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

GUIDANCE FOR TEACHING

UNIT 1 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.

CONTENTS

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 1

Unit 1: Fitness for Sport
(40% of the qualification)

Overview of the unit

The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals. Unit 1 introduces learners to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness, and the planning of training programmes.

1.1	Structure, functions and adaptations to the body's systems in relation to sport, exercise and physical activity
1.2	The importance of the components of fitness for different physical activities
1.3	The role of training in achieving improvements in fitness

How to read the Specification

WJEC 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 1 TEACHER GUIDANCE

1.1 Structure, functions and adaptations to the body's systems in relation to sport, exercise and physical activity		
	Content Amplification	**Teacher Guidance**
1.1.1 The structure of body systems	Learners should know the structure of the following body systems: • cardio-vascular system – location of atria, ventricles, vena cava, aorta, pulmonary artery, pulmonary vein • cardio-respiratory system – location of larynx, trachea, bronchus, bronchioles, alveoli, lungs, diaphragm, intercostal muscles • synovial joints to include ball and socket, hinge and pivot joints • muscular-skeletal system – location of major muscle groups (biceps, triceps, deltoids, pectoralis major, quadriceps, hamstrings, gastrocnemius, trapezius, latissimus dorsi, abdominals, gluteus maximus) and main bones (cranium, ribs, scapula, humerus, radius, ulna, pelvis, femur, patella, tibia, fibula, vertebral column) • muscle fibre types: slow/fast type I, type II.	This content gives essential information regarding the structure of the body systems that enable sports performers to take part in physical activities. It is vital, as it is throughout this unit, to take time to ensure learners understand these structures and their importance for movement and physical activity. Teachers might also wish to deliver the relevant content from 1.1.2 when looking at each individual body system as it is logical to cover the structure and functions of a body system at the same time. Teachers could cover the four systems in turn, as they are listed. This should improve learners' understanding of the role the systems play in physical activity and movement, alongside its structure as they will see the content in context. Learning activities that could be completed by learners to demonstrate their knowledge and understanding of this content are shown below. Activities: • label diagrams of the muscular-skeletal system • label diagrams of the cardio-vascular and cardiorespiratory systems • draw fully labelled diagrams of a ball and socket joint, a hinge joint and a pivot joint • produce a table comparing the structure of slow/type 1 and fast/type 2 muscle fibres.

1.1.2 The functions of body systems	Learners should know and understand the functions of the following body systems: • cardio-vascular system (systemic circulatory system) – transport of nutrients and oxygen, removal of waste products, regulation of body temperature (vasodilation and vasoconstriction) and blood pressure • cardio-respiratory system (pulmonary circulatory system) – inspiration of oxygen and expiration of carbon dioxide and water through breathing, gaseous exchange, diffusion • muscular-skeletal system – types of movement (flexion, extension, adduction, abduction, rotation, circumduction), antagonistic action at the knee and elbow (synergist, fixator, prime mover/agonist, antagonist), muscle attachment, protection and structure and shape of the body • characteristics of the muscle fibre types – slow/fast type I, type II, linked to aerobic and anaerobic sports and activities • characteristics of energy systems – ATP-PC, anaerobic and aerobic in relation to the nutrients used and waste products produced at different intensities and duration.	This content gives essential information regarding the function of the body systems that enable sports performers to take part in physical activities. It is also crucial, as it is throughout this unit, that learners are able to apply their knowledge of the functions of these body systems so that they are able to give examples from a range of physical activities of how the functions of the systems affect performance. This will lead them into the content of 1.1.3 and 1.1.4. Teachers might consider delivering this content alongside the delivery of 1.1.1 as it is logical to cover the structure and functions of a body system at the same time. Practical sessions could also be included to further increase knowledge and understanding of the content as learners could undertake activities that demonstrate the function of the body systems in action. For example, cardio-vascular exercise could be undertaken to demonstrate the functions of the cardio-vascular and cardio-respiratory systems or a weight training session could be undertaken to demonstrate the functions of the muscular-skeletal system. The characteristics of muscle fibre types and the energy systems could also be experienced by learners during these practical sessions. Learning activities that could be completed by learners to demonstrate their knowledge and understanding of this content are shown below: Activities: • describe the functions of the cardio-vascular system, the cardio-respiratory system, the muscular-skeletal system and the energy systems • explain why these systems are important for different sports and physical activities • produce a table comparing the characteristics of slow/type 1 and fast/type 2 muscle fibres. • provide examples from a range of sporting activities of the 6 different types of movement • draw a correctly labelled diagram showing the antagonistic muscle action at the elbow or the knee • start to identify the impact of intensity and duration on the systems 1.1.3.

