

LEVEL 1/2 VOCATIONAL AWARD IN SPORT AND COACHING PRINCIPLES (TECHNICAL AWARD)

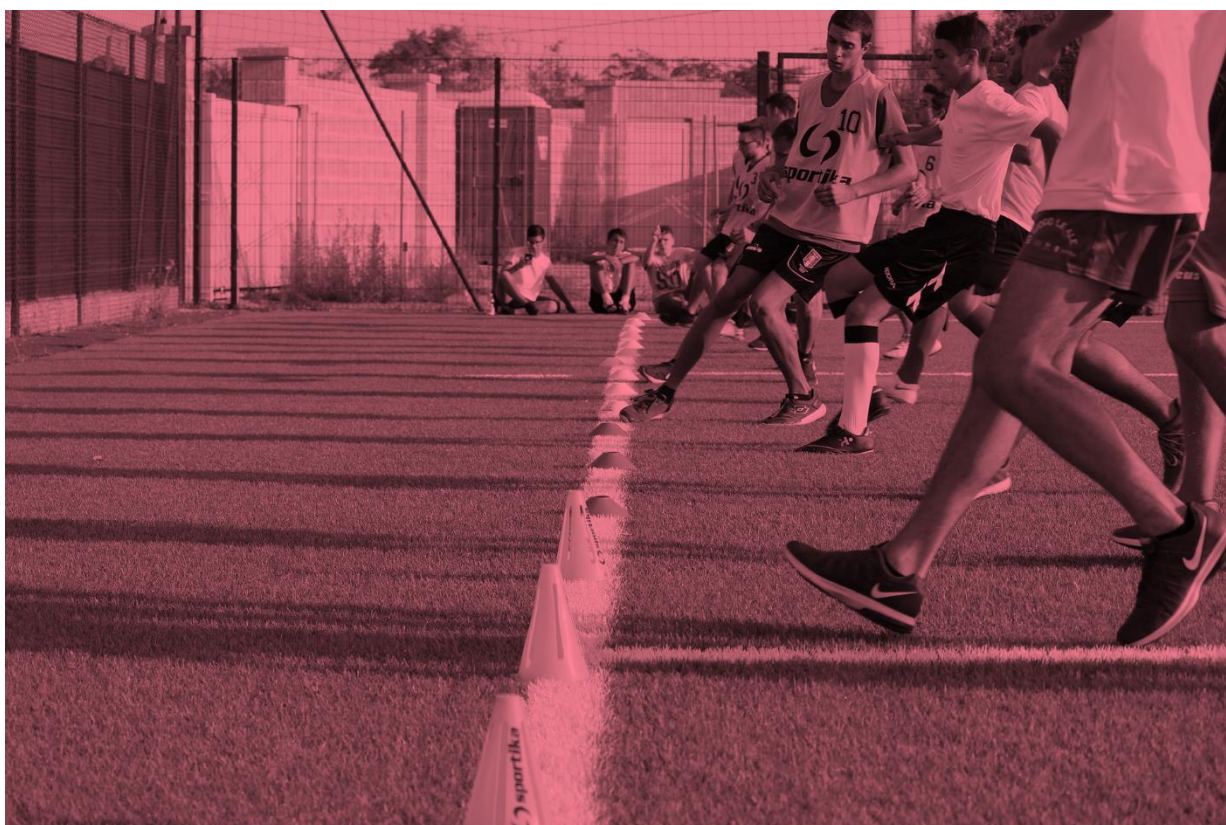
GUIDANCE FOR TEACHING
UNIT 2 GUIDE

AIMS OF THE GUIDANCE FOR TEACHING

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the WJEC Level 1/2 Vocational Qualification in Sport and Coaching Principles (Technical Award) and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

AIMS OF THE UNIT GUIDE

The principal aim of the Unit Guide is to support teaching and learning and act as a companion to the Specification. Each Unit Guide will offer detailed explanation of key points in the Specification and aim to explain complex areas of subject content. An overview of the whole course can be found in the Delivery Guide.



