



# **WJEC LEVEL 1/2 AWARD IN SPORT**

## **SPECIFICATION**

**For first certification from 2015**



# Contents

	<b>Page</b>
<b>1. Introduction</b>	
<b>1.1 Qualification title and code</b>	<b>2</b>
<b>1.2 Statement of purpose</b>	<b>2</b>
<b>2. Qualification Structure</b>	<b>4</b>
<b>3. Assessment</b>	
<b>3.1 External assessment</b>	<b>5</b>
<b>3.2 Internal assessment</b>	<b>5</b>
<b>3.3 Synoptic assessment</b>	<b>8</b>
<b>3.4 Standardisation</b>	<b>9</b>
<b>4. Grading</b>	<b>10</b>
<b>5. Units</b>	<b>12</b>
<b>6. Entry Procedures</b>	<b>35</b>
<b>7. External Moderation</b>	<b>36</b>
<b>8. Awarding and Reporting</b>	<b>38</b>
<b>9. Access and Special Consideration</b>	<b>39</b>
<b>10. Post-Results Services</b>	<b>40</b>
<b>11. Classification Codes</b>	<b>41</b>
<b>12. The Wider Curriculum</b>	<b>42</b>
<b>Appendices</b>	
<b>1. Unit Structure</b>	<b>44</b>
<b>2. Skills Mapping</b>	<b>46</b>

# 1 INTRODUCTION

## 1.1 Qualification title and code

This specification covers the following qualifications:

601/4547/X WJEC Level 1/2 Award in Sport.

## 1.2 Statement of purpose

The sports industry is a diverse sector with a wide range of employment opportunities. This can include working as a leisure attendant, a professional coach, professional athlete and events manager. Some jobs, such as a sports journalist, are even in different industries.

The WJEC Level 1/2 Award in Sport is designed to mainly provide learners in schools and colleges with a broad introduction to the world of sport. Successful completion of the qualification, together with other relevant qualifications at Level 2 such as GCSE English, Maths and Science, could lead to learners progressing into Further Education and/or training. This could include:

- A Level in Physical Education
- A Level in Biology
- Level 3 vocational qualifications in Sport

Learners may also progress onto level 2 qualifications, which may include more specialist vocational qualifications such as:

- Level 2 Certificate in Coaching
- Level 2 Certificate in Leisure Operations

Learners may also progress to Level 2/3 apprenticeships as a fitness instructor or leisure centre assistant.

There are no formal entry requirements for this qualification. It is likely to be studied by 14-16 year olds in schools alongside GCSEs.

This is the qualification structure:

WJEC Level 1/2 Award in Sport				
Unit Number	Unit Title		Assessment	GLH
1	Sports Campaigning	Mandatory	Internal	30
2	Improving Sporting Performance	Mandatory	External	30
3	Fitness for Sport	Mandatory	Internal	60

Learners must complete **ALL** mandatory units.

The structure of the qualification has been designed to introduce learners to a broad range of necessary knowledge and understanding in relation to sport. Learners also develop transferable skills, such as planning, communication and evaluation that support progression to further education and training. Each unit gives learners the opportunity to apply their learning through tasks that have many of the characteristics of real work in the sports industry.

The qualification has been devised around the concept of a 'plan, do and review' approach to learning. This approach mirrors many work related activities in sport and provides learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of working in sport and wider opportunities for further education or training. Although the purpose of this qualification is not to prepare learners for employment, it will provide them with an overview of the types of career opportunities available.

In addition to the WJEC Level 1/2 Award in Sport, there is also the Level 1/2 Certificate in Sport. This qualification is designed to be delivered in schools for 14-16 year olds alongside GCSEs and 14-19 year olds in colleges as part of a broader learning programme. It has similar characteristics to the WJEC Level 1/2 Award in Sport, including some of the same units. This is the qualification structure of the WJEC Level 1/2 Certificate in Sport:

WJEC Level 1/2 Certificate in Sport				
Unit Number	Unit Title		Assessment	GLH
1	Sports Campaigning	Mandatory	Internal	30
2	Improving Sporting Performance	Mandatory	External	30
3	Fitness for Sport	Mandatory	Internal	60
4	Sports Events	Mandatory	External	30
5	Sports Analysis	Optional	Internal	30
6	Skills Development	Optional	Internal	30
7	Increasing Participation	Optional	Internal	30
8	Sports Technology	Optional	Internal	30

Learners must complete **ALL** mandatory units and **THREE** optional units.

## 2 QUALIFICATION STRUCTURE

### WJEC Level 1/2 Award in Sport

Unit Number	Entry Code	WJEC Level 1/2 Award in Sport			
		Unit Title		Assessment	GLH
1	9891	Sports Campaigning	Mandatory	Internal	30
2	9892	Improving Sporting Performance	Mandatory	External	30
3	9893	Fitness for Sport	Mandatory	Internal	60

Learners must complete **ALL** mandatory units.

## **3 ASSESSMENT**

The WJEC Level 1/2 Award in Sport is assessed using a combination of internal and external assessment.

### **3.1 External assessment**

**The following unit will be externally assessed:**

#### **Unit 2: Improving Sporting Performance**

Details of each external assessment are as follows:

- An assignment will be produced each academic year and cannot be opened before May 1<sup>st</sup> each year
- It is a **six** hour timed, supervised assessment
- Learners are not allowed to collaborate during times when they are working on assessment tasks
- The externally set assignment will set out the resources that must be provided for all learners
- Learners must complete the assessment within three weeks of it being opened by the centre
- Centres must ensure that where learners complete the external assessment in more than one session, there are processes in place to ensure that their evidence cannot be accessed between sittings
- Each session must be logged. A time sheet will be provided by WJEC for this purpose
- The assessment will cover all learning outcomes for the unit. It will indicate which assessment criteria are targeted for the assessment
- Each external assessment will involve the learner in bringing together and making connections between the knowledge, understanding and skills learned throughout the unit and applying these by responding to information provided in a scenario. Each assignment will include a scenario that will set the context for the tasks
- Each unit has a section 'Assessment' that will provide further details on the nature of each externally set assignment
- WJEC will produce a mark scheme which will be used as the basis for marking the external assessment
- The assessment will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction
- Supervision and timing of externally assessed units must be fully documented in accordance with WJEC requirements.