1.1.3 The short-term effects of exercise on body systems	Learners should know and understand the following short-term effects of exercise on body systems resulting from different intensities of exercise: • cardio-vascular system – including changes in cardiac output, heart rate, stroke volumes and temperature • energy systems, production of waste products • muscular-skeletal system changes to elasticity of muscles and transport of nutrients to the working muscles • cardio-respiratory system including changes in breathing frequency/rate, tidal volume and minute ventilation.	This content provides learners with information regarding the short-term effects of exercise on the body systems covered in the 1.1.1 and 1.1.2 areas of content. This work should build on the knowledge and understanding the learners have of the role that these body systems play when working at different intensities and durations. Learning activities could be a combination of practical and classroom-based sessions where learners are able to demonstrate their knowledge and understanding of this content. Practical activities could involve taking part in different activities such as badminton and observing and noting the physical changes that might be evident during sustained or prolonged rallies i.e. breathing rates, heart rates, fatigue. The link to Unit 3 (Warm up 3.2.2) and Unit 2 (training 2.2.3) needs to be made to put these short-term effects into a context. Activities: Learners could produce proformas listing the systems they intend to monitor. For example, they could use different activities on different courts to emphasise aspects from the different systems: • court one: a warm-up activity – focus elasticity of muscles • court two: a focus on heart rate following rallying • court three: breathing after high intensity drills • court four: the energy systems used during a match. Learners taking part in activities at different intensities will enable them to experience the short-term effects of exercise on their body systems. Learners could then use their practical experiences to produce examples of the short-term changes from a range of physical activities and could also complete the learning activity below: • describe the short-term effects on the cardio-vascular system, the cardio-respiratory system, the muscular-skeletal system and the energy systems.

1.1.4 The long-term adaptations from exercise on the body systems	Learners should know and understand the long-term adaptations on the body systems resulting from different intensity, duration and method of training: • cardio-vascular system changes to cardiac values, capillarisation, blood pressure, cardiac hypertrophy • energy systems; energy system thresholds and training zones • muscular skeletal system to include increases in bone density, hypertrophy, elasticity of muscles • cardio-respiratory system changes to respiratory values and capillarisation, hypertrophy of muscles.	Learners should understand the link to Unit 2 and that the long-term adaptations are a result of training/engagement in physical activity. This content gives learners information regarding the long-term adaptations from exercise on the body systems covered in the 1.1.1 and 1.1.2 areas of content, plus link 1.2.1 and 1.2.2. Learners should experience the impact of training through a practical context. This section is best delivered practically with learner's baseline testing physical fitness components (Unit 2 2.2.2), developing different training programmes (Unit 1 1.3, Unit 2 2.2.3), following those programmes, retesting and then analysing the results (Unit 2 2.2.2) and offering a conclusion to why any changes have taken place. The classroom setting needs to ensure that learners understand the technical terminology used, for example, hypertrophy, training zones and capillarisation. These terms are explained in the Glossary at the end of this Unit Guide (pages 27-30). Learners could then use their personal experiences of long-term adaptations from exercise on the body systems, or research examples of these adaptations resulting from a range of different training methods of different intensities and duration. This work links to the content of 1.3.3 and part of 2.2.3. Learners could also complete the learning activity below. Activity: • analyse the long-term adaptations of the cardio-vascular system, the cardiorespiratory system, the muscular-skeletal system and the energy systems resulting from different training programmes • evaluate the impact of these adaptations on sporting performance.

