



Level 1 / Level 2 Examiners' Report

**Sport and Coaching Principles
(Technical Award)
Summer 2024**

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	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>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.</p> <p>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.</p>	<p>For unitised specifications click here:</p> <p>Results, Grade Boundaries and PRS (wjec.co.uk)</p>

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 the first full award for this qualification. There are over 1,300 candidates, with the majority aged 16 and 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 exam) accessibility was similar to Winter 2024 and the performance on screen was similar to the paper. However, candidates found AO1 questions equally as challenging as the AO2 application questions. The number of AO1 marks available in this paper is higher than the mean.

The more challenging questions with the lowest attempt rate by candidates included 2c (fitness testing), 3 (identification of body systems), and 5d (principles of training). These questions are based on accessible aspects within the specification.

The performance in Units 2 and 3, Non-Examination Assessment (NEA), were assessed accurately by the majority of centres. This was the first time a significant number of candidates were entered which provided a benchmark to confirm previous standards. Unit 2 is more established than Unit 3 and that was clear in the standard of assessment and evidence. The quality of evidence and accuracy of assessment in Unit 3 had far more issues.

Both units require detailed paperwork, declaration sheets, mark sheets and observation records as well as annotations to justify the marks awarded. This is a key requirement to complete the qualification. Centres that did not provide all the relevant paperwork with the submission made the moderation process difficult.

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
AO1 knowledge for the Unit 1 examination	Digital resources - knowledge organisers Specification	Knowledge organisers Breakdown of topic areas
Examination technique	Portal by WJEC	Past paper questions/ mark schemes
Correct application and assessment of each Unit	Guidance for Teaching	Delivery Guide, Unit Guides and Assessment Guide for teachers
Accurate completion of paperwork	Portal by WJEC	Candidate assessor packs – available on the secure site

SPORT AND COACHING PRINCIPLES

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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 80-mark paper consisting of short and extended answer questions based around applied situations.

Summer 2024 contained 1,404 entries which was considerably higher than the 2024 Winter Series. The accessibility of the paper was very similar in comparison to the 2024 winter paper with a mean mark of 38.7 across the on-screen and paper examinations.

Knowledge recall seemed difficult for many candidates, and many could have picked up more marks had they known simple definitions/terms; the paper is weighted with a 40 mark AO1 knowledge recall bias. The use of examples can also help students show application and should be used for describe/explain questions.

Candidates did not sufficiently understand the command verb and often fell foul by not actually answering the question.

Comments on individual questions/sections

Question 1 (18 marks AO1/AO2)

These questions required candidates to display knowledge recall and application relating to the components of fitness of a marathon runner and a 100m sprinter. This question had four parts and the facility factors (ff) ranged between 0.21 - 0.58, indicating that candidates found them challenging. The AO1 structured questions in table format facilitated the best outcomes.

(a) (ii) & (b) (ii) Achieved low means of 0.7 and 0.9 respectively out of 3. Candidates were required to describe a method of training for named components, however many candidates could only identify the method without providing the necessary description. A 3 mark description of a method of training should make some reference to time/intensity in the description. Very few candidates achieved this.

Ensuring candidates have access to a variety of examples of where the components of fitness are used within different sports could facilitate better responses. Reminding candidates that a good description of a method of training should include intensities/time/sets etc.

Question 2 (19 marks AO1/AO2/AO3)

These questions required candidates to display knowledge recall together with some application and justification relating to energy systems, short-term effects and long-term adaptations to training and the importance of fitness testing. Two out of the six items achieved (ff) of between 0.60-0.86 indicating good levels of accessibility in those questions.

- (a) (i) This was the most accessible question on the paper with candidates, on average, gaining 86% of the total marks available. Nearly all candidates could identify which athlete was the swimmer and which was the hockey player based on their heart rates during performance. However, despite this high (ff) of 0.86 and mean of 1.7 out of 2, some could not adequately justify their choice and instead described the heart rate changes as opposed to commenting on intensities for different exercises/energy systems. The 'Justify' command word requires candidates to assimilate information and provide reasoning for their choice.
- (c) (ii) This question on the long-term adaptations to training achieved another low mean of 1.3 out of 4 and a (ff) of 0.32. Many candidates failed to acknowledge that the question was asking for long term adaptations because of aerobic training. Many incorrectly offered short term responses to exercise and/ or long-term adaptations to other systems. It is vital that candidates read the question carefully.
- (c) (iii) This question required candidates to 'Explain, giving examples, why a coach would use fitness testing.' The question had a (ff) of 0.36. and a mean mark of 2.2 out of 6. Most candidates either did not provide examples (to show application) or could only list some reasons for fitness testing.