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INTRODUCTION

The WJEC Level 1/2 Vocational Award in Sport and Coaching Principles (Technical Award), approved by Ofqual and DfE for performance qualification tables in 2024 (first teaching from September 2022), is available to:

- all schools and colleges in England and Wales
- subject to local agreement, it is also available to centres outside England and Wales, for example in Northern Ireland, the crown dependencies of the Isle of Man and the Channel Islands, and in British overseas territories, and to British forces schools overseas. It is not available to other overseas centres.

It will be awarded for the first time in January 2024, using grades Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

ADDITIONAL WAYS THAT WJEC/EDUQAS CAN OFFER SUPPORT:

- sample assessment materials and mark schemes
- face-to-face CPD events
- examiners' reports on each question paper
- free access to past question papers and mark schemes via the secure website
- direct access to the subject officer
- Exam Results Analysis
- Online Examination Review
- Regional Support team (England Centres only).



OVERVIEW OF UNIT 2

Unit 2: Improving Sporting Performance (25% of the qualification)

Overview of the unit

The aim of this unit is to provide learners with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement. Unit 2 introduces learners to how different areas of sporting performance can be improved.

| | |
|-----|--|
| 2.1 | Factors affecting sporting performance |
| 2.2 | Analysis of sporting performance |

HOW TO READ THE SPECIFICATION

WJEC/Eduqas Vocational Award (Technical Awards) specifications are written to be transparent and easy to understand.

The amplification provided uses the following four stems:

- 'Learners should know' has been used for the recall of facts such as: legislation and definitions.
- 'Learners should know and understand' has been used for the majority of the unit content where knowledge needs to lead to a sense of understanding.
- 'Learners should be aware of' has been used when the volume of content is quite extensive, and learners do not need to understand all aspects in detail.
- 'Learners should be able to' has been used when learners need to apply their knowledge to a scenario or practical situation.

The amplification provided includes all of the assessable content for the relevant section, unless it states, 'e.g.' 'including' or 'such as'. In these cases, the amplification lists relevant content, which should be expanded upon in an appropriate way, taking account of learners' needs and interests. The use of the word 'including' indicates compulsion (i.e. a question could be specifically set on that aspect). The use of the words 'e.g.' or 'such as' are for guidance only, and an alternative can be chosen.

UNIT 2 TEACHER GUIDANCE

2.1 Factors affecting sporting performance

| Content Amplification | | Teacher Guidance |
|--|--|---|
| <p>2.1.1 Physiological factors affecting performance in sport</p> | <p>Learners should know and understand the following physiological factors and how they impact on performance:</p> <ul style="list-style-type: none"> • lifestyle – diet and nutrition, hydration, preparation and recovery, sleep patterns, alcohol, smoking, illegal drug taking, age, health and fitness • body composition – body types, body weight, body fat and muscle • components of health and fitness – cardio-vascular endurance, muscular endurance, flexibility, muscular strength and agility, balance, co-ordination, reaction time, power and speed. | <p>This section should apply the theoretical knowledge to a practical context. There is a clear link to Unit 1 (1.2)</p> <p>This content gives essential information regarding the physiological factors that can affect performance in sport. Learners need to understand how and why these factors are important using the correct terminology.</p> <p>It is important that this section is not taught in isolation but is linked to the previous unit as well as the relevant content from 2.2.1 and 2.2.3 when looking at the physiological factors as it is logical to cover the measurement of these factors and strategies that could be used to improve performance in these areas at the same time.</p> <p>Teachers could cover the three groups of factors in turn, as they are listed. This should improve learners' understanding of the links between the factors, the methods of measurement and the strategies to improve them.</p> <p>Learners could firstly be given the list of lifestyle factors shown opposite and asked to discuss how each one could affect sporting performance. Following this discussion their responses could develop, following teacher input, to include specific examples from a range of sporting activities.</p> <p>Learners could then be taught about body composition, including explanations of the key terms and examples of how it can affect performance in sport. These explanations can be found in the Glossary at the end of this Unit Guide. Learners should then be able to produce their own examples by using research or their own sporting experiences.</p> |