UNIT 1 TEACHER GUIDANCE

1.2 The importance of the components of fitness for different physical activities		
Content Amplification		**Teacher Guidance**
1.2.1 The components of health and fitness required for different physical activities	Learners should know and understand the components of health and fitness, their definitions and examples of related sporting activities. Components of health and fitness: • agility • balance • cardiovascular endurance • co-ordination • flexibility • muscular endurance • muscular strength • power and speed • reaction time.	In this section it is worth considering whether to combine the delivery of the physical aspects from Unit 2, as well as delivering this section, prior to the long-term adaptations resulting from sustained activity/training. This content gives essential information regarding the components of health and fitness required for different physical activities. Teachers might also deliver the content from 1.2.2 when looking at each component of health and fitness as it is logical to cover the fitness test that can be used to measure each component as it is studied. This will help learners to understand the link between the component and the fitness test. Classroom sessions could firstly take place to cover the components of health and fitness required for healthy lives and sporting activities. Learners could relate the components of fitness to their own sporting activities – (further embedding the link to Unit 2). The theory could be taught through practical sessions using the tests to understand the components of fitness, increasing the knowledge and understanding of the content through the context. Learners need to understand the difference between health and fitness and then the definition of each component, along with an example from sport. These definitions can be found in the Glossary at the end of this Unit Guide (pages 27-30). Practical sessions could then take place to allow learners to undertake activities that demonstrate the components in action. For example, a two-kilometre jog could be completed to demonstrate cardio-vascular endurance. This work links to the content of 2.1.1, 3.2.1 and 3.2.3.

		Learners should then be able to produce their own examples, based on research of their own sporting experiences. They could then complete the learning activity below. Activities: • describe the components of fitness required for their sporting activity – justifying why these components of fitness are required • explain the difference between health and fitness components of fitness • assess which tests would be the most appropriate for different components of fitness.
1.2.2 Measuring health and fitness	Learners should know a fitness test related to each component of health and fitness: • agility – Illinois agility • balance – stork stand • cardio-vascular endurance – multistage fitness test/cooper 12-minute run • co-ordination – alternate hand throw • flexibility – sit and reach • muscular endurance – sit up/press up • muscular strength – hand grip/rep max • power – vertical jump test, standing broad jump • reaction time – ruler drop • speed – 30m/50m/ sprint. Learners should know and understand the importance of the validity and reliability of testing and the impact this has on being able to make comparisons with previous test results or normative data.	This content provides details of the fitness tests that can be used to measure the components of health and fitness studied for 1.2.1. as well as Unit 2 (2.2.2). Teachers might consider delivering this content alongside the delivery of 1.2.1 as it is logical to cover the fitness test that can be used to measure each component at the same time. This will help the learner to understand the link between the fitness test and the component. Teachers might also consider covering the content of 1.2.3 prior to looking at the individual fitness tests as it might be beneficial for the learners to consider why fitness testing is important in general before learning about, and carrying out, the tests. This content can be delivered as a combination of classroom and practical sessions. Learners should firstly be taught the importance of validity and reliability of testing and the impact this has on being able to make comparisons with previous test results or normative data. Learners should then 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 to complete a series of tests. They should then explain how reliability and validity were demonstrated, record their results and compare these results with normative tables of data.

		This work links to the content of 2.2.1. They could also complete the learning activities shown below. Activities: • match the correct fitness test to the components of health and fitness • describe why validity and reliability are vital when carrying out fitness testing.
1.2.3 Why fitness testing is important	Learners should know and understand why fitness testing is important and the role fitness testing plays in improvement of performance. The reasons for testing are to: • carry out comparisons against normative data • identify a performer's strengths and weaknesses • provide a baseline for future comparisons • provide important information for the coach • provide information that assists in team selection • set goals or targets.	This content provides learners with a number of reasons why fitness testing is important. Teachers might choose to deliver this content before covering 1.2.2 as it may be beneficial for the learners to consider why fitness testing is important before learning about and carrying out the tests. Learners could be asked the question, 'Why is fitness testing important?' at the start of the coverage of this content. Following group discussions, their responses could be compared with the content amplification opposite. This would also be an opportunity for a professional, semi-professional fitness coach or sport development officer to visit the class and discuss the role of, and importance of, fitness testing in their work. Learners could then complete the learning activity shown below. Activities: • outline the reasons why fitness testing is important.