Knowledge of the different command words would be beneficial to candidates. Reinforcing the requirement to read questions thoroughly could also allow some candidates to access higher marks. If a question specifically asks for examples, then examples should be given as they can show application of knowledge. Below is a comprehensive answer that achieved 5/6.

Elite athletes will undergo fitness testing on a regular basis.

(iii) Explain, giving examples, why a coach would use fitness testing. [6]

One reason a coach would use fitness testing is to test for an athlete's strengths and weaknesses. If an athlete completed all the tests for each component of fitness and then compared to normative data, it would provide a coach with an understanding of what an athlete needs to work on and what he can use to his advantage. For example, a rugby player with good strength would be placed in the scrum, but he might have poor cardiovascular endurance, which would need to be focused on in training sessions.

Another reason a coach would use fitness testing is to help track if an athlete is making any progress as it is easily compared to normative data. If results show an improvement, it means the training is correct. For example, if a rugby player's alternate hand wall toss test was 23 in 30 seconds at the start of the month and now is 28, it would tell the coach that his coordination has improved and so has his handling, meaning he would be able to pass better on the pitch.

Question 3 (13 marks AO1)

These questions required candidates to display knowledge recall and a description relating to body systems and the (ff) ranged from 0.32 to 0.56. Many candidates failed to identify and describe the function of a basic body system and could not access the marks due to a lack of basic knowledge recall, e.g. identifying antagonistic muscles while kicking showed many poor responses. This once again highlights that candidates struggled to access AO1 marks.

(a) (ii) This was the worst answered item within question 3 (ff= 0.32, mean = 1.3 out of 4). The best responses described two functions of the cardiovascular system in enough detail to achieve 4 marks.

(ii) Describe **two** functions of the system identified in (a)(i). [4]

- pump blood containing oxygen to working muscles
- remove waste products e.g. carbon dioxide and lactic acid from the body's cells and working muscles

Question 4 (12 marks AO2/AO3)

These questions required candidates to explain the importance of the principles of training and justify why a personal trainer would use target-setting. Question 4 proved challenging for candidates as the (ff) show (a= 0.40, b=0.30).

- (a) This question produced a mean mark of 2.4 out of 6. It required the use of examples to explain the importance of specificity and variance. Many candidates could offer some form of definition of the principles but very few used examples to show their importance. Stronger responses compared different activities and were able to explain why one would better suit a certain performer over another.

AO2 requires some form of application and providing examples is an easy way to show understanding and application rather than providing a definition. Variance tended to focus on 'avoiding boredom' whereas better responses also made use of 'working different body parts' or 'avoiding plateau for a bodybuilder'.

Training is a vital part of improving performance and preparation for physical activity.

- (a) Explain, giving examples, the importance of the principles of training named below. [6]

Specificity

Specificity helps improve a performance is important part to consider when training as it allows the coach to select training that is specific to that sport or activity, so you are not training things unnecessarily. For example a 100m sprinter would do interval training to continually focus on sprinting for repeated reps. This would be specifically training the speed for a sprinter which is needed to beat opponents. They could do 5x100m with plenty of rest between, which would be specific to train a sprinters speed.

Variance

Variety in training is a good way to keep an athlete entertained and not get bored of training. This would keep motivation levels high and therefore the body is able to continually adapt. For example a rugby player would do weight training for 4 weeks to build strength and power but on the 5th week they could do plyometric training instead to gain power. This change in training method would keep the rugby player more engaged in training as it is something different, and so is able to continue to improve.

- (b)** In this question candidates did not always study the command word and instruction. This question required candidates to give reasons 'why' a personal trainer would use target-setting. The wording of the question is very important. Generally, questions relating to target-setting/goal setting will be a 'WHY' or 'HOW' – the 'why' requires candidates to focus on the benefits (increase focus/motivation/effort/adherence) whereas the 'how' will refer to the use of SMART. Reinforcing the requirement to read questions thoroughly would allow candidates to understand the specific requirements of the question – 'how' or 'why'. Candidates should be reminded that target-setting is not always referring to SMART.

