

Summer 2021



Summer 2021
Alternative Arrangements: AS and A level
Sports Science and Active Leisure Industry
Subject Guidance



Version 1.0

Introduction

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for January, February, May and June 2021. Instead, the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation. CCEA has published *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre* to support teachers and school leaders in determining the appropriate Centre Determined Grades for each student.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this provide a grade to CCEA. This is different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations. It will require centres and CCEA to develop and use different processes from those used last year.

This document follows on from CCEA's *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre* and aims to provide further guidance to support teachers and Heads of Department in determining the appropriate Centre Determined Grade for each student entered for GCE AS or A level Sports Science and the Active Leisure Industry.

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1. Overview

Each Centre Determined Grade is a judgement of the final grade for a qualification. It must be based on a holistic review of a student's performance as indicated by assessment evidence, gathered and retained at centre level. In the interests of fairness within and across centres, each Centre Determined Grade must be a realistic, evidence-based judgement of the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills in the content of the specification they have covered. This means students **do not** need to have completed a specified amount of content, or demonstrate skills, knowledge and understanding across every area of the specification, as they would normally. In this way, disruption to teaching and learning can be taken into account.

We must also acknowledge the decision taken in December 2020 by the Education Minister in respect of reducing the assessment burden in GCE AS and A level qualifications. The details in the table below will still be applicable in forming a Centre Determined Grade in Summer 2021 e.g., for year 13 students, teachers can consider evidence from Unit AS 1 **and/or** Unit AS 2. For year 14 students, evidence can be drawn from Units A21 **and/or** A22 and if centres wish to provide AS evidence as part of the A level award, teachers can consider evidence from Unit AS 1 **and/or** Unit AS 2.

Subject	Current Arrangements	Unit For Omission	Specification Adaptations
Sports Science and the Active Leisure Industry	<p>AS Unit 1 internal assessment (24%) Unit 2 external assessment (16%)</p> <p>A2 Unit 1 internal assessment (36%) Unit 2 external assessment (24%)</p>	<p>AS Students could choose to sit</p> <ul style="list-style-type: none"> • Unit 1 (24%) or • Unit 2 (16%) <p>A2 Students could choose to sit</p> <ul style="list-style-type: none"> • Unit 1 (36%) or • Unit 2 (24%) 	<p>AS Unit 1 portfolio may be a self-analysis. Usual peer analysis is still acceptable.</p> <p>A2 Unit1 portfolio may be based on a virtual event.</p>

Please note the 40% rule agreed by DE, allows for a coursework **only** submission in AS and A2 Sports Science and the Active Leisure Industry.

2. Preliminary Considerations

In arriving at a Centre Determined Grade for a student, it is not necessary to assess every aspect of the specification exhaustively. A selection of key tasks or assessments carried out under appropriate conditions and with a suitable level of demand, which allows you to authenticate the work as the student's own, will give a good indication of the standard at which the student is performing in the qualification.

To make accurate judgements, you must have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification;
- the grade descriptions at key grades (see Section 5 and Appendix 1 and 2 in this document);
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

For GCE Sports Science and the Active Leisure Industry, information on these aspects can be found in the specification and further illustrated in the specimen assessment materials, past papers¹ and controlled assessment/coursework assessment tasks which are available on the CCEA website at www.ccea.org.uk

A piece of evidence has high validity and reliability if a student who performs well in the task would reasonably be expected to perform equally well in the qualification as a whole. Some considerations that may impact on evidence are noted below.

- **Specification Coverage**

A piece of evidence that covers a greater breadth of the specification content, knowledge, understanding and skills from a unit (or units) with a higher weighting may give a better indication of a student's standard of performance than a piece with lesser breadth or with a lower weighting. Evidence does not need to cover the entire specification content.

- **Similarity to Actual Qualification Assessments**

Evidence that is similar to a CCEA assessment for the qualification will be more useful in determining a student's grade than evidence that is considerably different from the qualification assessment in terms of question structure, content and/or assessment arrangements.

- **Controls**

If evidence is generated under less controlled conditions than a qualification assessment, its value may be less than a piece generated under conditions that are similar. Centres should keep a record of the conditions under which an assessment was completed, i.e. high, medium or limited levels of control – see **Appendix 3** for definitions.

¹ Past papers and mark schemes will be available for all CCEA GCSE, AS and A level qualifications subject to copyright clearance.

However, CCEA understands the difficult public health context in which schools have been working since March 2020, which has included two extended periods of remote learning. Schools may, therefore, need to utilise evidence generated within more limited levels of control, where they can authenticate this as the student's own.

- **Level of Demand**

The evidence you gather must be set at an appropriate level of demand for it to be a good indicator of a student's standard of performance.

