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# **EXAMINERS' REPORTS**

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## **LEVEL 1 / LEVEL 2 AWARD IN SPORT AND COACHING PRINCIPLES**

**JANUARY 2024**

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

# SPORT AND COACHING PRINCIPLES

## Level 1 Certificate

January 2024

### UNIT 2: IMPROVING SPORTING PERFORMANCE

#### General Comments

One hundred and ninety nine candidates were entered for this unit, from eleven centres. This was the second assessment opportunity for this unit with this assessment window preceding the first award of this new qualification. Most of these centres entered candidates for the first time. 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 samples of work and administrative documentation on to the Surpass system 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 to Surpass should be directed to

[e-submissions@wjec.co.uk](mailto: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. 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 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 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.

It is important that centres 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 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.

### **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, 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.

All centres used the Assignment Brief published by the 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 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. To gain these marks, candidates 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.

Better candidates focused their work entirely on their own sporting performance resulting in their work being applied and relevant throughout. There is no requirement for candidates to refer to the factors that did not affect their own sporting performance.

**Task 2:** This task covers A02 and is worth 10 marks. To gain these marks, candidates must demonstrate their knowledge and understanding of methods used to measure the factors affecting their personal sporting performance that they identified 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.

Better candidates ensured that their Task 2 responses were based on the factors they identified as having the most impact on their own sporting performance for Task 1. These candidates also included the data they collected or measured 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 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.

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. Some candidates included their results as part of their response 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 A03 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 they identified in their Task 3 response. These areas must be based on the analysis and research they 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.

### **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.

Centres should access the digital resources, relevant documentation, including the course specific text book, or course companion, and the on demand CPD presentations that are available on the WJEC/Eduqas website.

Candidates must focus their work on their own sporting performance to access the highest mark bands for each task.

Assessors should consider including detailed comments on the Mark Record Sheets, annotating candidate work and, where a best fit mark has been awarded, highlighting the strand awarded from different mark bands.

# SPORT AND COACHING PRINCIPLES

Level 2 Certificate

January 2024

## UNIT 3: COACHING PRINCIPLES

### General Comments

Two hundred and twenty one candidates were entered for this unit, from eight centres. This was the first assessment opportunity for this unit with this assessment window preceding the first award of 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 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 samples of work and administrative documentation on to the Surpass system 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 to Surpass should be directed to

[e-submissions@wjec.co.uk](mailto:e-submissions@wjec.co.uk) who can release more key codes, if needed, to allow centres to upload more work. This situation could arise as a result of centres not editing the coaching videos submitted for Task 3.

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 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 the Secure Website. Completed Observation Record sheets should also be submitted as they should be used as a source of candidate evidence for Task 3 and a source of feedback for candidate use when completing Task 4.

It is important that centres 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 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.

### **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, 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.

All centres used the Assignment Brief published by the 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.

**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 and their ability to use terminology accurately. To achieve the highest mark band, candidates must include relevant examples of the skills and responsibilities they have outlined.

Better candidates outlined all of the skills and responsibilities included in the specification and included relevant examples from a range of different sports and/or coaching contexts.

**Task 2:** This task covers A02 and is worth 12 marks. To gain these marks, candidates must produce a plan for a coaching session in their chosen sport that covers the bullet points listed in the task. The marks achieved by candidates will depend on the level of detail and likely effectiveness of the plan.

Better candidates ensured that all the bullet points listed in the task were covered, including the identification of clear aims and objectives, an explanation of how the session meets the needs of the participants and the coaching points to be made during each component of the session.

Many centres used the template session plan that is available on the WJEC/Eduqas website. This produced a consistency in responses and ensured that candidates had access to all mark bands. Some learners also included a specific risk assessment for their session which added to the depth of their response.

**Task 3:** This task covers A02 and is worth 40 marks which equates to 20% of the whole course. The mark for Task 3 is at the heart of the purpose of the unit which centres on candidates being able to lead a coaching session within a sporting activity. The coaching session delivered must be the one planned by each candidate for Task 2.

To gain these marks, candidates must demonstrate their knowledge and understanding of the coaching skills listed in the bullet points for this task by applying them practically. The mark band achieved is dependent on the degree of effectiveness and level of coverage of these bullet points.

Better candidates delivered their planned session in a confident manner, ensuring the session ran smoothly, they met the needs of the participants, they delivered coaching points and 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.

Based on the videos submitted for moderation, centres should consider the following points when organising the logistics of filming the coaching sessions:

- i. Filming outside can make it very difficult to hear the candidate.
- ii. Whether the coaching session is indoors or outdoors, the person filming the sessions must be close enough to be able to record what the candidate is saying during the session.
- iii. There is no minimum number of participants required for the coaching session so the centre can select the number, along with the setting and the content, that provides each candidate with the best opportunity to demonstrate their coaching skills.
- iv. Each video should be edited down to approximately 8 minutes. These 8 minutes of 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.
- v. As this is moderation, 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 include parts of the cool down.

**Task 4:** This task covers A03 and is worth 6 marks. To gain these marks, candidates must analyse and evaluate their coaching session. 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.

**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.

### **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.

Centres should access the digital resources, relevant documentation, including the course specific text book, or course companion, and the on demand CPD presentations that are available on the WJEC/Eduqas website.

Centres should consider the logistics of the coaching sessions to be filmed, prior to their planning by candidates, to ensure that candidates have the best opportunity to demonstrate their coaching abilities.



Centres should consider using the lesson plan template provided the WJEC/Eduqas website and the Observation Record sheet in the Assessor Pack.

Assessors should consider including detailed comments on the Mark Record Sheets, annotating candidate work and, where a best fit mark has been awarded, highlighting the strand awarded from different mark bands.



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