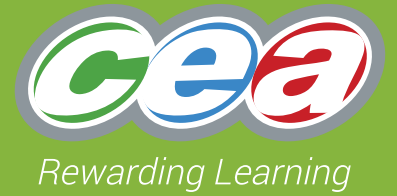


GCE



**Chief Examiner's and
Principal Moderator's Report**
**Sports Science and
the Active Leisure
Industry**

Summer Series 2023



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2023 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.

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GCE Sports Science and the Active Leisure Industry

Principal Moderator's Report

Internal Assessment Overview

The 2023 Series saw over twenty centres undertake the AS Unit 1: Fitness and Training for Sport qualification. It was clear centres had a very good understanding of the specification, assessment objectives and assessment criteria for this unit. There was good attendance at the first ever on-line Agreement Trials in October 2022 and most centres applied the guidance that was offered, effectively.

Assessment Unit AS 1 Fitness and Training for Sport

Overall standard

The overall standard of work was similar (slightly better at the top level) to the quality of work provided in previous years. Whilst most centres marked the portfolios to the agreed standard as set out in the Agreement Trials in October 2022, there were some adjustments this year where assessments were found to be too generous.

Return to 'no amendments'

The on-line Agreement Trials in October 2022 highlighted that there would be no amendments to the 2023 coursework units. So, for Summer 2023, Task 1 AO1 required researching the components of fitness appropriate to their client's sport, as well as including three extended reviews in Task 3. We encourage all teachers to pay close attention to the support provided this autumn.

Task 1 Fitness Testing, Recording and Analysis

In Task 1 some centres asked their candidates to research up to twenty components of fitness, which was too many. The SAMs state that an analysis should be made of the components of fitness that are required for their client's sport and assess their importance to the performance of their client's sport. Centres need to insist that candidates research their client's sport thoroughly before analysing and showcasing (as a guideline – at least five) relevant components.

Some portfolios did not include risk assessment for the fitness testing, therefore not fulfilling the Assessment Criteria AO2 Level 4, that is, 'highly effective application of safety requirements during fitness testing' was applied. Some candidates tested their clients in more than five components of fitness and the selection of the fitness tests was unnecessarily extensive, too generic and not specifically related to the client's sport.

Test protocols and validity and reliability of fitness testing were well evidenced in most portfolios. Higher marked candidates researched up to date and specific standardisation tables i.e. those relating to a client's age, and utilised them in their analysis of results.

The analysis of results in fitness testing ranged from basic to comprehensive and best portfolios related back to the requirements and demands of the client's sport.

Task 2 **Planning, Performing and Evaluating Fitness Programme**

As part of Task 2 AO1 the better portfolios evidenced identification of the client's requirements through trainer-client interviews. Risk Assessments and potential safety and first aid issues for each training area were well presented by most. The highest marked portfolios showed greater understanding of safety by amending existing PE Department risk assessments to the training programmes and exercises their clients completed.

An understanding of the principles of training and periodisation was evident in the best portfolios as they stated how their six-week mesocycle fitted into their client's sporting year. There were improved responses in Task 2 AO2 where candidates must 'Identify and set realistic and achievable training goals and plan a fully developed training programme'. The best responses evidenced an overview training plan i.e. the training across six weeks and twelve sessions, on two pages and included training methods to be utilised and realistic targeted progression in weeks 2-3 and weeks 5-6. Weaker responses described but did not apply the SMARTER goals and FITT principle to developing the components of fitness in their client's training programme.

The diversity in the warm-ups and cool-downs of the best portfolios gave them more opportunity to display evidence of their AO2 knowledge application and understanding. Up to three different warm-ups and three different cool-downs (relevant to exercises to be completed in a session) were presented once in the portfolio (in appendices) and referred to throughout the training sessions.

Monitoring the training sessions was generally well done in most portfolios using pulse rates and the Borg RPE Scale (or an adapted version). Higher marked candidates used electronic devices that indicated working and recovery pulse rates. Highlighting or colour coding the progressive overloads in training sessions helped the moderation process. If only six of the twelve sessions are presented and showcased in the portfolio (Agreement Trial guidelines Oct 22) it is still important to show evidence that the other six training sessions took place, i.e., pictures from a training diary would suffice for these other six sessions as long as they are dated with time/venue recorded.