### **3.2 Internal assessment**

**The following units will be internally assessed:**

- **Unit 1: Sports Campaigning**
- **Unit 3: Fitness for Sport**

For internal assessment, the WJEC Level 1/2 Award in Sport has 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.

The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment
- Controls for assessment of each internally assessed unit are provided in a model assignment
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit
- Performance bands are provided for Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. Evidence must clearly show how the learner has met the standard for the higher grades.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking.

### **Task setting**

For internal assessment, WJEC has produced model assignments for each unit. Centres are, however, allowed to modify the assignment within specified parameters. This will allow centres to tailor the assessment to local needs. The 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 that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company. Further details are in the statement of purpose in Section 1.2
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment
- The assignment must provide each learner with the opportunity to address all assessment criteria and all performance band requirements
- The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment
- 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 available from WJEC.

### **Task taking**

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

### **Time**

Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.



## Resources

The assessor can determine which resources should be provided to all learners to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

## Supervision

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. 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 should not 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.

Learners can review and redraft evidence independently within the time controls for the assessment.

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

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

## Collaboration

The model assignment will indicate whether:

- Group work must take place
- Group work is forbidden
- Centres can elect to complete tasks through group work.

Where group work takes place, the following principles must be applied:

- Tasks should allow each member of the group to have full access to all performance bands for all assessment criteria
- Learners **must** provide an individual response as part of any task outcome
- Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc.) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc.)
- Evidence must be clearly attributable to each individual member of the group
- Individual contributions must be clearly identified and stated on the accompanying authentication sheet which must be signed by both the teacher and the candidate
- Assessment of the individual must be based on the individual contribution to the evidence produced
- Learners' achievement must not be affected by the poor performance of other group members
- Learners' achievement must not benefit from the performance of other group members.

## Re-submission

Learners may re-enter internally assessed units. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to re-sit an internally assessed unit, one of the following options **must** be taken:

- The candidate must create a new piece of work within the same group
- The candidate must create a new piece of work within a new group
- The candidate must create a new piece of work with non-assessed candidates
- The candidate must create an individual piece of work.

The same levels of control for group work, as outlined above, will apply to candidates who choose to re-sit.

### Task marking

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

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

Performance evidence, for example of giving a presentation, must be made on observation records. Observation records will include a description of learner 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.

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 about 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.

### 3.3 Synoptic assessment

Synoptic assessment is:

*'a form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task'*

'Qualifications for 14 -16 year olds and Performance Tables: Technical guidance for Awarding Organisations' DfE p7

All units in WJEC Level 1/2 Award in Sport have been designed to require learners to develop their learning by working towards work related purposeful tasks. Learners will select and apply their learning in completion of these tasks. Each unit has also been designed to provide learners with an understanding of how the learning is relevant to the sector. Completion of the WJEC Level 1/2 Award in Sport would necessarily require learners to complete assessments where they select relevant learning to be applied to a key task that is relevant to the Sport sector. For example:

### **Unit 1: Sports Campaigning**

Through this unit learners gain an understanding of how different sports are governed and the issues faced by sports. They will learn how different sports deal with these issues and consider how these approaches could be applied by different sports. The key task is to plan a campaign on behalf of one sport, drawing from their learning of how a range of sports deal with issues. As such, they must consider the engagement of a range of job roles from across the whole vocational area.

### **Unit 2: Improving Sporting Performance**

It is through this unit that learners gain knowledge and understanding of working with sports people and how to get the best out of them. They learn different theories for how sports governing bodies, sports coaches, sports scientists and sports psychologists improve sporting performance. Learners are required to apply their understanding of theories to different types of sports and so extend their knowledge of the vocational sector developed through Sports Campaigning.

### **Unit 3: Fitness for Sport**

Learners gain knowledge and understanding of key scientific concepts relating to the function of the human body. They learn about different techniques which are used to develop fitness and how they affect body systems. They apply their knowledge and understanding to a key task of planning a fitness programme, building on the knowledge and understanding gained through Improving Sporting Performance. This provides learners with the transferable skill of planning but also extends their knowledge of the vocational sector to job roles related to sports coaches, sports physiotherapists and sports development officers.

These examples demonstrate how the qualification supports learners gaining a broad appreciation of the sport vocational sector, learning about a wide range of job roles through the completion of applied tasks. These examples show how learners are required to build on prior knowledge and understanding and apply them to sports contexts whilst demonstrating transferable skills.

## **3.4 Standardisation**

Centres are expected to standardise internal assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be submitted with learner evidence.

Where more than one assessor is involved, the centre must appoint a Lead Assessor. The role of the Lead Assessor is to:

- Document all activities
- Ensure that the assignment presented to learners is fit for purpose and complies with all controls
- Ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- Ensure all assessment activities are in accordance with the task taking controls for the unit
- Sample assessment judgements at appropriate times to ensure the performance bands are correctly and consistently applied
- Provide feedback to assessors
- Provide support to assessors on interpretation of performance band requirements.

## 4 GRADING

Unit achievement is based on a learner's ability to meet the assessment criteria. Units can be awarded a summative grade of Level 1 Pass, Level 2 Pass, Level 2 Merit or Level 2 Distinction.

### Awarding a summative unit grade

#### *Internally Assessed Units*

Performance bands have been written to enable learners to demonstrate their ability against the assessment criteria. There are no additional requirements to achieve higher grades.

To be awarded a **Level 1 Pass** grade for a unit, a learner must meet all of the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band.

To be awarded a **Level 2 Pass** grade for a unit, a learner must additionally meet all of the Level 2 Pass minimum requirements, as set out in the Level 2 Pass performance band.

To be awarded a **Level 2 Merit** grade for a unit, a learner must additionally meet all of the Merit minimum requirements, as set out in the Merit performance band.

To be awarded a **Level 2 Distinction** grade for a unit, a learner must additionally meet all of the minimum requirements, as set out in the Distinction performance bands.

