



EXAMINERS' REPORTS

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

SUMMER 2023

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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SPORT AND COACHING PRINCIPLES (TECHNICAL AWARD)

Level 1 / Level 2 Vocational Award

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UNIT 2: IMPROVING SPORTING PERFORMANCE

General Comments

The number of samples of candidate work that were moderated was small as this is the first assessment opportunity for this new qualification. 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 CPD, or accessed the resources available on the WJEC website giving 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 by the assessment window closing date. This greatly assisted 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 to Surpass should be directed to e-submissions@wjec.co.uk who can release more keycodes, 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. This system is accessed via the WJEC Secure Website. Access was provided for all centre Examinations Officers.

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 Secure Website section of the WJEC website. The Candidate Declaration sheet must also be signed by the candidate 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 the Secure Website. 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.

Centres should use the first tab (1.1) on Surpass to upload a list of the candidates in the sample, along with their candidate number and mark awarded. This allows the Moderator to cross check the sample uploaded with the sample selected on IAMIS.

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 candidates were awarded their marks. This is particularly useful when candidates produced work from different mark bands within a task and a best fit overall mark for the task was awarded.

Comments on individual questions/sections

It is essential that Assessors ensure they 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 and Unit Guides, to gain a greater understanding of this process. These resources are all available on the WJEC website.

All centres used the Assignment Brief published by WJEC for this NEA. This is good practice as the tasks allow all candidates the opportunity to achieve the highest marks available for all the Assessment Criteria. This Assignment Brief can be found on the WJEC Secure Website.

The use of the correct Assignment Brief ensures 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. To gain these marks, candidates must demonstrate their knowledge and understanding of the physiological, psychological, and technical factors which could affect their own personal sporting performance. They should include references to the impact of these factors on their sporting performance. Better candidates focused their work entirely on their own sporting performance resulting in their work being applied and relevant throughout. They also saved time by not referring in detail to the factors that did not affect their own sporting performance.

Task 2: This task covers AO2 and is worth 10 marks. To gain these marks, candidates must demonstrate their knowledge and understanding of methods used to measure the factors affecting personal sporting performance that they identified in Task 1, collect, or measure 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. Better candidates ensured that their Task 2 responses followed on logically from the work they presented for Task 1 and included the data they collected or measured within their answer to this task as there are marks awarded for this data being present.

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 centres 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 research and data they collected for Task 2 and decide on their own strengths and weaknesses, with areas for improvement identified. The identification of these areas to improve future performance must be based on the findings of their analysis of their own performance.

It is, therefore, clear that 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 required candidates to complete a limited analysis of their research and data, with their identification of areas to improve future performance being loosely based on findings from the analysis of their own performance. Better candidates referred constantly to the performance data throughout their work for this Task. Some candidates included their results in Task 3. While acceptable and creditworthy, this data should, as previously stated, be included in 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 development and improvement in their own sporting performance that are based on the analysis and research they completed for Tasks 2 and 3, thereby ensuring the recommendations are evidence based. Candidates must also justify the selection of these strategies for improvement. Again, this task follows on from previous task 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 make it personal to their situation. This could include listing phrases they would repeat when using self-talk, a training programme they would follow or the type of practice they would undertake.

Summary of key points

Assessors must ensure that they are familiar with the marking process for this qualification and the associated paperwork that must be submitted.

Candidates must focus all of their work on their own sporting performance to access the majority of the marks available.

Assessors and candidates must understand the links between the tasks and the work produced for each one.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk