

GCE Sports Science and the Active Leisure Industry

Subject Guidance for Summer 2022

Unit AS 1: Fitness and Training for Sport
Exceptional Assessment Adaptations for Summer 2022



GCE Sports Science and the Active Leisure Industry

Unit AS 1: Fitness and Training for Sport

Exceptional Assessment Adaptations for Summer 2022

1. Introduction

On 17 May 2021 the Education Minister, Peter Weir MLA, announced a return to public examinations during the next academic year, along with significant reductions in the assessment requirements across a range of CCEA qualifications.

In a number of subjects at both AS and A Level, he announced that internal assessment tasks would be reduced rather than a unit being omitted. This document sets out these changes to GCE Sports Science and the Active Leisure Industry **AS Unit 1** for Summer 2022 only emanating from this decision.

The total marks available for this task will be 100. The unit will continue to carry a weighting of 60 % of AS/24% of A Level.

2. Task Requirements for Summer 2022

Content	Marks
<p>Task 1: Fitness testing, recording and analysis.</p> <p>The candidate must work with an individual who will be their ‘client’.</p> <ul style="list-style-type: none"> • analyse no more than five components of fitness required for their client’s sport/activity and assess their importance to the performance of their client; • select, perform and record a series of appropriate fitness tests to measure performance this sport/activity; and • evaluate the results of the fitness tests. 	30
<p>Task 2: Planning, performing and evaluating a fitness programme.</p> <p>The candidate must plan, perform and evaluate a sport specific fitness programme for another individual. The candidate will:</p> <ul style="list-style-type: none"> • select training methods to improve their client's performance based on their knowledge; • identify achievable individual training goals through interviews, discussion and planning; • plan and implement a fitness training programme, incorporating individual sessions within it, which is suitable for their client and achieves the identified goals; • evaluate the effectiveness of the fitness training programme, including individual sessions, to the client; and understanding of training methods and theory; • Complete a 6-week fitness training programme under supervision. This must include two detailed sessions required for Task 3 	40

Content	Marks
<p>Task 3: Planning, instructing and reviewing fitness sessions</p> <p>The candidate must deliver two sessions they have planned as part of the fitness programme (Task 2) for their client. These sessions should be:</p> <ul style="list-style-type: none"> • planned for an individual ‘one-on-one’ session; and • be a minimum of 40 minutes and a maximum of 60 minutes long each, including warm-ups, cool downs and pre-session instruction/post-session discussion. • Suitable activities include: <ul style="list-style-type: none"> – Individual Personal Training – Indoor cycling/spinning – Exercise to music – Pilates – Sport/activity specific programme – Component(s) of fitness specific programme – Circuit Training – Outdoor Fitness <p>The candidate must provide a portfolio of written evidence of their planning, recording and evaluation for Tasks 1–3. This must be supported by teacher witness statements/documentation. Teachers must observe and record in a manner appropriate to inclusion in the candidate’s internal assessment portfolio.</p>	30
Total marks	100

3. Further Advice and Information

If you require further information, please contact:

CCEA Helpline	helpline@ccea.org.uk Telephone: 028 9026 1220
Subject Officer	Peter Davidson pdavidson@ccea.org.uk
Specification Support Officer	Arlene Ashfield aashfield@ccea.org.uk
CCEA Entries	entriesandresults@ccea.org.uk

4. Unit AS1: Fitness and Training for Sport – Assessment Criteria and Mark Bands for 2022

Assessment Objective	Level 1 Basic	Level 2 Satisfactory	Level 3 Good	Level 4 Excellent	Total
Task 1 AO1 Knowledge of sport/activity	Marks (1–2) Basic identification of the components of fitness required for a sport.	Marks (3–4) Satisfactory identification of the components of fitness required for a sport.	Marks (5–6) Good identification of the components of fitness required for a sport.	Marks (7–8) Excellent identification of the components of fitness required for a sport.	8 marks available
	Basic knowledge and understanding of appropriate tests to measure different components of fitness and the safety requirements for fitness testing.	Satisfactory knowledge and understanding of appropriate tests to measure different components of fitness and the safety requirements for fitness testing.	Secure knowledge and understanding of appropriate tests to measure different components of fitness and the safety requirements for fitness testing.	Comprehensive knowledge and understanding of appropriate tests to measure different components of fitness and the safety requirements for fitness testing.	
	Superficial outline of risk assessment for fitness training.	Reasonable outline of risk assessment for fitness training.	Clear outline of risk assessment for fitness training.	Thorough outline of risk assessment for fitness training.	