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| | | <p>Learners should then be taught the difference between health and fitness and should be taught the definition of each component, along with an example from sport. They should then be able to produce their own examples, based on research or their own sporting experiences. This work links to the content of 1.2.1.</p> <p>Having been taught the theory, learners could participate in practical sessions which demonstrate these components in action.</p> <p>This area of content links to 3.2.1 and 3.2.3.</p> <p>Activities:</p> <ul style="list-style-type: none"> • explain how different components of health and fitness and lifestyle factors can affect performance in sport • give examples of how body composition can affect performance in sport. |
| <p>2.1.2 Psychological factors affecting performance in sport</p> | <p>Learners should know and understand the following psychological factors and how they impact on performance:</p> <ul style="list-style-type: none"> • motivation – definition and types (intrinsic and extrinsic) • anxiety – the causes and symptoms of: <ul style="list-style-type: none"> • somatic anxiety (physical effects) – e.g. increased heart rate, increased breathing rate, sweating, nausea and butterflies in the stomach • cognitive anxiety (mental effects) – e.g. difficulty concentrating, increased number of negative thoughts and increased feelings of worry. | <p>This content gives essential information regarding the psychological factors that can affect performance in sport.</p> <p>As with 2.1.1, teachers might also deliver the relevant content from 2.2.1 and 2.2.3 when looking at the psychological factors as it is logical to cover the measurement of these factors and strategies that could be used to improve performance in these areas at the same time as this should improve learners' understanding of the links between these three areas of content.</p> <p>Learners could firstly be taught the definition of motivation and the differences between intrinsic motivation and extrinsic motivation in terms of sport. They should then be given examples of these different types of motivation and how they could affect performance in sport. Learners could then be asked to consider their own sources of motivation and how their motivation affects their sporting performance.</p> <p>Learners should then be taught the definition of anxiety, along with the causes and symptoms of somatic anxiety and cognitive anxiety. Some of these symptoms have been included in the content opposite as 'examples' (Teachers do not have to cover all of these examples) Learners could be asked to consider how these symptoms could affect a performer before and during their performance in sport.</p> |

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| | | <p>This area of content links to 3.2.1 and 3.2.3.</p> <p>Activity:</p> <ul style="list-style-type: none"> select an elite sporting performer and explain how different psychological factors can affect their performance. |
| <p>2.1.3 Technical factors affecting performance in sport</p> | <p>Learners should know and understand the following technical factors and how they impact on performance:</p> <ul style="list-style-type: none"> technique – including definition and benefits of improving technique for sports performers (improved outcomes, more consistent, efficient and effective actions, more options available during performance and a reduced risk of injury) strategies/game plans – including definition and factors that affect decisions regarding strategies/game plans (strengths and weaknesses of sports performer or team and opponents, player selection, external factors such as the weather or condition/type of playing surface, importance of result) tactics – individual and team – including definition, examples of tactics that can be used to facilitate a strategy/game plan in team or individual sports (examples of how tactics can be changed during a sporting performance in response to the changing game or race situation, player injury or changes in external factors such as the weather or the playing conditions). | <p>This content gives essential information regarding the technical factors that can affect performance in sport. It is very important that learners are taught the differences between strategies/game plans and tactics and the relationships between them.</p> <p>Once again, teachers might also deliver the relevant content from 2.2.1 and 2.2.3 when looking at the technical factors so that learners understand the links between how these factors can affect performance and how they can be measured and improved.</p> <p>Learners could be taught the content covering technique through a combination of theory and practical lessons. Having been taught the definition of technique and given examples of the techniques used in a range of sporting activities, learners could participate in practical sessions during which they demonstrate a number of these techniques. These experiences will then enable them to identify the techniques used in a sporting activity of their choice and to consider the benefits for sports performers of improving their technique.</p> <p>Learners could then be taught the role of strategies/game plans and given examples from a range of sporting activities. It is very important that learners understand the difference between game plans/strategies and tactics. Explanations of these terms are included in the Glossary of this Unit Guide (see pages 22-24).</p> <p>Learners could be asked to describe specific strategies/game plans of which they are aware and go onto explain why it was put in place. They could consider the factors that are taken into account by players and coaches when formulating them.</p> |

The same sequence of work could then be completed regarding the use of individual and team tactics in a range of sporting activities with learners again using their personal experiences to explain how tactics can affect sporting performance.