#### *Externally Assessed Units*

For **Unit 2: Improving Sporting Performance**, each learning outcome will be assessed at each assessment opportunity. Each learning outcome has equal weighting. The AC to be assessed will be specified in each assignment.

### Grading the qualification

Each WJEC Level 1/2 Award in Sport will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction\*.

The qualification grade is awarded on the basis of the aggregation of unit grades achieved. Each unit grade achieved by learners will be translated to a Unit Mark for the purpose of awarding the qualification. Learners who have achieved a Unit Mark for each unit will be awarded a grade for the qualification. Learners who do not achieve a grade for each unit will receive unit certification.

Marks available are shown in the following table:

Units	Marks per Unit			
	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Unit 1	1	2	3	4
Unit 2	1	2	3	4
Unit 3	2	4	6	8

The qualification grade is then calculated by comparing the learner's mark score to the qualification grade table below:

<b>Qualification</b>	<b>Overall grading marks</b>	
<b>WJEC Level 1 Award in Sport</b>	Pass	4-6
<b>WJEC Level 2 Award in Sport</b>	Pass	7-10
	Merit	11-13
	Distinction	14-15
	Distinction*	16

# 5 UNITS

## Unit 1 Sports Campaigning

WJEC unit entry 9891

Guided learning hours 30

### Aim and purpose

The purpose of this unit is for learners to plan a campaign related to an issue affecting sport development.

### Unit introduction

Should t-shirt message celebrations lead to a player fine? What strategies do sports' national governing bodies have in place to prevent racism in sports? Is safe standing an effective strategy for promoting the health and safety of football spectators? Should all team sports allow mixed gender competitive teams? Should the Olympic standards change to allow for the participation of disabled athletes? Should the 'free swim scheme' return?

There are many issues that different sports face, from a lack of funding to the exploitation of spectators. Sports governing bodies, government agencies, funding bodies and sports clubs all have a role to play in sports development. They have initiatives in place to compensate for issues that affect participation levels, elite performance and employment opportunities. Some of those initiatives involve campaigns that aim to change the behaviour of individuals, clubs, governing bodies and funding agencies.

Through this unit, you will learn about how three sports are governed from local to national level. You will learn about the initiatives they have introduced and the issues they face that affects the development of their sports. You will develop the skills you need so that you can use what you have learned to plan a campaign for change in a sport.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	<b>Learners should learn about the governance of at least three sports. These must include at least one team sport and one individual sport.</b>
<b>LO1</b> know how sports development is organised	<b>AC1.1</b> describe the role of <b>sports organisations</b> in <b>sports development</b>	<b>Sports organisations</b> <ul style="list-style-type: none"> <li>• Governing bodies</li> <li>• Government agencies</li> <li>• Local authorities</li> <li>• Sports clubs</li> <li>• Funding agencies e.g. UK Sport</li> </ul> <b>Sports development</b> <ul style="list-style-type: none"> <li>• Increasing participation</li> <li>• Elite performance</li> <li>• Employment opportunities in sport</li> </ul>
	<b>AC1.2</b> describe sports development <b>initiatives</b>	<b>Initiatives</b> <ul style="list-style-type: none"> <li>• Local</li> <li>• National</li> </ul>
<b>LO2</b> understand how issues are dealt with by sports organisations	<b>AC2.1</b> describe <b>issues</b> affecting development of sport	<b>Issues</b> Learners must learn how issues are affecting the development of the sports studied. Issues could include the use of drugs, sponsorship, racism, commercialisation, corruption, ethics, public perception, role of media, club v country, finance, health and safety, access for all.
	<b>AC2.2</b> explain <b>actions</b> used by sports organisations to mitigate for negative issues	<b>Actions e.g.</b> <ul style="list-style-type: none"> <li>• Use of media</li> <li>• Funding</li> <li>• Rules</li> <li>• Sanctions</li> <li>• Public relations</li> </ul>
	<b>AC2.3</b> explain <b>actions</b> used by sports organisations to maximise positive issues	
<b>LO3</b> be able to plan campaigns for change	<b>AC3.1</b> assess <b>methods</b> used in campaigns for change	<b>Methods</b> <ul style="list-style-type: none"> <li>• Media used e.g. blogs, viral messaging, social networking, direct lobbying, events</li> <li>• Materials used e.g. leaflets, blogs, press releases, merchandise</li> </ul>

	<b>AC3.2 plan</b> a campaign for change in a sport	<b>Plan</b> <ul style="list-style-type: none"><li>• Aims and objectives</li><li>• Target audience</li><li>• Methods to be used</li><li>• Materials to be used</li><li>• Timescales</li><li>• Resources needed</li></ul>
	<b>AC3.3 design materials</b> for use in campaigning for change	<b>Materials</b> <ul style="list-style-type: none"><li>• Leaflets</li><li>• Blogs</li><li>• Press releases</li><li>• Digital advert e.g. for Facebook, for Twitter</li><li>• Merchandise</li></ul>



Learning outcome	Assessment criteria	Performance bands			
		Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Know how sports development is organised	AC1.1 Describe the role of sports organisations in sports development	Outlines in general terms the role of sports organisations in sports development.	Describes the roles of a range of organisations in the development of three sports. Evidence may have significant omissions, although each sport and each aspect of sport development will be addressed.	Describes the roles of a range of organisations in the development of three sports. Some elements of the description are detailed.	Describes in detail the roles of a range of organisations in the development of three sports.
	AC1.2 Describe sports development initiatives	Outlines a range of sports development initiatives, some of which are relevant.	Describes a range of sports development initiatives that are mainly relevant.		
LO2 Understand how issues are dealt with by sports organisations	AC2.1 Describe issues affecting development of sport	Outlines how issues are affecting development of different sports.	Describes how issues are affecting the development of different sports. Issues described are mainly relevant.		
	AC2.2 Explain actions used by sports organisations to mitigate for negative issues	Outlines actions used by sports organisations to mitigate for negative issues. Evidence is mainly descriptive.	Explains actions used by sports organisations to mitigate for negative issues. Explanations have some reasoning.	Explains actions used by sports organisations to mitigate for negative issues. Explanation is mainly well-reasoned and related to the planned campaign.	Explanation of actions used by sports organisations to mitigate for negative issues is clear and well-reasoned and related to the planned campaign.
	AC2.3 Explain actions used by sports organisations to maximise	Outlines actions used by sports organisations to maximise positive issues. Evidence is mainly descriptive.	Explains actions used by sports organisations to maximise positive issues. Explanations have some reasoning.	Explains actions used by sports organisations to maximise positive issues. Explanation is mainly well-reasoned	

