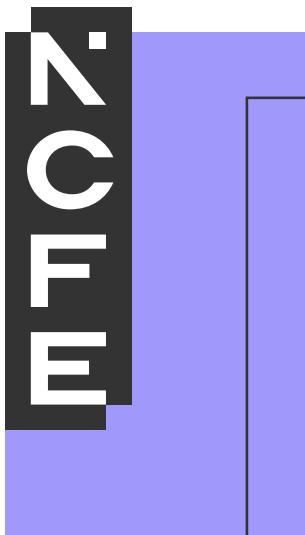




Chief Examiner and Chief Moderator Report

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

Series: Summer 2024

NCFE Level 1/2 Technical Award in Sports Studies (603/7010/5)

Paper numbers: P002459, P002478, P002460

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 EA and NEA
- evidence creation
- standard of learner work
- responses to the tasks
- Regulations for the Conduct of External Assessment and the NEA

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 and achievement information (V Certs)

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:

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

* 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 EA and NEA

The EA is invigilated and must be conducted in line with our [Regulations for the Conduct of External 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.

The NEA must be conducted in line with the regulations outlined in the [Tutor Guidance](#) Document.

Evidence creation

EA

Learners should use the space provided to answer questions. Where answers are typed or additional pages included, the learners 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.

NEA

Within the NEA there is often a requirement to create a range of evidence, from recordings, Word documents, pro-formas for example. In this section comment on the range of responses and evidence seen, issues known, or other comments on the types, quality, or range of evidence seen.

Standard of learner work

EA

The quality and standard of the work varied significantly between learners and a range of outcomes were seen across this assessment. There were some very good responses which demonstrated that learners had a strong understanding of the course content and were starting to apply it appropriately to the various questions included within the assessment. Most learners attempted all questions and made a considerable effort to answer the extended response questions in the final section of the paper. Here learners demonstrated knowledge and were able to apply relevant understanding to the questions.

Some learners found aspects of the paper challenging. Many were reliant on achieving marks from multiple-choice questions (MCQs) which were well spread across the paper and showed some knowledge in broad range of areas. For many learners, knowledge had not been consolidated which made it more challenging to access the higher marks throughout the paper.

NEA

This was the first session of delivery and assessment for the new Model 5 VCERTS for the Level 1/2 Sports Studies. NEA was divided into seven tasks each with associated mark schemes placed across grids to derive AO level marks.

A total of 84 marks were available across the assessment. Each task was allocated a range of marks placed against stated assessment objectives (AOs) linked to task focus. In this assessment AOs 1-5 were assessed via levels of response mark grids aligned to each task, with weightings per task varied to reflect the nature of the qualification outcomes.

Application of marks at AO level was considered via a best fit approach which was amplified in training given to centres. The chief moderator (CM) notes that many centres had applied this approach accurately to derive appropriate marks within marking grids. Centres have shown a good understanding of the application of the Mark Scheme.

As part of the synoptic project learners have been asked to plan a series of sports coaching sessions to cover a six-week period. They were allowed to select a sport of their choice providing that the selected sport had a National Governing Body (NGB) and must be suitable for at least eight, 7 – 11-year-olds. Learner outcomes were achieved across the available range of awarded grades in this form assessment, which was suggestive of learner engagement and useful differentiation of assessment. Most learners attempted all tasks within the assessment, producing appropriate evidence in most cases to accrue marks against AOs. Some learners had not attempted all tasks within the assessment, which led to a reduction in the marks available.

Learner evidence was appropriately structured and explicitly where evidence was placed against tasks. Most learners had undertaken tasks in a logical manner demonstrating understanding of key areas of the qualification content.

It was noted by moderators that summative assessor feedback to learners was generally useful and positive. However, assessor feedback did not always include marks and commentary at AO level within tasks which on occasion made assessor decisions unclear for both the purposes of accuracy of feedback to learners and external moderation.

Evidence upload for moderation was generally well handled by centres, although it was noted that some uploads did not initially include all submitted learner evidence and, in some cases, did not include assessment documents. This potentially led to some delays in moderation of learner work.

Responses to the assessments

EA

Question 1

Many learners struggled with this question and there was a lack of understanding shown with a mixed range of responses given.

Question 2

Learners performed well in this question and showed an understanding of causes of external injuries.

Question 3

Learners generally performed well in this question and showed an understanding of activities to suit an extroverted personality.

Question 4 (a)

The majority of learners picked up at least one mark on this question, but few received full marks. A number of learners gave examples of specific types of injury which was not asked for in the question.

Question 4 (b)

Learners showed a much better understanding of the benefits of ice than they did elevation. Some learners gave unclear responses around the benefits of elevation and therefore were unable to achieve the second mark.

Question 5 (a)

This question was generally well answered, and learners were able to give a range of sporting examples to access the second mark in the question. Where learners only named a sport, there was no mark given.

Question 5 (b)

Many learners picked up 1 mark, but few moved beyond this. Many learners stated some factors but did not then move on to justify these as the question required and instead gave vague responses which were not creditable for the higher marks.

Question 6

Learners struggled with this question. They were able to identify the definition but did not give full explanations.

Question 7 (a)

This question was generally well answered, and most learners picked up full marks. A variety of examples were given showing understanding of extrinsic motivation.

Question 7 (b)

Few learners picked up more than one mark on this question with many getting zero. Many showed an understanding of extrinsic motivation but could not link this to how it would impact on the performer.

Question 8

This question was well answered, and most learners could identify tobacco companies as now being banned from sponsorship in sport.

Question 9

This question was well answered, and most learners were able to identify hawk eye as an example of goal line technology.

Question 10

This question was well answered, and most learners identified marathon running as being an activity that would benefit from blood doping.

