaluation of what they have learned about their own coaching performance by:</p> <ul style="list-style-type: none"> • developing detailed plan of how to improve their coaching performance in most identified areas • considering the methods of improvement resulting in a detailed personal coaching improvement plan.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a basic analysis and evaluation of what they have learned about their own coaching performance by:</p> <ul style="list-style-type: none"> • developing a plan of how to improve coaching performance in some identified areas • partially considering the methods of improvement resulting in a partial personal coaching improvement plan.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Assessment Criteria

Tasks	Specification content (main focus)								Mark allocation			
	Topic and Section								Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
	3.1		3.2			3.3	3.4					
3.1.1	3.1.2	3.2.1	3.2.2	3.2.3	3.3	3.4.1	3.4.2					
1	✓	✓							6	6		
2			✓	✓	✓				12		12	
3	✓	✓	✓	✓		✓ ✓ ✓	✓		40		40	
4							✓		6			6
5								✓	6			6
Total marks									70	6	52	12



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