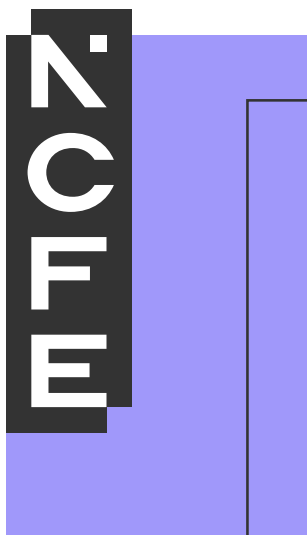




Chief Examiner and Chief Moderator Report

**NCFE Level 1/2 Technical Award in Sports
Studies
QN: 603/7010/5**

Series: Summer 2025

EA paper number: P002866

NEA paper number: P002868

EA assessment date: 18 June 2025

NEA assessment date: 30 April 2025

Introduction

This report contains information in relation to the examined assessment (EA) from the chief examiner and non-exam assessment (NEA) from the chief moderator, with an emphasis on the standard of learner work within this assessment series.

The aim is to highlight where learners generally performed well, as well as any areas where further development may be required.

Key points:

- grade boundary information
- administering the examined assessment (EA) and non-exam assessment (NEA)
- evidence creation
- standard of learner work
- responses to the assessments

The qualification is linear, meaning both assessments must be taken in the same assessment series and cannot be combined across different assessment series. Learners are allowed one attempt at each assessment, and there are no resit opportunities.

Grade boundary information

This qualification consists of two assessments: the examined assessment (EA) and the non-examined assessment (NEA).

After both assessments are completed and marked or moderated, the marks are combined to give a final mark for each learner. Where the raw marks do not reflect the required weighting of the assessment, a scaling factor is applied. For further information on grading information and scaling factors, please see the Qualification Specification.

Qualification scaled mark boundaries in this series are:

	Overall	Notional boundaries*	
		EA	NEA
Scaling factor		1	1.429
Max	200	80	84
Level 2 Distinction*	159	56	71
Level 2 Distinction	130	46	59
Level 2 Merit	101	36	46
Level 2 Pass	73	26	33
Level 1 Distinction	58	21	26
Level 1 Merit	43	16	19
Level 1 Pass	29	12	12

* The grade boundaries given for each assessment are known as 'notional grade boundaries', as they are for illustrative purposes only. Grade boundaries are the lowest mark with which a grade is achieved

Administering the examined assessment (EA) and non-exam assessment (NEA)

The EA is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#) document. The NEA is moderated and must be conducted in line with our [Regulations for the Conduct of NEA – Non-Exam Assessment](#) document.

Learners must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions for Delivery](#) (QSID) document.

Evidence creation

Examined assessment (EA)

Learners should use the space provided to answer questions. Where answers are typed or additional pages included, the learner's name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

Where assessments are completed online, centres must ensure they are familiar with the Surpass platform and have completed all testing and preparation before the assessment, to ensure learners are unaffected by technological issues.

Non-exam assessment (NEA)

The chief moderator (CM) suggests that the design of the formal synoptic assessment enabled learners to achieve marks across assessment objectives (AOs) to produce an outcome. Most of the learners attempted all seven tasks, however, the quality and standard of learner work varied significantly across the tasks. Learners performed well in the more practical elements of the course including the design and the delivery of their coaching sessions. There was a lack of consistency in the quality and completion by the assessors of the Record of Learner Observation Forms. This resulted in a lack of clarity about how the learner demonstrated and applied the skills during coaching sessions and the descriptions were not always linked to the grade awarded. Learners achieving higher levels were able to use feedback as part of their self-analysis and how they could improve as a sports coach.

Centres need to ensure that there is more accuracy in the completion of checklists and that the sample includes all the evidence that the learners have indicated as completed.

Standard of learner work

Examined assessment (EA)

The quality and standard of learner work varied significantly between learners and a range of outcomes were seen across this assessment. This was best highlighted by the fact many learners found a significant number of the multiple-choice questions (MCQ) very challenging whilst many learners scored well on the two extended questions at the end of the paper. In this section, they were able to write with increasing levels of detail and closely link to the questions.

Most learners attempted all questions and showed reasonable knowledge in most areas. Many learners struggled to apply this knowledge to the practical scenarios that were being asked in the questions and simply wrote down everything they knew about a topic. It is essential that learners read the question fully and do not rush into giving an automatic answer. One or two key words in a question can very much change its content focus and what is required by way of response. For many learners, knowledge had not been consolidated which made it more challenging to access many of the questions which required an application or analysis of knowledge.

Non-exam assessment (NEA)

As in the 2024 session, variances were noted in the accrual of marks which were reflective of individual learner evidence – for example, many learners were able to access AO1 (Recall knowledge and show understanding) marks in the context of the assessment but were often less confident in presenting evidence of analysis and evaluation to meet AO5 (Analyse and evaluate the demonstration of relevant technical skills, techniques and processes). Learners did

not always link their evidence to the specified targeted group in the NEA and this was particularly evident in the design of some of the activities in the session plans.