In some portfolios, the training sessions, although dated, did not have the focus of the session or the starting time of the session recorded. In some training sessions, the length of time planned and allocated for some of the exercises was unrealistic and could not have been completed. This should be reflected in the session evaluation, adjustments made for the following week and recorded in the teacher witness/evaluation statement.

As stated in the Agreement Trials Oct 2022, the purpose of the training programme was to improve a client's fitness in 2-3 components of fitness over a six-week period with their choice of components being guided by the initial fitness testing results. Several candidates had their client unnecessarily, trying to develop more than three components of fitness.

Some candidates presented extended evaluations of every training session, up to twelve sessions in six weeks, again unnecessarily. Candidates must try to be more concise.

The evaluation comments for Task 2 AO3 were generally sound. These stated how successful or not, tests chosen for re-testing were. Higher marked candidates looked back at the overview plan and critically commented on whether planned progressive overloads were suitable or not and how the number of sessions completed, intensities trained at, condition/health of client for each session, may have impacted on re-testing.

Overall evaluations of the process of developing a training programme and implementing it as a trainer were well documented and reviews suggested ways in which the candidate would improve a future fitness programme.

Task 3 Planning, Instructing and reviewing 3 Fitness sessions

Task 3 was generally well presented with AO1 understanding of knowledge of anatomy and physiology and energy systems utilised, documented at a good theoretical level. Higher marked portfolios demonstrated this theoretical understanding by describing the theory involved specific to their client's movement for some exercises, as well as discussing the potential physical adaptations they were hoping to attain in the six weeks. Weaker portfolios had theoretical knowledge 'cut and pasted' from research which at times did not have the correct referencing.

Candidates should not print out and insert the risk assessments from Task 2 AO1 but as Task 3 indicates, review if they were fit for purpose and were adhered to in the sessions. The same can be said for reviewing any other safety issues or First Aid that might have been required.

Regarding teaching styles, most candidates discussed and implemented a range of these and evidence of this was recorded in teacher witness statements/evaluations, outlining the ability of their candidates to lead sessions and follow health and safety procedures.

Most candidates had three extended training sessions evaluated and the better candidate evidenced good practice by selecting a session at the start, in the middle and towards the end of the programme. Ideally, candidates should thoroughly analyse and evaluate teaching styles, motivational skills adopted, progressive overloads and strengths and weakness of the sessions.

Presentation of Portfolios Annotation and Witness Statements

Portfolios were generally well presented, with plastic bindings or treasury tags, both are acceptable although some were single sided making the finished document extremely heavy and difficult to manage. Portfolios should be printed double sided. Candidates must ensure they number their portfolio pages and include a contents page. This makes referencing and marking much easier and enables moderators to find key evidence to corroborate marks awarded.

The quality of annotation provided by most centres was very good and indicated clearly where and why marks had been awarded e.g. 'L3 lower, average to good analysis in AO3 but more detail needed in evaluations'. Similar annotations supported the mark awarded for each assessment objective on the e-Candidate Record sheets, which was printed out and placed at the start of the portfolio. A significant concern for teachers to address is that some annotations did not correlate with the e-Candidate Record sheet e.g. L2 upper, satisfactory account, was marked on e-CRS as L3 level.

Teachers' ticks should be accompanied by some annotation. This will make moderation and the corroboration of centre marks much more accurate and can make an adjustment less likely.

Teachers' witness statements/evaluative comments are required to help verify evidence collated by candidates. The use of three teacher witness statements/evaluations was widespread for the extended review of three sessions in Task 3 AO2 but two more should also be included in portfolios – one for the fitness testing Task 1 AO2 and one for fitness re-testing Task 2 AO2. So, these five teacher witness/evaluative statements are important to include in all portfolios and need to be commented on and signed by teachers observing.

Independent Learning

To clearly identify the degree of independent learning demonstrated by the candidate, a 'level of guidance given' section was added as a drop-down menu to the e-moderation template for Summer 2023 series. The completion of this did provide valuable guidance to explain the marks awarded to some candidates.