Unit 1 Teacher Guidance

1.3 The role of training in achieving improvements in fitness		
	Content Amplification	**Teacher Guidance**
1.3.1 Factors that need to be considered before training	Learners should know and understand the following factors that must be considered before starting any training: • personal factors – health, fitness, age, gender, lifestyle, time available for training and cost of training • environmental factors – facilities and equipment available and required for training • structure and function of warm-up and cool down.	These factors need to be considered in all three units in different contexts. This content gives detailed information concerning the factors that need to be considered before starting any training. Learners understand how to classify these factors and explain the impact on the athlete if they not considered before developing a training programme or coaching/training session. Learners could be taught the personal factors and environmental factors and then asked to identify examples of these factors and produce mind maps to display their answers. Their responses could be compared with the content amplification opposite. Learners could then participate in practical sessions which demonstrate the structure and function of a warm-up and a cool down (linked to Unit 3). They should also be shown examples of these activities from a range of sporting activities. This work links to the content of 3.2.1 and 3.2.3. They could also complete the learning activities shown below. Activities: • identify factors that you would have to take into account before starting any training programme • design a warm-up and a cool down for a physical activity of your choice.

1.3.2 The principles of training	Learners should know and understand the following principles of training and how they should be applied to different training programmes: • specificity • overload (intensity, frequency, duration) • progression • variance (to stop plateauing and tedium).	This content gives learners an understanding of the principles of training and how they should be applied to different training programmes. It is particularly important that learners can apply this knowledge so that they are able to give examples of how they can be applied to different training programmes. Teachers might consider delivering the content of 1.3.3 alongside this content as it might benefit the learners to be taught the different training methods before being shown how the principles of training could be applied to each one as part of a training programme. This should help learners to understand the relationship between the principles of training and the training methods, thereby improving their ability to apply their knowledge. This content can be delivered as a combination of classroom and practical sessions. Learners could firstly be taught the theory of the principles of training and given specific examples of how each principle can be applied to training programmes in different physical activities, using different training methods. Learners could then participate in practical sessions demonstrating how the principles of training can be applied to different training methods. They should then be able to produce their own examples based on their chosen physical activities. This work links to the content of 3.2.1 and 3.2.3. Learners could also complete the learning activity shown below. Activities: • describe the principles of training • assess the importance of each principle of training • design a training programme for two contrasting sports people – a marathon runner compared to a hockey player.

1.3.3 Training methods	Learners should know the following methods of training and understand the relationship between the method of training and the components of health and fitness: • continuous training • interval training – weight training, circuit training, plyometric training, flexibility training and fartlek training.	This content covers different training methods and the relationship between these training methods and the components of health and fitness. It is therefore very important that reference is made to the content of 1.2.1 when covering this work. Application of knowledge is again important, with learners being expected to be able to produce their own examples from a range of physical activities. Teachers might consider delivering the content of 1.3.2 alongside this content as it might benefit learners to be taught the different training methods before being shown how the principles of training could be applied to each one as part of a training programme. This should help learners to understand the links between training methods and the principles of training. This content can be delivered through practical activities, allowing them to experience the different forms of training through experiential learning. Learners could plan training sessions (developing Unit 3 skills 3.1.1 and 3.2.3) deliver them to the group and draw out key elements of the session. This would allow key points of continuous and interval training sessions to be identified and compared. Some of these sessions could be run by outside agencies creating an opportunity for a professional, semi-professional or club fitness coach, or a sports development officer, to visit the class and deliver the sessions. This work links to the content of 3.2.1 and 3.2.3. Learners could then complete the learning activity shown below. Activity: • select, plan and deliver an appropriate training method appropriate for a given component of fitness.

1.3.4 Target setting	Learners should know and understand the reasons why setting short-term targets and long-term goals is of benefit to a performer before they start any training programme. To include: • benefits of setting goals on health, wellbeing and performance • exercise adherence • greater concentration on training by the performer • greater effort made by the performer during training • improved focus for the performer • improved motivation for the performer • target setting objectives: specific, measurable, agreed/achievable, realistic and time phased (SMART).	This area of content explains the benefits to performers of setting short-term targets and long-term goals before they start any training programme. Learners should firstly be taught the difference between short-term targets and long-term goals and the relationship between them. Learners could then be asked to take part in group discussions and produce a list of the benefits to sports performers of setting long-term goals and short-term targets. Following these discussions, their responses could be compared to the content opposite. Learners should then be taught the target setting objectives (SMART). This work links to the content of 3.4.2. Learners could then complete the learning activities shown below. Activities: • list 6 benefits for a sports performer of setting short-term targets and long-term goals before starting a training programme • with reference to a physical activity of your choice, set yourself a long-term goal and 4 short-term targets that will help you achieve your long-term goal.