Question 5 (18 marks AO1/AO2)

These questions required candidates to identify the factors needing consideration prior to starting an exercise programme, to describe the components of a warm-up and a method of training and explain how overload and progression could be applied to speed training/a sprinter.

- (a) & (b)** These were AO1 questions but still proved challenging for candidates and both had a (ff) of 0.45 and mean marks of 1.8 out of 4. Most candidates could not outline 4 factors that should be considered before beginning an exercise programme (AO1 knowledge recall). Most candidates could also not sufficiently describe, with examples, the main components of a warmup. Better responses contained some simple examples of pulse-raiser (jogging with a ball) and some basic examples of some form of stretching (e.g. lunges, open and close the gates). This was sufficient to reach the higher mark band as they had fully engaged with the question by providing examples therefore showing signs of application of knowledge (AO2).
- (c)** This proved to be the least accessible question on the paper with a mean mark of 0.6 out of 4. This was a challenging question as it required a description of a method of training that could improve flexibility. Once again, a simple description of a session with some reference to intensities/times would have been sufficient to access the higher mark band.
- (d)** This proved to be the third most challenging question on the paper. It required candidates to explain how overload and progression could be applied to speed training/sprinter. Most candidates could offer some form of definition or description of the principles but did not make the application to sprinting/sprint training. Better responses referred to increasing intensities (FIT) but included 'sprints', 'speed' and 'power' in the response in relation to the training. Candidates were credited with any responses which contained examples or references to increasing intensities gradually.

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UNIT 2: IMPROVING SPORTING PERFORMANCE

Overview of the Unit

Unit 2 is worth 50 marks (25% of the qualification), being made up of 4 AO1 marks, 20 AO2 marks and 26 AO3 marks.

Unit 2 focuses on candidates demonstrating their knowledge and understanding of factors that have the greatest impact on their personal sporting performance, measuring or collecting data for these factors, and analysing 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.

Overall performance had improved in this moderation window, with an increasing number of candidates accessing the higher mark bands due to the increased level of specificity to their personal sporting performance and the continuity in responses from task to task.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

Approximately 1,600 candidates were entered for Unit 2, from 67 centres. Most of these centres entered candidates for the first time. It was clear that most centres had covered the Unit 2 content in their teaching and prepared the candidates for their assessment in different ways. Centres that had attended conferences face-to-face, on-line CPD, or accessed the resources available on the WJEC/EDUQAS website gave their candidates the best chance of success in this assessment.

Most centres uploaded their samples of work and administrative documentation on to the Surpass system on time which greatly assists the moderation process. This enabled sampling to be completed and Moderator Reports to be produced in a timely manner. Any issues regarding the uploading of work to Surpass should be directed to e-submissions@wjec.co.uk who can release more key codes, if needed, to allow centres to upload further work. Most centres also correctly submitted their candidate grades on to the IAMIS system within the assessment window.

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. 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.

Almost all centres used the correct Assignment Brief published by the WJEC for this Non-Examination Assessment (NEA) which can be found on Portal. The use of this Assignment Brief should ensure that candidates focus their work on their chosen sporting activity. This means that 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 that affect their own personal sporting performance. They should include references to the specific impact of these factors on their chosen sporting performance. Work covering the other factors included in the specification that do not affect their personal sporting performance need not be referenced to attain full marks.

Task 2

This task covers AO2 and is worth 10 marks. Candidate responses must follow on from their work completed for Task 1. To gain these marks, candidates must demonstrate their knowledge and understanding of methods used to measure the factors affecting their personal sporting performance (covered in Task 1). Candidates must also collect or measure the relevant data and apply key knowledge throughout, with a wide range of relevant monitoring and measurement tools selected and applied to help improve future performance. Candidates must also include the data they collected or measured, including relevant questionnaire responses or video footage, within their answer to this task as there are marks awarded for this data being presented.

Task 3

This task covers AO3 and is worth 14 marks. The AO3 marks for Tasks 3 and 4 are at the heart of 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 analysis the results and data they collected for Task 2 and decide on their strengths and weaknesses, with areas for improvement identified. The identification of these must be based on their analysis of 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.

Higher level candidates referred constantly to the performance data throughout their work for this task. Some candidates included their results as part of their response to Task 3. While acceptable and creditworthy, this data should be included in their responses to Task 2 as this is where marks are available for the data collection.