Size of portfolios

The size of the portfolios presented by centres continued to be a concern for candidates, teachers and the CCEA moderation team. It has been noted that the workload involved has impacted on teachers' workload and has also impacted upon candidates' study time in other A level subjects and the selection of GCE Sports Science by Year 12 students.

Several centres acted on advice given at the 2022 Agreement Trials and produced smaller portfolios which did not take away from the quality of the work. These centres are to be commended and other centres are encouraged to follow suit for the 2024 submissions.

The amount of material included in portfolios, which should be monitored by centres, can be reduced by avoiding the following:

- Duplication of work, for example, the inclusion of multiple copies of identical first aid and risk assessment (RA) information in Task 1 and 2. Only include the RA and first aid material that is relevant to the fitness testing for Task 1 and the RA and first aid material that is relevant to the fitness sessions that will be taking place for Task 2.
- Long descriptive and repetitive evaluations of each of the 12 training sessions. Candidates should critically comment on how effective each session was and briefly on how they might continue to progress or reduce the original planned overload. Remembering six sessions only need to be showcased, but evidence of other six sessions provided.
- Repeating/copying all Task 2 training sessions, risk assessment and safety/first aid material into Task 3. It is sufficient to identify the session by the week number and date and session number, as well as referring to risk assessment and safety/first aid material from Task 2.
- Providing more than one set of exercise illustrations. Avoiding this is good practice for warm-ups, cool-downs and main activity exercises rather than including them in each of the 6/12 sessions. These can be referred to in the session plan and evaluation.
- Copying and pasting huge amounts of information on components of fitness, fitness testing protocols, training principles theory, anatomy and physiology, energy systems and first aid. Candidates must be more selective about what to include in Task 1 AO1 and Task 3 AO1.
- Using examples from too many other non-related sports to illustrate understanding. Demonstration of the understanding of knowledge (AO1) should be evidenced, and this is best done by indicating the impact on the client's sport.

Administration

Submission of sample portfolios must be completed accurately. Marking on grey plastic coursework envelopes was generally good but some centres did not label these correctly e.g., some stated six samples included but the package contained only five. Centres also need to place sample portfolios in rank order i.e. envelope stating '1 of 3' should have the top ranked candidates' work, while envelope 3 of 3 should have the lower ranked candidates' work.

Resubmission of Work

A few centres had candidates who resubmitted portfolios for moderation. This was discussed at the 2022 Agreement Trials and the following guidelines apply:

- Candidates who resubmit work must send a copy of their original portfolio along with their new work if their work is requested for moderation.
- A resubmitted portfolio must include a new training programme designed for a client, along with evidence of the execution and analysis of this programme. It is not sufficient to 'adapt' the original training programme.

Chief Examiner's Report

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

Unit Overview

The paper was accessible for most candidates who demonstrated good knowledge of the specification content. The level of language used in the paper proved appropriate as most candidates showed good application of their understanding to the questions. Candidates appeared familiar with the paper style and format and there were no reported timing issues. The mark scheme reflected most of the candidates' responses.

Centres should note the following general points for the next series:

- Candidates should read each question carefully before formulating a response.
 - Candidates should be reminded of the importance of QWC to access higher mark bands in questions requiring extended writing.
- Q1**
- (a)** In general, this question was answered well. Most candidates made the link with their AS portfolio to inform their response to this question.
 - (b)** This question was answered well by most candidates. Weakest responses only stated and did not describe benefits.
 - (c)** This question was well answered with clear explanations of how an active lifestyle can benefit an individual. Weaker responses did not link the benefit to an individual and adapted a more societal benefit view.
 - (d)** Most candidates achieved up to Level 2 marks in this question. Best responses saw a clear discussion about the impact of a lifestyle coach and not simply a statement of what they did.
- Q2**
- (a)** This question was answered very well with many awarded full marks.
 - (b)**
 - (i)** This question was answered well by most candidates.
 - (ii)** This question was answered well by most candidates however, the poorest responses did not explain the safety requirements but only stated what a fitness instructor should do when planning a safe training programme.
- Q3**
- (a)** Most candidates provided a satisfactory response to this question and achieved at least 2 marks for each component stated. Some candidates provided no response at all.
 - (b)** This question was poorly answered by many candidates. Better answers focused on ways a coach could use each principle of training. Weaker candidates often confused their answers with methods of training.

