



WJEC Level 1/2 Vocational Award in Sport and Coaching Principles (Technical Award)

SAMPLE ASSESSMENT MATERIALS

UNIT 2

For teaching from 2022
For award from 2024

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Unit 2: Improving Sporting Performance

Assignment

SAMPLE ASSESSMENT MATERIALS

4 HOURS

INSTRUCTIONS FOR CANDIDATES

Read the brief carefully prior to starting the assignment.

You will gain marks for key tasks that are completed in the Assessment window. The total time allocated for assessed tasks will be 4 hours. You cannot exceed this time. Recommended timings are given for each task.

Your work should include knowledge and understanding gained from classroom teaching.

Read the information and assignment tasks carefully to make sure you understand what is needed.

It is important that when a task states 'collaboration is not allowed' you must work independently from other candidates and make sure the evidence you produce is your own unaided work.

Check your work carefully to make sure that it is accurate and correct.

INFORMATION FOR CANDIDATES

You and your teacher will be required to sign a declaration that all work presented is the work of you alone.

You must not discuss or share any details of the brief or tasks.

WJEC/Eduqas Level 1/2 Vocational Award in Sport and Coaching Principles (Technical Award)

Unit 2 – Improving Sporting Performance

Controlled Assessment

Assignment Brief

As a sportsperson you are soon to be taking part in either:

- the next competitive season
- a competition
- a performance

in a team or individual sport of your choice.

In order to perform at your very best, your coach has asked you to research physiological, psychological and technical factors that could affect your sporting performance. This process will include gathering data and assessing your current performance. You will need to measure or collect data and analyse the factors that affect your sporting performance in order to improve it.

Once you have gathered, measured and recorded your personal data, you must select strategies that could be used to improve your performance based on the data and also justify why you have chosen the selected strategies.

You must:

- produce a report to demonstrate your understanding of how factors can affect your personal sporting performance
- assess your current performance
- gather and measure data on the factors that affect your current sporting performance
- analyse the data
- select strategies that could be used to improve your performance based on the data gathered and justify why you have selected these strategies.

Assignment Tasks

Unit content	Tasks:	Evidence Required	Time	Controls	AOs	Marks
2.1.1 2.1.2 2.1.3	1. Outline the factors that can have an impact on sporting performance. Explain how these factors could affect your personal sporting performance in a sport of your choice. You should consider: <ul style="list-style-type: none"> • physiological – (lifestyle, body composition, components of health and fitness) • psychological (motivation and anxiety) • technical (technique, strategies and tactics). 	Recorded oral presentation /written report	1 hour	Supervision: Direct Guidance: Direct Resources: Not Permitted Collaboration: Not permitted	AO1 AO2	[14]
2.1.1 2.1.2 2.1.3 2.2.1	2. Select and use the appropriate monitoring and measurement tools for the factors which could affect your personal sporting performance. You should consider: <ul style="list-style-type: none"> • measurements or data for the factors including: <ul style="list-style-type: none"> • fitness and health tests • visual observations • interviews • diary entries • questionnaires • performance analysis. Once you have selected your monitoring and measurement tools, you must measure and collect the data. Time taken to measure or collect this data is not included in the 4 hours available for this assessment. You must complete a written report detailing the monitoring and measurement tools used and your results.	Written report	1 hour	Supervision: Indirect Guidance: Indirect Resources: Permitted Collaboration: Not permitted	AO2	[10]
2.2.2	3. Analyse the data gathered in Task 2 . You should consider: <ul style="list-style-type: none"> • quantitative and qualitative data • the strengths and weaknesses of your sporting performance • the areas for improvement. 	Recorded oral presentation /written report	1 hour	Supervision: Indirect Guidance: Indirect Resources: Permitted Collaboration: Not permitted	AO3	[14]
2.2.3	4. Recommend strategies that could be used to address the areas for improvement in your sporting performance identified in Task 3 . Justify why you have selected these strategies. You should consider: <ul style="list-style-type: none"> • a training programme • a nutritional plan • recovery • imagery/mental rehearsal • self-talk and goalsetting • feedback and coaching. 	Written report	1 hour	Supervision: Indirect Guidance: Indirect Resources: Permitted Collaboration: Not permitted	AO3	[12]
Total Marks						50

Guide to 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

The use of resources is not allowed.

Access to the Internet is not permitted.

Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.

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.

Permitted

Candidates have access to resources and/or preparatory notes as directed by the brief or unit guidance.

Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.

Centres should refer to specifications or subject-specific guidance.

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.

Mark scheme

Guidance

Assessment grids for controlled assessment - Unit 2

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, assessors should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Assessors should not seek to mark candidates down as a result of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, assessors can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not creditworthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

Internal standardisation

It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via the secure web site on results day.

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Differentiation within our mark schemes

The following grid demonstrates our starting point to formulating our mark schemes. These are used in order to ensure differentiation between our bands. Mark schemes will use this table as the basis for the assessment of each question but will reflect the specific demands of the question.