Throughout the delivery of this area of content, practical sessions could be used to further develop the knowledge, understanding and experience of the learners. These sessions could include demonstrations of the use of different strategies or game plans, for example, zone defence and man-to-man defence in basketball and the use of different tactics during a performance. For example, serve and volley and serve and stay on the baseline in tennis.

This area of content links to [3.2.1](#) and [3.2.3](#).

Activity:

- explain, with examples, how technical factors can impact your sporting performance.

UNIT 2 TEACHER GUIDANCE

| 2.2 Analysis of sporting performance | |
|---|---|
| Content Amplification | Teacher Guidance |
| <p>2.2.1 Measuring the physiological, psychological and technical factors affecting sporting performance</p> <p>Learners should be able to identify the appropriate test to measure the components of physiological, psychological and technical factors.</p> <p>Physiological:</p> <ul style="list-style-type: none"> • fitness tests to measure agility, balance, reaction time, coordination, power, speed, strength, flexibility and endurance • health tests/screening to measure body composition, blood pressure and heart rate • lifestyle questionnaire • calories energy balance, nutrition and hydration. <p>Psychological:</p> <ul style="list-style-type: none"> • visual or video observations to assess levels of motivation before and during sporting performance • interviews with performers to assess levels of motivation and anxiety before and during sporting performances • diary completed by performer before and after sporting performances regarding levels of anxiety and motivation • questionnaires to measure anxiety, for example the Sports Competition Anxiety Test (SCAT) or the Illinois Competition Test that makes use of the Competitive State Anxiety Inventory (csai-2). <p>Technical:</p> <ul style="list-style-type: none"> • visual or video observations to assess level of techniques of sports performance | <p>Learners must be taught how to measure the factors covering the physiological, psychological and technical elements of performance in sport. As previously mentioned, this content could be delivered at the same time as the unit content of 2.1.1, 2.1.2 and 2.1.3.</p> <p>Physiological:</p> <p>Learners should be taught the protocol of at least one fitness test for each of the components of health and fitness. Having been taught the theory, learners should participate in practical sessions during which they undertake this battery of tests. They should then record their results and compare these results with normative tables of data. This content links to 1.2.2.</p> <p>Learners should also be taught the protocol of at least one health test or screening method to measure their body composition, blood pressure and heart rate. Again, having been taught the theory, learners should undertake these health tests or screening methods, recording their results and comparing them with normative tables.</p> <p>Finally, learners could complete a lifestyle questionnaire either constructed or selected by the teacher and be asked to maintain a food diary for a period of time to determine their calorie intake, nutrition and hydration during that time.</p> <p>Psychological:</p> <p>Learners could be provided with different resources of sports performers before and during their performance from which they could try and assess levels of motivation and anxiety and the impact of those factors on performance.</p> |

- interviews with performers prior to sporting performance to assess knowledge and understanding of strategies/game plans in place and tactics that will be used to facilitate strategy/game plans
 - visual or video observations to identify and assess tactics used during sports performance
- interviews with performers after sporting performance to assess level of success of strategy/game plan and tactics employed during performance.

Learners could also interview each other after a sporting performance to ascertain levels of motivation and anxiety before and during their sporting performance. Learners could be asked to maintain a performance diary for a period of time regarding their levels of motivation and anxiety before and during sporting performances.

Finally, learners could complete one of the internationally recognised questionnaires that measures anxiety, such as the Sports Competition Anxiety Test (SCAT). <https://www.brianmac.co.uk/scat.htm> Learners could then compare their results with the normative tables.