CREATE YOUR OWN EXAM QUESTIONS

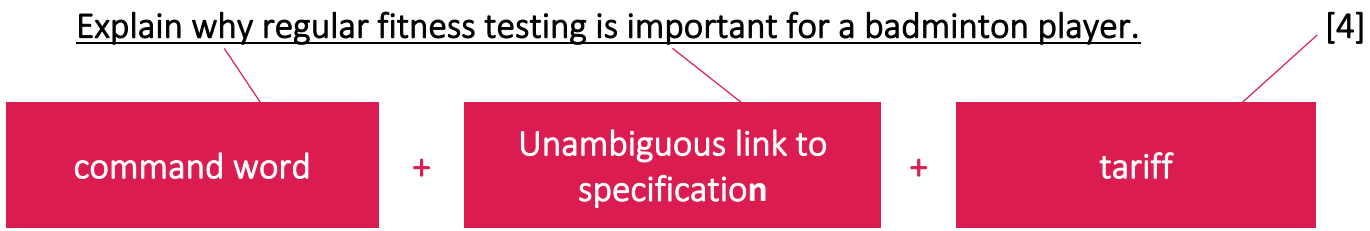
When you are helping your learners prepare for Unit X you will find using the questions in the SAMs useful. However, we appreciate that at the start of a course you might want to have a bigger bank of questions to use with you students. Therefore, you might find it useful to create some of your own. You might even decide to get your students to write their own questions and mark schemes. This step by step guide will help you create your own exam papers.

All exam questions have three core elements:

A command word + **Link to the specification content** + **A tariff**

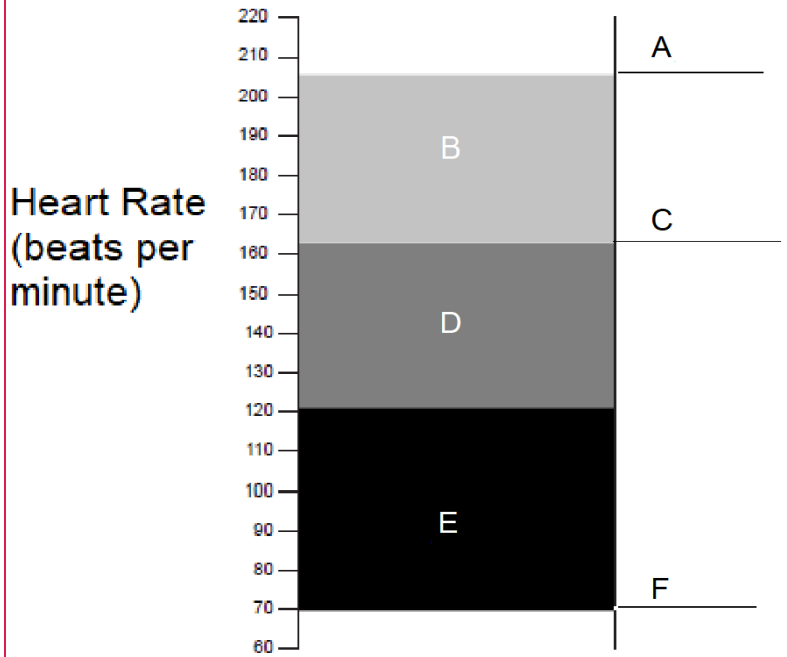
What do you need to know about the core elements?

Command word	1. Must be appropriate for the task. 2. Must be linked to the assessment objective. 3. Are often linked to the question's tariff.	1. Is it clear to the learner what they are expected to do in order to access the full range of the mark scheme? 2. If the question is targeting more than one assessment objective, more than one command word must be used. **A full table of how command words relate to assessment objectives is available in the 'Assessment Guide'.** 3. For example, commands words such as 'state' and 'name' should be reserved for lower tariff questions, whereas 'analyse' and 'explain' are often better for higher tariff questions.
Link to the specification content	1. The question must ask the learner about content listed in the specification only. 2. The link to the specification must be clear and unambiguous.	It should be clear which area/s of the specification are being targeted. Consider the stem of the specification content and this will indicate the depth the learner should know and understand the content.
Tariff	1. Must be appropriate for the command word used. 2. Must be appropriate for what is being assessed. 3. Must be accessible for level 1/2 learners within an exam context.	1. It should be possible and clear to the learner how they can achieve all of the marks available for any question: the higher the tariff, the longer the learner should take to answer the question. A good starting point is to allow one mark per minute. 2. Use the SAMs as a guide for what is an appropriate tariff and about the range of tariffs used across a whole paper.