Band Descriptor	A01	A02	A03
Excellent	<ul style="list-style-type: none"> • Aware of a wide range of detailed and accurate knowledge. • Demonstrates fully developed understanding that shows relevance to the demands of the question. 	<ul style="list-style-type: none"> • Knowledge and understanding is consistently applied to the context of the question/task. • Practical skills are consistently and effectively applied and are of a high standard. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in a highly effective way. • Evidence is selected to construct an effective and balanced argument. • Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.
Very Good	<ul style="list-style-type: none"> • Effective and precise use of terminology. 	<ul style="list-style-type: none"> • Is able to form a fully developed and thorough interpretation that is fully accurate. 	
Good	<ul style="list-style-type: none"> • Has a range of detailed and accurate knowledge. • Demonstrates well developed understanding that is relevant to the demands of the question. 	<ul style="list-style-type: none"> • Knowledge and understanding is applied to the context of the question/task. • Practical skills are effectively applied and are of a high to medium standard. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in an effective way. • Evidence is selected to construct a developed argument, that may not be presented in equal measure.
Good	<ul style="list-style-type: none"> • Precise use of terminology. 	<ul style="list-style-type: none"> • Is able to form a developed interpretation that is mostly accurate. 	<ul style="list-style-type: none"> • Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.

<p>Satisfactory</p>	<ul style="list-style-type: none"> • Includes accurate knowledge. • Demonstrates sound understanding that is relevant to the demands of the question/task • Generally precise use of terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is mainly applied to the context of the question/task. • Practical skills are appropriately applied and are of a medium standard. • Is able to form a sound interpretation that is generally accurate. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in an appropriate and sound way. • Evidence is selected to construct a sound argument <p>OR</p> <ul style="list-style-type: none"> • Evidence is selected to construct a detailed one-sided argument. • Evaluation that offers some judgements, with some link between conclusions and evidence.
<p>Basic</p>	<ul style="list-style-type: none"> • Shows some accurate knowledge. • Demonstrates partial understanding that is relevant to the demands of the question. • Some use of appropriate terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is partially applied to the context of the question/task. • Practical skills are of a medium to low-level standard. • Is able to form some interpretation that shows some accuracy. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision. • Evidence is selected to construct a one-sided argument • Evaluation that offers generalised judgements and conclusions, with minimal use of evidence.
<p>Limited</p>	<ul style="list-style-type: none"> • Limited knowledge with some relevance to the topic or question. • Little or no development seen. • Very little or no use of terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is applied in a minimal manner to the context of the question/task. • Practical skills are of a low-level standard. • Can only form a simple interpretation, if at all, with very limited accuracy. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used with limited competence. • Unsupported evaluation that offers simple or no judgements/conclusions.

When you look at each of our mark schemes, each band has a sequence of performance descriptors. The descriptors work like a ladder: from a bottom rung, to a top. The lower level band 'Limited' is the simplest descriptor in terms of candidates' performance. The descriptors progress through the grid to the more challenging aspect of that assessment objective. It's important to note that not all questions will use every bullet point listed in the table above, however candidates should demonstrate **all of the requirements** that are included in the published mark schemes in order to achieve full marks at a particular level. If a candidate gets full marks at a particular level, markers should see whether they're also demonstrating any of the requirements from the next level up. Often candidates will achieve some of the descriptors at one level, but not all of them. In this case, apply a best fit principle.

Further information on how the mark schemes for our Vocational Awards have been constructed, including information on the use of the mark bands for Excellent, Very Good and Good can be found in the Vocational Awards Administration Guide.

Mark scheme and marking grids for Unit 2

Task 1 Outline the factors that can have an impact on sporting performance. Explain how these factors could affect your personal sporting performance in a sport of your choice.

You should consider:

- physiological – (lifestyle, body composition, components of health and fitness)
- psychological (motivation and anxiety)
- technical (technique, strategies and tactics).

[14 Marks]

Band	AO1: <i>Demonstrate knowledge and understanding from across the specification.</i>	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
4	There are no Band 4 marks for this assessment objective.	<p>9-10 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • Detailed and effective application of knowledge and understanding of the physiological, psychological and technical factors which could affect the candidates' personal sporting performance • a wide range of references to the impact of physiological, psychological and technical factors on the candidate's sporting performance.
3	<p>4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a range of accurate knowledge and understanding relevant to the factors which can have an impact on sporting performance • precise use of terminology. 	<p>6-8 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • Detailed application of knowledge and understanding of the physiological, psychological and technical factors which could affect the candidates' personal sporting performance • a range of references to the impact of physiological, psychological and technical factors on the candidate's sporting performance.

<p style="text-align: center;">2</p>	<p style="text-align: center;">2-3 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some accurate knowledge and partial understanding relevant to the factors which can have an impact on sporting performance • some use of appropriate terminology. 	<p style="text-align: center;">3-5 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some application of knowledge and understanding of the physiological, psychological and technical factors which could affect the candidates' personal sporting performance • some references to the impact of physiological, psychological and technical factors on the candidate's sporting performance.
<p style="text-align: center;">1</p>	<p style="text-align: center;">1 mark</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • limited knowledge and little understanding relevant to the factors which can have an impact on sporting performance • very little or no use of terminology. 	<p style="text-align: center;">1-2 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • limited application of knowledge and understanding of the physiological, psychological and technical factors which could affect the candidates' personal sporting performance • few references to the impact of physiological, psychological and technical factors on the candidate's sporting performance.
	<p style="text-align: center;">0 mark</p> <p>Response not creditworthy or not attempted.</p>	<p style="text-align: center;">0 mark</p> <p>Response not creditworthy or not attempted.</p>

Task 2 Select and use the appropriate monitoring and measurement tools for the factors which could affect your personal sporting performance.