- (c) (i) This question was answered poorly. Most candidates stated a method of training but did not describe how a coach could use it to develop power. Often the repetitions, sets and recoveries used were not accurate for power.
- (d) Many good responses with most candidates scoring three marks for the successful identification of three food groups with better responses including an acceptable percentage and why these food groups were needed by power athletes.
- Q4** (a) Most candidates scored well in this question, with better responses clearly stating three hypokinetic diseases and making a good attempt to analyse how a healthy lifestyle can help prevent their occurrence. Weaker candidates stated the disease but did not develop the role of lifestyle in its prevention.
- (b) This question was well answered by almost all candidates.
- Q5** (a) This question was poorly answered by most. Candidates did not talk about how public leisure centres promote activity but concentrated on the differences between public and private leisure providers.
- (b) Most candidates accessed Level 2/3 marks for this question with a limited number providing sufficient detail to achieve Level 3 marks. Weaker responses stated barriers and did not examine or develop their point.
- Finally, teachers should be commended for their efforts in ensuring all candidates were sufficiently prepared for this exam.

Principal Moderator's Report

Assessment Unit A2 1 Event Management in the Active Leisure Industry

Internal Assessment Overview

In the summer 2023 examination series, CCEA moderated over 21 Centres for GCE A2 Sports Science and the Active Leisure Industry. The work presented was generally of a high standard.

Administration and paperwork in preparing sample portfolios was completed accurately in most cases, with many centres submitting printed copies of the e-mark sheet on the front of each candidate's portfolio. Centres should place portfolios in rank order in the grey CCEA return bags e.g., top 4 candidates in bag 1 of 3.

It was clear throughout the moderation process that most centres had a very good understanding of the specification and assessment objectives for this unit. The portfolios submitted by many of the centres were marked to the agreed standard.

Centres should note the following points, identified during the moderation process, for future submissions:

The Event

The range and quality of the events selected by the centres were very good for the 2023 Series. This allowed candidates to provide sufficient evidence of their individual contributions to the planning, organisation, running and evaluation of the event. Best practice is evidence from centres that challenge their students with different events each year.

Some candidates' evaluative statements remarked on how their school event was too basic and evidence from customer feedback surveys indicated that enjoyment was compromised because the event was a repeat from previous years.

The best level portfolios outlined clearly, evidence of individual contributions in specific roles, as well as evidence of how they assisted others to plan, carry out and evaluate an event.

In centres with a large number of candidates, two or more events were organised and standardisation of the different events clearly took place, ensuring all those involved had an equal chance to contribute and access the higher mark bands.

Once again, several centres raised substantial amounts of money for different charities from their events. This is hugely motivational for the organising team(s) and provides excellent evidence and tasks to be fulfilled by the team and the group member responsible for finance.

Presentation and Marking

Centres appeared more informed with the requirements for this unit and teachers' marking was generally more accurate.

Portfolios should be printed double-sided, a requirement highlighted at the October 2022 Agreement Trials and in previous PM reports. This is a key factor, which when addressed, eases the management of portfolios significantly, for all concerned.

The inclusion of a contents page and page numbering by most candidates assisted the moderation process. Some candidates did not number all pages/sides which was reflected in the marks awarded for the portfolio's presentation (T2 AO3 & T3 AO3).

Annotation of the portfolios must substantiate the marks awarded to each area of the portfolio. The widespread use of marking grids and teacher witness statements/evaluations did show clearly, where, and why marks had been awarded. The completion of the candidate 'level of guidance given' section also helped to explain how marks were awarded for some candidates due to the level of guidance given. Annotation should be in the 'body of the work' (at the end of sections or throughout) and examples of this were shared in the 2022 agreement trial exemplar material. Please note, copious ticks on portfolios are not appropriate. As a guide, please annotate when you want to highlight to the moderator where and why you awarded the marks. You should include the Task, the AO, and the level which should clearly address each of the AO descriptors found at the back of the SAMs. If there are omissions, please state these and then justify the subsequent mark(s).