Assessment Objective	Level 1 Basic	Level 2 Satisfactory	Level 3 Good	Level 4 Excellent	Total
<p>Task 1</p> <p>AO1 (Cont.)</p> <p>Knowledge of sport/activity</p>	<p>Basic knowledge of test protocols, validity and reliability.</p> <p>Limited knowledge and understanding of first aid.</p>	<p>Satisfactory knowledge of test protocols, validity and reliability.</p> <p>Appropriate knowledge and understanding of first aid.</p>	<p>Good knowledge of test protocols, validity and reliability.</p> <p>Good knowledge and understanding of first aid.</p>	<p>Comprehensive knowledge of test protocols, validity and reliability.</p> <p>Comprehensive knowledge and understanding of first aid.</p>	

Assessment Objective	Level 1 Basic	Level 2 Satisfactory	Level 3 Good	Level 4 Excellent	Total
<p>Task 1</p> <p>AO2</p> <p>Performing and recording</p>	<p>Marks (1–4)</p> <p>Limited ability to select and apply appropriate fitness tests to measure performance.</p> <p>Limited ability to monitor, record and present fitness test results.</p> <p>Basic application of safety requirements during fitness tests.</p>	<p>Marks (5–8)</p> <p>Some ability to select and apply appropriate fitness tests to measure performance.</p> <p>Some ability to monitor, record and present fitness test results.</p> <p>Satisfactory application of safety requirements during fitness tests.</p>	<p>Marks (9–12)</p> <p>Consistent ability to select and apply appropriate fitness tests to measure performance.</p> <p>Consistent ability to monitor, record and present fitness test results.</p> <p>Effective application of safety requirements during fitness tests.</p>	<p>Marks (13–16)</p> <p>Highly developed ability to select and apply appropriate fitness tests to measure performance.</p> <p>Highly developed ability to monitor, record and present fitness test results.</p> <p>Highly effective application of safety requirements during fitness tests.</p>	<p>16 marks available</p>

Assessment Objective	Level 1 Basic	Level 2 Satisfactory	Level 3 Good	Level 4 Excellent	Total
Task 1 AO3 Evaluation	Marks (1) Basic analysis of the fitness requirements for different sports and results of fitness tests. May be unable to justify the selection of different fitness tests. Use of specialist vocabulary and spelling, punctuation and grammar is basic. Relevant material is poorly organised and presented with a lack of clarity and coherence.	Marks (2–3) Satisfactory analysis of the fitness requirements for different sports, the reasons for selecting different fitness tests and the results of fitness tests. Use of specialist vocabulary and spelling, punctuation and grammar is satisfactory. Relevant material is sufficiently organised and presented with some clarity and coherence.	Marks (4–5) Clear and consistent analysis of the fitness requirements for different sports, the justification for the selection of fitness tests and the results of fitness tests. Use of specialist vocabulary and spelling, punctuation and grammar is good. Relevant material is well organised and presented with a competent degree of clarity and coherence.	Marks (6) Comprehensive analysis of the fitness requirements for different sports, the reasons for the selection of different fitness tests and the results of fitness tests. Use of specialist vocabulary and spelling, punctuation and grammar is excellent. Relevant material is succinct, well organised, presented with a high degree of clarity and coherence.	6 marks available
	Award [0] for work not worthy of credit.				

Award [0] for work not worthy of credit.