	positive issues			and related to the planned campaign.	
<b>LO3</b> Be able to plan campaigns for change	<b>AC3.1</b> Assess methods used in campaigns for change	Outlines methods used in campaigns for change. There is some attempt to make judgements with limited reasoning.	Assesses methods used in campaigns for change. Assessments have some reasoning for conclusions.		
	<b>AC3.2</b> Plan a campaign for change in a sport	Plan for a campaign for change includes key actions and milestones.	Plan for a campaign for change addresses all planning requirements and clearly shows key actions and milestones.	Plan for a campaign for change addresses all planning requirements, some of which are in detail. Plan is presented clearly.	Plan for a campaign for change clearly addressing all planning requirements in some detail. Plan is presented clearly.
	<b>AC3.3</b> Design materials for use in campaigning for change	Materials are produced for use in campaign for change. Some elements of design are evident in materials.	Materials are produced for use in campaign for change. There is some application of design principles in each material. There is a relationship between materials and planned campaign.	Materials are produced for use in campaign for change. Consistent application of design principles are applied across all materials. There is a clear relationship between materials and planned campaign.	

## **Assessment**

### **Requirements for centres**

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

### **Task setting**

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to its use. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

### **Task taking**

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment
- Direction on requirements for direct supervision is provided in the model assignment
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give consortia additional guidance to help to manage the assessment task.

### **Task marking**

The centre must mark learner's assessment evidence against the performance bands for each assessment criteria. The performance bands describe the depth to which each assessment criterion has been achieved by the learner.

## **Guidance for Delivery**

### **Making teaching vocationally relevant**

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- arranging visits to a sports facility to meet with sports participants
- presentations from a local sports development officer involved in campaigning for change
- participating in a work related project such as a local campaign on behalf of a social enterprise.

The following are examples of approaches to delivery which could be used to enhance the learners' understanding of how to plan a campaign for a response to an issue affecting sport development.

#### **Example 1**

Learners meet with local representatives of a sport governing body. The representatives set learners a project in relation to an issue facing the sport locally. Learners work in groups to research the issue. This includes how the issue is affecting other sports and how those sports are dealing with the issue. Each group then takes an idea from their research and plans a campaign using that idea. They carry out the campaign with a sector of the local community such as within the centre or a local community centre. The learners review the effect of their campaign and present their findings to the sport governing body.

#### **Example 2**

Learners receive a master class from a public relations organisation involved in campaigning. Learners are given different activities to complete as part of the master class including designing campaign materials, planning campaigns, evaluating success.

#### **Example 3**

Learners visit a local sports club and carry out research amongst members for their views on one or more issues affecting the sport. The research also includes proposals for how to deal with the issue. Learners analyse the results of their research and present a report to the sports club on the best way to deal with the issue.

### **Making Contacts**

Examples of organisations that may be approached to provide help include:

- Sports clubs
- Universities
- PR organisations
- Sports development officers
- Sports governing bodies.

## **Skills**

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

## **Resources**

### **Websites**

[www.uk sport.gov.uk](http://www.uk sport.gov.uk)

<https://www.gov.uk/government/organisations/department-for-culture-media-sport>

[www.bbc.co.uk/learningzone](http://www.bbc.co.uk/learningzone)

[www.sportengland.org](http://www.sportengland.org)

[www.disability-sport-wales.org](http://www.disability-sport-wales.org)

<http://www.equalityhumanrights.com/advice-and-guidance/a-free-primary-careers-education-resource/visits-and-employer-engagement/sports/>

## Unit 2                      Improving Sporting Performance

**WJEC unit entry**                      9892

**Guided learning hours**            30

### **Aim and purpose**

The purpose of this unit is for learners to gain the knowledge and understanding needed to analyse performance of individuals and review options to improve performance.

### **Unit introduction**

Why do some teams fall apart when they go behind in a game? How can you improve the confidence of a striker that isn't scoring goals? How do personal issues affect performance on the field? How do you know what is affecting an individual's performance? Is there such a thing as trying too hard or too much training?

There are many reasons why an individual could be performing below their potential. It may be because they are anxious about contract negotiations or they have the wrong diet, or simply they just do not have the skill or technical knowledge to do better in the sport. To get the most out of a sports person, it is important to understand the reasons behind any weaknesses in performance. Sports coaches, physiotherapists, sports psychologists, sports scientists, analysts, nutritionists and strength and conditioning coaches all have a role to play in assisting an individual to improve performance whether they are an elite sports person or budding amateur.

Through this unit you will learn about psychological, physiological and technical factors that affect performance. You will learn about how to measure the effect of these factors on performance, analyse the results and determine the best way to improve the performance of that individual.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO1</b> understand factors affecting sporting performance	<b>AC1.1</b> explain how <b>psychological factors</b> can affect performance in sport	<b>Psychological factors</b> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Arousal</li> <li>• Anxiety</li> <li>• Personality types</li> </ul>
	<b>AC1.2</b> explain how <b>physiological factors</b> can affect performance in sport	<b>Physiological factors</b> <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Sleep/rest</li> <li>• Training</li> </ul>
	<b>AC1.3</b> explain how <b>technical factors</b> can affect performance in sport	<b>Technical factors</b> <ul style="list-style-type: none"> <li>• Techniques</li> <li>• Technology</li> <li>• Tactics</li> <li>• Skill levels</li> </ul>
	<b>AC1.4</b> describe <b>techniques</b> used to measure sporting performance	<b>Techniques</b> <ul style="list-style-type: none"> <li>• Personality test</li> <li>• Observation</li> <li>• Wagon wheels</li> <li>• Fitness tests</li> <li>• Diary</li> <li>• Performance analysis</li> <li>• Video</li> <li>• Notation</li> </ul>
<b>LO2</b> understand how sporting performance can be improved	<b>AC2.1</b> assess <b>strategies</b> to improve psychological performance	<b>Strategies</b> <ul style="list-style-type: none"> <li>• Imagery</li> <li>• Mental rehearsal</li> <li>• Self talk</li> <li>• Goal setting</li> </ul>
	<b>AC2.2</b> assess <b>strategies</b> to improve physiological performance	<b>Strategies</b> <ul style="list-style-type: none"> <li>• Training programmes</li> </ul>

