

Level 1 / Level 2 Examiners' Report

Sport and Coaching Principles (Technical Award) January 2025

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Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the WJEC subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level. For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

¹ Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner WJEC

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Executive Summary

This is only the second January series for this qualification, with only 18 candidates completing the full award. Of these, all were aged 16 years old with the majority of candidates being male.

Each of the three units has a different focus:

- **Unit 1:** AO1 knowledge and understanding
- **Unit 2:** AO3 analysis and evaluation
- **Unit 3:** AO2 application of knowledge.

Unit 1 (written/digital exam) accessibility was similar to Summer 2024 and the performance on screen was similar to the paper.

Some of the more most challenging questions with the lowest faculty factors were 3d (long-term adaptations), 1aiii (methods of training), 2aii (principles of training) and 4aiii (movement at joints). These questions are all based on accessible aspects within the specification and some knowledge and understanding (AO1) marks were not accessed here.

The performance in Units 2 and 3, Non-Examination Assessment (NEA), were assessed accurately by the majority of centres. Again, with relatively small entries, there were 11 centres entered for Unit 2 and 10 centres entered for Unit 3. It was clear that those who had attended Professional Learning events for this qualification gave their candidates the best chance of success in these assessments.

Unit 2 and Unit 3 require detailed paperwork, declaration sheets, mark sheets and observation records as well as annotations, which is important to justify the marks awarded by the centre. This is a key requirement and the majority of centres adhered to this aiding a successful moderation process. Those centres that did not provide all the relevant paperwork with the submission made the moderation process difficult, with a few centres submitting work later than the required submission date.

The sampling process was more straightforward when the candidate work was well organised and structured, with some annotation from the Assessor showing where marks had been awarded. This annotation, along with comments made on the Mark Record sheets for each task, can show where and why learners were awarded their marks.

Areas for improvement	Classroom resources	Brief description of resource
Knowledge requirements for Unit 1 (written/digital exam)	Digital resources - knowledge organisers	Knowledge organisers
	Specification	Breakdown of topic areas
Examination technique	Portal by WJEC	Past paper questions/mark schemes (2024 onwards) Professional Learning presentations offering guidance on how to access Assessment Objectives

Correct application and assessment of each Unit	Guidance for Teaching	Delivery Guide, Unit Guides and Assessment Guide for teachers
Accurate completion of paperwork	Level 1/2 Vocational Award - Administration Guide Portal by WJEC	Preparing learners for assessment Candidate and Assessor packs – available on Portal
Approach to NEA Units	Unit 2: Improving Sporting Performance 2024 Standards	How to access marks and Assessment Objectives

SPORT AND COACHING PRINCIPLES (TECHNICAL AWARD)

Level 1 / Level 2

January 2025

UNIT 1: FITNESS FOR SPORT

Overview of the Unit

Fitness for Sport is the externally assessed examination which equates to 40% of the overall qualification. It is an unseen 80mark paper consisting of short and extended answer questions based around applied situations. The paper covers the specification range found in Unit 1: Fitness for Sport.

Winter 2025 contained 41 entries which was considerably lower than the summer series. The accessibility of the paper was similar in comparison to the 2024 winter paper with a mean mark of 41.7 over the on-screen and paper examinations which is slightly higher than the previous winter series.

Comments on individual questions/sections

Question 1 (16marks AO1/AO2) – Required candidates to display knowledge recall and application relating to the components of fitness, methods of training and energy systems.

The 4 parts had a facility factor mean of 0.74 per question which meant that, on average, candidates scored 74% of the total marks available.

Candidates were required to describe two methods of training - many candidates could only identify a component without providing much further detail – for example a 2-mark description of a component of fitness should make some reference to time/intensity in the description. Some candidates could not adequately describe the method of training.

- Ensuring candidates have access to varied examples of the components of fitness within different sports could help create better responses.
- Reminding candidates that a good description of a method of training should include intensities/time/sets.

Question 2 (18marks AO2) – Required candidates to display knowledge recall together with application specifically asking for examples – relating to the principles of training, the factors that must be considered before beginning a training programme and knowledge of goal-setting.

2a) was the most accessible question on the paper with candidates, on average, gaining 62% of the total marks available. Nearly all could identify and explain some factors that must be considered prior to beginning a training programme.

2a)ii) was not well answered (a mean mark of 4 out of 8). This was surprising as the question related to explaining (AO2) how a coach would apply the principles of training. Some candidates did not even attempt the question.