Assessment Objective	Level 1 Basic	Level 2 Satisfactory	Level 3 Good	Level 4 Excellent	Total
Task 2 AO1 Knowledge of planning and training methods	Marks (1–2) Basic knowledge, understanding and selection of training methods.	Marks (3–4) Satisfactory knowledge, understanding and selection of training methods.	Marks (5–6) Good knowledge, understanding and selection of training methods.	Marks (7–8) Comprehensive knowledge, understanding and selection of training methods.	8 marks available
	Limited identification of individual requirements.	Relevant identification of individual requirements.	Realistic identification of individual requirements.	Highly developed identification of individual requirements.	
	Basic outline of risk assessment for fitness programme.	Appropriate outline of risk assessment for fitness programme.	Secure outline of risk assessment for fitness programme.	Highly detailed outline of risk assessment for fitness programme.	
	Superficial knowledge and understanding of first aid.	Satisfactory knowledge and understanding of first aid	Good knowledge and understanding of first aid.	Comprehensive knowledge and understanding of first aid.	

Assessment Objective	Level 1 Basic	Level 2 Satisfactory	Level 3 Good	Level 4 Excellent	Total
Task 2 AO2 Application of planning and performing	Marks (1–6) Identify and set basic training goals and plan a limited training programme.	Marks (7–12) Identify and set some relevant training goals and plan an appropriate training programme.	Marks (13–18) Identify and set realistic and achievable training goals and plan a clear training programme.	Marks (19–24) Identify and set realistic and achievable training goals and plan a fully developed training programme.	24 marks available
	Limited ability to follow individual sessions, taking account of minimal safety issues when completing a training programme.	Satisfactory ability to follow individual sessions, taking account of some safety issues necessary to complete a training programme.	Consistent ability to follow individual sessions, taking account of safety issues necessary to complete a training programme effectively.	Comprehensive ability to follow individual sessions, taking account of safety issues necessary to complete a training programme effectively.	
	Superficial application of training methods and the testing and monitoring strategy could be more effective.	Satisfactory application of training methods and an adequate testing and monitoring strategy employed.	Consistent application of training methods and an effective testing and monitoring strategy employed.	Comprehensive application of training methods and a highly effective testing and monitoring strategy employed.	

Assessment Objective	Level 1 Basic	Level 2 Satisfactory	Level 3 Good	Level 4 Excellent	Total
Task 2 AO3 Analysis and evaluation	Marks (1–2) Superficial and possibly inaccurate explanation for the success/failure of a training session or the training programme.	Marks (3–4) Satisfactory and generally appropriate explanation for the success/failure of a training session or the training programme.	Marks (5–6) Secure explanation for the success/failure of a training session or for the programme and may suggest some ways to improve a session or programme.	Marks (7–8) Fully developed explanation for the success/failure of a training session or for the programme and can suggest ways to develop the session or programme.	8 marks available
	Use of specialist vocabulary and spelling, punctuation and grammar is basic.	Use of specialist vocabulary and spelling, punctuation and grammar is satisfactory.	Use of specialist vocabulary and spelling, punctuation and grammar is good.	Use of specialist vocabulary and spelling, punctuation and grammar is excellent.	
	Relevant material is poorly organised and presented with a lack of clarity and coherence.	Relevant material is sufficiently organised and presented with some clarity and coherence.	Relevant material is well organised and presented with a competent degree of clarity and coherence.	Relevant material is succinct, well organised, presented with a high degree of clarity and coherence.	

Award [0] for work not worthy of credit.

Assessment Objective	Level 1 Basic	Level 2 Satisfactory	Level 3 Good	Level 4 Excellent	Total
Task 3 AO1 Preparation and planning	Marks (1–2) Limited selection of appropriate teaching styles.	Marks (3–4) Satisfactory selection of appropriate teaching styles.	Marks (5–6) Clear selection of appropriate teaching styles.	Marks (7–8) Coherent and insightful selection of appropriate teaching styles	8 marks available
	Basic plan of activities and limited selection of resources for the planned activities.	Appropriate plan of activities and adequate selection of resources for the planned activities.	Realistic plan of activities and clear selection of resources for the planned activities.	Comprehensive plan of activities and highly competent selection of resources for the planned activities.	
	Limited outline of risk assessment for fitness sessions.	Adequate outline of risk assessment for fitness sessions.	Good outline of risk assessment for fitness sessions.	Fully developed outline of risk assessment for fitness sessions.	
	Basic knowledge of major bones, muscle groups/actions, working of the CV systems and H&S requirements.	Satisfactory knowledge of major bones, muscle groups/actions, working of the CV systems and H&S requirements.	Secure knowledge of major bones, muscle groups/actions, working of the CV systems and H&S requirements.	Comprehensive knowledge of major bones, muscle groups/actions, working of the CV systems and H&S requirements.	
	Basic knowledge and understanding of first aid.	Satisfactory knowledge and understanding of first aid.	Secure knowledge and understanding of first aid.	Comprehensive knowledge and understanding of first aid.	