Some centres produced meaningful teacher witness statements/evaluations that personalised the abilities of the candidates e.g., a teacher witness statement/evaluation of an individual feasibility study; or the candidate's individual contribution to the group's business plan; or the candidate's individual contribution during the day of the event; or the candidate's individual contribution post event.

Some centres provided generic teacher witness statements/evaluations that lacked differentiation across candidates. This made it difficult for the moderator to verify the evidence in the portfolio being alluded to. All teacher witness statements/evaluations should be personally signed by the teacher to authenticate the work, an electronic signature is not acceptable.

Managing and resolving conflicts, particularly in a working group setting, should be evidenced by all candidates. Best responses recorded managing and resolving conflict in individual contributions to group meetings, usually after a set of minutes. Weaker responses just inserted theory on managing and resolving conflict but showed no demonstration of understanding of such.

Some centres had correctly marked candidates lower, due to a lack of evidence that demonstrated understanding of knowledge; limited individual contributions or partial/complete sections of work missing.

Evidence of Group work and individual contribution

Good practice saw several centres going through a process (e.g. Belkin's personality traits) to allocate areas/sections of the team's business plan to different members within the group. This work was then shared among the team for inclusion in a portfolio. This was a suggested approach outlined in previous Agreement Trials and is good practice reflective of what would happen in the 'real world' of business. If adopting this approach, candidates must:

- Acknowledge the team member that authored each section and not 'claim' it as their own work. This should also be echoed when minutes of meetings are recorded, clearly including the author.
- Include a critical summary and/or evaluation of any other team member's work. This individual contribution should be present if candidates are to access the level 4 highest mark band.
- Include a personalised logbook which provides an opportunity for them to evidence their contributions when working in a team and should then help teachers differentiate between candidates when marking. Best practice is to include screen shots of emails sent, WhatsApp messages and any pictures of jobs completed as evidence.
- Ensure the personalised logbook displays evidence chronologically from the start of Task 2: outlining the work of their individual role leading up to the event (or assisting another team member in their role); to what they did on the day of the event and then to their final post-event responsibilities. Appropriate, pictorial evidence should be presented concisely with 3-4 pictures to an A4 side.

If this personalised logbook is not provided, the marking/moderation process becomes difficult, and the marks awarded to each candidate may be negatively impacted.

Structure and size of portfolios

It was evident from the structuring and size of the portfolios presented by several centres that suggestions made at the 2022 Agreement Trials were followed.

For some Centres, the size of the portfolios and volume of work involved in their completion continues to raise concerns. The following repeated suggestions can reduce the workload for candidates and teachers:

- Print the portfolio double-sided and utilise treasury tags.
- Scan to remove copies of the same information, e.g. risk assessment policies, first aid procedures.
- Reduce 'white space' on pages; especially reducing the size of pictures, illustrations and feedback survey material like pie charts.
- Make sure 'case studies' are not included in their entirety; the information researched from such studies should be included where necessary and referenced.
- Only include the candidate's own individual feasibility study.
- Print slides from PowerPoint presentations as 3-4 slides per A4 page, text legible and relevant notes included.

- Note that the AO1 sections of Task 1 and Task 3 only account for 16 marks, compared with 50 marks for the AO2 sections and 34 marks for the AO3 sections. Many centres include huge amounts of AO1 theoretical knowledge (on marketing, group structure or legal/safeguarding requirements) when more 'relevant' and 'streamlined' material would be adequate.
- Note that level 4 higher marked candidates demonstrate understanding of AO1 by including appropriate examples of what has been happening in their own team during the planning process. Likewise, the evaluative aspects of AO3, in Tasks 2 & 3, should be evidenced with analytical comments relevant to the team's planning and then further alluded to in the overall post-evaluations.
- Do not include multiple copies of customer evaluation sheets/questionnaires; it is sufficient to include one or two examples. If photographed/scanned, 4-5 can be inserted onto one A4 side.
- Organise the contents of the portfolio sequentially following Tasks 1-3 and indicate this in a numbered contents page.

