

VOCATIONAL



WJEC Level 1/2 Vocational Award in  
**SPORT AND COACHING  
PRINCIPLES**

REGULATED BY OFQUAL  
DESIGNATED BY QUALIFICATIONS WALES

**SAMPLE ASSESSMENT  
MATERIALS - INTERNAL**

Teaching from 2018  
For award from 2020





# WJEC Level 1/2 Vocational Award in Sport and Coaching Principles

## SAMPLE INTERNAL ASSESSMENT

### Unit 1: Improving Sporting Performance

For teaching from 2018

For certificate from 2020

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

**UNIT 1: Improving Sporting Performance**

**LEARNER ASSIGNMENT BRIEF**

**BRIEF**

Shima Yin is a 15 year old football player who is aiming to be selected for the National side. She is currently playing for Caswell United as a striker and has been selected to play for her County team for the past two seasons. The National trial is in two months. Shima must ensure that she is in the best possible shape for this trial and therefore needs to assess her current level of fitness and identify any areas that threaten to affect her potential success.

The coach at Shima's Regional Development Team has offered to develop a programme that can support Shima in achieving her goal.

Read the information regarding last season in the Appendices before beginning the assessment tasks.

**TASKS**

Read Appendices A to E.

1. Using the supporting information describe Shima's current sporting performance and explain why these factors would have an impact on her performance. (LO1)
  - a. Physiological (AC1.1)
  - b. Psychological (AC1.2)
  - c. Technical (AC1.3)
  - d. Link the factor identified above to how it affected her performance last season
2. Analyse the procedures used to measure Shima's sporting performance. (LO2)

Link the components of performance to the measuring procedures for:

  - a. Physiological (AC2.1)
  - b. Psychological (AC2.2)
  - c. Technical (AC2.3)
3. The Coach at the Regional Development Team needs to create a programme to address each of the areas needed to improve or develop. (LO3 LO4)

As the Coach produces an outline for Shima, it must include:

  - a. Strategies to develop the areas of improvement (AC3.1, 3.2, 3.3 AC4.1)
  - b. Apply the principles of training and goal setting (AC4.1)
  - c. Produce a performance plan outline (AC4.1, 4.2)
4. The National Coaching Director has been asked to review the strategies used and their impact on performance prior to Shima following the advice from her regional coach. (AC4.2)

**SUMMARY**

<b>Task Number</b>	<b>Evidence</b>	<b>AC</b>	<b>Controls</b>
1.	Data capture pro-forma	<p>AC1.1 Physiological factors affecting performance in sport</p> <p>AC1.2 Psychological factors affecting performance in sport.</p> <p>AC1.3 Technical factors affecting performance in sport.</p>	<p>Time 1 hour</p> <p>Resources Access to ICT software; access to class notes; access to fitness test results (Appendix A); access to normative data (Appendix B); no access to Internet</p> <p>Supervision - you will be supervised throughout</p> <p>Collaboration Individual task</p> <p>Feedback - you cannot be given feedback on the work you produce until it has been marked</p>
2.	Diagrams/photos methodology	<p>AC2.1 Physiological procedures used to measure sporting performance.</p> <p>AC2.2 Psychological procedures used to measure sporting performance.</p> <p>AC2.2 Technical procedures used to measure sporting performance.</p>	<p>Time 1 hour</p> <p>Resources Access to ICT software; access to class notes; access to Caswell United Academy Report (Appendix C); no access to Internet</p> <p>Supervision - you will be supervised throughout</p> <p>Collaboration Individual task</p> <p>Feedback - you cannot be given feedback on the work you produce until it has been marked</p>
3.	Performance plan	<p>AC4.1 Analyse and review the performance data.</p> <p>AC3.1 Strategies to improve Physiological performance.</p> <p>AC3.2 Strategies to improve Psychological performance.</p> <p>AC3.3 Strategies to improve technical performance.</p> <p>AC4.2 Review options for improvements in performance</p>	<p>Time 1 hour</p> <p>Resources Access to ICT software; access to class notes; access to fitness test results (Appendix A); access to normative data (Appendix B); access to Caswell United Academy Report (Appendix C); no access to Internet</p> <p>Supervision - you will be supervised throughout</p> <p>Collaboration Individual task</p> <p>Feedback - you cannot be given feedback on the work you produce until it has been marked</p>
4.	Review	<p>AC 4.2 Review options for improvements in performance</p>	<p>Time 1 hour</p> <p>Resources Access to ICT software; access to class notes; no access to Internet</p> <p>Supervision You will be supervised throughout</p> <p>Collaboration Individual task</p> <p>Feedback - you cannot be given feedback on the work you produce until it has been marked</p>