Technical:

Learners could watch each other perform techniques and assess the levels of competence being displayed. These practical activities could also be recorded to allow the observer and the performer to further assess the techniques.

Learners could also watch live, or recorded, performances in a range of sporting activities to increase their ability to identify and assess the strategies or game plans and individual and team tactics demonstrated.

Learners could interview each other before a sporting performance to assess their understanding of the strategy/game plan and the tactics in place for the performance. A second interview could then be conducted after the performance to ascertain how successful the original strategy/game plan and the tactics proved and whether changes in either took place during the performance and, if so, why?

Activities:

- explain why it is important for sports performers to carry out regular health screening
- produce labelled diagrams showing the energy balance equation
- analyse a sporting activity, sportsperson or themselves looking at the three aspects of physiological, psychological and technical and the requirements for these activities
- justify the measurement tools that could be used for each of the factors.

| | | |
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| <p>2.2.2 Analysis of performance data for improvement</p> | <p>Learners should know and understand how to analyse the areas for improvement in physiological, psychological and technical performance with the use of:</p> <ul style="list-style-type: none"> • qualitative and quantitative data • subjectivity and objectivity (strengths and weaknesses) • normative range tables • reliability and validity • video analysis • notational analysis. | <p>Learners must know and understand how to analyse the areas for improvement in physiological, psychological, and technical performance. This work follows on from the areas of content included in 2.2.1 which resulted in learners collecting data concerning performance in these three areas of performance.</p> <p>Learners should be taught the theory behind each of the six areas listed opposite. Validity and reliability and the use of normative range tables links to some of the content of 1.2.2.</p> <p>Learners should then be given the opportunity to analyse different types of performance data and identify areas for improvement by using these methods. Teachers could provide this performance data or learners could use personal data previously collected. Using their own performance data will increase the relevance of the activity and prepare them for the unit assessment.</p> <p>Activities:</p> <ul style="list-style-type: none"> • use a range of data collection methods to gather data relating to the physiological, psychological, technical and tactical performance of a sports performer, this could be a classmate, teammate or fellow competitor • review and analyse the data collected in relation to the sports performer's physiological, psychological and technical performance to identify areas of performance that could be improved. |
| <p>2.2.3 Strategies for improvement of sporting performance</p> | <p>Learners should know and understand the following strategies:</p> <ul style="list-style-type: none"> • training programme – selection of appropriate training methods (interval and continuous) and use of training zones (aerobic and anaerobic) • nutrition plan – including specific or special diets (carbohydrate loading or high protein) • recovery methods – cool down, ice baths, massage • imagery/mental rehearsal | <p>This section links all three units and strategies for improvement of the technical and psychological aspects and is directly related to Unit 3 meeting the needs of the group (3.2.1) and coaching (3.3).</p> <p>Learners must be taught strategies for improvement of the factors covering the physiological, psychological and technical elements of performance in sport. As mentioned earlier, content could be delivered at the same time as the unit content of 2.1.1, 2.1.2, 2.1.3 and 2.2.1.</p> <p>Physiological</p> <p>Learners must be taught the definitions of continuous training and interval</p> |

- self-talk
- goal setting – SMART short-term targets and long-term goals
- feedback – intrinsic and extrinsic, knowledge of performance (KP) and knowledge of results (KR)
- coaching – types of guidance (visual, verbal, mechanical and manual), types of practice (whole, part, fixed and variable).

training and the difference between them. This links with content in [1.3.3](#). They should then be taught the key points about some examples of continuous training and interval training and the relationships between these methods of training and the components of fitness. Learners could then participate in practical sessions which demonstrate each of the training methods.

Learners should also be taught about training zones, particularly the link to heart rate and the importance of exercise intensity when producing training programmes.

Learners should then be taught the components of a nutrition plan and how these plans may differ depending on the performer's sporting activity as different activities place different nutritional demands on the performer. Examples that could be covered include carbohydrate loading or a high protein diet.

Finally, learners should be taught about different recovery methods that can be used to improve performance. These methods could include the cool down, (this links with content in [1.3.1](#) and [3.2.2](#)) and the use of ice baths and sports massage. Learners could take part in practical activities to demonstrate the benefit of cool downs, post activity ice baths and massage.

