



WJEC LEVEL 1/2 CERTIFICATE IN SPORT

SPECIFICATION

For first certification from 2015

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1 INTRODUCTION

1.1 Qualification title and code

This specification covers the following qualifications:

601/4548/1 WJEC Level 1/2 Certificate 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, sports journalist and events manager.

The WJEC Level 1/2 Certificate in Sport is designed to mainly support learners in schools and colleges who want to learn about the sports sector and may be interested in pursuing a career in this industry. 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. These pathways may include Level 2/3 apprenticeships as a fitness instructor or leisure centre assistant. Learners may also progress onto level 2/3 qualifications, which may include more specialist vocational qualifications such as:

- Level 2 Certificate in Coaching
- Level 2 Certificate in Leisure Operations
- Level 3 Certificate in Treatment and Management of Injury in Sport
- Level 3 Certificate in Understanding Sports Performance

Alternatively, learners may progress to a broader programme of study such as GCEs which may include Physical Education, Physics, Maths or Design and Technology. The skills acquired through completion of the qualification such as organisation, communication and team work may enhance employment opportunities in junior roles within sport or other sectors.

There are no formal entry requirements for this qualification. It is likely to be studied by 14-16 year olds in schools alongside GCSEs, or in college by 16-19 year olds as part of a programme of study or learning programme.

This is the qualification structure:

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.

The structure of the qualification has been designed to develop the understanding and skills of learners across the sport sector. Each unit looks at a range of possible job roles and activities. Each unit focusses on a specific aspect designed to develop knowledge, skills and understanding through tasks that have many of the characteristics of real work in the sports industry. Each unit has an applied purpose which acts as a focus for the learning in the unit. This approach is called applied learning. This approach enables learners to learn in such a way that they develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project based research, development and presentation
- The fundamental ability to work alongside other professionals, in a professional environment

In addition to the WJEC Level 1/2 Certificate in Sport, there is also the Level 1/2 in Award in Sport. This smaller qualification is designed to be delivered in schools for 14-16 year olds alongside GCSEs. It has similar characteristics to the WJEC Level 1/2 Certificate in Sport, including some of the same units.

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

The purpose of the WJEC Level 1/2 Award, however, is not to support progression directly to employment, but to provide learners with a broad introduction to sport and the types of career opportunities available.

2 QUALIFICATION STRUCTURE

WJEC Level 1/2 Certificate in Sport

Unit Number	Entry Code	WJEC Level 1/2 Certificate 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
4	9894	Sports Events	Mandatory	External	30
5	9895	Sports Analysis	Optional	Internal	30
6	9896	Skills Development	Optional	Internal	30
7	9897	Increasing Participation	Optional	Internal	30
8	9898	Sports Technology	Optional	Internal	30

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

3 ASSESSMENT

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

3.1 External assessment

The following units will be externally assessed:

Unit 2: Improving Sporting Performance

Unit 4: Sports Events

Details of each external assessment are as follows:

- An assignment will be produced each academic year and cannot be opened before May 1st 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**
- **Unit 5: Sports Analysis**
- **Unit 6: Skills Development**
- **Unit 7: Increasing Participation**
- **Unit 8: Sport Technology**

For internal assessment, the WJEC Level 1/2 Certificate 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). 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 Certificate 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 Certificate 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.

Unit 4: Sports Events

There are many different types of sporting events. These can be international tournaments lasting several weeks held in different venues or a short coaching session with young children. In developing an understanding of the principles of event planning, learners also gain a wider appreciation of the range of organisations that contribute to the sports industry. They will use and extend the skills developed in Sports Campaigning and Fitness for Sport in proposing and planning a sporting event.

Unit 5: Sports Analysis

Through this unit, learners will gain a greater awareness of sport governance developed in Sports Campaigning with a focus on the rules of different sports. Learners develop and apply Maths skills to analyse the performance of both officials and participants. This will necessitate them building on their understanding of Improving Sporting Performance to identify performance issues and make judgements about individuals in a sporting event. The unit extends their understanding of the roles of those directly involved in sports events: coaches, managers, physiotherapists, psychologists and governing bodies. It also introduces them to the role of the media in analysing performance and so extends their understanding of the vocational sector.

Unit 6: Skills Development

Learners build on their understanding of Fitness for Sport and Improving Sporting Performance thought this unit. New content allows learners to gain an understanding of different techniques used to develop specific skills. They will assess a number of different approaches to enable them to plan for skills development. This understanding and skill is used across the sector in different roles from those of governing bodies to individual personal trainers and coaches.

Unit 7: Increasing Participation

The engagement of individuals in sport is seen as one way of dealing with a number of social issues from anti-social behaviour to obesity. This unit builds on the understanding gained through Sports Campaigning and how sports deal with different types of issue and the principles of event planning in Sports Events to extend and apply an understanding of the vocational sector. Learners will undertake the key task of researching local participation rates and barriers and opportunities that exist to increase participation.

Unit 8: Sport Technology

Learners extend their understanding of science in sport developed in the Fitness for Sport unit to address and apply scientific theories to the development of products. This unit will extend learners' knowledge of the sector, building on their understanding developed in Improving Sporting Performance to consider the role that product developments have in improving performance and participation.

