



EXAMINERS' REPORTS

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

SUMMER 2019

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QUESTION 1

General Comments

This question required candidates to identify specific components of fitness relevant to rugby and gymnastics. The question was answered well by most candidates with many able to identify the **main** components visible from the images and could apply knowledge of methods of training and fitness testing to the sports identified.

Comments on individual questions/sections

- Q.1 (a)** Candidates could identify the main components but could not always offer the correct definitions and some had totally incorrect definitions or omitted an important detail for example 'maximal force/maximal contraction' when applied to a definition of strength which would result in not being awarded a mark. Many candidates could identify the correct fitness test for the component of fitness.
- (b)** This question produced a fairly broad range of responses with most candidates being able to identify a relevant method of training. The stronger candidates could identify the component being developed and some could offer how improvements in the component could improve performance. Most candidates found the gymnastic method of training and associated benefits more difficult with answers concentrating on improvements in flexibility but little or no example of how this could improve performance.

Summary of key points

Candidates who gained the higher marks could apply information from the specification to a given sport or activity. Higher marks were awarded to candidates who could apply knowledge of components, tests and relevant methods of training and how they could relate to improvements in performance.

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QUESTION 2

General Comments

Question 2 required candidates to apply components of fitness to a specific sport (badminton) and provide examples of where/how these components could be used by the player. This question requires candidates to apply the knowledge of components more specifically and rewarded candidates that could apply the components to a certain sport avoiding generalised responses. Candidates were also required to identify the advantages of fitness testing for a badminton player but could still access the marks available without specifically referring to a badminton player.

Comments on individual questions/sections

- Q.2 (a)** Question 2 saw the many candidates able to refer to the use of 1 or 2 components but without much elaboration as to how or where in the game these components would be utilised. Several candidates made excellent reference to a definition of the component and explained how the component could be used- e.g. speed – ‘running as quickly as possible from the back of the court to the net to get to a drop-shot in order to hit the shuttlecock before it hit the floor’
Several candidates could identify and explain 2 or 3 components, and some could explain fully by defining the component and specify where in the game that component would be used.
- (b) (i)** This question was one of the most successfully completed questions with the majority of candidates able to achieve 3 or 4 marks.
- (ii)** Question 2 (ii) also produced a range of answers with many students able to identify 2 or 3 advantages. Many candidates repeated answers – e.g. can find out strengths and weakness/ can find out what they need to work on. To obtain 4 marks the candidates would be required to offer 4 different advantages/uses of fitness testing. There was a minority of candidates who were awarded full marks.

Summary of key points

- Applying the components to many different sports could aid candidate responses as they tended to be confused when applying the components to unfamiliar sports.
- Nearly all candidates were able to identify the correct test for each component of fitness.
- Knowledge of advantages of fitness testing was generally good but candidates tended to repeat themselves as opposed to offering different advantages.

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QUESTION 3

General Comments

This question targeted a wide range of AC's. This question contained some of the most varied range of responses and marks allocated. Many candidates had difficulty with the whole question with a huge range of marks awarded across candidates.

Comments on individual questions/sections

- Q.3 (a)** This question was generally answered poorly with only a small number of candidates able to correctly identify the training zones. In order for candidates to be able devise and evaluate training programmes they would need a firm understanding of training intensities/ effects on components of fitness and performance/ energy systems. Many candidates had difficulty identifying the correct training zone and could not correctly identify when the subject was working aerobically or anaerobically. Some candidates could identify the correct training zone but only a very few could refer to levels of intensity and duration relating to the % of maximum heart rate. Many candidates automatically thought that F was the aerobic training zone as it was closest to the resting heart rate. Better responses identified the percentages (in relation to MHR) and could refer to 'lower intensity and longer duration at approximately 65-75% of MHR' and 'working at a high intensity for short periods resulting in a heart rate over 80% of your MHR'. Candidates were more successful at identifying the waste products of both aerobic and anaerobic zones of training.
- (b)** Question 3b required a description therefore the candidates with a list with little or no description were awarded 1 mark as a maximum if they contained 3 correct factors. Factors could fall under any of the categories outlined in the specification (personal/environmental/sessions). Some candidates could identify some of the factors but very few candidates offered adequate descriptions of how these factors could affect Cadi before starting a training programme. The better responses referred to the time available to Cadi as she is still in school/ whether or not there is a leisure centre close to her home so she may not be able to access it/ her age, as she might be too young to do certain exercises and could risk causing an injury.
- (c)** Question 3c also produced a variety of responses. The question asks for an explanation of how SMART targets can help improve fitness therefore requiring candidates to offer explanations on improving motivation/ concentration/ adherence and effort. Candidates were not asked to write all they know about SMART. However, candidates who could apply the SMART theory to an individual suggesting ways in which each aspect would be beneficial to helping the individual were awarded marks.

