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# **EXAMINERS' REPORTS**

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**LEVEL 1 / LEVEL 2 QUALIFICATION IN  
SPORT**

**SUMMER 2016**

Grade boundary information for this subject is available on the WJEC public website at:  
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

### **Online Results Analysis**

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

### **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

	<b>Page</b>
General Comments	1
Unit 1	2
Unit 2	3
Unit 3	5

## **SPORT**

### **Level 1 / Level 2 Award in sport (IVQ)**

**Summer 2016**

#### **General Comments**

2016 was a small sample of learners and centres. There were marked differences in the evidence presented between centres who had attended CPD and those who hadn't. In the majority of cases centres were slightly generous at the level 1/2 boundary and very few centres were producing work of a merit or distinction standard.

As the moderation process and external marking are the only quality assurance processes as part of this qualification it is vital that centres adhere to WJEC guidelines, assessment sheets, mark record sheets, annotation of work and commentary, documentation and learner authentication. Centre produced sheets should not be used in the moderation process. As this is a controlled assessment under the guidelines of the assignment, feedback should not be given.

All three units were moderated and marked for the Award qualification.

A major observation was the need for centres to focus learners into the tasks, assessment criteria and specification. Where there was discrepancy in the process it was between the work produced and the aim of the unit.

## SPORT

### Level 1 / Level 2 Award in Sport (IVQ)

Summer 2016

#### UNIT 1: SPORTS CAMPAIGNING

The aim and purpose of the unit is to plan a campaign related to an issue affecting sports development.

Learners need to focus on the development of Learning Outcome 2 and the assessment needs to reflect the Unit Content.

Learning Outcome 3 is the aim and purpose of the unit and therefore needs to be the context of the assignment. Learners need to include key actions (A.C.3.2) in their evidence.

The assessment of the work on the whole was accurate, however the following recommendations need to be addressed 2016/17:

**Learning Outcome 1:** *know how sports development is organised.*

Generally accurate, learners were levelled fairly and consistently.

**Learning Outcome 2:** *understand how issues are dealt with by sports organisations.*

This LO tended to be generous with slight inflation in AC2.1 (describing issues affecting the development of sport). However there was a lack of evidence in 2.2 (explain actions used by sports organisations to mitigate for negative issues) and 2.3 (actions used to maximise positive issues), yet centres still awarded grades.

**Learning Outcome 3:** *be able to plan campaigns for change (linked to aim)*

Generally marked fairly, however evidence needed to relate back to the specification more in AC3.1 (assess methods used in campaigns for change) and be more overt in their evidence. The assessment must reflect this.

## **SPORT**

### **Level 1 / Level 2 Award in Sport (IVQ)**

**Summer 2016**

#### **UNIT 2: IMPROVING SPORTING PERFORMANCE**

##### **Overview**

Over two hundred learners submitted work from a reasonable number of centres this year. It was clear that centres have covered the unit and prepared their learners for their external assessment in a number of different ways, with centres who had previously attended CPD giving their learners the best chance of success in this assessment.

As this unit is the only externally marked unit in the Award qualification, it is vital that centres adhere to the WJEC guidelines for the assessment and use all the documents provided by the WJEC for the learner work for Unit 2. These include the cover sheet and the time sheet and learner declaration that must be completed and signed by the Assessor and each individual learner. These must then be submitted with the learner work.

As previously mentioned, preparation for the external assignment is vital for the learners if they are to achieve success in this unit. It is essential that the learners understand the aim and purpose of the unit as they are stated in the course specification, the unit content for the Assessment Criteria in the three Learning Outcomes and the different levels of work required to meet the Level 1 Pass, Level 2 Pass, Merit and Distinction grades.

There were also clear differences in the degree to which centres had prepared their learners in terms of the presentation of their work. Several centres had taught their learners how to lay out their work so that it was clear to markers which Task and which Assessment Criteria that their answers referred to.

Consideration should also be given by the centre to the best way to divide up the six hours available to the learners for the completion of the external assessment to ensure that their learners work to the best of their ability throughout.

##### **Assignment Review**

To achieve success in this assessment the learners should firstly have spent time reading through all the information and resources given to them in the assignment brief. This is a very important part of the assessment as it will enable the learners to identify the key pieces of information they need to accurately answer the three tasks.

The most successful learners completed this process and wrote an introduction to their work which summarised the information included in the assignment brief. These learners tended to have a better grasp of the relevant facts needed to achieve Level 2 grades.

### **Task 1**

Learner evidence for Assessment Criteria 1.1 'Psychological factors' and 1.2 'Physiological factors' was generally of a reasonable standard although a number of learners only outlined the factors they had identified in general terms rather than explaining them. This limited them to a Level 1 Pass level. The evidence provided for Assessment Criterion 1.3 'Technical factors' was lacking in detail with a significant number of learners not including any work for this criterion.

### **Tasks 2 and 3**

These tasks covered the main purpose of the unit and the assignment. This is for the learners to be able to identify performance issues and then select the relevant strategies from those listed in the unit content to improve performance.

Both Tasks entailed the learners analysing the information provided and assessing the strategies available to address the performance issues identified (AC 3.3). This work follows on from the factors identified by the learners in their answers to Task 1. Task 2 covered the Psychological factors (AC 2.1) with Task 3 covering the Physiological factors (AC 2.2).

These Tasks were not well answered by many of the learners. A significant number did not mention any relevant strategies let alone assess them. This meant that Level 1 Pass could not be awarded.

The better answers submitted did identify relevant strategies for both AC 2.1 and AC 2.2, with the learners going on to assess these strategies in relation to the information provided in the assignment. They also showed some reasoning in their judgements and introduced other examples from their preparatory work. These learners achieved a Level 2 grade for their work.

It was clear from many of the answers submitted that significant numbers of learners did not have the required level of knowledge of the strategies listed in the unit content in the course specification and also lacked the ability to match these strategies to previously identified performance issues.

Centres should ensure that they have covered all of the unit content with their learners and also provide them with the opportunity to work through similar assignments prior to them completing the external assessment. This will give them more experience of the time management, organisation and analysis of information needed to be successful in the assessment.

Centres should also ensure that they have clearly explained the difference between the terms identify, outline, describe and explain so that the learners understand what is required to attain the different performance grades.

# SPORT

## Level 1 / Level 2 Award in Sport (IVQ)

Summer 2016

### UNIT 3: FITNESS FOR SPORT

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. This unit was accurately assessed and the aim and purpose of the unit was evident throughout, regardless of level.

The use of tables to present the work allows learners to access L1P and L2P however they are restrictive for access to Merit and Distinction.

Developmental recommendations 2016/17:

**Learning Outcome 1:** *know adaptations to body systems resulting from exercise*

AC1.1 'describe the function of body systems' was a little generous for level 1 and 2 pass - as it requires the functions of **each** body system.

Tables help to clearly identify AC1.2 (short term effects on body systems) and AC1.3 (long term effects on body systems) however this maybe restrictive for Merit and Distinction learners

**Learning Outcome 2:** *understand components of fitness for different physical activities*

AC 2.3 'describe factors affecting components of fitness' seemed to be missing but assessed and awarded in the majority of cases.

**Learning Outcome 3:** *understand the role of training in achieving improvements in fitness*

This was accurately assessed, describing principles of training, however descriptions of methods of training were limited as to was the resources required (AC3.3)

**Learning Outcome 4:** *able to plan fitness training programme*

This was accurately assessed, however it must be stressed that set training targets should be set for the individual (Neil) and not be generic. Generally the training programmes were clear and logical in structure.





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