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** and **Unit 4: Sports Events**, 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 Certificate 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
Unit 4	1	2	3	4
Unit 5	1	2	3	4
Unit 6	1	2	3	4
Unit 7	1	2	3	4
Unit 8	1	2	3	4

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

Qualification	Overall grading marks	
WJEC Level 1 Certificate in Sport	Pass	8-13
WJEC Level 2 Certificate in Sport	Pass	14-19
	Merit	20-26
	Distinction	27-29
	Distinction*	30-32

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>	Learners should learn about the governance of at least three sports. These must include at least one team sport and one individual sport.
LO1 know how sports development is organised	AC1.1 describe the role of sports organisations in sports development	Sports organisations <ul style="list-style-type: none"> • Governing bodies • Government agencies • Local authorities • Sports clubs • Funding agencies e.g. UK Sport Sports development <ul style="list-style-type: none"> • Increasing participation • Elite performance • Employment opportunities in sport
	AC1.2 describe sports development initiatives	Initiatives <ul style="list-style-type: none"> • Local • National
LO2 understand how issues are dealt with by sports organisations	AC2.1 describe issues affecting development of sport	Issues 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.
	AC2.2 explain actions used by sports organisations to mitigate for negative issues	Actions e.g. <ul style="list-style-type: none"> • Use of media • Funding • Rules • Sanctions • Public relations
	AC2.3 explain actions used by sports organisations to maximise positive issues	
LO3 be able to plan campaigns for change	AC3.1 assess methods used in campaigns for change	Methods <ul style="list-style-type: none"> • Media used e.g. blogs, viral messaging, social networking, direct lobbying, events • Materials used e.g. leaflets, blogs, press releases, merchandise

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

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.	
LO3 Be able to plan campaigns for change	AC3.1 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.		
	AC3.2 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.
	AC3.3 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

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

www.bbc.co.uk/learningzone

www.sportengland.org

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

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

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 1st 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

www.uksport.gov.uk

www.rfu.com

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

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

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.	
LO3 Understand the role of training in achieving improvements in fitness	AC3.1 Describe the principles of training	Outlines in general terms the principles of training.	Describes with some detail the principles of training.		
	AC3.2 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.	
	AC3.3 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.		
	AC3.4 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.
LO4 Be able to plan fitness training programmes	AC4.1 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.
	AC4.2 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.	
	AC4.3 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/

www.topendsports.com/

www.brianmac.co.uk/

www.teachpe.com

Unit 4 Sports Events

WJEC unit entry 9894

Guided learning hours 30

Unit aim and purpose

The purpose of this unit is for learners to develop the knowledge, understanding and skills to plan sporting events.

Unit Introduction

How difficult is it to plan for a major sport event such as a World Championships or an Olympic Games? How long does it take to plan for a sports event? What are the key risks to the success of a sports event? What happens if there is a problem with equipment? How important is marketing to the success of an event?

From major international tournaments to hosting a game of cricket, sports events are a major employer and contributor to the economy. Whilst there are project managers and organisations that specialise in organising events many sports events are organised by non-specialists. These could include members of sports clubs, volunteers and charities.

Through this unit you will have the opportunity to plan and run a number of sporting events. Through this practical experience, you will learn about the principles of event planning and the types of issues that need to be considered to ensure a sports event is a success. You will develop planning skills so that you can plan a sporting event.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
LO1 know the principles of sports event planning	AC1.1 describe different types of sport events	Sport events <ul style="list-style-type: none"> • Competitive • Recreational • Fundraising
	AC1.2 describe the planning activities involved in organising an event	Activities <ul style="list-style-type: none"> • Location • Resources required • Marketing • Communication • Setting and meeting of aims and objectives • Allocating of roles and responsibilities • Setting and working within a budget
	AC1.3 describe requirements of sport event users	Users <ul style="list-style-type: none"> • Participants • Spectators • Others e.g. media, dignitaries
	AC1.4 state sport event objectives	Objectives <ul style="list-style-type: none"> • SMART
	AC1.5 describe the roles and responsibilities of individuals involved in sport event organisation	
LO2 understand the factors affecting sport events	AC2.1 analyse factors that affect sport events	Factors <ul style="list-style-type: none"> • External e.g. adverse weather • Insufficient resources e.g. staff due to illness • Technical • Health and safety
	AC2.2 explain how event activities meet regulatory requirements	Regulation <ul style="list-style-type: none"> • Licensing • Health and safety • Insurance • Permissions

<p>LO3 be able to plan sport events</p>	<p>AC3.1 plan a sports event</p>	<p>Plan</p> <ul style="list-style-type: none"> • Sequencing activities • Resources required • Timing • Monitoring • Evaluation
	<p>AC3.2 suggest event contingency plans to minimise potential risks</p>	<p>Risks</p> <ul style="list-style-type: none"> • Health and safety • Cancellation due to external factors e.g. weather • Legal
	<p>AC3.3 explain how experience of running events informs event proposals</p>	<p>Learners must have had the opportunity to plan, run and evaluate a minimum of three sporting events as part of the learning programme before engaging with the summative assessment.</p>

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 1st 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
- Learners will be allowed to use any evidence of their involvement of running events. This evidence must be approved by the centre and the assessment supervisor will need to sign a document to confirm the evidence was produced as part of the learner involvement in participating in the running of events
- 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 relate to the potential for a sporting event to take place. It will provide information on the purpose of the event. There will also be some background information. This will vary but could include, for example information related to the locality, potential participants, budget, resources etc. The scenario could be presented in different formats, including multimedia. In the assessment learners may be required to:
 - Recommend an event to meet requirements
 - Plan an event
 - Promote their involvement in planning and/or running an event
- 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:

- arranging visits to sporting events to observe the organisation required
- presentations from professionals that have been involved in event planning
- work related projects set by organisations requiring a sports event organised.