		<ul style="list-style-type: none"> <li>• Diet</li> </ul>
	<b>AC2.2</b> assess <b>strategies</b> to improve technical performance	<b>Strategies</b> <ul style="list-style-type: none"> <li>• Coaching</li> <li>• Feedback</li> <li>• Practice</li> <li>• Training</li> <li>• Use of technological developments</li> </ul>
<b>LO3</b> Be able to review options for improvements in sporting performance	<b>AC3.1</b> analyse performance issues faced by sports participants	<b>Analyse</b> <ul style="list-style-type: none"> <li>• Filter information</li> <li>• Synthesise information</li> <li>• Identify salient points</li> </ul>
	<b>AC3.2</b> interpret <b>information</b>	<b>Information</b> <ul style="list-style-type: none"> <li>• Data</li> <li>• Text</li> <li>• Performance</li> <li>• Interview</li> </ul>
	<b>AC3.3</b> Review options for improvements in performance	<b>Review</b> <ul style="list-style-type: none"> <li>• Summarise different options</li> <li>• Advantages/disadvantages of different options</li> <li>• Use supporting information</li> </ul>



## Assessment

This unit is externally assessed. This will be through an assignment produced by WJEC, completed by learners under highly controlled conditions and marked by WJEC.

The specification for the external assessment is as follows:

- An assignment will be produced each academic year and cannot be opened before May 1<sup>st</sup> each year
- It is a **six** hour timed, supervised assessment
- Learners are not allowed to collaborate during times when they are working on assessment tasks
- The externally set assignment will set out the resources that must be provided for all learners
- Learners must complete the assessment within three weeks of it being opened by the centre
- Centres must ensure that where learners complete the external assessment in more than one session, there are processes in place to ensure that their evidence cannot be accessed between sittings
- Each session must be logged. A time sheet will be provided by WJEC for this purpose
- The assessment will cover all learning outcomes for the unit. It will indicate which assessment criteria are targeted for the assessment
- Each external assessment will involve the learner in bringing together and making connections between the knowledge, understanding and skills learned throughout the unit and applying these by responding to information provided in a scenario. The scenario will provide information on the performance of an individual or team involved in sport. This will include one or more options that could be taken to improve performance. The information will be presented in different formats, which may include the use of multimedia and online sources. In each assignment the learner will be required to:
  - analyse the information presented to determine the key issues affecting performance
  - review options available to assess their suitability for improving performance

In addition, learners may be required to propose their own solutions to the issues affecting performance.

- WJEC will produce a mark scheme which will be used as the basis for marking the external assessment.
- The assessment will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction
- Supervision and timing of externally assessed units must be fully documented in accordance with WJEC requirements.

## **Guidance for Delivery**

### **Making teaching vocationally relevant**

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Case studies on the performance of individuals or teams involved in sport
- Opportunities to observe coaching sessions with elite athletes
- Webinars with university lecturers and students.

The following are examples of approaches to delivery which could be used to enhance the learners' understanding of factors affecting performance of individuals and options to improve performance:

#### **Example 1**

Learners visit a training session and match of a local semi-professional sports team e.g. gymnastics, volleyball, tennis. Learners work in teams to observe the performance of individuals in both training and matches. Learners individually carry out one or more tests on the sports person, sharing results. In groups, they review their findings. They identify areas for development, ranking each in terms of the greatest effect on performance. Learners present feedback to individuals on their conclusions. They also present a report to the team coach. The coach and sports person provide feedback to learners and share their perspective on issues.

#### **Example 2**

Learners are partnered with undergraduates from a local university. Undergraduates carry out tests on learners to determine their psychological, physiological and/or technical performance in a particular sport. Undergraduates present findings to learners and discuss options available to improve performance in their related field. Learners work with undergraduates to develop an improvement plan and review after an agreed period.

#### **Example 3**

Learners participate in a coaching session of people inexperienced in a particular sport. They prepare a series of sessions using different methodologies to develop technical abilities. Learners deliver one session with a small group, evaluating the performance of the individuals in a group. Learners share results of their group's performance with other learners using a different methodology. They discuss issues related to the methodology used.

### **Making Contacts**

Examples of organisations that may be approached to provide help include:

- Community sports groups
- Universities and college
- Local elite sports clubs
- National Governing Bodies for Sport
- British Association of Sport and Exercise Sciences (BASES).

## **Skills**

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, learning and thinking skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

## **Resources**

[www.bases.org.uk](http://www.bases.org.uk)

[www.uksport.gov.uk](http://www.uksport.gov.uk)

[www.rfu.com](http://www.rfu.com)

[www.bps.org.uk](http://www.bps.org.uk)

## Unit 3                      Fitness for Sport

**WJEC unit entry code**     9893

**Guided learning hours**    60

### **Aim and purpose**

The purpose of this unit is to develop in learners the knowledge, understanding and skills to plan training programmes to improve the fitness of individuals.

### **Unit introduction**

Does walking to school or work every day make a difference to my fitness? Why do I always feel tired half way through a football match? I run miles every week but can't seem to get any quicker, why is that? Is it OK to do an hour of training every week?

Whether you are taking part in a weekly aerobics session or taking a dog for a walk, playing cricket with friends or preparing for a competitive swimming meet; participants in sporting and active leisure activities need to achieve a level of fitness to both enjoy and complete their activities successfully. Physiotherapists in hospitals, coaches for sports teams, fitness instructors in leisure facilities and primary school teachers all play a role in helping individuals to improve their fitness.