**Appendix A****FITNESS TEST RESULTS**

<b>Test</b>	<b>Score</b>
Multi Stage Fitness Test	L6 S2
Illinois	20.71s
30 Second Sit-up Test	16
30m Sprint	4.5
Standing Long Jump	1.75m
Sit and Reach	14cm
Dynamometer	L 33 – R 32kg
Stork Stand	15s
Weight	65kg
Height	5ft 6

**Appendix B**

**Normative Data**

All normative data used have been cited in: (online) BrainMac, (online) Topend Sports.

***Multi Stage Fitness***

Female

Age	Excellent	Above Average	Average	Below Average	Poor
14 - 16	L10 S9	L9 S1	L6 S7	L5 S1	< L4 S7
17 - 20	L10 S11	L9 S3	L6 S8	L5 S2	< L4 S9
21 - 30	L10 S8	L9 S2	L6 S6	L5 S1	< L4 S9
31 - 40	L10 S4	L8 S7	L6 S3	L4 S6	< L4 S5
41 - 50	L9 S9	L7 S2	L5 S7	L4 S2	< L4 S1

***Illinois Agility Run***

For 16 to 19 year olds (Davis et al. 2000)<sup>[1]</sup>:

Gender	Excellent	Above Average	Average	Below Average	Poor
Male	<15.2 secs	15.2 - 16.1 secs	16.2 - 18.1 secs	18.2 - 19.3 secs	>19.3 secs
Female	<17.0 secs	17.0 - 17.9 secs	18.0 - 21.7 secs	21.8 - 23.0 secs	>23.0 secs

***Sit-up***

The following are norms for 16 to 19 year olds (Davis 2000)<sup>[1]</sup>.

Gender	Excellent	Above Average	Average	Below Average	Poor
Male	>30	26 - 30	20 - 25	17 - 19	<17
Female	>25	21 - 25	15 - 20	9 - 14	<9

**30m Sprint**

The following table, adapted from Davis (2000)<sup>[2]</sup>, are national norms for 16 to 19 year olds.

Gender	Excellent	Above Average	Average	Below Average	Poor
Male	<4	4.0 - 4.2	4.3 - 4.4	4.5 - 4.6	>4.6
Female	<4.5	4.5 - 4.6	4.7 - 4.8	4.9 - 5.0	>5.0

**Standing Long Jump**

The following table is for female athletes (adapted from: Hede et al. 2011)<sup>[2]</sup>.

Age	Excellent	Above average	Average	Below average	Poor
14	>1.91m	1.91 - 1.73m	1.72 - 1.60m	1.59 - 1.47m	<1.47m
15	>1.85m	1.84 - 1.73m	1.72 - 1.60m	1.59 - 1.50m	<1.50m
16	>1.83m	1.83 - 1.68m	1.67 - 1.58m	1.57 - 1.45m	<1.45m
>16	>1.91m	1.91 - 1.78m	1.77 - 1.63m	1.62 - 1.50m	<1.50m

**Sit and Reach**

The following table is for 16 to 19 year olds (Davis et al. 2000, p. 126)<sup>[1]</sup>.

Gender	Excellent	Above average	Average	Below average	Poor
Male	>14	14.0 - 11.0	10.9 - 7.0	6.9 - 4.0	<4
Female	>15	15.0 - 12.0	11.9 - 7.0	6.9 - 4.0	<4



**Hand Grip Strength**

The following are national norms for this test for 16 to 19 year olds. (Davis 2000)<sup>[1]</sup>.

Gender	Excellent	Good	Average	Fair	Poor
Male	>56	51-56	45-50	39-44	<39
Female	>36	31-36	25-30	19-24	<19

**Standing Stork**

The following table (Johnson & Nelson 1979)<sup>[1]</sup> are national norms for 16 to 19 year olds.