- **When Evidence Is Generated**

It should be borne in mind that a student's knowledge, understanding and skills may develop over the period of a course of study; you should consider when any piece of evidence was generated and ensure, if possible, that evidence generated recently is taken into account.

3. Evidence to Inform Centre Determined Grades

This section provides guidance on the information that centres should use in confirming Centre Determined Grades.

You should consider all the key evidence you have for each student and reflect on how much it tells you about the student's standard of performance, as measured against the requirements of the relevant specification. For example, this could be, but is not limited to:

- the consistency of a student's practical or performance evidence;
- their depth or breadth of knowledge and understanding in relation to questions on key topics;
- their degree of analytical or evaluative skills demonstrated on key topics; and/or
- quality of student responses to discriminating questions or tasks.

Centres should be clear in their Centre Determined Grades policy what types of evidence will be used in determining the grade. Centres should also be clear with students the evidence that will be used to determine their grades. Where possible, centres should aim to use consistent sources of evidence for a qualification cohort. Some examples of evidence suitable for GCE AS and A level Sports Science and the Active Leisure Industry, which you may choose to use, are included in the following table:

Evidence
<p>CCEA assessment resources for Unit AS 2 and Unit A2 2. When taken under high control conditions, where the public health situation allows, these assessments will be a good indicator of the standard of student performance as they are fully aligned to specification content and the level of demand of past papers. See Section 4 for more details.</p>
<p>Performance in any mock examinations taken – These are likely to be a good indicator of performance, particularly if they are taken under high control conditions and assess the skills, knowledge and understanding required by the CCEA specification or are similar to CCEA question papers.</p>
<p>Performance in CCEA past paper questions and mark schemes – These assessments are in the public domain and can be readily accessed by students. Therefore, in their entirety, they do not form strong evidence. However, elements of these can be incorporated into mock exams or class tests. You may wish to access grade boundaries and/or Chief Examiner’s reports which relate to these papers, available at www.ccea.org.uk. If the examinations in the qualifications you deliver are marked online, you can also avail of the data held in the CCEA Analytics application. Further information can be obtained by contacting CCEA at CCEA.Analytics@ccea.org.uk</p>
<p>Performance in class tests – If class tests only assess specific content, you should use a series of marked class tests. A series of such assessments, done under high control conditions and sampling the key aspects of the specification, should provide good evidence of student performance. Many class tests will be recorded as a mark or percentage, and centres should ensure there is a consistent approach in mapping these to a grade.</p>
<p>Records of each student’s performance throughout their study – This includes, for example, progress review/tracking data, classwork, bookwork, remote learning tasks, electronically submitted work, video or audio recordings of training sessions for AS Unit 1 and events organised for A2 Unit 1.</p>
<p>Performance in AS Unit 1: Fitness and Training for Sport and A2 Unit 1: Event Management in the Active Leisure Industry – This can be even if these have not been fully completed.</p>
<p>Performance in any class assessments taken throughout their study of the GCE Sports Science and the Active Leisure Industry specification. This may consist of a variety of evidence types, produced under different conditions.</p>
<p>For resitting students, prioritise evidence generated during the 2020/21 academic year.</p>

Assessment Objectives

Assessment objectives are the skills that are normally assessed through the completion of examinations or internally assessed tasks. They are the foundations on which a specification is developed, and a weighting is applied to each individual assessment objective to show the weighting of assessment associated with it. They may also prove to be a useful indicator of the level of demand of a task or assessment. As such, you should consider the assessment objectives that will be assessed when selecting evidence to form a holistic judgement of a student's performance. This information will be recorded in the Departmental Assessment Evidence Grid which is set out in Appendix 6 of CCEA's *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre*.

The assessment objectives for GCE Sports Science and the Active Leisure Industry are:

AO1	Demonstrate knowledge and understanding of sports science and the active leisure industry.
AO2	Apply knowledge, understanding and skills through different contexts appropriate to sports science and the active leisure industry.
AO3	Analyse and evaluate evidence to make reasoned and valid judgments about issues in sports science and the active leisure industry.

Further information on assessment objectives, including weightings associated with individual units, can be found in Section 4: Scheme of Assessment in the subject specification.

Please note that where a unit omission has impacted on an assessment objective, it is *not necessary* to consider evidence for this objective; however, where reliable evidence exists, centres may still wish to consider it in forming a holistic judgement.

Using AS Evidence at A Level

For A level, AS evidence may be considered alongside A2 evidence; however, the differences between AS and A2 should be borne in mind. For example, the AS qualification is weighted at 40% of the overall A level and has different grade descriptions. There is also no A* grade at AS. If AS evidence is used, it must be assessed against the grade descriptions at A2 (see Appendix 2 for more details). If you do decide to use AS evidence to support judgements at A2, this should be reflected in the Centre Determined Grades policy for your centre and in the Candidate Assessment Record, and it should be included in evidence submitted to CCEA for sampling in the CCEA review stage.

