

CCEA GCE - Sports Science and the Active Leisure Industry  
(Summer Series) 2015

# Chief Examiner's and Principal Moderator's Report

sports  
science  
*and the active leisure industry*



## Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's General Certificate of Education (GCE) in Sports Science and the Active Leisure Industry for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at [www.ccea.org.uk](http://www.ccea.org.uk)



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# GCE SPORTS SCIENCE AND THE ACTIVE LEISURE INDUSTRY

## Principal Moderator's Report

### Assessment Unit AS 1 Fitness and Training for Sport

The 2015 series of examinations involved 16 centres delivering the SSALI qualification at AS level. All the centres involved must be congratulated for their hard work in preparing candidates for this qualification. The portfolios presented continued the high standards established in 2014; reflecting the good standard of guidance given by centres and the hard work undertaken by many candidates.

Paperwork was generally completed correctly. The inclusion of detailed Candidate Record Sheets and clear annotation of the candidates work underpins the accuracy of the moderation process. Most centres did this and clearly showed appropriate application of the agreed assessment criteria for the required assessment objectives. The standard of marking was sufficiently accurate to meet the agreed standard in most centres. However, some centres failed to apply the correct standard and these centres must ensure they avail of all support opportunities and attend the Agreement Trials to rectify this.

A number of areas were identified during the moderation process that centres may wish to consider for future work. Some of these areas have been highlighted previously at support clinics and in the Principal Moderator's report for 2014.

#### Structure and organisation

A number of candidates attempted to cover too much information by looking at a component of fitness along with the testing protocols, test results and safety requirements for that component. This gave them too much to focus on and affected the quality of their work. Looking at each component of fitness, then testing protocols/results and finally risk assessment and first aid allowed candidates to provide better evidence of knowledge and understanding of these areas.

#### Application of knowledge and understanding

Some candidates did not apply their knowledge and understanding throughout the work. Candidates frequently failed to identify which components of fitness are important for a variety of different sports. This lack of application was also evident in first aid and risk assessment. For example: common injuries for the client's sport and possible injuries during fitness testing must be identified and appropriate treatments outlined.

#### Repetition of work

Exactly the same information on risk assessment and first aid was included in all three tasks by a majority of candidates. There was no application of these areas to the individual tasks. These areas should be specific to the task; for example, in task two they should have referred to the training programme, methods, environment and individual sessions.

## Training programmes

There was evidence of good knowledge and understanding of the principles of training and of training methods but these were frequently, not linked to how they were going to be used in the training programme. The structure of many of the training programmes was excellent, however some lacked focus. For example: some had too many targets for a six week programme, or their training methods did not match the aims of the session, or there was insufficient evidence of progression, or workout loading/intensities were unrealistic and monitoring methods were poorly identified.

## The needs of the client

The needs of the client must be taken into consideration. Many 'clients' were heavily involved in school and/or representative sport but were still expected to train 3 or more days a week for this unit. This was unrealistic, potentially dangerous and indicated a lack of understanding of training theory. This prevented candidates accessing the higher mark bands.

## Witness statements/validating sessions

Candidates did not produce enough evidence from outside sources to support the quality of the delivery of their training sessions. There were many examples of good practice where the candidate had each session validated by a teacher or a qualified coach/instructor. In task three the candidate's evidence for each session should be supported by a detailed evaluation sheet/testimonial; this was missing for some candidates. Such sheets are a valuable source of information for the moderator to corroborate the marks awarded by the centre.

Centres are reminded that all evidence must be included in the portfolio. Other forms of evidence such as video or DVD will not be considered in the moderation process. Photographs within the portfolio were used by some candidates to provide valuable supportive evidence of their work.

## Evaluations

The quality of the evaluation of individual training sessions and of the overall training plan has improved slightly. Evaluations remained too descriptive and simplistic in that they identified salient points but failed to explain reasons why. For example: 'my plan was a success because my client ran 200m further in the Cooper run test'; with no explanation as to why e.g. training methods and intensities used, conditions, motivation. It is good practice to evaluate all training sessions as this will assist in accessing higher marks.