There are some additional elements that some exam questions use:

Context	Sometimes, it is necessary to provide leaners with a context to which they will apply their knowledge and understanding of a particular topic. These questions are usually assessing AO2.	A context should be written clearly and using language that is as simplistic as possible. The context should be concise and should provide only the information that learners will need to answer the question. Additional information may be time-consuming or misleading. It should depict something that learners will understand, rather than something that is unfamiliar or confusing. An example of a question that uses a context is question 5 from the Unit 1 SAMs: Endurance athletes require commitment and hours of training to prepare their bodies for competition. Explain why warming up effectively is important for a marathon runner.

Stimulus	Sometimes learners may be provided with a stimulus. The stimulus might be an image, data in the form of a graph or a table, or something else.	A stimulus must be clear and should not provide information that is excessive or irrelevant. If the stimulus is an image, it should be clear, an appropriate size and of good quality. An example of a question that uses a stimulus is question 3 from the Unit 1 SAMs: Figure 3: Harriet's training zones 

Assessment Objectives

Each question should target an assessment objective which is signalled by the command word. If more than one Assessment Objective is targeted, more than one command word should be used.
A full table of the assessment objectives that have been set for all our Vocational qualifications is available in the 'Assessment Guide'. However, what does each assessment objective require learners to do?

AO1	Requires learners to recall the knowledge that they have learned throughout their course.
AO2	Requires learners to: • use learned material in a new situation with a minimum amount of help or direction. • apply rules/principles to a problem, without being given the rule; problem solving.
AO3	Requires learners to: • break material into component parts so that its structure may be understood • break complex concepts down to component parts and analyse how parts are related to each other; seeing patterns, recognising hidden meanings • judge the value of material based on certain criteria • evaluate, make judgments on the worth of a concept for a purpose • resolve controversies/differences of opinion • verify value of evidence • recognise subjectivity.

What type of question should be used?

There are several ways to ask a question, and you should consider what is most appropriate for the question that you're asking. Some guidance is given below:

Matching pairs Multiple choice True or false	These styles of question are useful for asking questions that have answers that are predetermined, usually assessing straightforward knowledge and understanding (AO1).	These questions should be marked objectively, in that there is a correct and an incorrect answer. **For an example, see page 8 of the SAMs.**
Short Answer	These can be open-ended and require leaners to construct a short answer. They are low tariff, and usually used to test knowledge and understanding. Short answer questions are also used for calculations and data manipulation.	This type of question could be marked objectively if there is one or several correct that might be given. However, if the candidate is required to construct a response, it may be that subjectivity is required to decide whether a number of marks maybe given according to the accuracy and quality of the response, as permitted by the tariff. **For an example, see page 4 of the SAMs.**
Extended answer	This allows learners to respond at length to open-ended questions. In this, learners may be required to organise their ideas, to build an argument, and may result in a range of interpretations that draw upon wider and more flexibly defined sources. These are usually used to test higher skills, writing and structuring skills, further reading and a deeper level of understanding.	These questions will be marked subjectively: you should use your judgement to place learners' responses into bands that detail criteria that responses should meet. **For an example, see page 17 of the SAMs.**

Problem solving	These require a range of critical thinking skills from identification, description and analysis, to synthesis and evaluation. Sometimes there will be exact or correct answers to problems – as in answering maths problems, or sometimes learners may be asked to propose and justify a course of action to address a specified situation, or to develop a well-reasoned explanation or response based on data analysis, models or precedent.	Questions that require exact or correct answers should be marked objectively, in that there is a correct and an incorrect answer. **For an example, see page 8 of the SAMs.** Questions that require a proposed or justified course of action will be marked subjectively: you should use your judgement to place learners' responses into bands that detail criteria that responses should meet. **For an example, see page 12 of the SAMs.**
Graph production or interpretation	Graph production questions involve both numerical/mathematical skills. Graph interpretation questions involve both numerical/mathematical skills as well as reasoning skills.	These questions should be marked objectively, in that there is a correct and an incorrect answer. **For an example, see page 8 of the SAMs.**