- Knowledge of the different command words would be beneficial to candidates.
- Highlighting to candidates that the marks allocated are banded (in higher mark questions) so even knowledge recall can be credited with marks on occasion.

Question 3 (24marks AO1/AO3)– Required candidates to display knowledge recall of body systems, describe a suitable warm up and an analysis of long-term adaptations on sporting performance.

3a)/b)/c) were answered relatively well while 3d) proved challenging for several candidates with a mean mark of 2 out of 6. Candidates struggled to apply the knowledge of adaptations to improvements in performance.

- Once again, a thorough understanding of the command words could have helped candidates as several chose not to respond – possibly confused by the actual command word. Practicing ‘application of...’ type questions could improve the candidates’ responses.

Question 4 (18marks AO1/AO2)– Required candidates to identify and analyse body systems.

Question 4a) iii proved the most challenging question of the paper as the facility factor shows a mean mark of 1.4 out of 6 marks. Again, the question relates to the movements around a ball and socket joint (shoulder) and required an analysis of the movement with sporting examples.

Candidates showed less understanding of the ‘analyse’ command word, and several could not identify the movements, much less refer correctly to sporting actions illustrating the movements.

- Emphasis to candidates that marks can still be obtained with evidence of knowledge recall - most candidates should have a fairly good idea of the movements at a ball and socket joint.

Question 5 (8marks AO2/AO3)– Required candidates to analyse fitness test results and determine which performer was the track cyclist and which was the road cyclist. A comparison was also required as to the different methods of training needed for the different events.

5a) was well answered with candidates able to assess the information correctly - probably due to that fact that they would be familiar with fitness testing and interpreting results.

5b) was more challenging with several candidates unable to offer correct comparisons between the methods of training needed for the different events.

- Providing opportunities for candidates to compare and contrast different components/methods of training required for different sporting activities would benefit the candidates in this regard.

Conclusion

The use of examples can help learners show application and should be used for describe/explain questions.

Candidates did not sufficiently understand the command verb and often fell foul by not attempting some questions.

Knowledge recall seemed difficult for some candidates, and some could have picked up more marks had they known simple definitions/terms – the paper is weighted with a 40 mark AO1 knowledge recall bias.

SPORT AND COACHING PRINCIPLES (TECHNICAL AWARD)

Level 1 / Level 2

January 2025

UNIT 2: IMPROVING SPORTING PERFORMANCE

Overview of the Unit

This unit focuses on candidates demonstrating their knowledge and understanding of the factors that have the greatest impact on their personal sporting performance, measuring or collecting data for these factors then analysing these results and data to identify strengths, weaknesses and areas for improvement in their performance. Finally, candidates must select and justify strategies they could employ to improve and develop the identified areas for improvement.

The unit is worth 50 marks (25% of the qualification), being made up of 4 A01 marks, 20 A02 marks and 26 A03 marks.

Overall candidate performance was maintained in this moderation window after improvements in the previous window due to the level of specificity to their personal sporting performance and the continuity in responses from task to task.

Comments on individual questions/sections

Approximately two hundred and twenty candidates were entered for this unit, from eleven centres. Most of these centres had previously entered candidates for this unit. It was clear that most centres had covered the unit content in their teaching and prepared the candidates for their assessment in different ways, with centres who had attended face-to-face or on-line CPD, or accessed the resources available on the WJEC/EDUQAS website giving their candidates the best chance of success in this assessment.

Most centres uploaded their candidate marks, samples of work and administrative documentation, via Portal, on time which greatly assists the moderation process, allowing sampling to be completed and Moderator Reports to be produced, in a timely manner. Any issues regarding the uploading of work should be directed to e-submissions@wjec.co.uk who can advise and assist if necessary.

It is very important that centres include the correct administrative documentation when sending their samples to the Moderator. Mark Record sheets must be completed accurately for each of the four tasks, with the total mark awarded shown at the bottom of the sheet. These sheets must also be signed by the Assessor. These are found in the Assessor Pack which can be accessed via the Portal section of the WJEC website. Assessors should add comments on the Mark Record sheets to reinforce the assessment decisions they have made.

The Candidate Declaration sheet must also be signed by the Learner and the Candidate Time Record Sheet by the Assessor to authenticate the work. These sheets can be found in the Candidate Assessment Pack which can also be located on Portal. A completed Observation Record sheet is only required if it has been used as a source of candidate evidence for any of the tasks. Otherwise, it is not required to be completed and submitted with the candidate work.