## Key points to note

- Improved structure and organisation of the portfolios will allow candidates to recognise and correct weaknesses in their work, allowing them to access higher marks.
- Application of sports to the knowledge and understanding areas of task one is essential.
- The sessions in task three should be varied using different training methods to provide better evidence of the candidate's ability as an instructor.

- Training programmes must have clear aims, better application of progression, sound monitoring strategies and in depth evaluations.
- Sessions must be validated and task three requires teacher testimonials for each session.

## Chief Examiner's Report

### Assessment Unit AS 2 The Active Leisure Industry: Health, Fitness and Lifestyle

This is the second series of this new specification and the majority of centres made use of the support days where guidance was given regarding the applied nature of the examination.

This paper was accessible to all candidates and there was a full spectrum of performance from 'A–E' across the centres. Most candidates demonstrated sound knowledge of the specification and were able to apply their understanding to the questions.

- Q1**
- (a) This question was answered well by most candidates, demonstrating their knowledge of the key term 'active leisure'.
  - (b) The majority of candidates demonstrated excellent knowledge and understanding of the physical effects, both short and long-term. However, a few candidates confused short-term and long-term effects or included social or psychological benefits of participating in a physical activity. Candidates should be encouraged to read the question carefully before formulating their answer.
  - (c) This question was answered well by most candidates, demonstrating their excellent knowledge and understanding of the psychological and social benefits of participating in physical activity.
  - (d) The focus of this question was on how the lack of physical activity can have an impact on life expectancy. A significant number of candidates focused on explaining hypokinetic diseases. A few candidates discussed obesity and then repeated this throughout their answer. Many candidates tended to write brief points and did not expand on the information; this resulted in only a limited number of candidates achieving top band marks. Candidates are reminded of the importance of sentence structure and composition, punctuation and use of specialist vocabulary in banded responses where the quality of written communication (QWC) is assessed.
- Q2**
- (a) Many candidates achieved full marks in demonstrating their knowledge and understanding of the physical effects of substance abuse. Candidates who failed to gain full marks gave repetitive answers.
  - (b) This was fairly well answered by most candidates. Some failed to gain full marks because they provided answers which were too vague and did not fully explain the social consequences of substance abuse.
- Q3**
- (a) Whilst most candidates demonstrated excellent knowledge and understanding, gaining full marks, some could have improved their marks by including examples to fully explain their answer. A few candidates only focused on risk assessment in the kitchen and did not include information about food handling or food preparation.

- (b) The majority of candidates scored well in this question, clearly discussing relevant advice regarding diet, physical activity and alcohol consumption.
  - (c)
    - (i) This question was generally well answered, and most candidates scored full marks. There was a clear understanding among candidates of the role of exercise in combating the physical effects of ageing.
    - (ii) A significant number of candidates focused on one training method rather than a training session. Candidates need to read the question carefully so they can keep their answer focused.
- Q4**
- (a) This question was answered well by the majority of candidates, demonstrating clear knowledge and understanding of a range of research methods. A few candidates included PARQ, fitness testing and GP reports as research methods, for which marks could **not** be awarded.
  - (b) In this question, quite a few candidates discussed the use of the lifestyle coach with regards to overall health, diet and exercise. Some candidates did include negative aspects of using a lifestyle coach, referring to the cost, lack of qualifications and lack of a regulatory organisation. A significant number of candidates failed to gain top band marks due to weaknesses in the QWC. Candidates are reminded of the importance of sentence structure and composition, punctuation and use of specialist vocabulary in banded responses where the QWC is considered in awarding marks.
- Q5**
- (a) This question was answered well by many candidates and these were awarded full marks. However, some candidates only focused on diet linked to childhood obesity resulting in either too few or duplication of reasons which prevented a maximum mark award.
  - (b) Some candidates provided basic responses to this question. Many candidates focused on hypokinetic diseases and the impact of these diseases, writing brief points about each one. This resulted in only a limited number of candidates achieving top band marks. QWC is an important factor in achieving top band marks and few candidates demonstrated these skills answering Question 5(b).