4. Support

A range of subject-specific support is available on the CCEA website and can assist teachers in arriving at a fair and consistent judgement for students.

CCEA 2021 Assessment Resources

In 2020, many students seeking a GCSE or GCE qualification grade had been awarded notional unit grades or uniform mark scores in previous examination series, to use as evidence in determining centre assessment grades; however, this is not the case in 2021. In the absence of this information, CCEA will supply assessment resources to your centre. These will be quality assured question papers and mark schemes for **all** units that normally have examinations. They will contain new questions and tasks not previously released to centres and must therefore be stored securely. These materials are not to be seen as high stakes assessments but rather viewed as materials which could form part of the evidence used to inform Centre Determined Grades. Centres do not have to use all the assessment resources, but we advise centres to use at least one per qualification. We would encourage centres to use the assessment resources under high control conditions, where it is safe to do so, to ensure they have the greatest value.

We appreciate that decisions were taken in December 2020 in respect of unit omissions in AS and A level qualifications. We also acknowledge disruption to teaching and learning may mean that even in the context of these omissions, certain content may not have been covered. In such cases, the assessment resources may be adapted accordingly. In this way, it can be taken into account that some students have suffered more disruption to their learning than others. For example:

A centre has insufficient evidence available from coursework units to base a Centre Determined Grade on for a year 14 student, so requires them to sit an amended version of the CCEA Assessment Resource.

- *Student A has missed a significant amount of learning due to COVID self-isolation and disruptions and has not covered all the content for Unit A2 2.*
- *Student A's Centre Determined Grade should be based on assessment of only the content they have covered.*

**Assessments adapted/Evidence gathered and reviewed based on
A2 Unit 2 The Application of Science to Sports Performance**

All Students	Student A
<ul style="list-style-type: none"> • Respiratory System • Cardiovascular System • Skeletal System • Muscular System • Effects of exercise • Ethics in Sports Performance • Skill Acquisition • Understanding Learning and Performance 	<ul style="list-style-type: none"> • Respiratory System • Cardiovascular System • Skeletal System • Muscular System • Effects of exercise • Ethics in Sports Performance

CCEA will provide mark schemes to centres. To support a standardised approach in the use of the assessment resources, we will provide guidance to accompany the mark scheme.

Summer 2021 Support Webinar

We will produce subject-specific support webinars for teachers to accompany this guidance document. These will include an overview of arriving at a Centre Determined Grade and additional guidance in using the CCEA assessment resources and existing support materials. Subject-specific webinars will be uploaded to the CCEA website from 26 March 2021.

Specimen Assessment Materials and Past Papers

Specimen assessment materials and past papers are available in the Support section of the qualification web page and are provided to give centres guidance on the structure and character of CCEA examination papers and assessments. Please note that if a past paper or mark scheme does not appear in this section, it is for copyright reasons.

You may also wish to create a question paper that is of a similar standard to a CCEA GCE question paper. In doing so, you should refer to the specimen question paper and mark schemes, and the past papers and mark schemes, available on the CCEA qualification web page. These illustrate the standard, structure and requirements of the question paper.

You can generate the most valid evidence by using assessments that replicate, as far as possible, the standard, duration, format and security of CCEA question papers.

Exemplification of Examination Performance (EEP)

EEP booklets are available in the Support section of the qualification web page and include exam questions from the Summer 2017 and 2018 papers, exemplar answers by students and a senior examiner commentary on the answers.

Agreement Trial Materials

The agreement trial for Summer 2021 is available at <https://training.ccea.org.uk/course/view.php?id=131>. Please note these agreement trials were produced before the cancellation of examinations for 2021. However, they will still be useful in providing guidance on the requirements of internally assessed units and the CCEA standard to be applied in marking them.

Chief Examiner/Principal Moderator Reports

The reports for 2017–2019 Summer series are available in the Reports section of the qualification web page and outline the performance of students in all aspects of this qualification.

CCEA Grade Boundaries

Raw to uniform mark boundaries for past Summer series are available in the Support section of the qualification web page and may provide a reference point to support Centre Determined Grades.

CCEA Analytics

You can also avail of the data held in the CCEA Analytics application. Further information can be obtained by contacting CCEA at CCEA.Analytics@ccea.org.uk

5. Making Decisions about Centre Determined Grades

Before deciding Centre Determined Grades you should agree as a department the evidence you will review (see Section 3 for some examples). Once the decision has been made, this should be set out in your centre's Centre Determined Grades policy and be included in the Departmental Assessment Evidence Grid, referenced in Section 3, that will form part of the evidence base.