Psychological

Learners should be taught the theory behind imagery/mental rehearsal and self-talk. They should also be shown examples from a range of sporting activities of sports performers using these strategies.

Learners should then be taught the target setting objectives (SMART) and given examples of how they can be applied to long-term goals and short-term targets that could be set for sports performers before they start any training programme. This links with content in [1.3.4](#).

Learners could then produce examples of imagery/mental rehearsal and self-talk that would be relevant, and of benefit, to them before, and during, their sporting performance, along with a long-term SMART goal and short-term targets relevant to themselves. This will again increase the relevance of the activity to the learners and also prepare them for the assessment at the end of the unit.

Technical

Learners must firstly be taught about the differences between intrinsic and extrinsic feedback, Knowledge of Performance (KP) and knowledge of results (KR). This links to content in 3.2.1. Learners could then be given examples of these different types of feedback to allow them to consider the impact on sporting performance of each one. They could also be asked to discuss examples of feedback they have received during and after their own sporting performances.

Learners should then be taught the theory behind the different types of guidance, including examples from a range of sporting activities. Having covered the theory, the learners could experience each type of guidance during practical sessions. Learners must also understand which types of learners are most likely to benefit from each type of guidance and when each type of guidance is most suitable.

Finally, the learners should repeat the process for the different types of practice. Once the learners have covered the theory of each type of practice and experienced them during practical sessions, they could be asked to produce their own examples to develop a specific sporting activity. This links to content in 3.2.1 and 3.2.3. Again, this activity will prepare them for the assessment at the end of the unit.

Activities

Offer different scenarios for the learners to give the strategies for improvement, for example:

- an injured elite tennis player who is coming back to playing after being off for 2 years
- a beginner hockey player who has never played hockey before
- a marathon runner who is struggling to find motivation to continue to train in the dark winter nights.



CONTROLLED ASSESSMENT

CONTROLS

There are a number of 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 2 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 remain within the centre at all times 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 supervised at all times.</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 remain within the centre at all times and must be stored securely between timetabled sessions.</p> |

Guidance

Two levels of guidance feature throughout the Unit 2 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 taken into account 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 2, 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 2 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 remain within the centre at all times 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 remain within the centre at all times 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 control for collaboration features throughout the Unit 2 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 4 hours. Candidates cannot exceed this time. In terms of time controls Unit 2 tasks will feature recommended timings for guidance only. Nonetheless, centres should discourage candidates from exceeding them or devoting insufficient time to this work.

Presentation

The evidence can be presented in a variety of formats; however the chosen format must be accessible for moderation.

ASSESSMENT OF UNIT 2

Unit 2: Improving Sporting Performance
Controlled Assessment: 4 hours
25% of qualification

50 marks: 75 UMS

An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.

Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy); this will be checked as part of the centre and qualification approval process.

The assessment objective weightings for Unit 2 are:

| AO1 | AO2 | AO3 |
|-----|-----|-----|
| 2% | 10% | 13% |

FAQs:

Can learners resit the Unit 2 assessment?

Candidates may resit the internally assessed unit prior to certification but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade.

Candidates who are unhappy with the grade awarded for the qualification may choose to resit one or more units following certification.

Where the candidate resits the internally assessed unit, the higher of the uniform mark score from either the initial attempt or the resit attempt will be used in calculating the overall grade. The candidate will also need to resit the externally assessed unit to satisfy the terminal rule requirement for the qualification and only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt.

What is the entry code for this unit?

| | | Entry Codes | |
|--------------|----------|----------------|--------------|
| | | English medium | Welsh medium |
| Unit 2 | Internal | 5259U2 | 5259N2 |
| Cash in code | | 5259QA | 5259CA |

Is this assessment compulsory?

Yes.

When can candidates submit the Unit 2 assessment?

Assessment opportunities will be available in January/May each year, until the end of the life of this specification.