	Excellent	Above Average	Average	Below Average	Poor
Males	>50	41-50	31-40	20-30	<20
Females	>30	23-30	16-22	10-15	<10

**Normative data for Body Mass Index ( $\text{kg/m}^2$ )**

classification	BMI ( $\text{kg/m}^2$ )	sub-classification		BMI ( $\text{kg/m}^2$ )
<b>underweight</b>	< 18.50	Severe thinness		< 16.00
		Moderate thinness		16.00 - 16.99
		Mild thinness		17.00 - 18.49
<b>normal range</b>	18.5 - 24.99	normal		18.5 - 24.99
<b>overweight</b>	$\geq$ 25.00	pre-obese		25.00 - 29.99
		Obese ( $\geq$ 30.00)	obese class I	30.00 - 34.99
			obese class II	35.00 - 39.99
			obese class II	$\geq$ 40.00

## Appendix C

## CASWELL UNITED ACADEMY – REPORT

<b>END OF SEASON REVIEW</b>	
NAME	Shima Yin
PRIMARY POSITION	CF/WF
AGE GROUP	U16's
<b>INDIVIDUAL TECHNICAL</b> (1v1 Defending, Receiving, Striking, Intensity, 1v1s, Creativity)	
<ul style="list-style-type: none"> <li>• You have developed well this season in the technical side of the game. In particular, you are a threat in and around the penalty area</li> <li>• One area to continue to work on is when you receive the ball with your back to goal, you turn straight into a defender – you need to see and/or feel for a defender so that you are not turning into them and losing possession</li> <li>• Add variety to moves to get free – don't rely on same moves. These may not work on a better defence</li> </ul>	
<b>TEAM TACTICAL</b> (Pressing high, Possession, Counter Attacking, Creating Attacking)	
<ul style="list-style-type: none"> <li>• You have shown some understanding of the tactical side of the game that we have covered this season. It is encouraging to see that you have added the defensive understanding to your game in recent matches</li> <li>• Focus your efforts on watching/learning/understanding the parts of the game that are relevant to you (CF/WF). Watch the first team players in these positions and try to understand why they do what they do in a game situation</li> <li>• Provide long and short options for your team mates</li> <li>• You need to continue to work on knowing when to come into play</li> </ul>	
<b>OFF PITCH</b> (Fitness, Nutrition, Recovery, Preparation)	
<ul style="list-style-type: none"> <li>• Off the field you have shown dedication to develop yourself as a footballer. You have listened to the nutritional advice offered and now need to ensure that you are eating the correct foods to ensure quick recovery and muscle growth and repair</li> <li>• Fitness needs to be improved to ensure you are working at full intensity, as this effects decision-making and shooting under pressure in key parts of the game. Some testing results are positive others need improving</li> <li>• Continue to work hard on the technical aspects to help you further develop – in particular shielding/protecting/turning</li> </ul>	
<b>PSYCHOLOGICAL</b> (Confidence, Teamwork, Communication, Motivation)	
<ul style="list-style-type: none"> <li>• Communication skills are good</li> <li>• Training and playing at this level takes a lot of commitment. Make sure you balance training, matches and school work</li> <li>• We need to see an improvement in off the ball work rate</li> <li>• Try not to let mistakes affect your game. You need to work on keeping confidence high throughout the game</li> </ul>	

## **ASSESSOR INFORMATION**

### **WJEC Approach to Assessment**

The following principles apply to the assessment of each internally assessed unit of WJEC Level 1/2 Qualifications in Sport and Coaching Principles:

- Units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment
- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved
- Performance bands for merit and distinction can only apply once a candidate has achieved all assessment criteria. Evidence must clearly show how the candidate has met the standard for the higher grades.

WJEC Level 1/2 Qualifications in Sport and Coaching Principles have adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCE, ELC, and Project Qualifications – instructions for conducting controlled assessment'. This document can be accessed through the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking.

### **Task setting**

WJEC has produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to Assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment
- Each assignment must have a brief which sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit a Sport and Coaching Principles. Further details are in Section 1.2 of the specification
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements contribute to the achievement of the applied purpose of the assignment
- The assignment must provide each candidate with the opportunity to address all assessment criteria and all performance band requirements
- The assignment must indicate the acceptable forms of evidence
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose. Sample documentation for this activity is provided with each model assignment.