When making decisions, take into consideration the amount of specification coverage and if this applies to all students. Adapt as necessary for individual students the evidence you will review, to account for those students who may have encountered more significant disruption. Evidence does not have to be in the same format for every student, but teachers should be satisfied that the evidence is reliable to make an informed holistic judgement of that student's attainment.

Internal Standardisation

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence in the Centre Determined Grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards.

Where more than one teacher is involved in marking the assessment, the application of the mark scheme must be agreed before marking begins.

When marking is complete, internal standardisation must be conducted to ensure all markers have applied the mark scheme consistently and accurately.

Internal standardisation should include cross-marking samples of work across the full range of attainment and include students' work from each class **to ensure a common standard within a department is applied.**

Grade Descriptions

Grade descriptions set out the characteristics of performance at key grades in the grade range for a qualification, in terms of both content covered and the skills developed (assessment objectives) over the course of study. These should be used to form the basis of your decisions on the Centre Determined Grades that will be awarded to your students in Summer 2021.

Grade descriptions are provided at Grades **A** and **E** in the GCE specification for both AS and A2 level, to give a general indication of the standards of achievement likely to have been shown by students awarded these grades. To support teachers in Summer 2021, we are providing an additional grade description at Grade C. Teachers should refer to these descriptions to support their judgements when arriving at their Centre Determined Grades for students.

Please note that shortcomings in some aspects of students' performance in assessments may be balanced by better performances in others.

Please see Appendices 1 and 2 for the Grade Descriptions at A, C and E for both AS and A level. These also include the type of assessment objective evidence you may wish to use and the key features associated with each grade.

Practical Application of Grade Descriptions

To select the most appropriate grade for a student, teachers may use the following approach:

1. Familiarise yourself with the grade descriptions for the subject.
2. Consider support materials such as those set out in Section 4 of this document.
3. Before you arrive at a holistic grade for a student's performance, review the evidence available. At this stage you may wish to make notes to record the qualities that are being looked for.
4. Consider the positive features of the evidence, based on the key features described in the Appendix.
5. Using the descriptions for Grades A, C and E, based on the principle of 'best fit', select the grade you believe comes closest to encapsulating the overall achievement of the student as demonstrated by the evidence. Using this grade as a benchmark, work **either up or down** using the table below to find the final grade.
 - a) *if you are of the view that the candidate's evidence meets the description for grade C, consider this first; if the supporting evidence is strong, you may then wish to go up to the grade above and decide if the evidence meets this, and so on, until you have a best fit between the grade description and the student's work; or*
 - b) *if you are of the view that the candidate's evidence does not meet the description for grade C, then go down to the grade below and decide if it meets this, and so on, until you have a best fit between the grade description and the student's work.*

The table below summarises this approach:

Grade	Description/Advice
A* <i>(A2 only)</i>	Candidates at grade A* clearly demonstrate all of the features associated with performance at 'A' but in many areas elements of the evidence presented are exceptional, i.e. beyond that which would reasonably be expected of a candidate working at grade 'A'.
A	See Grade A Description.
B	Candidates at grade 'B' may demonstrate some elements of grade 'A' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'A'.
C	See Grade C Description.
D	Candidates at grade 'D' may demonstrate some elements of grade 'C' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'C'.
E	See Grade E Description.

6. Further Advice and Information

Summer 2021 presents us with significant challenges, particularly teachers and students, and we hope the information set out in this document supports you through the process of awarding Centre Determined Grades this year. The information in this document will be supplemented with a webinar, which amongst other things will provide additional guidance on how to apply grade descriptions to the process of arriving at Centre Determined Grades for each of your students.

If in the interim you require further information, please contact:

CCEA Helpline	<p><u>Email: helpline@ccea.org.uk</u></p> <p>Telephone: 028 9026 1220. The helpline is operational each day from 9am to 5pm, Monday to Friday, for centres with queries in relation to Summer 2021.</p> <p>All other queries should be directed to <u>centresupport@ccea.org.uk</u></p>
CCEA Entries	<u>entriesandresults@ccea.org.uk</u>
Subject Officer	Peter Davidson <u>p davidson@ccea.org.uk</u>
Specification Support Officer	Arlene Ashfield <u>aashfield@ccea.org.uk</u>

Appendix 1

AS Grade Descriptions and Key Features – Sports Science and the Active Leisure Industry