With this unit, you will learn about different body systems and how they are affected by different types of exercise and training. You will learn about the components of fitness so that you can understand how they affect the body. Through this unit, you will develop planning skills so that you can plan a fitness training programme for an individual, based on their needs.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO1</b> know adaptations to body systems resulting from exercise	<b>AC1.1</b> describe the function of <b>body systems</b> <b>AC1.2</b> describe short term effects of exercise on <b>body systems</b> <b>AC1.3</b> describe long term effects of exercise on <b>body systems</b>	<b>Body systems</b> <ul style="list-style-type: none"> <li>• Cardio-vascular</li> <li>• Respiratory</li> <li>• Skeletal</li> <li>• Muscular</li> <li>• Energy</li> </ul>
<b>LO2</b> understand components of fitness for different physical activities	<b>AC2.1</b> explain <b>components of fitness</b> required for different <b>physical activities</b> <b>AC2.2</b> assess <b>components of fitness</b> of an individual against normative ranges <b>AC2.3</b> describe <b>factors</b> affecting components of fitness	<b>Components of fitness</b> <ul style="list-style-type: none"> <li>• Health related components e.g. flexibility, body composition</li> <li>• Skill related components e.g. power, coordination</li> </ul> <b>Physical Activities</b> <ul style="list-style-type: none"> <li>• Recreational activities e.g. walking, cycling, skateboarding</li> <li>• Competitive sports e.g. gymnastics, rugby, skiing</li> </ul> <b>Factors</b> <ul style="list-style-type: none"> <li>• Biological age</li> <li>• Life stage e.g. retired, parents</li> <li>• Gender</li> <li>• Genetic potential</li> </ul>
<b>LO3</b> understand the role of training in achieving improvements in fitness	<b>AC3.1</b> describe the <b>principles of training</b> <b>AC3.2</b> describe <b>training methods</b> for components of fitness <b>AC3.3</b> identify <b>resources</b> required for training sessions	<b>Principles of training</b> <ul style="list-style-type: none"> <li>• Setting training targets - specificity, progression, overload, reversibility, variance</li> <li>• Developing training programmes - frequency, intensity, time, type (FITT)</li> </ul> <b>Training methods</b> <ul style="list-style-type: none"> <li>• Cardio-vascular</li> <li>• Muscular strength</li> <li>• Muscular endurance</li> <li>• Flexibility</li> <li>• Components of a session</li> </ul> <b>Resources</b> <ul style="list-style-type: none"> <li>• Equipment</li> <li>• Facilities</li> </ul>

		<ul style="list-style-type: none"> <li>• Clothing</li> </ul>
	<b>AC3.4</b> explain effects of training methods on different <b>components of fitness</b>	<b>Components of fitness</b> <ul style="list-style-type: none"> <li>• Health related components e.g. flexibility, body composition</li> <li>• Skill related components e.g. power, coordination</li> </ul>
<b>LO4</b> be able to plan fitness training programmes	<b>AC4.1</b> set <b>training targets</b> for individuals based on test results	<b>Training targets</b> <ul style="list-style-type: none"> <li>• Specific</li> <li>• Measurable</li> <li>• Achievable</li> <li>• Realistic</li> <li>• Timed</li> </ul>
	<b>AC4.2</b> <b>sequence</b> training programme activities	<b>Sequence</b> <ul style="list-style-type: none"> <li>• Logical order</li> <li>• Timescale</li> </ul>
	<b>AC4.3</b> <b>present</b> training programme to an individual	<b>Present</b> <ul style="list-style-type: none"> <li>• Clarity of content</li> <li>• Logical structure</li> <li>• Supporting information</li> </ul>

Learning outcome	Assessment criteria	Performance bands			
		Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Know adaptations to the body resulting from exercise	AC1.1 Describe the function of body systems	Outlines functions of each body system.	Describes the function of each body system.		
	AC1.2 Describe short term effects of exercise on body systems	Outlines in general terms short term effects of exercise on a limited range of body systems.	Describes with limited detail a range of short term effects of exercise on a limited range of body systems of an individual.	Describes in detail a range of short term effects of exercise on a limited range of body systems of an individual.	
	AC1.3 Describe long term effects of exercise on body systems	Outlines in general terms long term effects of exercise on a limited range of body systems.	Describes with limited detail a range of long term effects of exercise on a limited range of body systems of an individual.	Describes in detail a range of long term effects of exercise on a limited range of body systems of an individual.	Describes in detail a range of long term effects of exercise on each body system of an individual.
LO2 Understand components of fitness for different physical activities	AC2.1 explain components of fitness required for different physical activities	Explains in general terms components of fitness required for different physical activities. Evidence is mainly descriptive with limited reasoning.	Provides an explanation of components of fitness required to meet some needs of a specific individual. Evidence is mainly descriptive with some reasoning.	Provides a reasoned explanation of components of fitness required to meet some needs of a specific individual.	Provides clear and well-reasoned explanation of components of fitness required to meet the needs of a specific individual.
	AC2.2 Assess components of fitness of an individual against normative ranges	Provides an indication of the relationship between components of fitness of an individual against normative ranges.	Assesses components of fitness of an individual against normative ranges. Conclusions may be straightforward and mainly accurate with minor inaccuracies.		
	AC2.3 Describe factors affecting	Outlines in general terms factors affecting	Describes with limited detail a range of	Describes in detail a range of factors	