## **How the learner assignment brief meets these controls**

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose - to assess the strategies and review the options that are available to Shima that could lead to improved physiological, psychological and technical elements of her performances. The context of the scenario is realistic and developed in conjunction with a real organisation. The tasks are all coherently related to the applied purpose. The summary table states the evidence requirements for each task. No format is specified for this evidence, allowing learners and centres flexibility in delivering this assignment.

### **Task taking**

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

### **Time**

'Time' has limited control. There are 4 hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

### **Resources**

'Resources' has limited control. The assignment makes clear the type of resources that learners must have access to. Learners may access their class notes, unless they have dealt with a scenario similar to the scenario in this assignment. If that is the case, those notes should be extracted. Learners cannot access the Internet for either task. Learners must be given access to ICT. All tasks are likely to be word processed. For all tasks, learners will need access to the test results and normative data provided in Appendices.

### **Supervision**

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks, including access to the Internet to obtain information on the destination. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

### **Authentication**

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates cannot redraft based on feedback from an assessor.

Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration in this model assignment to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

## **Collaboration**

'Collaboration' refers to group work and has limited control. For this model assignment group work is not allowed when learners are producing evidence for assessment.

## **Task marking**

All marking of evidence must be made against the performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear of the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the performance band statements.

## **ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT**

### **Assignment Brief (Task setting)**

#### **What can be changed**

##### **Type of evidence**

Centres are allowed to make changes to the type of evidence that learners are allowed to submit. Any form of evidence is acceptable, although the work must be linked to the assignment. Evidence can be hand-written. For all tasks, learners could produce evidence using PowerPoint or similar presentation software. Centres and learners are advised to consider that the presentation materials are the evidence that will be used for assessment and should ensure they provide sufficient detail to meet all requirements. Where learners present orally, observation records will be needed as evidence, together with any notes produced and support materials used. Observation records will include a description of candidate performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included. A standard pro-forma should be developed and used for all learners. Learners should receive a copy of the pro-forma in advance.

##### **Resources**

No changes allowed.

##### **Tasks**

No changes allowed, except for references to the specific context of the assignment brief and evidence format.

##### **Purpose**

No changes allowed.

##### **Context**

The context must be realistic and credible. The scenario must relate to an individual. It cannot be too similar to a scenario used as part of the learning process. The details of the individual in the scenario can be changed in terms of:

- Gender
- Age
- Planned physical activities
- Reason for needing a training programme
- Working life
- Location
- Access to facilities
- Test data
- Aspirations.

The scenario should be of similar complexity to that in the model assignment.

## **How Assessment is Managed (Task taking)**

### **Time**

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements and time needed to complete the tasks. There can be no changes to the total time available for controlled assessment, as set out in this model assignment. Centres can, however, amend the suggested time available for each task.

### **Resources**

Learners must have access to an assessment grid. Details of essential resources are provided in the Summary Table of the Learner Assignment Brief and the Task taking: resource section of this Assessor Guidance. There should be no changes to these.

### **Collaboration**

Group work is not allowed for this unit when learners are producing evidence for assessment.

### **Supervision**

No changes are allowed.

### **Feedback**

No changes allowed.



**WJEC LEVEL 1/2 Vocational Award Sport and Coaching Principles MARK RECORD SHEET**

Unit Grade
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**UNIT 1: Improving Sporting Performance**

**Learner Name:**

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed.

**Signature:**

**Date:**

**Assessor Name:**

The assignment brief used for summative assessment is attached, together with evidence of quality assurance.

I confirm that the evidence submitted by the learner has been produced under the controlled conditions set out in the qualification specification and model assignment.

The overall grade awarded for this unit is \_\_\_\_\_

**Signature:**

**Date:**

**Lead Assessor Name:**

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

**Signature:**

**Date:**

Assessment Criteria	Performance bands			Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	
<b>AC1.1 Physiological factors affect performance in sport</b>	Outline in general terms the physiological factors that can affect performance in sport. Evidence is mainly descriptive with limited application.	Describe how physiological factors can affect performance in sport including the components of health, fitness and lifestyle. Evidence has some relevant application.	Explain why the specific physiological, psychological and technical factors can affect performance in sport. Evidence is relevant and applied to the sporting context throughout.	
<b>AC1.2 Psychological factors affect performance in sport</b>	Outline in general terms the psychological factors that can affect performance in sport. Evidence is mainly descriptive with limited application.	Describe how psychological factors can affect performance in sport including motivation, anxiety and goal setting. Evidence has some relevant application.		
<b>AC1.3 Technical factors affect performance in sport</b>	Outline in general terms the technical factors can that affect performance in sport. Evidence is mainly descriptive with limited application.	Describe how technical factors can affect performance in sport including techniques and tactics/strategies. Evidence has some relevant application.		
	<b>Assessor comments</b>			