Assessment Objective	AO1		
	A	C	E
Grade Descriptions	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate, with few omissions, a depth of knowledge of sports science and the active leisure industry; • demonstrate a depth of understanding of the functions of sports science and the active leisure industry; and • use a range of technical language and terminology accurately. 	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate, with some omissions, a satisfactory knowledge of sports science and the active leisure industry; • demonstrate satisfactory understanding of the functions of sports science and the active leisure industry; and • use a range of technical language and terminology with satisfactory accuracy. 	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate basic knowledge of sports science and the active leisure industry (there may be significant omissions); • show a basic understanding of the purpose of sports science and the active leisure industry; and • show limited accurate use of technical language and terminology.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>Unit AS 1: Fitness & Training for Sport (Coursework portfolio AO1 6%)</p> <p>– Draft/final task submissions including witness statements; classwork; homework; remote learning tasks, electronically submitted work, video or audio recordings.</p>	<p>For AO1, candidates characteristically demonstrate:</p> <p>Excellent recall of knowledge and understanding in the following areas:</p> <p>Unit 1: Fitness & Training in Sport</p> <ul style="list-style-type: none"> – Components of fitness; training methods and fitness testing. – Training programmes/sessions. – Safety in fitness training and testing. – Risk assessment; first aid and emergency procedures. – Common sports injuries. 	<p>For AO1, candidates characteristically demonstrate:</p> <p>Satisfactory recall of knowledge and understanding in the following areas:</p> <p>Unit 1: Fitness & Training in Sport</p> <ul style="list-style-type: none"> – Components of fitness; training methods and fitness testing. – Training programmes/sessions. – Safety in fitness training and testing. – Risk assessment; first aid and emergency procedures. – Common sports injuries. 	<p>For AO1, candidates characteristically demonstrate:</p> <p>Basic recall of knowledge and understanding in the following areas:</p> <p>Unit 1: Fitness & Training in Sport</p> <ul style="list-style-type: none"> – Components of fitness; training methods and fitness testing. – Training programmes/sessions. – Safety in fitness training and testing. – Risk assessment; first aid and emergency procedures. – Common sports injuries.

AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>Unit AS 2: The Active Leisure Industry: Health, Fitness and Lifestyle</p> <p>(External exam AO1 4%)</p> <ul style="list-style-type: none"> – Classwork/homework; remote learning tasks, electronically submitted work. – Range of question styles, with short-answer responses or short descriptive responses or extended responses – CCEA 2021 Assessment materials – CCEA Past paper questions 	<p>Unit 2: The Active Leisure Industry: Health, Fitness & Lifestyle.</p> <ul style="list-style-type: none"> – Active lifestyle key concepts including health, fitness and lifestyle. – The active leisure industry. – Safety and barriers to participation. – Nutrition for health and exercise – Components of fitness. – Health of the nation comparison. – Candidate’s responses in centre tests, CCEA assessment resources and internally assessed work show excellent recall of knowledge and understanding. – Relevant material is organised with a high degree of clarity and coherence. – There is widespread and accurate use of appropriate specialist vocabulary. – Quality of written communication is excellent and uses the most appropriate form and style of writing. – Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear. 	<p>Unit 2: The Active Leisure Industry: Health, Fitness & Lifestyle.</p> <ul style="list-style-type: none"> – Active lifestyle key concepts including health, fitness and lifestyle. – The active leisure industry. – Safety and barriers to participation. – Nutrition for health and exercise – Components of fitness. – Health of the nation comparison. – Candidate’s responses in centre tests, CCEA assessment resources and internal controlled assessments show satisfactory recall of knowledge and understanding. – Relevant material is organised with satisfactory clarity and coherence. – There is some accurate use of appropriate specialist vocabulary. – Quality of written communication is satisfactory and uses the most appropriate form and style of writing. – Presentation, spelling, punctuation and grammar are satisfactory and usually make meaning clear. 	<p>Unit 2: The Active Leisure Industry: Health, Fitness & Lifestyle.</p> <ul style="list-style-type: none"> – Active lifestyle key concepts including health, fitness and lifestyle. – The active leisure industry. – Safety and barriers to participation. – Nutrition for health and exercise – Components of fitness. – Health of the nation comparison. – Candidate’s responses in centre tests, CCEA assessment resources and internal controlled assessments show basic recall of knowledge and understanding. – Relevant material is organised with a basic degree of clarity and coherence. – There is basic use of appropriate specialist vocabulary. – Quality of written communication is basic and the form and style of writing is occasionally appropriate. – Presentation, spelling, punctuation and grammar are of a basic standard and meaning is not always clear.