This would be the second year that many centres had delivered the qualification, and this was reflected in them being more familiar with the marking and application of the marking grids. This was reflected in the improvement of the accuracy of marking. Assessor commentary had significantly improved since the last session and there were many instances of a clearer explanation of the rationale for the mark band awarded.

Responses to the assessments

Examined assessment (EA)

Question 1

This question was well answered with learners showing a good understanding of the key characteristics of a professional sportsperson.

Question 2

The majority of learners found this question challenging and showed a lack of understanding of an 'over-use' injury.

Question 3

Most learners particularly struggled with this question with a variety of responses used by learners. To strengthen responses, it would benefit learners to have a clear understanding of the differences in symptoms of anxiety and arousal, as many confused the two.

Question 4

Many learners picked up one mark on this question, but few went beyond that highlighting a superficial understanding of what 'technical sports performance analysis' is. This suggests a need for more precise educating in this area for future assessments.

Question 5

This question was generally well answered. Most learners showed an understanding of the benefits of proteins and carbohydrates, but many struggled to apply this understanding to how it would specifically help improve the performance of a rugby player.

Question 6 (a)

This question proved challenging for most learners with a minority of learners being credited with the correct answer. Most learners gave vague definitions which suggests a need for more precise educating in this area.

Question 6 (b)

Most learners struggled to gain any marks on this question showing a limited understanding of self-confidence. Where marks were credited, it was mainly for making a link to allowing risk taking in attempting difficult shots.

Question 7 (a)

Learners found this question difficult with a significant number not actually attempting it. This suggests that learners need more guidance on the various skill classifications and how to link these to sporting examples.

Question 7 (b)

This question also highlighted a lack of understanding of skill classifications and without the knowledge it was very difficult for any learners to be awarded marks as they needed to apply the knowledge to the design of a training session. Learners must be supported in developing

knowledge and understanding of each classification in order so that they can then go on and attempt such questions.

Question 8

Some learners showed an understanding of an 'extroverted personality' and could link to how this would impact the performance of a basketball player. Other learners showed an understanding of an 'extroverted personality' but could not apply this to a basketball player. This suggests a need for more practical application of knowledge in future.

Question 9

Very few learners got this answer correct and were evidently not familiar with the pro-suit method of analysis. It would help learners if teaching could make clear the distinction between game-play enhancement and performance analysis as this would have helped rule out most of the incorrect answers.

Question 10

A very small proportion of learners got the correct response showing a limited understanding of World Anti-Doping Agency (WADA). Learners would benefit from a greater understanding of WADA when learning about performance-enhancing drugs.

Question 11

This question was well answered with learners showing a good understanding of the definition of sportsmanship.

Question 12

This question was well answered with most learners showing a good understanding of this area of content and many were able to list more than one responsibility of the agent.

Question 13

This question was well answered with learners showing a good understanding of how a sports promoter could market an event. Most marks were awarded for the roles of 'marketing the event' and 'managing media outputs' with few credited for how they could organise the public relations (PR) of the event.

Question 14 (a)

This question was well answered with many learners showing an understanding of types of financial sponsorship.

Question 14 (b)

This question was well answered with many learners able to explain a benefit of sponsorship for the performer. Few learners were able to go on and then expand their point to state the impact of this for the second mark.

Question 15 (a)

This question was well answered with a high number of learners scoring full marks on this and were able to state two types of media.

Question 15 (b)

Responses were mixed for this question. Most learners showed an understanding of how the internet was used as a form of sports media but struggled to articulate an advantage of this. Responses were often vague and in very general terms, without reference to specific benefits of the internet and rather just types of media per se.

Question 16

This question was generally well done with most learners showing an understanding of the impact on both the performer and sponsor with equal measure. The best responses were able to discuss both positive and negative effects.

Question 17

Most learners were able to identify the purpose of a cool down in this question.

Question 18

Learners found this question challenging with most struggling to identify the correct response. It is important that learners read the full question carefully as the last word 'venue' was key in this question.

Question 19

This question was well answered with most learners getting it right.

Question 20

Learners found this question very challenging, and many were awarded zero marks. Again, it is worth highlighting with learners the importance of reading the question carefully. The key word here that was not identified by many was 'delivering' and most learners answered stating considerations in the planning stage. It is important that learners can understand different factors involved in the planning, delivery and review stages of a competition.

Question 21 (a)

Most learners found this a challenging question, and many stated a skill which a coach needed to be effective. Learners required a clearer understanding of when distinction is made between skills and qualities of a leader.

Question 21 (b)

This question was well answered by many learners who showed an understanding of how an outgoing personality could improve the performance of participants.

Question 22 (a)

This question was well answered, and learners were much more comfortable in stating areas of research that would support a plan for a competition.

Question 22 (b)

Learners found this question challenging. Most were able to reference factors linked to safety, but few could explain how this links to a hockey tournament. It is essential in teaching that learners can practice applying risk control plans in various settings and contexts.