Overall, candidates should be encouraged to read each question carefully before formulating a response and to take care over writing as legibly as possible to ensure that examiners can award the best possible marks for the answer given. Candidates should be reminded of the importance of QWC to access higher mark bands in questions requiring extended writing.

Centres must ensure that additional sheets are securely attached to scripts, rather than simply placed inside the candidates' scripts.

## Principal Moderator's Report

### Assessment Unit A2 1 Event Management in the Active Leisure Industry

The GCE Sports Science and the Active Leisure Industry (SSALI) qualification reached a key point in its development as candidates sat both AS and A2 examinations for the first time in the 2015 series.

A total of 10 centres took part in the first ever award at A2 for this qualification. These centres must be congratulated for their hard work in preparing candidates for these qualifications and for the time devoted to marking the portfolios.

The work presented reflected the good standard of guidance given by centres to their candidates. The detailed completion of candidate record sheets and clear annotation of the candidates work by the centres greatly assisted the moderation process by highlighting appropriate application of the agreed assessment criteria for the required assessment objectives. The standard of marking was sufficiently accurate to meet the agreed standard in most centres; however marking was too generous in a few.

A wide range of events were researched, planned, staged and evaluated in completing the requirements of this unit. These events ranged from small intra-school tournaments, larger inter-school competitions and major charity fund raising events to world record challenges. The schools involved must be commended for their imagination and commitment in completing these events.

The quality of the event is vital if candidates are to access the higher mark bands. A number of the events did not allow candidates to provide enough individual evidence of their contribution before, during and after the event to access these higher mark bands. In larger centres where two or more events were organised, standardisation of the different events must take place to ensure all candidates have an equal chance of accessing the higher mark bands.

The moderation process was made difficult by the structure of many of the portfolios. Those that were structured in line with the assessment objectives, outlined in the internal assessment guidelines, achieved higher marks due to the quality and clarity of the evidence presented.

## Task One Knowledge of the event

Most candidates showed good knowledge and understanding of the components of the leisure industry, although up-to-date examples and statistics were missing from some portfolios. All candidates presented an individual feasibility study as required but many did not provide enough detailed evidence of their knowledge and understanding of event planning. The selection process for the chosen group event was not sufficiently detailed in a number of centres. Appropriate selection methods must be outlined and applied to justify the selection of the event.

A lot of the information included in this section is generic, but candidates must avoid 'cut and paste' methods of presenting information. Areas such as marketing, risk assessment, legal considerations and staffing included in task one were copied into task two rather than being applied to the group event.

## Task Two Working as part of a group to organise an active leisure event

There was too much repetition of work from task one within this task, in many portfolios. This made it hard to identify where marks had been awarded and slowed the moderation process. The inappropriate use of appendices by some candidates also slowed the moderation process and made it difficult to identify evidence of individual contributions to the planning and staging of the event.

Excellent log books, containing the candidate's evidence of their contribution to the event, were presented by some candidates. The lack of individual evidence presented by some candidates was a weakness in some cases and despite very successful events it prevented access to the higher mark bands.

## Task Three    Reviewing and evaluating an active leisure event

Some candidates did not present sufficient individual evidence to satisfy the assessment criteria. Witness statements were used by many centres as part of the evaluation process; this was good practice and provided valuable feedback about the event. Witness statements from a range of sources should be included in the candidate portfolios.