Assessment Objective	AO2		
Grade Descriptions	A	C	E
	For AO2 , candidates characteristically: <ul style="list-style-type: none"> • select accurate and relevant material; • apply knowledge, understanding and skills accurately and independently to a range of work-related situations based on sports science and the active leisure industry; and • express complex ideas clearly and fluently, with sentences and paragraphs following on from each other smoothly and logically. 	For AO2 , candidates characteristically: <ul style="list-style-type: none"> • select some relevant material; • apply knowledge, understanding and skills satisfactorily but with occasional assistance to a range of work-related situations based on sports science and the active leisure industry; and • satisfactory expression of complex ideas but some lack clarity and precision. 	For AO2 , candidates characteristically: <ul style="list-style-type: none"> • select limited but relevant material; • show basic understanding and skills based on work-related issues in sports science and the active leisure industry; • express simple ideas clearly but may express complex ideas ineffectively; and • use language and expression which lacks precision.
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
Unit AS 1: Fitness & Training for Sport (Coursework portfolio AO2 13%) – Draft/final task submissions including witness statements; classwork; homework; remote learning tasks, electronically submitted work, video or audio recordings.	For AO2 , candidates characteristically demonstrate: Excellent application of knowledge and understanding in the following areas: Unit 1: Fitness & Training in Sport <ul style="list-style-type: none"> – Components of fitness; training methods and fitness testing. – Training programmes/sessions. – Safety in fitness training and testing. – Risk assessment; first aid and emergency procedures. – Common sports injuries. 	For AO2 , candidates characteristically demonstrate: Satisfactory application of knowledge and understanding in the following areas: Unit 1: Fitness & Training in Sport <ul style="list-style-type: none"> – Components of fitness; training methods and fitness testing. – Training programmes/sessions. – Safety in fitness training and testing. – Risk assessment; first aid and emergency procedures. – Common sports injuries. 	For AO2 , candidates characteristically demonstrate: Basic application of knowledge and understanding in the following areas: Unit 1: Fitness & Training in Sport <ul style="list-style-type: none"> – Components of fitness; training methods and fitness testing. – Training programmes/sessions. – Safety in fitness training and testing. – Risk assessment; first aid and emergency procedures. – Common sports injuries.

AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>Unit AS 2: The Active Leisure Industry: Health, Fitness and Lifestyle (External exam AO2 7%)</p> <ul style="list-style-type: none"> – Classwork/homework; remote learning tasks, electronically submitted work. – range of question styles, with short-answer responses or short descriptive responses or extended responses – CCEA 2021 Assessment materials – CCEA Past paper questions 	<p>Unit 2: The Active Leisure Industry: Health, Fitness & Lifestyle.</p> <ul style="list-style-type: none"> – Active lifestyle key concepts including health, fitness and lifestyle. – The active leisure industry. – Safety and barriers to participation. – Nutrition for health and exercise – Components of fitness. – Health of the nation comparison. – Responses in centre tests, CCEA assessment resources and internal controlled assessments show excellent application. – Relevant material is organised with a high degree of clarity and coherence. – There is widespread and accurate use of appropriate specialist vocabulary. – Quality of written communication is excellent and uses the most appropriate form and style of writing. – Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning always clear. 	<p>Unit 2: The Active Leisure Industry Health, Fitness & Lifestyle.</p> <ul style="list-style-type: none"> – Active lifestyle key concepts including health, fitness and lifestyle. – The active leisure industry. – Safety and barriers to participation. – Nutrition for health and exercise – Components of fitness. – Health of the nation comparison. – Responses in centre tests, CCEA assessment resources and internal controlled assessments show satisfactory application. – Relevant material is organised with satisfactory clarity and coherence. – There is some accurate use of appropriate specialist vocabulary. – Quality of written communication is satisfactory and uses the most appropriate form and style of writing. – Presentation, spelling, punctuation and grammar are satisfactory and usually make meaning clear. 	<p>Unit 2: The Active Leisure Industry: Health, Fitness & Lifestyle.</p> <ul style="list-style-type: none"> – Active lifestyle key concepts including health, fitness and lifestyle. – The active leisure industry. – Safety and barriers to participation. – Nutrition for health and exercise – Components of fitness. – Health of the nation comparison. – Responses in centre tests, CCEA assessment resources and internal controlled assessments show basic application. – Relevant material is organised with a basic degree of clarity and coherence. – There is basic use of appropriate specialist vocabulary. – Quality of written communication is basic and the form and style of writing is occasionally appropriate. – Presentation, spelling, punctuation and grammar are of a basic standard and meaning is not always clear.