All centres used the Assignment Brief published by the WJEC for this NEA which can be found on Portal. The use of this Assignment Brief, assuming candidates read the tasks carefully, should ensure that candidates focus their work on their chosen sporting activity. This means the work they produce is relevant to the named individual, as is specifically required by the higher mark bands. It also enables the candidates to focus on the sections of the content that are most applicable to their chosen sporting activity throughout their work.

Task 1

This task has two parts. Part 1 covers AO1 and is worth 4 marks. To gain these marks, candidates must demonstrate their knowledge and understanding relevant to the factors which can have an impact on sporting performance and their ability to use terminology accurately. This is the only part of the NEA where reference to their own sporting performance is not required to gain the marks.

The second part covers AO2 and is worth 10 marks. The key to gaining these marks is specificity. All work produced must relate directly to the Candidates' personal sporting performances. If these performances are in a team game, their work should be position or role specific. They must demonstrate their knowledge and understanding of the physiological, psychological and technical factors which affect their own personal sporting performance. They should include references to the specific impact of these factors on their chosen sporting performance.

It is vital that centres stress to their candidates that factors included in the specification that do not affect their personal sporting performance need not be referenced to attain full marks for this task.

Task 2

This task covers A02 and is worth 10 marks. Candidate responses must follow on directly from their work completed for Task 1. To gain these marks, candidates must demonstrate their knowledge and understanding of the methods used to measure the factors affecting their personal sporting performance that they explained in Task 1.

Candidates must also collect or measure the relevant data and apply key knowledge throughout, with relevant monitoring and measurement tools selected and applied to help improve future performance.

Candidates must include the data they collected or measured, including relevant questionnaire responses, diary entries or video footage, within their answer to this task as there are marks awarded for this data being presented.

Task 3

This task covers A03 and is worth 14 marks. The A03 marks for Tasks 3 and 4 are central to the purpose of the unit which focuses on candidates being able to analyse performance data and use this information to improve their own sporting performance.

To gain these marks, candidates must analyse the results and data they collected for Task 2 and identify and expand on their strengths and weaknesses, with areas for improvement being identified. The identification of these must be based on the results and data collected for Task 2 and must again focus on the impact of these on their personal sporting performance.

Candidates who do not collect any performance data for Task 2 cannot be awarded any marks for this task as even Band 1 of the mark bands requires candidates to complete a limited analysis of their research and data. Their identification of areas to improve their future performance must then be loosely based on findings from this analysis.

Better candidates referred constantly to the performance data throughout their work for this task ensuring a logical thread from Task 1 to Task 2 to Task 3.

Task 4

This task also covers A03 and is worth 12 marks. To gain these marks, candidates must produce recommendations to address the areas for improvement in their own sporting performance that they identified in their Task 3 response. These areas must be based on the data collection and analysis completed for Tasks 2 and 3, thereby ensuring they are evidence based. Candidates must also justify the selection of these strategies for improvement. Again, this task follows on from previous tasks with candidates unable to access any marks if they have not previously completed Tasks 2 and 3.

Better candidates focused their work entirely on the areas for improvement and development in their own sporting performance as identified in Task 3 and clearly justified the strategies chosen by explaining how they would personalise the strategy to make it personal to their situation. This could include listing phrases they would repeat when using self-talk, a suitable training programme to develop a specific component of fitness, the type of practice they would undertake or feedback they would receive.

No more than three areas for improvement and development are required for full marks to be achieved.

It is again vital that centres stress to their candidates that strategies included in the specification that are not relevant to their areas of improvement and development in performance need not be referenced to attain full marks for this task.

Task marking

Comments on approaches to internal marking

It is essential that Assessors are familiar with the marking process for this qualification which is a two-stage process with Assessors firstly having to decide on the correct mark band and then the most appropriate mark within that mark band. Assessors should look at the exemplar materials and other resources, such as the Delivery Guide, Unit Guides and on-line Professional Learning presentations to gain a greater understanding of this process. These resources are all available on the WJEC/EDUQAS website.

It is also essential that Assessors, however experienced, have the Mark Scheme to hand when they are marking candidate work so that the correct mark band for each bullet point can be correctly identified. If necessary, a 'best fit' mark can then be accurately and consistently awarded.

It is important that cross-moderation takes place within a centre if more than one Assessor delivers and marks candidate work. This should ensure consistency of assessment within the centre and should be evidenced within the sample paperwork submitted onto Portal. If only one Assessor delivers and assesses the qualification in a centre, they should consider contacting another centre to carry out cross-moderation.