### Key points to note

- Improved structure and organisation of the portfolios will allow candidates to recognise and correct weaknesses in their work, allowing them to access higher marks.
- All evidence should be included in the appropriate place in task two and task three; rather than as appendices.
- The event must be of sufficient quality to allow the entire group an opportunity to access the higher mark bands.
- Candidates must think 'I' not 'we' when presenting evidence about the planning, staging and evaluating of the event.
- Witness statements from teachers, clients and outside agencies are vital sources of evidence for the candidate's contribution to the event and for the success of the event.

## Chief Examiner's Report

### Assessment Unit A2 2    The Application of Science to Sports Performance

This was the first series for Unit 2: The Application of Science to Sports Performance. The paper was accessible to the vast majority of candidates who demonstrated a good knowledge of the specification content and were generally able to apply their understanding to the given questions. It was evident in the scripts that the paper was well received by the candidates, with a high number of completed scripts and few omissions. Candidates responded positively to the demands and challenges of the paper. The level of language employed in the scripts appeared to present no barriers to comprehension. Candidates appeared to be familiar with paper style and format from the previous year. There appeared to be no timing issues with this paper.

- Q1**
- (a) This question was answered well by most candidates; however, a few candidates explained functional rather than structural adaptations.
- (b) This question was very well answered by the majority of candidates. However, some candidates identified two structural rather than functional adaptations. A few candidates repeated the same information from Question 1(a) or included the same information for both aerobic and anaerobic training. Candidates must clearly understand the meaning of these key terms in preparation for the exam.
- Candidates gave good responses for this question and identified two adaptations of the muscular and skeletal system.
- Q2**
- (a) Marks for this question proved to be fairly accessible and a significant majority of candidates gained full marks in this question.

- (b) Candidates generally had a good understanding of the different types of muscle contractions; however, some candidates provided sporting examples which were too vague.
- Q3**
- (a) Some candidates demonstrated excellent knowledge of  $VO_2$  max however; a significant number of candidates did not define  $VO_2$  max.
- (b) A significant number of candidates failed to gain full marks in this question because they explained the structural adaptations instead of physiological adaptations.
- (c) The majority of candidates demonstrated good knowledge and understanding of altitude training. However, a significant number of candidates failed to gain marks in the top level mark band due to weaknesses in the QWC. Candidates are reminded of the importance of sentence structure and composition, punctuation and use of specialist vocabulary in banded responses where the QWC is considered in awarding marks.
- Q4**
- (a) Many candidates achieved full marks in demonstrating their knowledge and understanding of the three stages of learning.
- (i) This question was answered well by the majority of the candidates and very few scored zero marks.
- (ii) This question was answered well where candidates justified when and why the styles would be most suitable. However, there was variation in the quality of answers provided and a significant number of candidates only achieved Level 2 marks. Candidates are reminded of the quality of their written communication in accessing the higher levels in extended responses.
- Q5**
- (a) (i) & (ii) Whilst most candidates demonstrated their knowledge of technological developments in sport, many could have improved their marks by explaining their examples used in more detail.
- (b) This was fairly well answered by the majority of candidates, though some candidates did not read the question properly. The question focused on an illegal method used by an endurance athlete, a few candidates identified an illegal method used by a power athlete. Therefore marks could not be awarded. To access the higher mark bands, candidates need to be reminded of the importance of QWC.
- (b) Many candidates displayed very detailed knowledge and understanding of the strategies organisations have implemented; however their QWC was the main reason preventing them most from accessing Level 3. Candidates should be encouraged to use contemporary sporting examples and current research to support their answer. Candidates must develop competence in the use of appropriate terminology to achieve marks in the higher levels in extended responses.

Overall, candidates should be encouraged to read the questions carefully to avoid misinterpretation. Poor handwriting causes problems and candidates need to endeavour to write as legibly as possible to ensure the examiners can award the best possible marks for the work. Candidates should be reminded of the importance of QWC to access higher mark bands in questions requiring extended writing.

Centres must ensure that additional sheets are securely attached to scripts, rather than simply placed inside the candidates'

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