Question 23

This question was well answered with most learners very familiar with the SMART acronym.

Question 24

This question was well answered. Most learners were stronger in discussion of 'demonstrations' than they were with 'technical instructions' and this is clearly an area where more focused teaching is needed.

Question 25

Most learners attempted this question and were able to share some reasonable knowledge and content. For most this largely focused on how technology can help officials make more accurate decisions. Some learners were able to go on and give other effects such as reduced authority and time delays whilst waiting decisions being most popular, which helped them move up the mark bands. Responses of some learners were rather repetitive and focused around examples of technology commonly used in sport without evaluating effects on the role of official. Again, it is important that learners have lots of practice in reading and answering questions rather than just writing down everything they know about a topic.

Question 26

This extended question was well answered by many learners who showed an understanding of a range of performance enhancing drugs. Some learners struggled to analyse how these types of drugs could affect a track and field athlete and instead shared common positive and negative effects of drugs. Most learners have some good knowledge on the topic, and it is important they are supported to apply the effects of performance enhancing drugs on various sportsmen and women.

Non-exam assessment (NEA)**Task 1**

This task is a research and development activity and was generally completed to a good standard with learners demonstrating the ability to recall knowledge and provide detailed explanations of leadership and coaching, skills classifications, the development of a coaching session and barriers to sports participation. Learners did not always link their information related to sports leadership and coaching to the most suitable and appropriate styles for senior citizens as identified in the NEA, and this was a recurring theme throughout the tasks. There was limited advice on how to improve the motor skills of senior citizens and how to develop general coordination through different activities linked to the identified group.

Task 2 (a)

This task required learners to design session plans tailored to a specific population group. Most learners presented their plans in a clear, structured format, outlining key elements such as objectives, warm-ups, main activities and cool-downs. Learners who achieved higher marks, included in-depth detail within their session plans. This included precise description of tasks, clear progressions, appropriate coaching points and a proactive approach to managing health and safety, going beyond simply identifying risks to and explaining how they would be minimised.

There is a clear outline of the purpose of each session with consideration given to the number of participants, timings equipment requirements and the development of skills and techniques. Several learners supported this task with diagrams to provide greater clarity within the planning stage. Learners need to ensure that warm up and cool down activities are 'fit for purpose' both in the design of the activities and the timings of each one. To further strengthen the planning element, learners should be encouraged to tailor their sessions more specifically to the needs and characteristics of the target group. For example, several session plans including dynamic stretching exercises which are appropriate for the selected demographic.

Task 2 (b)

For this task learners are required to plan for a sports competition with the focus being on the participants being able to demonstrate the skills and techniques learnt in the five sports coaching plans. In the main, this task was completed to a good standard with learners recalling knowledge and understanding of the main aspects of the sports competition plan. Learners have created their own plans with consideration given to number and type of participants, venue, resources and promotion. The completion of this task has much improved from the last session.

Task 3 (a)

This task requires learners to deliver a 30-minute coaching session to a minimum of eight participants. This requirement was met by most learners, with centres providing them with a realistic and authentic environment in which to demonstrate their practical coaching skills. To meet centre demand, the requirement that a video recording had to be provided of the learner conducting the first 15 minutes of one of their coaching sessions was removed as an evidence requirement. This was replaced by the assessors completing detailed observation reports to support the assessment process. Reports included commentary on learner performance, linked directly to the grade descriptors and assessment criteria (AC). Additionally, photographs were included as supplementary evidence to reinforce the authenticity of the assessment. In the main, observations were of a good standard, however, in some instances they were brief and were not always linked to the mark band awarded or did not always identify the skills and knowledge demonstrated by the learner being observed. The Record of Learner Observation needs to clearly explain how the individual learner has demonstrated and applied relevant skills and processes when delivering the coaching sessions. It will also enable the learner to use the personalised information when reviewing their sports coaching session plans for Task 4.

Task 3 (b)

Learners have reviewed their own leadership, style, skills, qualities and motivational techniques demonstrated as a coach. Learners have demonstrated an ability to fully review their own sessions. This has been done by completing a self-assessment activity. They have identified what went well and what can be improved when the session is delivered again in the future. Learners need to ensure that as part of the review process that they are making better use of the Record of Learner Observation to review their sessions and referencing that they have reviewed the feedback provided to them

Task 4

Learners for this task must revisit four of their sports coaching sessions. Learners have made some changes to their originally planned coaching sessions and provided some reasoning for

the changes. It was not always clear by amending sessions with different activities how this would help develop skills. As with the last session learners have not always linked their self-assessment to the feedback that they received in the Record of Learner Observation Report.

Task 5

Learners for this task must evaluate the effectiveness of their coaching skills and their ability to plan and deliver coaching sessions. They have generally successfully evaluated their performance both as a coach and to complete the different tasks. Consideration has been given to both their strengths and areas for improvement. As with the previous session, there is scope for learners to develop their action plans by ensuring that they are considering and including specific SMART targets to help them make the required improvements.