May 2023 will be the first assessment opportunity for Unit 2.

Are candidates assessed on their spelling, punctuation and grammar in this assessment?

No, although learners are reminded of the need for good English and orderly, clear presentation in their answers.

Will candidates be expected to answer questions about content in Unit 1 and Unit 3 in this assessment?

No.

Will the assessment objective weightings remain the same throughout the life of the specification?

Yes.

How is the unit reported?

This unit will be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

Where can I access the Controlled Assessment assignment briefs?

The Controlled Assessment assignment briefs can be found in the Candidate and Assessor pack on the secure website.

Will the tasks remain the same throughout the life of the specification?

Tasks are intended to remain the same throughout the lifetime of the specification, however centres should refer to the published assignment brief each year in case changes to the tasks do have to be made.

When should learners complete the Controlled Assessment?

Controlled Assessment tasks may be completed and assessed at any suitable time during the course. However, centres need to ensure they have delivered the content needed for candidates to be able to access marks allocated to all aspects of the relevant Controlled Assessment.

Can candidates work together on any part of their Controlled Assessment?

No.

How long should learners spend on their Controlled Assessment?

Learners should spend approximately 4 hours on the Controlled Assessment tasks for Unit 2.

Can learners complete their Controlled Assessment outside of the classroom?

No.

Are there any word or page restrictions for the Controlled Assessment?

No.

How should learners present their Controlled Assessment work for submission to WJEC?

Work should be presented in a way that is accessible for moderation. The candidate can choose the most relevant format.

Can the work be a combination of word processed and handwritten?

Yes.

Can learners use the internet during the completion of their Controlled Assessment?

Yes (but not for all tasks). Please see the Administration Guide and page 5 of the controlled assessment document for more information on how to manage the Controlled Assessment.

Can teachers provide guidance about candidates' Controlled Assessment work?

Yes. Please see the Administration Guide and page 7 of the controlled assessment document for more information on how to manage the Controlled Assessment.

Are learners permitted to redraft their work?

Once the task is finished and the final assessment made, no further amendments may be made. Please see the Administration Guide and page 18 of this document for more information on how to manage the Controlled Assessment.

How will work be submitted to WJEC?

Please see the Administration Guide and page 18 of this document for more information on how to manage the submission of the Controlled Assessment.

What provisions will be made for learners who might struggle to access the Controlled Assessment activities such as learners with disabilities or learners who have specific learning needs?

WJEC will follow the guidance and rules on reasonable adjustments found in the Joint Council for Qualifications (JCQ) document: Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.

We believe that, as a consequence of the provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment in WJEC Level 1/2 Vocational Award in Sport and Coaching Principles (Technical Award). We recognise, however, that Controlled Assessment activities can provide challenges for learners with particular disabilities. We will be pleased to respond to queries from centres on an individual basis should they seek advice on delivery or assessment of the qualification for a particular learner or group of learners, and to discuss what reasonable adjustments might be appropriate to remove or minimise the disadvantage experienced by a learner with disabilities studying the WJEC Level 1/2 Vocational Award in Sport and Coaching Principles (Technical Award).

GLOSSARY FOR UNIT 2

| Key Term | Explanation |
|---------------------------|---|
| Health | A state of physical, mental and social wellbeing with the absence of disease. |
| Fitness | The ability to perform physical tasks effectively, whether in life in general or in a sporting activity. |
| Body composition | The balance between body fat and muscle tissue and the impact of this ratio on body weight. |
| Body type | Also known as somatotype. Refers to the idea that there are three predetermined body types. These body types are endomorph, ectomorph and mesomorph. |
| Agility | The ability to change direction at speed. |
| Balance | The ability to maintain the stability of the body's centre of gravity above the base of support. |
| Cardio-vascular endurance | The ability to exercise for a sustained period of time. |
| Co-ordination | The ability to move two or more body parts at the same time. |
| Flexibility | The range of movement around a joint. |
| Muscular endurance | The ability to exercise a specific muscle or muscle group for a sustained period of time. |
| Muscular strength | The maximum force a muscle can generate against a resistance. |
| Power | Speed multiplied by strength. |
| Speed | The ability to move the body, or a body part, as quickly as possible from A to B. |
| Reaction time | The time taken to respond to a stimulus. |
| Motivation | The drive and desire to perform to the best of your ability. Can come from within the athlete (Intrinsic motivation) or from outside sources (Extrinsic motivation). |
| Anxiety | A negative mental state that can cause a lack of focus and an increased level of tension and nerves. Anxiety can be somatic (Physical) effects or cognitive (Mental) effects. |
| Techniques | Particular methods of carrying out movements associated with different sporting activities. Can be changed quickly during a performance if needed. |
| Strategies/Game plans | Overall plans involving teams or individual players put in place by players or coaches to maximise chances of winning having considered the strengths and weaknesses of self and opposition along with various other factors. Difficult to change during a performance. |