Some centres appeared not to follow the guidelines presented in the online Agreement Trials of October 2022 regarding effective structuring of portfolios. It was also evident that some centres did not follow the Agreement Trial guidelines i.e., a maximum of 7 sets of minutes selected from different stages of the planning process would have been adequate, - some candidates included 20 sets. This was unnecessary workload for candidates.

In conclusion, Centres must be complimented for their commitment and skill in preparing candidates for this qualification. Equally the candidates must be commended for the imagination and quality of the events they organised and for the efforts that were evident in the portfolios submitted.

Chief Examiner's Report

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

Unit Overview

The paper was accessible to all candidates, most of whom demonstrated good knowledge of the specification content. The level of language used in the paper proved appropriate with most candidates showing good application of understanding in their responses. Candidates appeared familiar with the paper structure and format. It was evident from the high number of completed scripts with few omissions, that the paper was well received. There were no reported timing issues. The mark scheme broadly reflected most responses given by the candidates.

Centres should note the following general points for the next series:

- Candidates should read questions carefully before formulating a response.
- Candidates should be reminded of the importance of QWC to access higher mark bands in questions requiring extended writing.
- Candidates generally performed poorly in Question 1. Candidates may need to be more prepared in relation to the topic of the cardiovascular system for future exam series.

- Q1** (a) (i) In general, this question was answered poorly. A significant number of candidates did not give an accurate definition, or the definition lacked sufficient detail to access full marks.
- (ii) Most candidates accurately identified the effect but did not provide a sufficient description to access full marks.
- (b) (i-ii) This question was answered poorly by most candidates. Candidates demonstrated a lack of understanding of the two phases of the cardiac cycle at rest. Incorrect explanations of the sequence of each phase were also evident.
- (c) Most candidates provided a satisfactory response to this question. They should understand the difference between structural and functional adaptations. Those who scored low marks described limited structural adaptations and focused more on functional adaptations.
- Q2** (a) (i-ii) Most candidates answered this question well. The best responses described motivational strategies in detail using relevant examples.
- (b) (i-iii) This question was answered well by most candidates, with many scoring full marks.
- Q3** (a) This question was answered well by most candidates.
- (b) (i-ii) Most candidates answered this question well.
- (c) This question was generally well answered. Top candidates accessed a Level 3 mark by providing details of how a coach could use a range of transfer of learning methods to enhance learning and performance in sport.
- Q4** (a) (i-iii) This question was generally well answered. Notably, a few candidates showed a lack of knowledge of articulating bones at synovial joints preventing full marks being awarded.
- (b) (i) Most candidates answered this question well.
- (ii) This question was generally well answered. Top candidates accessed a Level 3 mark by providing details of the positive and negative impact of training on the muscular and skeletal systems. In addition, top candidates outlined strategies that a coach could implement to manage the physical demands of this training.
- Q5** (a) (i-ii) This question was generally well answered.
- (b) This question was generally well answered. Top candidates accessed a Level 3 mark by providing information on the processes involved in altitude training and by detailing the benefits and drawbacks experienced by endurance athletes.
- (c) Most candidates provided a satisfactory response to this question. The majority of candidates lacked sufficient detail to access a Level 3 mark. Candidates needed to ensure that the use of technology by elite athletes was explained in relation to the enhancement of performance for the athlete. Examples used were often vague and some candidates erroneously, discussed technology used by officials.

Teachers should be commended for their efforts in ensuring candidates were sufficiently prepared for this exam. Candidates had responded particularly well in the three high tariff questions.

Contact details

The following information provides contact details for key staff members:

- **Specification Support Officer: Arlene Ashfield**
(telephone: (028) 9026 1200, extension: 2291, email: aashfield@ccea.org.uk)
- **Officer with Subject Responsibility: Peter Davidson**
(telephone: (028) 9026 1200, extension: 2993, email: pdavidson@ccea.org.uk)