The following are examples of approaches to delivery which could be used to enhance the learners understanding of how to plan sporting events:

Example 1

A local social enterprise is looking to raise funds for improvements to a community facility. Learners work in groups to propose a sporting event for the fundraising activity. Each group presents their proposals to representatives of the social enterprise, who select the approach they want to use. Learners then plan and run the event. After the event, they carry out a review evaluating what they have learned about event planning from the process.

Example 2

A local school is planning to hold a sports day. Learners plan and run the event on behalf of the school. They carry out research amongst participants to determine how well their needs were met. After the event, the learners analyse feedback from spectators, evaluating what they have learned about participant requirements.

Example 3

Learners attend a sporting event. In preparation for the event, they establish criteria that can be used to assess how well the event meets spectator requirements. After the event, they analyse their findings and compile a list of spectator requirements. Learners then explore how the list may be related to different types of sporting events, including large scale tournaments such as World Championships.

Making Contacts

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

- Sports clubs
- Community organisations
- Social enterprises
- Events planning organisations
- Project managers.

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

http://www.kentsport.org/pdfs/sports_sheet_sports_events_checklist.pdf

<http://www.eventscotland.org/assets/772>

<http://www.sportwales.org.uk/media/444623/mediaguideorganisinganevent.pdf>

<http://www.uksport.gov.uk/docLib/Publications/Major-Sports-Events-Guide-2005/major-sports-events-the-guide-april-2005.pdf>

http://www.uksport.gov.uk/docLib/Information-Zone/TDFHUB2014/TdFHUB2014_READINESS_REPORT_Jan_Mar_14_final.pdf

Unit 5 Sports Analysis

WJEC unit entry 9895

Guided learning hours 30

Unit aim and purpose

The purpose of this unit is for learners to develop the understanding and skills required to analyse the performance of officials and participants in a sporting event.

Unit Introduction

How does a tennis player keep its world ranking? What is it about Barcelona that makes them such a good football team? What is the most important part of a marathon race? Do Rugby referees make mistakes? Why is the 'offside' rule so difficult to understand?

An understanding of the rules of sport is critical to success in sport. Whether a sports coach or individual playing or officiating the sport, without an understanding of the rules and how they are interpreted, mistakes are made that can lead to a lack of success and may have financial implications. Governing bodies have a role in communicating their rules and reviewing their effectiveness. Sporting success comes not only from an understanding of the rules. Tactical awareness and when and how to use skills and space are also critical. Sports coaches will work with sports people to ensure they not only have the skills but an understanding of when they should be used.

Through this unit, you will learn about the rules of an individual or team sport and the skills and tactics needed to gain success. You will learn to analyse sporting performance and judge the performance of the officials and sports people involved. You will learn to present your analysis to different audiences.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	Learners will be assessed on their understanding of performance in one sport. This can be an individual or team sport.
LO1 understand the rules of sport	AC1.1 describe the roles of officials in sport	Roles e.g. <ul style="list-style-type: none"> • Health and safety • Arbitrator • Advisor • Maintaining resources • Conflict management • Application of rules
	AC1.2 assess performance of officials in a sporting event	A sporting event would be a match, game, race or other competitive performance.
	AC1.3 analyse application of rules in different phases of a sporting event	Phases would include, for instance sets of a tennis match, start and end of a race, first and second halves of a rugby match. The term ' Rules ' is used to denote laws, conventions, regulations or other term that is used by a specific sport that relates to how a sporting event should be conducted and the outcome determined.
LO2 understand requirements of competitive sporting performance	AC2.1 assess tactical strategies used in different phases of a sporting event	A sporting event would be a match, game, race or other competitive performance.
	AC2.2 assess the sporting performance of individuals	Sporting performance e.g. <ul style="list-style-type: none"> • Decision making • Positioning • Use of space • Use of skills • Movement
LO3 be able to present sporting data	AC3.1 identify fields for data collection	Learners should be able to identify key data requirements of sporting performance for officials and individual sports persons.
	AC3.2 use mathematical techniques to analyse data	Mathematical techniques Use mathematical methods, measures and checking procedures e.g. <ul style="list-style-type: none"> • Calculation

		<ul style="list-style-type: none"> • Estimation • Ratios • Percentages • Averages • Units of measurement – length, area • Shapes • Use of formulae
	<p>AC3.3 present data</p>	<p>Present</p> <ul style="list-style-type: none"> • Diagrams • Graphs • Charts • Tables
	<p>AC3.4 communicate sporting information</p>	<p>Communicate</p> <ul style="list-style-type: none"> • Structure information • Tone and style of communication • Clarity • Consideration of audience • Use of technical language