Task 4

This task also covers AO3 and is worth 12 marks. To gain these marks, candidates must produce recommendations to address the areas for improvement in their own sporting performance (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 (identified in Task 3) and clearly justified the strategies chosen by explaining how they would personalise the strategy to their own 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. Work covering the other strategies included in the specification that are not relevant need not be referenced to attain full marks.

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 very important that internal 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 on Surpass.

The sampling process is more straightforward when the candidate work is well organised and structured, with some annotation from the assessor showing where marks have 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. 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 also highlighted the individual strands awarded from different mark bands where a best fit mark was awarded. Again, this provided clarity for the moderator.

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UNIT 3: COACHING PRINCIPLES

Overview of the Unit

Unit 3 is worth 70 marks (35% of the qualification), being made up of 6 AO1 marks, 52 AO2 marks and 12 AO3 marks.

Unit 3 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. Finally, candidates must review their coaching session and produce a personal coaching development plan.

Overall candidate performance improved in this moderation window with an increasing number of candidates accessing the higher mark bands due to the increased number of relevant examples included in responses. A greater level of detail was included in coaching plans and more detailed and relevant video footage was provided to practically demonstrate coaching skills and responsibilities.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

Approximately 1,600 candidates were entered for this unit, from 68 centres. Most of these centres entered candidates for the first time as this was only the second opportunity for work to be submitted for this Unit. It was clear that most centres had covered the Unit 3 content in their teaching and prepared the candidates for their assessment in different ways. Centres that had attended conferences face-to-face, on-line CPD, or accessed the resources available on the WJEC/EDUQAS website gave their candidates the best chance of success in this assessment.

Most centres uploaded their samples of work and administrative documentation on to the Surpass system on time which greatly assists the moderation process. This enabled sampling to be completed and Moderator Reports to be produced, in a timely manner. Any issues regarding the uploading of work to Surpass should be directed to e-submissions@wjec.co.uk who can release more key codes, if needed, to allow centres to upload more work. Most centres also uploaded their candidate grades on to the IAMIS system within the assessment window.

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 five 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. 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 also be submitted as a source of candidate evidence for Task 3.

Almost all centres used the correct Assignment Brief published by the WJEC for this Non-Examination Assessment (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.

Task 2

This task covers AO2 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 candidates 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 as this provides consistency for candidates, assessors and moderators. A lesson plan template has been produced by WJEC and can be found in the Resources section of Portal and on the WJEC/EDUQAS website.

Higher level candidates produced plans that had a tight focus on the activity to be covered 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.

Task 3

This task covers AO2 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. This will almost certainly be the session that they planned for Task 2 but does not have to be so. If the coaching session delivered for Task 3 is different from the plan submitted for Task 2, candidates should still receive a mark. Details of the requirements of the video content are included in the following section of this report.

Higher level candidates delivered their planned session in a confident manner, ensuring the session ran smoothly, the needs of the participants were met, coaching points were delivered, and relevant feedback was provided which demonstrated the range of skills listed in the task. Higher level candidates also collected participant feedback after their sessions which could then be used for Task 4.

Based on the practical video evidence submitted for moderation, centres should consider the following points concerning the logistics of filming the coaching sessions:

- 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, providing candidates with the best opportunity to demonstrate their coaching skills.
- 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 for the task. For example, transitions taking place, the explanation of a drill or the delivery of feedback. As this is a moderation and not marking, it is not necessary to include film of all components of the session for all candidates in the sample. For example, some of the videos might include parts of the warmup while others may include parts of the cool down.
- 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 AO3 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 to 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 recording of the session, an Observation Record sheet (Pages 20/21 of Assessor Pack) completed by the assessor and participant feedback.

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

Task 5

This task also covers AO3 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.

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

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 very important that internal 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 on Surpass.

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. 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 also highlighted the individual strands awarded from different mark bands where a best fit mark was awarded which provided clarity for the Moderator.

The quality of video evidence submitted for Task 3 also had a significant impact on the moderation process as Task 3 is worth 40 of the 70 marks for Unit 3. Each video should be edited to approximately 8 minutes, with the focus of the content being 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: physicaleducation@wjec.co.uk

Qualification webpage: [Level 1/2 Vocational Award in Sport and Coaching Principles \(wjec.co.uk\)](https://www.wjec.co.uk/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/>

WJEC Qualifications

As Wales largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

With more than 70 years' experience, we are also amongst the leading providers in both England and Northern Ireland.



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