Question 11

Learners found this question challenging and showed a lack of understanding of the topic of sports marketing. There were a range of incorrect answers given to the question which often included reference to other content areas of the Qualification Specification such as the media and technology.

Question 12 (a)

Most learners picked up marks for naming types of performance analysis technology, with the majority referencing video analysis tools, GPS and heart rate monitoring devices. Few were then able to go on and get full marks as they struggled to describe how this would help performance.

Question 12 (b)

There were mixed responses to this question. Some learners were able to state ways that technology has had a positive influence on spectators, but many talked in general terms and did not link responses to the benefits for spectators. Very few learners were able to access the higher marks as they did not describe how it has made spectators more engaged and just continued with a general description of what it does rather than linking to question.

Question 13 (a)

This question was well answered, and learners showed a sound understanding of the key terms. Some gave examples of the terms, and this could not be credited as the question specifically asked for definitions.

Question 13 (b)

There were mixed responses to this question. Majority of learners showed little understanding of the benefits of anabolic steroids on performance and confused the benefits with other common performance-enhancing drugs (PED's). There were many references to 'running faster' but few could explain how steroids enable this.

Question 13 (c)

This was a challenging question. Lots of learners stated basic points about potential effects of being caught but could not then develop and assess consequences for the performer and the sport. Responses rarely moved beyond talking about bans and loss of sponsorship. In order to achieve higher marks learners are required to be more analytical in their responses.

Question 14

This question was answered well by learners with most able to identify the reason for a pulse raiser in a warmup.

Question 15

There were mixed responses to this question which highlighted confusion amongst some learners as to the definition of the SMART goal acronym.

Question 16

Learners showed a good understanding of an autocratic leadership style in this question and generally gave the correct response.

Question 17 (a)

This question was well answered by most learners. They showed an understanding of the role of the finance officer and were able to offer a range of responsibilities in their responses to pick up 1 mark with many also getting the second mark.

Question 17 (b)

Across the cohort, many learners were able to pick up 1 or 2 marks on this question, but few went on to score any higher than this. Many confused the role of the health and safety officer with other roles such as that of the official or coach.

Question 17 (c)

Learners typically found this question very challenging and many simply repeated parts of the question in their responses without using the information provided to justify how a league would be the best format. They struggled to use the information in the question and as this is an higher mark question it required learners to be more evaluative in their responses.

Question 18 (a)

Learners struggled with this question, and many did not get any marks showing little understanding of the key features and uses of verbal communication. These skills and qualities are referenced with in the Qualification Specification with learners expected to be able to understand this content.

Question 18 (b)

Learners found this question challenging. Many picked up a mark for video analysis but struggled beyond this. Few responses were credited with marks under the self-assessment and data analysis areas and this highlighted gaps in knowledge for ways that these methods can be used.

Question 19

Most learners attempted this question and had some reasonable content in their responses. The three broad areas of physical, social and mental wellbeing were well covered, and in the main, in equal measure. Lots of learners were able to make links between physical activity and the benefits it will bring. Where learners struggled to achieve higher marks, this was often because they did not clearly demonstrate their understanding of benefits of participating in physical activity for Jessica and did not justify the points they made.

Overall, this question and the following question were good opportunities for marks but which very few learners were able to access. Overly brief responses, lack of understanding and analysis, and answers lacking depth and detail were significant factors in learners being unable to access higher band marks.

Question 20

Some learners were able to access marks on this question. The stronger answers had an equal coverage of both advantages and disadvantages and could link this to how it impacted on his performance levels.

This is a 9 mark question, providing a high number of available marks, and by failing to attempt response, learners are limiting the marks that they can receive for the paper overall.

NEA**Task 1**

This task was 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 the 7-11 age group. Barriers to sport participation were not always applied to the requirements of the brief. There was limited advice on how to improve the motor skills of children and on how to develop general coordination of children through different activities which was clearly linked to the primary school setting.

Task 2 (a)

Sports coaching session plans are well presented with some detail. 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. 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. All activities across all five sessions must be relevant and appropriate to the primary school setting and meet the requirements of the primary school children.

Task 2 (b)

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. Learners have shown that they understand the difference between intrinsic and extrinsic motivation, but they have not always explained the type of strategies that can be used to positively impact upon motivation. When developing a plan for a sports competition, learners must ensure that the planned competition is presented in a ladder format.

Task 3 (a)

For this task centres had to provide a video recording of a 15 minute sports coaching session delivery. The quality of the recorded evidence often made it difficult to confirm how the learner had demonstrated how they have met the learning outcomes (LOs). When providing video evidence, the assessor needs to ensure the following:

- that the learner being assessed is clearly visible
- the exact start and finish times are provided so the moderator can go straight to that point on the recording
- that a list and running order of the learners being assessed is provided
- information about where the recording took place is clear
- who was present at each session.

Several of the sessions observed were not always safe and the quality of the activities planned and delivered would contribute to the development of skills and techniques for 7–11-year-old children.

There was scope to improve the record of learner observation. In several instances centres have produced commentaries that are similar across all their learners or included multiple

learners on one record. The documentation needs to clearly explain how the individual learner has demonstrated and applied relevant skills, techniques, 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 in when the session is delivered again in the future. Learners need to ensure that as part of the review process that learners are making better use of the record of learner observation to review their sessions and referencing the fact that they have reviewed their video evidence. There was some review of the performance of the participants but very few learners have linked it to technical and tactical analysis.

Task 4

Following the delivery and review of the 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. For both task 4 and 5 there was not a lot of evidence of learners using feedback on records of learner observations, video evidence or feedback from participants as part of the review and evaluation process.

Task 5

Learners 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. Assessors need to ensure that when learners are developing their action plans to help future development that learners are considering and including specific SMART targets to help them make the required improvements.