		Performance bands			
Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Understand the rules of sport	AC1.1 Describe the roles of officials in sport	Outlines the roles of officials in a sport.	Describes the roles of officials in a sport.		
	AC1.2 Assess performance of officials in a sporting event	Outlines performance of officials in a sporting event. There is an attempt to make judgements with mainly straightforward conclusions.	Assesses performance of officials in a sporting event. Judgements are made with some accurate and reasoned conclusions.	Assesses performance of officials in a sporting event. Judgements are made with some accurate and substantiated conclusions.	
	AC1.3 Analyse application of rules in different phases of a sporting event	Outlines rules in relation to different phases of a sporting event. There may be some inaccuracies.	Analysis of rules relates to different phases of a sporting event. Analysis has some inaccuracies with limited reasoning.	Analysis of rules relates to different phases of a sporting event. Analysis is mainly accurate and has some reasoning.	Analysis of rules relates to different phases of a sporting event. Analysis is mainly accurate and well-reasoned.
LO2 Understand requirements of competitive sporting performance	AC2.1 Assess tactical strategies used in different phases of a sporting event	Outlines tactical strategies used in a sporting event. There is an attempt to make judgements with mainly straightforward conclusions.	Assesses tactical strategies used in different phases of a sporting event. Judgements are made with some accurate and reasoned conclusions.	Assesses tactical strategies used in different phases of a sporting event. Judgements are made with some accurate and substantiated conclusions.	
	AC2.2 Assess the sporting performance of individuals	Outlines the performance of an individual competing in a sports event. There is an attempt to make judgements with mainly straightforward conclusions. There is	Assesses the performance of individuals competing in a sports event. Judgements are made with some accurate and reasoned conclusions.	Assesses the performance of individuals competing in a sports event. Judgements are made with some accurate and substantiated conclusions.	Assesses the performance of sports people in a sports event. Judgements are accurate and substantiated. Assessments are mainly towards one

		<p>an attempt to relate the performance of one individual against that of another. Assessments may be weighted towards one phase of a sports event.</p>	<p>Assessments are mainly towards one individual but there are some comments relating the performance of one individual against that of another. Assessments will consider different phases of a sports event but evidence may be weighted towards one phase.</p>	<p>Assessments are mainly towards one individual but there is some assessment relating the performance of one individual against that of another. Assessments will consider different phases of a sports event but evidence may be weighted towards one phase.</p>	<p>individual but there is some assessment relating the performance of one individual against that of another. Assessments will consider different phases of a sports event.</p>
<p>LO3 Be able to present sporting data</p>	<p>AC3.1 Identify fields for data collection</p>	<p>Identifies a limited range of fields for data collection. Some may lack relevance.</p>	<p>Identifies a range of appropriate fields for data collection.</p>		
	<p>AC3.2 Use mathematical techniques to analyse data</p>	<p>Mathematical terms used to express sporting performance have some inaccuracies and omissions.</p>	<p>Some of the sporting performance selected for mathematical expression is appropriate, although there are some key omissions. Mathematical expressions have some minor inaccuracies.</p>		
	<p>AC3.3 Present data</p>	<p>Data is presented using a range of formats. There may be inaccuracies in the data and conventions used.</p>	<p>Data is presented using a range of formats. Some formats may be inappropriate for the data used. Some data selected may be</p>	<p>Data is presented using a range of appropriate formats. Data selected is mainly appropriate. Data is clearly presented using</p>	<p>Appropriate data is presented using a range of appropriate formats. Data is clear and mainly accurate presented using established</p>

			inappropriate. Data is mainly clear although there may be some inaccuracies with data and presentation.	established conventions. There may be some minor inaccuracies.	conventions.
	AC3.4 Communicate sporting information	Sporting performance is communicated with some evidence of consideration of tone, language and structure.	Sporting information is communicated using some appropriate tone and technical language. Information is structured and presented in a format appropriate to audience.	Sporting information is communicated using appropriate tone and technical language with well-structured information presented in a format appropriate to audience.	

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 analyse performance in a sporting event
- Master classes from university sports scientists on how to express performance mathematically
- Engaging with a work related project such as analysing the sporting performance of a local team.

The following are examples of approaches to delivery which could be used to enhance the learners understanding of the performance of officials and participants in a sporting event:

Example 1

A local community sports club set learners a project to analyse the performance of one of their teams. Learners work in groups with each group allocated a part of the team to focus on. The group attend matches in order to analyse performance, taking photos or video clips to use in substantiating their conclusions. Learners present their findings and conclusions to the team, responding to questions and highlighting evidence that supports their conclusions.

Example 2

Learners attend a master class at a local university. Learners are partnered with university sports undergraduates to analyse video clips to assess the tactical strategies of an individual or team. Working with their partner, they prepare a presentation of their analysis which they deliver to other groups.

Example 3

Learners are set a work related project on behalf of a local sports club aiming to identify potential talent in the community. Learners work in groups to set criteria that they will use to assess sporting individuals. They attend a local tournament, watching sports people participating and making judgements against the criteria they have established. They present a scouting report to the local sports club identifying potential talent that should be considered.

Making Contacts

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

- Sports clubs
- Universities
- Media organisations.

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.coacheseye.com

www.ubersense.com

www.optasports.com

www.prozonesports.com

Unit 6 Skills Development

WJEC unit entry 9896

Guided learning hours 30

Aim and purpose

The purpose of this unit is for learners to use a range of techniques to develop their own skills in sport.

Unit introduction

It is said that David Beckham would stay behind after training and practice free kicks and crosses. Is that the best way to improve skills? Is watching a sport on TV or video as effective as watching 'live' sports performers. How can I serve as well as Andy Murray? How do I put together a plan to make me better at scoring baskets?

Whether professional or amateur, sports people are competitive and are always looking at ways to get better. They may be supported by a range of technical experts such as sports scientists and sports coaches but ultimately, it is down to the individual to improve their own skills. Sports governing bodies will be interested in different ways that skills can be developed as they develop strategies for grassroots development. There are many ways that skills can be developed and sports people will be looking at which way is best for them to use.