- (d) This question required candidates to study a training programme and evaluate what component of fitness was targeted by the programme and offer an evaluation of which principles of training could be observed. Stronger responses could identify 4 principles and illustrate how they were applied within the programme. Many candidates could identify Overload and progression – some referring to progressive overload which would also be awarded marks for both principles. Candidates successfully referred to increases in intensity/ duration of activities and reduction in rest periods. Many also referred to Variance to 'reduce boredom'.

Summary of key points

- Many candidates had difficulty identifying training zones and could not relate percentages of Maximum Heart Rate to training intensities.
- Many candidates were able to identify the waste products of aerobic and anaerobic respiration.
- Most candidates could identify and evaluate 1 or 2 principles of training a small number could identify all 4 principles.

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QUESTION 4

General Comments

Question 4 mostly concentrated on LO1 criteria and was not particularly well answered. Surprisingly many candidates could not correctly identify the muscle groups, and many had difficulty identifying the correct components of the heart.

Comments on individual questions/sections

Q.4 (a), (b) and (c)

All of these were not answered particularly well by candidates with a minority able to correctly identify the muscle groups and components of the heart.

- (d)** Question (d) saw candidates respond more successfully with many candidates able to describe functions relating to transport of O₂ and removal of CO₂. Very few made adequate reference or description of regulation of body temperature (not many could refer to vaso-dilation and vaso-constriction). Most could deduce and describe the 'transport of nutrients' as essential during exercise.
- (e)** This question was, once again, a varying degree of responses with the majority of candidates able to identify increased motivation and increased effort. Good answers also described improvements in concentration and focus and did not simply refer to SMART. Several candidates had made notes on the paper signifying that they had been taught these factors as an acronym which candidates could easily recall during the exam. The students that did this were awarded higher marks as they could then refer to all factors relating to the importance of goal-setting.

Summary of key points

- Many candidates, surprisingly, could not identify the correct muscle groups with regard to movement.
- Knowledge of structure of the heart was very hit and miss among candidates.
- Candidates could easily identify 1 or 2 factors regarding goal-setting but found it difficult to describe in detail or remember all 4.

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QUESTION 5

General Comments

Q5 consisted of elements from LO1 and LO3 and required students to show knowledge of training principles/training intensities associated with different lifestyles/ warm up procedures and long-term effects of aerobic training

Comments on individual questions/sections

- Q.5 (a) (i)** This question was answered fairly well by most candidates who could offer differences between training intensities for elite athletes and sedentary individuals. Most candidates recognised 'training harder' / 'greater intensity' and most could offer a second difference which mostly referred to training time 'duration' while a smaller group also referred to frequency of training sessions within a week.
- (ii)** Question (ii) saw many candidates successfully explain or define Specificity. This question gave candidates the opportunity to write extensively about training principles and candidates could refer to changes in frequency/ duration/intensities displaying their knowledge and understanding of how training principles can be applied to a training programme. Many candidates could identify changes in intensity, and some could offer correct explanations- there was good reference to rest periods being reduced/ longer work times/increasing frequency of sessions. Many of the better answers offered a definition or simply stated that the subject would have to 'work harder than they normally do' and also made reference to adaptations to the body and thus requiring a continual 'and gradual increase in intensity over time'.
- (b)** This allowed candidates to describe the elements of an effective warm up. Most candidates could offer 'stretching' and a 'jog' or 'pulse-raiser'. Some candidates went into more detail offering different types of stretching. Many candidates offered skill-based activities but very few made correct reference to mental preparation. Had candidates suggested that these specific skill activities could aid with mental preparation then they could have been awarded more marks.
- (c)** Question (c) required candidates to describe some long-term effects of an **aerobic** training programme – and to evaluate the effect these adaptations could have on performance. Candidates were able to list and sometimes describe the effects (e.g. lowered resting heart rate due to cardiac hypertrophy) but many could not correctly evaluate how these might impact performance. Some candidates produced a list of long-term adaptations while stronger responses attempted to name 2 or 3 effects and justify how these could improve performance.

Many candidates made reference to 'lasting longer' and offsetting fatigue. However quite a high proportion of candidates made reference to muscular hypertrophy and improvements in strength – which we would not usually associate with an **aerobic** training programme.

Summary of key points

- Candidates could identify and describe 2 or 3 components of the warm up but many did not refer to any mental preparation.
- Candidates could define training principles and elaborate on their use within the programme (especially for Overload which carried the highest weighting)
- Candidates should read the question thoroughly as many were unable to access marks as they're adaptations referred to strength or power when the question refers to an aerobic training programme.



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