Golden Rules:

1. Try and keep questions as short and clear as possible.
2. Consider splitting long questions into a statement and a question.
3. Avoid asking more than one question in a sentence.
4. Use plain English, e.g. *buy* rather than *acquire.*
5. Avoid using:
   a. negatives (where possible)
   b. technical language (unless it is part of what is being assessed)
   c. idioms/metaphors/non-literal use of language, e.g. see eye to eye, cut back on, branching out
   d. words that have more than one meaning, e.g. volume, fit, illustrate (unless it is part of what is being assessed)
   e. gender-biased words, e.g. chairman, manmade, policewoman.
6. Across a whole paper, questions should increase in difficulty. Higher tariff questions are more likely to be found towards the end of the paper.
7. A whole paper should sample a wide range of specification content. You might find it useful to use a blank version of the tracking grid from the SAMs (page 36).

TERMINAL RULE

Key Principles:

Candidates must take the external assessment, worth 40% of the qualification, in the series in which they certificate. This Unit 1 for Sport and Coaching Principles.	Only the result for the external assessment that is achieved in the final series, the series in which candidates 'cash-in', can contribute to their final grade. If a candidate takes the external assessment prior to the series in which they 'cash-in', this result cannot contribute to the overall grade, even if it is the better result.	In relation to school performance table points – as opposed to individual candidate results – it is always the first qualification result which counts, irrespective of whether a candidate re-certificates again at a later date.

- Candidates can enter for internally assessed units in January and June
- Candidates may resit each **internally** assessed unit but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade.

Example scenarios (assuming that the delivery of the qualification takes place over two years):

Scenario 1:

Year 1 January	Year 1 June	Year 2 January	Year 2 June
No entries	Entry of **internal** assessment	Entry of **internal** assessment	Entry of external assessment Cash in

✓ Entry for external assessment takes place in the same series as cash-in and certification.

Year 1 January	Year 1 June	Year 2 January	Year 2 June	
No entries	Entry of external assessment	Entry of **internal** assessment	Entry of **internal** assessment Cash in	☒ Entry for external assessment **does not** take place in the same series as cash-in and certification.

.

Scenario 3:

Year 1 January	Year 1 June	Year 2 January	Year 2 June	
No entries	Entry of **internal** assessment/s	Entry of external assessment	Entry of external assessment Cash in	✓ It is the **second** attempt of the external assessment that will count towards the final grade, even if it is lower than the previous attempt.

Scenario 4:

Year 1 January	Year 1 June	Year 2 January	Year 2 June	
No entries	No entries	Entry of all **internal** and external assessments Cash in	No entries	✓ This is a linear approach and would be permissible if the qualification was completed in either January or in June.

Assessment of Unit 1

Unit 1: FITNESS FOR SPORT
Written examination: 1 hour 20 minutes
40% of qualification

80 marks: 120 UMS

Written examination comprising of a range of question types to assess specification content. The format: short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.

All questions are compulsory.

The assessment objective weightings for Unit 1 are:

AO1	AO2	AO3
20%	15%	5%

FAQs

Can learners resit the Unit 1 assessment?

Candidates may resit the **externally** assessed unit, prior to certification; however, this qualification has a 40% terminal requirement which must be satisfied by the externally assessed unit. Therefore, only the uniform mark score from the attempt made in the series in which the candidate is cashing in the qualification will be used in calculating the final overall grade, even if this is lower than the previous attempt.

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 externally assessed unit, 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. The candidate does not need to resit the internally assessed unit as marks for the internally assessed unit may be carried forward for the lifetime of the specification. For further clarification on the terminal rule, please see pages 22-23.

Is the assessment available on-screen?

Yes.

What is the entry code for this unit?

		Entry Codes	
		English medium	Welsh medium
Unit 1	External on screen	5259UA	5259NA
	External Paper	5259UB	5259NB
Cash in code		5259QA	5259CA

Is this assessment compulsory?

Yes.

When can candidates sit the Unit 1 assessment?

Assessment opportunities will be available in January and May/June each year, until the end of the life of this specification. January 2024 will be the first assessment opportunity for Unit 1.

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 2 or Unit 3 in this exam?

No, candidates will be assessed on Unit 1 content only in this exam.

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*.

Will learners be expected to answer questions from across the whole specification?