Through this unit, you will learn about the different approaches used to develop skills. Ideally, you will experience each of these approaches to see which one or combination works best for you. You will learn how to set criteria for skills development and how that success can be measured. From this, you will learn to plan a strategy for skills development that works for you. You will then apply this strategy and then measure whether it has been successful.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
LO1 understand skills required for sports performance	AC1.1 describe skills required in sports performance	Sports performance Learning can be in relation to any individual or team sport
	AC1.2 explain how skills contribute to individual sports performance	
LO2 understand strategies for skills development	AC2.1 describe approaches to skills development	Approaches <ul style="list-style-type: none"> • Verbal instructions • Demonstration • Video • Diagrams • Photo sequences • Specific equipment • Master classes • Observation of live performances
	AC2.2 explain strategies for skills development	Strategy <ul style="list-style-type: none"> • Development objectives • Skills to be developed • Approaches to skills development • Timing • Resources to be used • Priorities
LO3 be able to develop skills for sports performance	AC3.1 assess personal skills level	Skills <ul style="list-style-type: none"> • Technical terms • Against set standards
	AC3.2 set success criteria for development	Success criteria <ul style="list-style-type: none"> • Standards expected • Different contexts • SMART
	AC3.3 review skills development	Review <ul style="list-style-type: none"> • Monitor progress • Record progress

		<ul style="list-style-type: none"> • Learning experiences • Revise targets • Evidence based <p>Learners are expected to review their progress through experience of a minimum of three different approaches to skills development</p>
	<p>AC3.4 develop skills for sports performance</p>	<p>Develop</p> <ul style="list-style-type: none"> • To success criteria • To expected standards

Learning outcome	Assessment criteria	Performance bands			
		Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Understand skills required for sports performance	AC1.1 Describe skills required for sports performance	Outlines skills required for a specified sport with minor errors and omissions.	Describes skills required for a specified sport. There may be minor errors and omissions.		
	AC1.2 Explain how skills contribute to individual sports performance	Outlines, with limited reasoning, how skills contribute to individual performance in a specified sport. There may be minor errors and omissions.	Explains how skills contribute to individual performance in a specified sport. Explanations have limited reasoning and are mainly descriptive. There may be minor errors and omissions.	Explains how skills contribute to individual performance in a specified sport. Explanation is mainly well-reasoned. There may be minor omissions.	Explanation of how skills contribute to individual performance in a specified sport is clear and well-reasoned. There may be minor omissions.
LO2 Understand strategies for skills development	AC2.1 Describe approaches to skills development	Outlines in general terms approaches to skills development.	Describes with some exemplification approaches to skills development.	Describes in some detail and with exemplification approaches to skills development.	
	AC2.2 Explain strategies for sports development	Outlines, with limited reasoning, strategies for skills development in a specified sport. There may be omissions.	Explains strategies for skills development in a specified sport. Explanations have limited reasoning and are mainly descriptive. There may be minor omissions.	Explains strategies for skills development in a specified sport. Explanation is mainly well-reasoned. There may be minor omissions.	Explains strategies for skills development in a specified sport. Explanation is clear and well-reasoned. There may be minor omissions.
LO3 Be able to develop skills for sports performance	AC3.1 Assess personal skills level	Assessment shows some awareness of personal skills although conclusions are mainly subjective and there are	Assessment shows some awareness of personal skills, although some conclusions may be subjective. There is		

		omissions. There is limited appropriate use of technical language.	some appropriate use of technical language.		
	AC3.2 Set success criteria for development	Success criteria are set in general terms.	Success criteria are set although they may lack some clarity. Criteria are mainly related to identified skills and techniques. Some aspects of criteria are SMART.	Success criteria are set which are mainly clear. Criteria are mainly related to identified skills and techniques. Some aspects of criteria are SMART.	
	AC3.3 Review skills development	There is evidence of monitoring of skills development with inconsistencies in approach. There is some recording although it is inconsistent and has inaccuracies and omissions. Conclusions are mainly valid and straightforward.	Skills development is monitored although there may be inconsistencies in the approach. Skills development is recorded with some accuracy but with some errors and omissions. Conclusions are mainly valid with some evidence based and reasoned.	Skills development is clearly monitored although there may be some minor omissions. Recording is mainly accurate although there may be minor errors and inaccuracies. Valid conclusions are drawn which are mainly evidence based and reasoned.	Skills development is clearly and consistently monitored and accurately recorded throughout. Valid, well-reasoned, evidence based conclusions are made.
	AC3.4 Develop skills for sports performance	Some development of skills is evident although success criteria are not met.	Development of skills is evident, meeting some success criteria.		

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 centres of sports excellence for master classes in specific skills
- visiting a sporting event to observe sports performance
- arranging talks by sports professionals giving examples of techniques used for personal skills development.

The following are examples of approaches to delivery which could be used to enhance the learners understanding of how to develop skills to improve sporting performance:

Example 1

Learners visit a university sports science department. During the visit, they work in small groups. Each group is allocated an undergraduate who leads a skills development session. At the end of the session, learners use available resources to identify who has made the most progress. Each group gives feedback to their coach about the approaches used in the session. Learners also use a blog outlining their experiences and how effective they felt the approach was for them.

Example 2

A local sports academy of excellence provides learners with access to a live video feed of a training session. Learners observe the session; each learner is allocated an academy member to focus on. They note how well their targeted individual is engaged in the session and if any observable improvement has been made. Following the session, they have an electronic messaging exchange with their targeted individual to learn about different approaches they have experienced and which work for them. Learners then take part in a training session that mirrors the approach(es) taken in the session they observed. On completion, they reflect on their own development.