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| Tactics | The plans required for a performance that allow a player or team to effectively use their skills to the best possible advantage. The specific actions or steps undertaken to accomplish the strategy/game plan. |
| Fitness tests | Methods of measuring and assessing the components of health and fitness, offering a baseline of data. |
| Health tests/Screening | Procedures for measuring and assessing health measures. E.g. heart rate or blood pressure. |
| Qualitative Data | Data based on opinion, thoughts or feelings describing qualities or characteristics. |
| Quantitative Data | Data based on empirical or numerical figures and statistics that can be proved. |
| Subjectivity | Opinion, thoughts or feelings describing qualities or characteristics. |
| Objectivity | Information or data focusing on amounts or statistics. |
| Validity | Fitness tests must test the required component of health and fitness to be valid. |
| Reliability | Fitness tests must be administered accurately to be reliable and for comparisons with normative data to be accurate. |
| Notational analysis | Watching a sporting performance and recording key pieces of information about the performance. Recorded data is usually quantitative. |
| Training programme | A structured series of training sessions designed to improve specific elements of an individual's or team's performance. |
| Continuous training | Training without rest periods (continually) at submaximal levels for a long period of time using the aerobic system. e.g. jogging. |
| Interval training | Training in blocks of work and rest usually at a high intensity for short periods of time. e.g. circuit training or plyometric training. |
| Training zones | Intensities of training based on heart rates in which aerobic improvement (60-80% of maximum heart rate), anaerobic improvement (80-90% of maximum heart rate) and maximal effort (above 90% of maximum heart rate) takes place. |
| Nutrition plan | A structured series of meal plans, drinks and supplements put together to ensure a sports performer receives the nutrients they require to maximise their performance. |
| Energy balance | The relationships between calories entering the body and the number of calories being used. |
| Cool down | The final component of a coaching session consisting of activities designed to remove waste products from the muscles and return the heart rate to normal. |
| Imagery/Mental Rehearsal | Strategies involving the athlete imagining themselves successfully completing their whole, or parts of, their sporting performance. |

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| Self-talk | A strategy involving the athlete repeating key messages to themselves before and during their sporting performance to reduce levels of anxiety and stress and focus on the key elements of their technique, skills or strategies. |
| SMART goals and target setting | Processes that can be used to focus an athlete's efforts and increase their motivation by providing them with long-term SMART goals and short-term targets to aim for. |
| Feedback | Any information an athlete receives about any aspect of their performance. The information can come from inside the athlete (Intrinsic) or from an external source (Extrinsic). Knowledge of Performance (KP) focuses on the quality of performance while Knowledge of Results (KR) focuses on the outcome of performance. |
| Types of guidance | These are the different ways in which a coach can provide guidance for an athlete. These types of guidance are verbal, visual, mechanical and manual. The most appropriate type of guidance for a coach to use will depend on the ability and experience of the individual or team and the specific sporting activity being developed. |
| Types of practice | These are the different types of practice that a coach can use during coaching sessions. These types of practice are whole, part, fixed and variable. The most appropriate type of guidance for a coach to use will depend on the ability and experience of the individual or team and the specific sporting activity being developed. |