	components of fitness	components of fitness.	factors affecting components of fitness for an individual.	affecting components of fitness for an individual.	
<b>LO3</b> Understand the role of training in achieving improvements in fitness	<b>AC3.1</b> Describe the principles of training	Outlines in general terms the principles of training.	Describes with some detail the principles of training.		
	<b>AC3.2</b> Describe training methods to for components of fitness	Describes in general terms training methods to improve fitness.	Describes with some detail training methods to improve the health and/or fitness of an individual. Some evidence may be general.	Describes in detail training methods to improve the health and/or fitness of an individual.	
	<b>AC3.3</b> Identify resources required for training methods	Identifies a limited range of appropriate resources for a range of training methods.	Identifies a range of appropriate resources required for training methods.		
	<b>AC3.4</b> Explain effects of training methods on different components of fitness	Explains in general terms effects of training methods on components of fitness. Evidence is mainly descriptive with limited reason and may have some omissions.	Provides an explanation of effects of training methods on some components of fitness for an individual. Evidence is mainly descriptive with some reasoning.	Provides a reasoned explanation of effects of training methods on some relevant components of fitness for an individual.	Provides clear and well-reasoned explanation of effects of training methods on relevant components of fitness for an individual.
<b>LO4</b> Be able to plan fitness training programmes	<b>AC4.1</b> Set training targets for individuals based on test results	Training targets are set in general terms. Presentation may lack clarity.	Training targets are set in general terms with some relevance to individual's test results and needs. Presentation may lack clarity.	Training targets are set that are mainly SMART with some relevance to individuals test results and needs. Presentation is mainly clear.	SMART training targets are set that are clearly presented and appropriate for an individual based on their test results and needs.
	<b>AC4.2</b> Sequence training programme	There is some evidence that activities in a training	Activities in a training programme are logically sequenced.	Activities in a training programme are logically sequenced in	



	activities	programme are sequenced appropriately.	There may be some minor omissions and inaccuracies.	relation to training methods.	
	<b>AC4.3</b> Present training programme to an individual	Training programme is presented with some clarity and structure.	Training programme is presented in an appropriate format to an individual. Presentation is mainly clear and well structured.		

## **Assessment**

### **Requirements for centres**

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

### **Task setting**

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to its use. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

### **Task taking**

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment
- Direction on requirements for direct supervision is provided in the model assignment
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give consortia additional guidance to help to manage the assessment task.

### **Task marking**

The centre must mark learner's assessment evidence against the performance bands for each assessment criteria. The performance bands describe the depth to which each assessment criterion has been achieved by the learner.

## **Guidance for Delivery**

### **Making teaching vocationally relevant**

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Master classes from practitioners in the use of different training methods
- Case studies on anonymous individuals and their health and fitness needs
- Resources related to testing of body systems.

The following are examples of approaches to delivery which could be used to enhance the learners' plan/fitness training programmes to meet the needs of individuals:

#### **Example 1**

The nursing faculty of a local university invites learners to visit and use its resources. Lecturers present a range of activities where learners work with resources to test their own and others health and fitness levels.

#### **Example 2**

One of the coaches of a local sports club visits the centre and presents learners with a range of anonymised case studies of their athletes. These include details of their current fitness levels. Learners review materials and set SMART targets and training programmes. Their training programmes are then reviewed against the training programmes set by the sports club coaches.

#### **Example 3**

Fitness professionals meet with learners in an outdoor environment to demonstrate a range of training methods that learners participate in. Learners are provided with a follow-up training plan which is implemented regularly. Learners test their fitness at different stages throughout in order to determine the effect of different training methods.

### **Making Contacts**

Examples of organisations that may be approached to provide help include:

- Hospitals
- Medical centres
- Care homes
- Physiotherapists
- Sports coaches
- Leisure centres
- Community centres
- University/ College/ School
- Youth clubs.

## **Skills**

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, learning and thinking skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

## **Resources**

### **Websites**

[www.bbc.co.uk/schools/gcsebitesize/pe/](http://www.bbc.co.uk/schools/gcsebitesize/pe/)

[www.topendsports.com/](http://www.topendsports.com/)

[www.brianmac.co.uk/](http://www.brianmac.co.uk/)

[www.teachpe.com](http://www.teachpe.com)

## **6** **ENTRY PROCEDURE**

WJEC Level 1/2 Award in Sport will be available for certification from June 2015.

Thereafter, each qualification will be available for certification each June.

Centres planning to offer this qualification must be registered as an accredited WJEC centre. For details on the application and accreditation, centres should contact WJEC.

Entries for the June series must be submitted no later than 21 February.

### **Unit entry**

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

### **Qualification entry**

Learners will be entered for the qualification when entering for aggregation (cash-in). Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

## 7 EXTERNAL MODERATION

The consistency of assessment practices and decisions across centres will be assured through the external moderation of a sample of work.

Each centre will have access to a consultative moderator. The consultative moderator will be available to discuss assessment requirements with centres.

Postal moderation will take place each year in June. For each series where learners are entered, centres will submit a sample, according to the formula below.

<i>Total number of candidates</i>	<i>Work to be submitted (Numbers relate to alphabetical order)</i>
1 – 10	All
11 - 19	1st and every second (1, 3, 5, 7 etc.) <b>plus</b> the lowest scoring* folder and additional folders as necessary (reflecting the spread of marks) to make a total sample of 10
20 - 45	1st and every fifth (1, 6, 11, 16 etc.) <b>plus</b> the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10
46 - 99	1st and every eleventh (1, 12, 23, 34 etc.) <b>plus</b> the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10

\* The score is based upon the marks the learners obtain for each of the units being submitted for moderation.

Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. WJEC may require all portfolios for moderation and centres must be able to comply immediately with such a request.

Centres should submit a sample for **each unit** that includes:

- The controlled assignment brief used to set the assessment activity
- A controlled assessment activities sheet completed and signed by the assessor to confirm that the controls for the unit, including authenticity of evidence, have been applied
- Completed mark record sheets outlining which performance bands are met by the evidence
- All evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- Task setting – were tasks set within the controls set by WJEC in the model assignment?
- Task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?

- Performance bands – does the evidence support assessor’s judgement of a learner against national standards?
- Annotation – is the evidence produced by learners appropriately annotated?
- Authentication- is it clear that the evidence submitted was authentically produced by the learner?
- Standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

### **Timetable**

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by 5 May for the June series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

### **Feedback**

The outcome of moderation will be to either accept or amend a centre’s assessment decisions. Guidance on actions needed before re-sitting of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided through a centre moderator’s report for each certification title, covering the units entered by the centre and will be accessible through WJEC secure website. The report will address the criteria referred to above.