Example 3

Learners receive a master class training session from a local coach for a sport they are not familiar with. They have previously learned about the skills needed. At the start of the session, learners are measured against known standards for specific skills. At the end of the session, learners are measured to determine if there has been a skills improvement. Learners reflect on their experience. They also provide individual feedback to the coach on the experience.

Making Contacts

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

- Sports clubs
- Universities
- Media 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.coacheseye.com

www.ubersense.com

www.youtube.co.uk

Unit 7 Increasing Participation

WJEC unit entry 9897

Guided learning hours 30

Aim and purpose

The purpose of unit is for learners to develop the knowledge, understanding and skills to investigate levels of participation in active leisure.

Unit introduction

How do I find out where I can participate in sport? If I referee a match, is that participation? How much participation is good? Why should I participate in active leisure? Why is there nothing to do indoors? Why is everything so expensive? I want to play tennis but don't want to make a fool of myself. What is out there for me?

The government has set out targets to increase participation because of the costs to the country if we don't. Not only will the country and society suffer, but individuals that do not participate are more likely to suffer from ill health than those that do. Most people know they should be active, but there are many reasons why they aren't. Local authorities employ sports development officers and most major sports have a governing body receiving funding from lottery and government to increase participation.

In this unit you will learn about the importance of participation and the opportunities that are available. You will also learn about barriers to participation, using your learning relating to improving fitness, health and performance. You will also develop your research skills so that you can investigate levels of participation in a local area.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
LO1 understand benefits of physical activity	AC1.1 assess participation levels of different groups in physical activity against targets	Different groups <ul style="list-style-type: none"> • Age groups • Ethnic groups • Socio-economic • Gender • Specific needs e.g. physical disabilities Targets <ul style="list-style-type: none"> • National targets • Local targets • Actual levels
	AC1.2 explain benefits of participation in physical activity to individuals	Benefits <ul style="list-style-type: none"> • Health • Wellbeing • Fitness
	AC1.3 evaluate impacts of participation in physical activity on society	Impacts <ul style="list-style-type: none"> • Work productivity • On health services • On leisure services and providers • On crime
LO2 know barriers to participation in physical activity	AC2.1 describe opportunities for participation in physical activity available in a location	Opportunities <ul style="list-style-type: none"> • Types of activity • Type of participation • Providers • Location • Availability • Accessibility • Target audience
	AC2.2 describe barriers to participation in physical activity for individuals	Barriers e.g. <ul style="list-style-type: none"> • Cultural • Gender • Age

		<ul style="list-style-type: none"> • Socio-economic • Accessibility
	<p>AC2.3 explain strategies to overcome barriers to participation</p>	<p>Strategies e.g.</p> <ul style="list-style-type: none"> • Focus on target groups • Education • Financial incentives • Availability of resources and facilities • Types of activities on offer
<p>LO3 Be able to investigate levels of participation in physical activity</p>	<p>AC3.1 design research tools</p>	<p>Design</p> <ul style="list-style-type: none"> • Methodology e.g. questionnaires, focus groups, interviews • Phrase questions • Sequencing of questions • Data capture tools
	<p>AC3.2 analyse findings</p>	<p>Analyse findings</p> <ul style="list-style-type: none"> • Primary and secondary findings • Collate information • Evaluate validity of data • Connect ideas • Identify trends, patterns and relationships • Interpret findings
	<p>AC3.3 present conclusions</p>	<p>Present</p> <ul style="list-style-type: none"> • Use of ICT software and tools • Use of diagrams and images • Clarity of language, tone and style • Pace of delivery • Consideration of audiences • Organisation of information • Referencing sources

Learning outcome	Assessment criteria	Performance bands			
		Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Understand benefits of physical activity	AC1.1 Assess participation levels of different groups in physical activity against targets	Relates in general terms participation levels of a limited range of different groups against a limited range of targets.	Assesses participation levels of a range of different groups in physical activity against targets.		
	AC1.2 Explain benefits of participation in physical activity to individuals	Explains in general terms the benefits of participation in physical activity to individuals. Evidence is mainly descriptive.	Explains benefits of participation in physical activity to individuals. Explanation includes some reasoning and relevant content to specific individuals.	Reasoned explanation of benefits to participation in physical activity to specific individuals.	
	AC1.3 Evaluate impacts of participation in physical activity on society	Evaluates in general terms the impact of participation in physical activity on society. Evidence is mainly descriptive.	Evaluates the impact of participation in physical activity on society. Some evidence is generalised. Evidence is mainly descriptive.	Provides a mainly reasoned evaluation of a range of impacts of participation in physical activity. Most evidence is related to a specific community.	Provides a clear and well-reasoned evaluation of a range of relevant impacts of participation in physical activity on a community.
LO2 Know barriers to participation in physical activity	AC2.1 Describe opportunities for participation in physical activity available in a location	Outlines in general terms opportunities for participations in physical activity.	Describes opportunities for participation in physical activity available in a location.		
	AC2.2 Describe barriers to participation in physical activity for individuals	Outlines in general terms the barriers to participation in physical activity for individuals.	Describes barriers to participation in physical activity for individuals. There is some exemplification	Describe in some detail barriers to participation in physical activity for a limited range of	Describes clearly and in detail barriers to participation in physical activity for a range of different