You should consider:

- measurements or data for the factors including:
 - fitness and health tests
 - visual observations
 - interviews
 - diary entries
 - questionnaires
 - performance analysis.

Once you have selected your monitoring and measurement tools, you must measure and collect the data. Time taken to measure or collect this data is not included in the 4 hours available for this assessment.

[10 Marks]

Band	AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks
4	<p style="text-align: center;">9-10 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • highly effective knowledge and understanding of methods used to measure factors affecting personal sporting performance • a wide range of relevant data collected or measured • detailed and effective application of key knowledge throughout, with a wide range of relevant monitoring and measurement tools selected and applied to help improve future performance
3	<p style="text-align: center;">6-8 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • effective knowledge and understanding of methods used to measure factors affecting personal sporting performance • a range of relevant data collected or measured • detailed application of key knowledge, with a range of relevant monitoring and measurement tools selected and applied to help improve future performance.
2	<p style="text-align: center;">3-5 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some knowledge and understanding of methods used to measure factors affecting personal sporting performance • some relevant data collected or measured • some application of knowledge, with some relevant monitoring and measurement tools selected and applied to help improve future performance.

1	<p style="text-align: center;">1-2 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none">• limited knowledge and understanding of methods used to measure factors affecting personal sporting performance• limited relevant data collected or measured• limited application of knowledge, with few relevant monitoring and measurement tools selected and/or applied to help improve future performance.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

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<p>Task 3</p>	<p>Analyse the data gathered in Task 2. You should consider:</p> <ul style="list-style-type: none"> • quantitative and qualitative data • the strengths and weaknesses of your sporting performance • the areas for improvement. <p style="text-align: right;">[14 Marks]</p>
<p>Band</p>	<p>AO3: <i>Analyse and evaluate information, making reasoned judgements and presenting conclusions.</i></p>
<p>4</p>	<p style="text-align: center;">12-14 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • detailed and effective analysis of the research and data • highly effective analysis of own strengths and weaknesses, with clear areas for improvement identified • full identification of areas to improve future performance, based on findings from analysis of own performance.
<p>3</p>	<p style="text-align: center;">8-11 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • detailed analysis of the research and data • effective analysis of own strengths and weaknesses, with areas for improvement identified • identification of areas to improve future performance, based on findings from analysis of own performance.
<p>2</p>	<p style="text-align: center;">4-7 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some analysis of the research and data • partial analysis of own strengths and weaknesses, with some areas for improvement identified • some identification of areas to improve future performance, mainly based on findings from analysis of own performance.
<p>1</p>	<p style="text-align: center;">1-3 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • limited analysis of the research and data • limited analysis of own strengths and weaknesses with an area for improvement loosely identified • limited identification of areas to improve future performance, loosely based on findings from analysis of own performance.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

<p>Task 4</p>	<p>Recommend strategies that could be used to address the areas for improvement in your sporting performance identified in Task 3. Justify why you have selected these strategies.</p> <p>You should consider:</p> <ul style="list-style-type: none"> • a training programme • a nutritional plan • recovery • imagery/mental rehearsal • self-talk and goalsetting • feedback and coaching. <p style="text-align: right;">[12 marks]</p>
	<p>AO3: <i>Analyse and evaluate information, making reasoned judgements and presenting conclusions.</i></p>
<p style="text-align: center;">4</p>	<p style="text-align: center;">10-12 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • fully considered recommendations to address the areas for development and improvement in sporting performance based on initial analysis and research; recommendations are strongly evidence-based • detailed and effective justification for the selection of strategies for improvement.
<p style="text-align: center;">3</p>	<p style="text-align: center;">7-9 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • recommendations to address the areas for development and improvement in sporting performance largely based on initial analysis and research; recommendations are evidence based • detailed justification for the selection of strategies for improvement.
<p style="text-align: center;">2</p>	<p style="text-align: center;">4-6 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some recommendations to address the areas for development and improvement in sporting performance with some reference to initial analysis and research; recommendations are partially evidence-based • some justification for selection of strategies for improvement.
<p style="text-align: center;">1</p>	<p style="text-align: center;">1-3 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • limited recommendations to address the areas for development and improvement in sporting performance, with a lack of reference to initial analysis and research; recommendations are minimally evidence-based • limited justification for selection of strategies for improvement.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

2. Assessment Criteria

Tasks	Specification content (main focus)						Mark allocation			
	Topic and Section						Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
	2.1			2.2						
2.1.1	2.1.2	2.1.3	2.2.1	2.2.2	2.2.3					
1	✓	✓	✓				14	4	10	
2	✓	✓	✓	✓			10		10	
3					✓		14			14
4						✓	12			12
	Total marks						50	4	20	26