Assessment Objective	AO3		
Grade Descriptions	A	C	E
	For AO3 , candidates characteristically: <ul style="list-style-type: none"> • evaluate evidence to draw valid conclusions; • make reasoned judgments about relevant work-related issues; • identify the strengths and weaknesses of an issue and construct a coherent and well-organised argument supported by examples and/or sources of evidence; • use accurate and fluent expression; and • have few, if any, errors of grammar, punctuation and spelling. 	For AO3 , candidates characteristically: <ul style="list-style-type: none"> • evaluate evidence to draw satisfactory conclusions; • make satisfactory judgments about relevant work-related issues; • identify the strengths and weaknesses of an issue and construct a simple but satisfactory argument sometimes supported by examples and/or sources of evidence; • use satisfactory expression; and • have some errors of grammar, punctuation and spelling. 	For AO3 , candidates characteristically: <ul style="list-style-type: none"> • demonstrate minimal organisation and/or limited coherence; • offer mainly descriptive answers with little argument, justification or evaluation; • use obscurely presented arguments; and make some mistakes in grammar, punctuation and spelling.
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
Unit AS 1: Fitness & Training for Sport (Coursework portfolio AO3 5%) – Draft/final task submissions including witness statements; classwork; homework; remote learning tasks, electronically submitted work, video or audio recordings.	For AO1 , candidates characteristically demonstrate: Excellent analysis, evaluation and judgement in the following areas: Unit 1: Fitness & Training in Sport <ul style="list-style-type: none"> – Components of fitness; training methods and fitness testing. – Training programmes/sessions. – Safety in fitness training and testing. – Risk assessment; first aid and emergency procedures. – Common sports injuries. 	For AO1 , candidates characteristically demonstrate: Satisfactory analysis, evaluation and judgement in the following areas: Unit 1: Fitness & Training in Sport <ul style="list-style-type: none"> – Components of fitness; training methods and fitness testing. – Training programmes/sessions. – Safety in fitness training and testing. – Risk assessment; first aid and emergency procedures. – Common sports injuries. 	For AO1 , candidates characteristically demonstrate: Limited analysis, evaluation and judgement in the following areas: Unit 1: Fitness & Training in Sport <ul style="list-style-type: none"> – Components of fitness; training methods and fitness testing. – Training programmes/sessions. – Safety in fitness training and testing. – Risk assessment; first aid and emergency procedures. – Common sports injuries.

AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>Unit AS 2: The Active Leisure Industry: Health, Fitness and Lifestyle (External exam AO3 5%)</p> <ul style="list-style-type: none"> – Classwork/homework; remote learning tasks, electronically submitted work. – range of question styles, with short-answer responses or short descriptive responses or extended responses – CCEA 2021 Assessment materials – CCEA Past paper questions 	<p>Unit 2: The Active Leisure Industry: Health, Fitness & Lifestyle.</p> <ul style="list-style-type: none"> – Active lifestyle key concepts including health, fitness and lifestyle. – The active leisure industry. – Safety and barriers to participation. – Nutrition for health and exercise – Components of fitness. – Health of the nation comparison. – Relevant material is organised with a high degree of clarity and coherence. – There is widespread and accurate use of appropriate specialist vocabulary. – Quality of written communication is excellent and uses the most appropriate form and style of writing. – Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear. 	<p>Unit 2: The Active Leisure Industry: Health, Fitness & Lifestyle.</p> <ul style="list-style-type: none"> – Active lifestyle key concepts including health, fitness and lifestyle. – The active leisure industry. – Safety and barriers to participation. – Nutrition for health and exercise – Components of fitness. – Health of the nation comparison. – Relevant material is organised with a satisfactory degree of clarity and coherence. – There is satisfactory use of appropriate specialist vocabulary. – Quality of written communication is satisfactory and there is an appropriate form and style of writing. – Presentation, spelling, punctuation and grammar are of a satisfactory standard making meaning clear most of the time. 	<p>Unit 2: The Active Leisure Industry: Health, Fitness & Lifestyle.</p> <ul style="list-style-type: none"> – Active lifestyle key concepts including health, fitness and lifestyle. – The active leisure industry. – Safety and barriers to participation. – Nutrition for health and exercise – Components of fitness. – Health of the nation comparison. – Relevant material is organised with a basic degree of clarity and coherence. – There is basic use of appropriate specialist vocabulary. – Quality of written communication is basic and the form and style of writing is occasionally appropriate. – Presentation, spelling, punctuation and grammar are of a basic standard and meaning is not always clear.

Appendix 2

A2 Grade Descriptions and Key Features – Sports Science and the Active Leisure Industry