Assessment Objective	Level 1 Basic	Level 2 Satisfactory	Level 3 Good	Level 4 Excellent	Total
<p>Task 3</p> <p>AO2</p> <p>Instructing and demonstrating</p>	<p>Marks (1–4)</p> <p>Identifies and records a few basic goals for the session/programme including limited evidence of progression which is superficially relevant.</p>	<p>Marks (5–8)</p> <p>Identifies and records some goals for the session/programme including some adequate evidence of progression which is mostly but not always relevant.</p>	<p>Marks (9–12)</p> <p>Identifies and records appropriate and clear goals for the session/programme including detailed and relevant evidence of progression.</p>	<p>Marks (13–16)</p> <p>Identifies and records coherent and concise goals for the session/programme including comprehensive and fully developed evidence of progression.</p>	<p>16 marks available</p>
	<p>Demonstrates undeveloped skills in leading exercise sessions and may require significant guidance during sessions.</p>	<p>Demonstrates adequate skills in leading exercise sessions and may require some guidance during sessions.</p>	<p>Demonstrates effective skills in leading exercise sessions and may require little guidance during sessions.</p>	<p>Demonstrates highly developed and confident skills in leading exercise sessions and works independently throughout the sessions.</p>	
	<p>Demonstrates limited motivational skills and rarely communicates effectively.</p>	<p>Demonstrates adequate motivational skills and communicates at times with confidence.</p>	<p>Demonstrates good motivational skills and communicates with confidence.</p>	<p>Demonstrates highly developed motivational skills and communicates with confidence at all times.</p>	
	<p>Applies a limited range of teaching styles to correct techniques which may often be ineffective.</p>	<p>Applies a range of teaching styles to correct techniques which are mostly appropriate.</p>	<p>Applies a good range of teaching styles to correct techniques as appropriate.</p>	<p>Applies a comprehensive range of teaching styles to correct techniques as appropriate.</p>	
	<p>Basic awareness of health and safety, risk assessment and first aid.</p>	<p>Satisfactory awareness of health and safety, risk assessment and first aid.</p>	<p>Good awareness of health and safety, risk assessment and first aid.</p>	<p>Excellent awareness of health and safety, risk assessment and first aid.</p>	

Assessment Objective	Level 1 Basic	Level 2 Satisfactory	Level 3 Good	Level 4 Excellent	Total
<p>Task 3 AO3</p> <p>Evaluation and progression</p>	<p>Marks (1)</p> <p>Brief and often inaccurate or incomplete analysis of their performance as a coach/instructor and may be unable to suggest ways to improve their performance.</p> <p>Relevant material is poorly organised and presented with a lack of clarity and coherence.</p> <p>Use of specialist vocabulary and spelling, punctuation and grammar is basic.</p>	<p>Marks (2–3)</p> <p>Satisfactory and usually accurate and complete analysis of their own performance as a coach/instructor and may be able to suggest some ways to improve their performance.</p> <p>Relevant material is sufficiently organised and presented with some clarity and coherence.</p> <p>Use of specialist vocabulary and spelling, punctuation and grammar is satisfactory.</p>	<p>Marks (4–5)</p> <p>Detailed and accurate analysis of most aspects of their own performance as a coach/instructor and will be able to suggest some ways to improve their performance.</p> <p>Relevant material is well organised and presented with a competent degree of clarity and coherence.</p> <p>Use of specialist vocabulary and spelling, punctuation and grammar is good.</p>	<p>Marks (6)</p> <p>Comprehensive and accurate analysis of all aspects of their own performance as a coach/instructor and can suggest a variety of realistic ways to improve their performance.</p> <p>Relevant material is succinct, well organised and presented with a high degree of clarity and coherence.</p> <p>Use of specialist vocabulary and spelling, punctuation and grammar is excellent.</p>	<p>6 marks available</p>

Award [0] for work not worthy of credit.

Total Marks 100