No, candidates will be assessed on Unit 1 content only in this exam.

GLOSSARY FOR UNIT 1

Key Term	Explanation
Cardio-vascular (Systemic circulatory) system	Made up of the heart and blood vessels transporting oxygen to the working muscles and removing carbon dioxide and other waste products.
Cardio-respiratory (Pulmonary circulatory) system	Made up of the heart and lungs and the blood vessels transporting oxygen from the air we breathe into the body and carbon dioxide and other waste products out of the body.
Synovial joints	Freely moveable joints containing synovial fluid that allow a wide range of movement to take place. Different types of joint allow different types of movement.
Muscular-skeletal system	Made up of the skeletal system and the muscular system. Allows the body's movement patterns to take place.
Slow muscle fibre/Type 1 muscle fibre	Muscle fibres with a poor blood supply which contract slowly and with a low force. Suited to low or moderate intensity aerobic exercise over a long period of time.
Fast muscle fibre/Type 2 muscle fibre	Muscle fibres with a good blood supply which contract quickly and with a high force. Suited to high intensity anaerobic exercise over a short period of time.
Vasodilation	The opening of the blood vessels.
Vasoconstriction	The closing of the blood vessels.
Gaseous exchange	The transfer of oxygen from inhaled air into the blood and carbon dioxide from the blood into exhaled air.
Diffusion	The movement of a liquid or gas from an area of high concentration to an area of low concentration. For example, oxygen from the lungs into the pulmonary vein.
Flexion	Bending a joint. This occurs when the angle at a joint decreases.
Extension	Straightening a joint. This occurs when the angle at a joint increases.
Adduction	A movement away from the midline of the body.

Abduction	A movement towards the midline of the body.
Rotation	A circular movement at a joint that involves flexion, extension, abduction and adduction.
Circumduction	A twisting movement at a joint.
Antagonistic action	Muscle action in which muscles work in pairs. When one muscle contracts, the other muscle relaxes.
Synergist	The muscle that stabilises a joint around which movement is taking place.
Fixator	The muscle that stabilises or fixes a part of the body to which a muscle in the process of moving another body part is attached.
Prime mover/Agonist	The muscle that controls the body movement.
Antagonist	The opposite muscle to the agonist which relaxes while the agonist contracts.
ATP-PC energy system	Supplies energy faster than the other energy systems. Suited to explosive, high-intensity exercise of short duration without the presence of oxygen. Provides energy for approximately 10 seconds.
Anaerobic energy system	Produces energy from carbohydrates without the presence of oxygen. Suited to high intensity work over a short period of time. Provides energy for approximately 90 seconds. Lactic acid is a by-product that causes fatigue.
Aerobic energy system	Uses oxygen in the production of energy. Suited to low/moderate aerobic activity over a long period of time. Provides energy indefinitely.
Cardiac output	The volume of blood pumped out of the heart per minute. (HR x Stroke Volume)
Heart rate	The number of heart beats per minute. (bpm)
Stroke volume	The volume of blood pumped out of the heart per beat.
Breathing frequency/Rate	The number of breaths per minute.

Tidal volume	The volume of air inhaled or exhaled per breath.
Minute ventilation	The volume of air breathed on and out in a minute. (Breathing Frequency x Tidal Volume)
Capillarisation	An increase in the number of blood vessels in muscles and lungs due to aerobic training.
Anaerobic threshold	The point in exercise at which lactic acid is built up quicker than it can be cleared away (Approx. 80% of maximum heart rate).
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.
Bone density	A measure of the minerals, mostly calcium and phosphorous, contained in a certain volume of bone.
Hypertrophy	The increase in muscle size due to long-term anaerobic training.
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.
Fitness test	Methods of measuring and assessing the components of health and fitness, offering a baseline of data.
Validity	Fitness tests must measure the required component of health and fitness to be valid.
Reliability	The extent to which a test produces the same results on repeated trials. Fitness tests must be administered accurately to be reliable and for comparisons with normative data to be accurate.
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.
Warm up	The first component of a coaching session intended to raise the heart rate and increase blood circulation, increase mobility and mental focus.
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.
Principles of training	The principles that must be applied to any training programme if it is to be effective and efficient. These principles are specificity, progression, overload and variance.
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.
Wellbeing	The state of being comfortable, healthy and happy.
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).
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-tern targets to aim for.