A Principal Moderator’s report will be provided for each series.

## **8** **AWARDING AND REPORTING**

Awarding and reporting of results in WJEC Level 1/2 Award in Sport will take place in August of each year.

A **Qualification Certificate**, issued at a later date, will confirm the

- Title
- Level
- Grade of qualification (Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*)
- Unit titles contributing to the qualification



## **9 ACCESS AND SPECIAL CONSIDERATION**

Qualifications at this level often require assessment of a broad range of competencies. This is because they are vocational qualifications and prepare candidates for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

- (a) the choice of units and qualifications available, and
- (b) the potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document '*Access Arrangements and Reasonable Adjustments*'. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

## **10** *POST-RESULTS SERVICES*

If a centre wishes to query the outcome of the moderation and/or examination process this must be done formally by the head of the centre, notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator/examiner not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

## **11 CLASSIFICATION CODES**

Every specification is assigned a national classification code (discounting code) indicating the subject area to which it belongs. The classification code for this specification is MA1

Centres should be advised that where learners take two qualifications with the same classification code, performance indicators for the centre will show that they have only achieved one of the two qualifications. The same view may be taken if learners take two specifications that have different classification codes but have significant overlap of content. The discounting system affects the calculation of performance measures for a school in the performance tables. It does not alter the awards an individual learner has achieved or limit the qualifications they can take.

Learners who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Information on performance points can be obtained from DfE ([www.education.gov.uk](http://www.education.gov.uk)) and/or DAQW ([www.daqw.org.uk](http://www.daqw.org.uk)).

# 12 THE WIDER CURRICULUM

## **Opportunities for use of Technology**

The qualification provides opportunities to use a range of technologies including:

- The use of the Internet in carrying out secondary research, for example into how issues are dealt with in different sports
- The use of spreadsheet software when evaluating levels of fitness
- The use of multimedia when presenting ideas for sports campaigns

## **Spiritual, Moral, Ethical, Social and Cultural Issues**

There are opportunities to raise learners' awareness of a range of spiritual, moral, ethical, social and cultural issues. For example:

- Many of the issues to be considered in Sports Campaigning relate to moral and ethical issues
- The Fitness for Sport unit provides opportunities to consider social and cultural issues when planning fitness programmes

## **Citizenship**

Sports Campaigning provides learners with an opportunity to consider the role of volunteering and lobbying for change and how this can impact on both policy and practice.

## **Environmental Issues**

Learners can gain awareness of environmental issues through Sports Campaigning. Motor Sports have had to take account of environmental issues in the design of their products and hosting events can lead to noise and air pollution.

## **Health and Safety Consideration**

When planning fitness programmes, learners must consider health and safety issues. Sports' campaigning also provides opportunities for learners to consider health and safety from a positive perspective as they could review policies for sports development and how they support healthy child development.

## **The European Dimension**

Learners will gain knowledge of the European dimension when learning about how schools are governed.

# APPENDICES

## **Appendix 1- Unit Structure**

### **Unit title**

The unit title summarises in a concise manner the content of the unit.

### **Guided learning hours (GLH)**

Guided learning time represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lecturers, supervised practical periods and supervised study time.

### **Aim and purpose**

The aim and purpose provides a brief and clear summary of the unit. It also indicates the applied purpose for the unit.

### **Unit Introduction**

This is written to the learner and gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

### **Learning outcomes**

Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the unit.

### **Assessment Criteria**

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

### **Unit content**

The indicative content defines the breadth and depth of learning for an assessment criterion. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context.

In some learning outcomes unit content is given as an example (e.g.). This is used to exemplify the content only and learners can use any examples that they are taught in their summative assessments.

For some assessment criteria, no content is specified. Centres can determine the content to be learned based on local circumstances.

### **Performance Bands**

These are used to determine the summative unit grade. Performance bands do **not** add additional requirements to the assessment criteria. Performance bands are used to determine the grade for a unit.

### **Assessment**

WJEC Level 1/2 Award in Sport units are assessed through controlled internal assessment or external assessment. This section of the unit summarises assessment requirements.

### **Guidance for delivery**

This gives the tutor some ideas on how to deliver the units in a vocational setting consistent with the philosophy of the qualification and intent of the unit. A minimum of three sample contexts are provided for each unit. The guidance also gives ideas of vocational settings for the unit and suggests possible contacts that could be made in the delivery of the learning.

### **Resources**

This identifies useful resources to help in the delivery of the learning. Many of the resources listed are suitable for using with learners.

## Appendix 2 - Skills Mapping

### Personal, Learning and Thinking Skills (PLTS)

<b>PLTS</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
Independent enquirers	✓	✓	✓
Creative thinkers	✓	✓	✓
Reflective learners	✓	✓	✓
Team workers	✓	✓	✓
Self managers	✓	✓	✓
Effective participators	✓	✓	✓

### KEY SKILLS AND ESSENTIAL SKILLS (WALES)

#### Application of Number

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
Understand numerical data			✓
Carry out calculations			✓
Interpret results and present findings			✓

#### Communication

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
Speaking and listening	✓	✓	✓
Reading	✓	✓	✓
Writing	✓	✓	✓



**ICT**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
Use ICT systems	✓	✓	✓
Find, select and exchange information, using ICT	✓	✓	✓
Develop and present information, using ICT	✓	✓	✓

**Improving own Learning and Performance**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
Set targets using information from appropriate people and plan how these will be met	✓	✓	✓
Take responsibility for your learning, using your plan to help meet targets and improve your performance	✓	✓	✓
Review progress and establish evidence of your achievements	✓	✓	✓

**Problem Solving**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
Explore a problem and identify ways of tackling it	✓	✓	✓
Plan and implement at least one way of solving the problem	✓	✓	✓
Check if the problem has been solved and review your approach to problem solving	✓	✓	✓

**Working with Others**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
Plan work with others	✓	✓	✓
Seek to develop co-operation and check progress towards your agreed objectives	✓	✓	✓
Review work with others and agree ways of improving collaborative work in the future	✓	✓	✓