The sampling process was more straightforward when the candidate work was well organised and structured, with annotation from the Assessor signposting where marks had been awarded. This annotation, along with the comments made on the Mark Record sheets for each task, can highlight where and why learners were awarded their marks. This is particularly useful when learners produced work from different mark bands within a task and a best fit overall mark for the task was awarded.

Some Assessors highlighted the individual strands awarded from different mark bands where a best fit mark was awarded. Again, this provided clarity for the Moderator.

SPORT AND COACHING PRINCIPLES (TECHNICAL AWARD)

Level 1 / Level 2

January 2025

UNIT 3: COACHING PRINCIPLES

Overview of the Unit

This unit focuses on candidates demonstrating their knowledge and understanding of the skills and responsibilities of an effective sports coach and how the needs of the participants in coaching sessions can be met. Candidates must also plan an appropriate coaching session in a sporting activity of their choice, thereby displaying their knowledge of the components of a coaching session. They must then go on to practically demonstrate their coaching skills and responsibilities by delivering a coaching session and finally, candidates must review their coaching session and produce a personal coaching development plan.

The unit is worth 70 marks (35% of the qualification), being made up of 6 A01 marks, 52 A02 marks and 12 A03 marks.

Overall candidate performance was maintained in this moderation window after improvements in the previous window due to a greater level of detail being included in coaching plans and more detailed and relevant video footage being provided to practically demonstrate coaching skills and responsibilities.

Comments on individual questions/sections

Approximately two hundred candidates were entered for this unit, from ten centres. Most of these centres had previously entered candidates for this unit. It was clear that most centres had covered the unit content in their teaching and prepared the candidates for their assessment in different ways, with centres who had attended face-to-face or on-line CPD, or accessed the resources available on the WJEC/EDUQAS website giving their candidates the best chance of success in this assessment.

Most centres uploaded their candidate marks, samples of work and administrative documentation, via Portal, on time which greatly assists the moderation process, allowing sampling to be completed and Moderator Reports to be produced, in a timely manner. Any issues regarding the uploading of work should be directed to e-submissions@wjec.co.uk who can advise and assist if necessary.

It is very important that centres include the correct administrative documentation when sending their samples to the Moderator. Mark Record sheets must be completed accurately for each of the four tasks, with the total mark awarded shown at the bottom of the sheet. These sheets must also be signed by the Assessor. These are found in the Assessor Pack which can be accessed via the Portal section of the WJEC website. Assessors should add comments on the Mark Record sheets to reinforce the assessment decisions they have made.

The Candidate Declaration sheet must also be signed by the Learner and the Candidate Time Record Sheet by the Assessor to authenticate the work. These sheets can be found in the Candidate Assessment Pack which can also be located on Portal. A completed Observation Record sheet should be submitted as a source of candidate evidence for Task 3.

All centres used the Assignment Brief published by the WJEC for this NEA which can be found on Portal. The use of this Assignment Brief ensures that candidates can access all mark bands for all tasks.

Task 1

This task covers AO1 and is worth 6 marks. To gain these marks, candidates must demonstrate their knowledge and understanding of the skills and responsibilities of an effective sports coach. Candidates should outline the six skills and four responsibilities, including relevant examples of each one and demonstrate precise use of terminology. Failure to cover all the skills and responsibilities listed in the specification is likely to preclude Band 3 marks being awarded.

Unfortunately, several centres awarded a Band 3 mark when candidates had only covered two or three of these skills and two of these responsibilities.

However, a long-written response is not required provided the work produced includes the information above.

Task 2

This task covers A02 and is worth 12 marks. To gain these marks, candidates must plan a coaching session for their chosen sport. It is vital that Assessors discuss the choice of sporting activity chosen by candidates as they must be able to access all parts of the Mark Bands for tasks 2 and 3. This means they will be expected to demonstrate their transitions between components of their session, their delivery of coaching points and their adaptability if they are to achieve marks above Band 1.

These coaching plans should include all the areas covered by the six bullet points included in the mark bands for this task. It is recommended that centres provide a lesson plan template for candidates completing this task as this provides consistency for candidates, Assessors and Moderators. Most centres provided a template, which greatly assisted the moderation process.

The best candidates produced plans that had a tight focus on the activity to be covered in the session and the aims and objectives of the session. The aims and objectives are a key element of the plan as these form an important starting point of the session review that candidates will complete for Task 4. These sessions were often based around a small number of participants, albeit a number sufficient to allow the candidate to demonstrate their coaching skills.

Task 3

This task covers A02 and is worth 40 marks (20% of the overall qualification). This task is at the heart of the purpose of the unit which centres on candidates being able to plan, lead and evaluate a coaching session within a sporting activity with the focus being on their practical coaching.