			of barriers related to a specific location.	different types of individual. There is exemplification of barriers related to a specific location.	types of individuals. There is exemplification of barriers related to a specific location.
	AC2.3 Describe strategies to overcome barriers to participation	Outlines in general terms strategies to overcome barriers to participation.	Describe strategies to overcome barriers to participation. Some strategies may be related to identified barriers to participation.	Describes in some detail a range of relevant strategies to overcome identified barriers to participation.	
LO3 Be able to investigate levels of participation in physical activity	AC3.1 Design research tools	Designs research tools that are mainly appropriate and fit for purpose.	Designs appropriate research tools that are mainly fit for purpose.		
	AC3.2 Analyse findings	There is an attempt to collate findings but with limited organisation. Analysis and interpretation are limited although some key findings are highlighted. Evidence is likely to be weighted towards written or diagrammatic forms.	Collates findings showing some awareness of organisation. Analysis is limited and interpretation is mainly descriptive but key findings are highlighted in both written and diagrammatic forms.	Collates and organises findings. Analysis highlights key patterns and relationships drawing mainly appropriate conclusions. Evidence is presented using a range of formats using mainly appropriate conventions.	Collates and organises findings. Analyses in detail from a wide range of findings highlighting relationships and patterns to drawn appropriate and substantiated conclusions. Evidence is presented using a range of formats using appropriate conventions.
	AC3.3 Present conclusions	Presentation shows some evidence of a structure although this may lack consistency. Consideration to use	Produces a structured presentation with evidence of appropriate communication skills.	Presents conclusions with a clear logical structure and appropriate use of communication skills.	

		of communication skills is evident.			
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Assessment

Requirements for centres

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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
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- 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:

- Visits to sport and leisure facilities to observe participation in active leisure
- Webcam presentation from representative of local authority department responsible for increasing participation
- Working with local community groups to develop active leisure programmes for one or more target groups.

The following are examples of approaches to delivery which could be used to enhance the learners' ability to investigate levels of participation in a location:

Example 1

Learners participate in a series of focus group meetings with representatives of a local authority or sports club. Learners are asked a series of questions in a forum regarding their active leisure habits and their perception of a series of proposals. As a result of participating in the forum, learners develop their own focus group with a local community group and people of a different age e.g. parent and toddler group or elderly people. Learners prepare questions phrased appropriately for their audience and conduct the focus group based around their own proposal for leisure activities. Learners pool findings and carry out analysis and agree conclusions. Learners prepare an e-presentation which can be sent to representatives of a local authority.

Example 2

Learners work in small groups with an employer. This could be a local business, school, factory or medical centre. Each group prepares a physical activity that takes place during breaks or after work. They promote the activities throughout the employer's facilities. Learners run the activities and then review their success. They conduct research amongst employers to identify barriers to participation, analysing reports and presenting their findings to employer representatives.

Example 3

Learners carry out research on behalf of a specific group e.g. a local primary school or residential home for the elderly in order to obtain information on suitable physical activities that they may be able to access. Learners present their findings to individuals from these groups and discuss how to overcome barriers to participation.

Making Contacts

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

- Community group
- Local authority
- Sports and leisure facilities

- Local employers
- Medical centres
- Schools
- 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

<http://www.sportengland.org/research/>

<http://www.sportwales.org.uk/research--policy/policies/our-policies/corporate-policies/equality/sports-participation-data.aspx>

<http://www.sportwales.org.uk/research--policy/surveys-and-statistics/school-sport-survey.aspx>

<https://www.bhf.org.uk/plugins/PublicationsSearchResults/DownloadFile.aspx?docid=e9994c21-ec6c-4fad-b741-ad96bacd69ed&version=-1&title=Physical+Activity+Statistics+2012&resource=M130>

<http://publications.nice.org.uk/promoting-physical-activity-for-children-and-young-people-ph17/public-health-need-and-practice>

Unit 8 Sports technology

WJEC unit entry 9898

Guided learning hours 30

Aim and purpose

The purpose of this unit is for learners to analyse sports situations in order to propose how technology can be used to solve sporting problems.

Unit introduction

What gives running shoes traction? What is important in the design of a running blade for the replacement of a prosthetic limb? Will a slimmer snowboard make me go faster? How does 'Hawk Eye' work? How could you make the 'Brazuca' work effectively in all climates? What was most important in winning gold medals at the Olympics – the bike or the cyclist?

From using carbon fibre in the manufacture of bikes to make them lighter, refining the design of a bobsleigh to make it more aerodynamic to the creation of artificial pitches that enable all year round activity; sports products have developed so that more people can participate and improve performance. Technology has played an important part in that development.

Sports manufacturers, sports scientists, coaches and technical teams are all involved with looking at ways to use technology to improve performance and participation. They will aim to design products that work, but these products also have to meet different needs. This could be to make the product lighter, have more grip, be more accessible, smaller or cheaper. Whether making something new or adapting an existing product, there is a design process that is followed.