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
<b>AC2.1 Physiological procedures used to measure sporting performance.</b>	Outline in general terms some physiological procedures used to measure sporting performance. Evidence is mainly descriptive with limited application.	Describe the physiological procedures used to measure sporting performance including testing, screening. Evidence has some relevant application and linked directly to the physiological factors.	Explain why the physiological procedures would be used to measure sporting performance including testing and screening. Evidence is relevant and applied directly to the physiological factors.	Analyse the physiological, psychological and technical procedures used to measure the sporting performance. Evidence is relevant and applied to the scenario.	
<b>AC2.2 Psychological procedures used to measure sporting performance.</b>	Outline in general terms some psychological procedures used to measure sporting performance. Evidence is mainly descriptive with limited application.	Describe the psychological procedures used to measure sporting performance including questionnaires and behavioural analysis. Evidence has some relevant application and is linked directly to the psychological factors.	Explain why the psychological procedures would be used to measure sporting performance including questionnaires and behavioural analysis. Evidence is relevant and applied directly to the psychological factors.		
<b>AC2.3 Technical procedures used to measure sporting performance.</b>	Outline in general terms some technical procedures used to measure sporting performance. Evidence is mainly descriptive with limited application.	Describe the technical procedures used to measure sporting performance including notational and observational analysis. Evidence has some relevant application and linked directly to the technical factors.	Explain why the technical procedures would be used to measure sporting performance including notational and observational analysis. Evidence is relevant and applied directly to the technical factors.		
	<b>Assessor comments</b>				

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
<b>AC3.1 Strategies to improve physiological performance.</b>	Outline strategies to improve physiological performance. Judgements are mainly subjective and straightforward.	Describe the strategies to improve physiological performance. Strategies must include training and nutritional plans, Judgements have some reasoning with reference to information in the scenario.	Explain why the strategies to improve physiological, psychological and technical performance would be used. Judgements are clear and evidence is relevant. The strategies are applied directly to the physiological factors provided in the scenario.	Evaluate how the relevant strategies improve physiological, psychological and technical performance. Judgements are comprehensive and reference the information provided in the scenario. There is a clear and reasoned link between the strategy and the improvement in performance.	
<b>AC3.2 Strategies to improve psychological performance.</b>	Outline strategies to improve psychological performance. Judgements are mainly subjective and straightforward.	Describe the strategies to improve psychological performance. Strategies must include goal setting. Judgements have some reasoning with reference to information in the scenario.			
<b>AC3.3 Strategies to improve technical performance.</b>	Outline strategies to improve technical performance. Judgements are mainly subjective and straightforward.	Describe the strategies to improve technical performance. Strategies must include movement analysis and feedback. Judgements have some reasoning with reference to information in the scenario.			
	<b>Assessor comments</b>				

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
<b>AC4.1 Analyse and review the performance data.</b>	Outline some information from a limited range of sources. Identifies some issues faced by the individual in the scenario, but without reference to specific information.	Describe some of the appropriate information from available sources. Identifies key issues faced by the individual in the scenario. There is some use of specific information to support analysis. Describes the plan to improve performance	Explain the reviewed information from a range of different sources. Some synthesises' the information and explains the reasoning for the performance plan. There is use of the specific information throughout from the scenario.	Analyse a range of information from different sources. Synthesises information from different sources to differentiate the level of effect factors have on the sporting performance of the individual in the scenario. Uses different sources of information as evidence to support analysis.	
	<b>Assessor comments</b>				
<b>AC4.2 Review options for improvement in performance.</b>	Outline the options for improving performance. Most of the content is generalised with limited reference to the information in the scenario.	Describe the options for improving performance in the plan. There is some reference to information provided in the scenario, although significant parts are generalised	Explain the options for improving performance in the plan. Some reasoning and some reference to information provided in the scenario	Analyse the options for improving performance. Advantages and disadvantages of options are reasoned with specific reference to information provided in the scenario.	
	<b>Assessor comments</b>				