To gain these marks, candidates must demonstrate their coaching skills by delivering their planned coaching session. Details of the requirements of the video content are included in the following section of this report.

Better candidates delivered their planned session in a confident manner, ensuring the session ran smoothly, they met the needs of the participants, delivered the coaching points included in their plan, delivered relevant feedback as required and demonstrated the range of skills listed in the task. They also collected participant feedback after their sessions which could then be used for Task 4.

Generally, the videos submitted were of good quality which greatly assisted the moderation process. However, some centres submitted videos that were unedited and in which it was difficult to hear the candidate coaching.

When planning the filming of the sessions, it is vital that Assessors consider the following logistics to ensure that the videos produced are of maximum benefit to the candidate when they complete task 4, the Assessor when they are marking task 3 and the Moderator:

- Filming outside can make it very difficult to hear the candidate.
- The person filming the sessions must be close enough to record what the candidate is saying during the session.
- There is no minimum number of participants required for the coaching session. The Assessor can select the number, the setting and the content, that will provide candidates with the best opportunity to demonstrate their coaching skills.
- The ability and motivation of the participants can have a significant impact on the ability of the candidate to demonstrate their coaching skills and deliver their planned session.
- Each video should be edited down to approximately 8 minutes. The film should focus on the parts of the session that demonstrate why the candidate was awarded the mark they were for this task. For example, transitions taking place, the explanation of a drill or the delivery of feedback.
- Detailed Observation Reports completed by the Assessor can greatly enhance the evidence provided for this task. Again, candidates can use this report when completing Task 4.

Task 4

This task covers A03 and is worth 6 marks. To gain these marks, candidates must analyse and evaluate their coaching session. This must be the session they delivered for Task 3. Access to the top mark band requires candidates to complete a SWOT analysis, base their analysis and evaluation on their aims and objectives for the session and access a range of sources of feedback. These sources of feedback should include personal feedback, the video of the session, an Observation Record sheet (Pages 20/21 of Assessor Pack) completed by the Assessor and participant feedback.

Better candidates quoted directly from the different sources of feedback they used for their review.

Unfortunately, several centres awarded a Band 3 mark when candidates had produced a basic review of their session and had not accessed more than one source of evidence.

Task 5

This task also covers A03 and is worth 6 marks. To gain these marks, candidates must develop a personal coaching improvement plan based on the analysis and evaluation they completed for Task 4. This plan should include both the identified areas for improvement and the methods of improvement that can be used. The mark awarded depends on the level of detail and potential effectiveness of the plan produced.

Better candidates justified why they had chosen the strategies and how they will address the areas they identified as needing improvement. These candidates also included SMART targets or short-term targets and long-term goals.

Unfortunately, several centres awarded a Band 3 mark when candidates had produced a basic coaching development plan which did not include the areas for improvement identified in their task 4 responses.

Task marking

Comments on approaches to internal marking

It is essential that Assessors are familiar with the marking process for this qualification which is a two-stage process with Assessors firstly having to decide on the correct mark band and then the most appropriate mark within that mark band. Assessors should look at the exemplar materials and other resources, such as the Delivery Guide, Unit Guides and on-line CPD presentations to gain a greater understanding of this process. These resources are all available on the WJEC/EDUQAS website.

It is also essential that Assessors, however experienced, have the Mark Scheme to hand when they are marking candidate work so that the correct mark band for each bullet point can be correctly identified. If necessary, a 'best fit' mark can then be accurately and consistently awarded.

It is important that cross-moderation takes place within a centre if more than one Assessor delivers and marks candidate work. This should ensure consistency of assessment within the centre and should be evidenced within the sample paperwork submitted onto Portal. If only one Assessor delivers and assesses the qualification in a centre, they should consider contacting another centre to carry out cross-moderation.

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Some Assessors highlighted the individual strands awarded from different mark bands where a best fit mark was awarded. Again, this provided clarity for the Moderator.

The quality of the video footage submitted for Task 3 also has a significant impact on the moderation process as this task is worth 40 of the 70-unit marks. Each video should be edited to approximately eight minutes with the focus of the content being evidence of the candidates demonstrating the areas covered by the seven bullet points present in each of the mark bands commensurate with the mark awarded and the comments recorded on the Observation Record.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 02922 404271

Email: sport@wjec.co.uk

Qualification webpage: [Level 1/2 Vocational Award in Sport and Coaching Principles](#)

See other useful contacts here: [Useful Contacts | WJEC](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

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