In this unit, you will learn how sports products have developed through the use of technology. You will learn how to analyse a product so you can see what features make it work and how it meets certain requirements. You will learn how to take what you have learned about product developments and technology so that you can think creatively about how a sports product can be changed to meet specific requirements.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
LO1 understand how technology improves performance in sport	AC1.1 analyse situations for use of technology in sport performance	Analyse <ul style="list-style-type: none"> • Filter information • Identify salient points
	AC1.2 evaluate how technology can provide sporting improvements	Technology <ul style="list-style-type: none"> • Equipment e.g. reducing resistance • Sports clothing e.g. reducing drag • Footwear e.g. grip • Playing surfaces e.g. shock absorption Sporting improvements <ul style="list-style-type: none"> • To sports performance • To participation
LO2 understand how sports products meet requirements	AC2.1 describe developments in sporting products	Developments <ul style="list-style-type: none"> • Materials • Design • Size • Cost
	AC2.2 explain features that contribute to the function of sports products	Features <ul style="list-style-type: none"> • Materials • Cost • Size • Component parts
LO3 be able to propose design solutions to sports products	AC3.1 develop creative ideas for sports products	Creative ideas <ul style="list-style-type: none"> • Identify features of other products • Generate ideas • Explore implementation of ideas
	AC3.2 evaluate options for design solutions	Evaluate <ul style="list-style-type: none"> • Constraints • Design requirements • Fit for purpose • Best fit Evaluation techniques

		<ul style="list-style-type: none">• Advantages and disadvantages
	AC3.3 present design solutions	Present <ul style="list-style-type: none">• Use ICT• Use images• Highlight key points

Learning outcome	Assessment criteria	Performance bands			
		Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Understand how technology improves performance in sport	AC1.1 Analyse situations for use of technology in sport performance	Identifies key requirements from information provided.	Identifies requirements from information provided, highlighting the problem and some information that is not relevant.		
	AC1.2 Evaluate how technology can provide sporting improvements	Outlines in general terms how technology can provide sporting improvements. There is some attempt to make judgements but evidence is mainly descriptive.	Evaluates how technology can provide sporting improvements. There may be a focus on either participant involvement or increased participation. Conclusions show some reasoning but are mainly descriptive but with some appropriate exemplification.	Evaluates how technology can provide sporting improvements. There is consideration of both participant involvement and increased participation although evidence may be more weighted to one aspect. Conclusions are reasoned with some appropriate exemplification.	Evaluates how technology can provide sporting improvements. Consideration of participant improvement and increased participation is equally weighted. Evaluation has clear, well-reasoned and exemplified conclusions.
LO2 Understand how sports products meet requirements	AC2.1 Describe developments in sporting products	Outlines a range of developments in sporting products.	Describes with some exemplification a range of developments in sporting products.	Describes in some detail and with exemplification a range of developments in sporting products.	
	AC2.2 Explain features that contribute to the function of sports products	Outlines features that contribute to the function of a limited range of sports products.	Explains features that contribute to the function of a range of sports products. Explanations have limited reasoning and	Explains features that contribute to the function of a range of sports products. Explanation is mainly well-reasoned and	Explanation of features that contribute to the function of a range of sports products is clear and well-

			are mainly descriptive.	related to the scenario.	reasoned. Evidence shows relationship between product features and the scenario.
LO3 Be able to propose design solutions to sports products	AC3.1 Develop creative ideas for sports products	A limited range of options are presented. There is limited evidence of exploration of ideas and links to other products.	A range of options are presented. There is evidence of valid exploration of ideas and links to other products but this is inconsistent.	A range of options are presented. Evidence clearly shows how options have arisen from valid exploration of ideas and links to other products.	
	AC3.2 Evaluate options for design solutions	Outlines options for design solutions. There is some attempt to make judgements but evidence is mainly descriptive.	Evaluates options for design solutions to sporting problems. There may be a focus on either advantages or disadvantages of a range of options. Conclusions show some reasoning but are mainly descriptive but with some appropriate exemplification.	Evaluates options for design solutions to sporting problems. There are advantages and disadvantages of each option although evidence may be more weighted to one aspect. Conclusions are reasoned with some appropriate exemplification.	Evaluates options for design solutions to sporting problems. Advantages and disadvantages are equally weighted. Evaluation has clear, well-reasoned and exemplified conclusions.
	AC3.3 Present design solutions	A limited range of options are presented. There may be limited reference to appropriate points to be highlighted.	A range of options are presented. Images are mainly clear with key points highlighted.	A range of options are presented using appropriate imagery to highlight appropriate points.	

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 universities sports science departments to engage in sports equipment testing
- Visiting a manufacturer to disassemble products and analyse product features
- Arranging talks by visiting speakers, for example a design engineer, showing how they arrived at a sport related design solution.

The following are examples of approaches to delivery which could be used to enhance the learners understanding of how technology can be used to solve sporting problems:

Example 1

A swimming club is looking for a design solution for swimming aids to be used with people with mobility difficulties. Learners meet with representatives to discuss their requirements and, in small groups, design a solution. They present their ideas orally, together with sketches to potential users for feedback.

Example 2

A community rugby club is moving to a new training centre. The facility they will be using has an artificial pitch. The move makes them more accessible and they are looking to have new women's team. They are looking at their training equipment and want to see whether they can be used in the new environment and with female participants. Learners visit the facility for a training session using the equipment. Learners are given electronic messaging access to representatives of the club as they develop their ideas, seeking feedback on an ongoing basis. Their final ideas are communicated using social media for feedback.

Example 3

As a result of feedback from customers, a manufacturer is introducing a new product range of trainers targeted at long distance runners using indoor training facilities. Learners work in groups to develop ideas for new trainers which they then present their ideas to the manufacturer.

Making Contacts

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

- Retailers
- Engineering companies
- Design consultants
- Sports scientists
- Universities
- Sports clubs

- Community groups.

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

<http://sti.lboro.ac.uk>

www.sportstechnologyawards.com

www.popularmechanics.com

www.topendsports.com

6 **ENTRY PROCEDURE**

WJEC Level 1/2 Certificate 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.) plus 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.) plus 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.) plus 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 Certificate 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).

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) and/or DAQW (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 Certificate 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.