Assessment Objective	AO1		
Grade Descriptions	A	C	E
Grade Descriptions	For AO1 , candidates characteristically: <ul style="list-style-type: none"> demonstrate an in-depth knowledge of sports science and the active leisure industry; show an in-depth understanding of the functions of sports science and the active leisure industry; demonstrate a range of work-related skills in a variety of situations effectively; use a range of technical language and terminology accurately; and explain appropriate examples and sources competently. 	For AO1 , candidates characteristically: <ul style="list-style-type: none"> demonstrate satisfactory knowledge of sports science and the active leisure industry; show a satisfactory understanding of the functions of sports science and the active leisure industry; demonstrate some work-related skills in a variety of situations effectively; use some technical language and terminology accurately; and explain appropriate examples and sources. 	For AO1 , candidates characteristically: <ul style="list-style-type: none"> demonstrate basic knowledge of sports science and the active leisure industry (there may be significant omissions); show a basic understanding of the purpose of sports science and the active leisure industry; and show limited accurate use of technical language and terminology.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
Unit A2 1: Event Management in the Active Leisure Industry (Coursework portfolio AO1 6%) – Draft/final task submissions including meeting notes; witness statements; classwork; homework;	For AO1 , candidates characteristically demonstrate: Excellent knowledge and understanding in the following areas: Unit 1: Event Management in the Active Leisure Industry – The Leisure Industry and the role the sports sector plays in relation to employment, health, fitness and entertainment. <ul style="list-style-type: none"> Higher-level skills in the creation of an internally assessed portfolio. 	For AO1 , candidates characteristically demonstrate: Satisfactory knowledge and understanding in the following areas: Unit 1: Event Management in the Active Leisure Industry – The Leisure Industry and the role the sports sector plays in relation to employment, health, fitness and entertainment. <ul style="list-style-type: none"> Creation of an internally assessed portfolio. 	For AO1 , candidates characteristically demonstrate: Limited knowledge and understanding in the following areas: Unit 1: Event Management in the Active Leisure Industry – The Leisure Industry and the role the sports sector plays in relation to employment, health, fitness and entertainment. <ul style="list-style-type: none"> Creation of an internally assessed portfolio.

<p>remote learning tasks, electronically submitted work, video or audio recordings.</p> <p>Unit A2 2: The Application of Science to Sports Performance (External exam AO1 5%)</p> <ul style="list-style-type: none"> – Classwork/home work; remote learning tasks, electronically submitted work. – range of question styles, with short-answer responses or short descriptive responses or extended responses – CCEA 2021 Assessment materials – CCEA Past paper questions 	<ul style="list-style-type: none"> • Organisation, execution and critical evaluation of an active leisure event. • Workplace business skills including: <ul style="list-style-type: none"> – researching and planning an active leisure event. – Relevant research, analysis and feasibility assessment skills. <p>Unit 2: The Application of Science to Sports Performance.</p> <ul style="list-style-type: none"> – Structure and function of the respiratory, circulatory, muscular and skeletal systems and how they function during and after exercise and at rest. – Structure of each system. – Short-term responses and long-term adaptations of exercise associated with each system. – Acquisition of skills and principles of learning and their relevance to skilled performance. – Test responses show clear analysis, interpretation and evaluation. – Relevant material is organised with a high degree of clarity and coherence. – There is widespread and accurate use of appropriate specialist vocabulary. – Quality of written communication is excellent and uses the most appropriate form and style of writing. – Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear. 	<ul style="list-style-type: none"> • Organisation, execution and critical evaluation of an active leisure event. • Workplace business skills including: <ul style="list-style-type: none"> – researching and planning an active leisure event. – Relevant research, analysis and feasibility assessment skills. <p>Unit 2: The Application of Science to Sports Performance.</p> <ul style="list-style-type: none"> – Structure and function of the respiratory, circulatory, muscular and skeletal systems and how they function during and after exercise and at rest. – Structure of each system. – Short-term responses and long-term adaptations of exercise associated with each system. – Acquisition of skills and principles of learning and their relevance to skilled performance. – Test responses show satisfactory analysis, interpretation and evaluation. – Relevant material is organised with a satisfactory degree of clarity and coherence. – There is some accurate use of appropriate specialist vocabulary. – Quality of written communication is satisfactory and sometimes uses appropriate form and style of writing. – Presentation, spelling, punctuation and grammar are of a satisfactory standard making meaning clear most of the time. 	<ul style="list-style-type: none"> • Organisation, execution and critical evaluation of an active leisure event. • Workplace business skills including: <ul style="list-style-type: none"> – researching and planning an active leisure event. – Relevant research, analysis and feasibility assessment skills. <p>Unit 2: The Application of Science to Sports Performance.</p> <ul style="list-style-type: none"> – Structure and function of the respiratory, circulatory, muscular and skeletal systems and how they function during and after exercise and at rest. – Structure of each system. – Short-term responses and long-term adaptations of exercise associated with each system. – Acquisition of skills and principles of learning and their relevance to skilled performance. – Test responses show basic analysis, interpretation and evaluation. – Relevant material is organised with a basic degree of clarity and coherence. – There is limited use of appropriate specialist vocabulary. – Quality of written communication is basic and the form and style of writing is occasionally appropriate. – Presentation, spelling, punctuation and grammar are basic and meaning is not always clear.
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Assessment Objective	AO2		
Grade Descriptions	A	C	E
	<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> select relevant, up-to-date research and analytical techniques and use a wide range of sources; accurately and independently apply knowledge, understanding and skills to a wide range of work-related situations and relate these to different contexts as appropriate; use appropriate specialist vocabulary to convey their meaning in writing; and perform at this level in relation to connections between different elements of this course in the synoptic assessment. 	<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> select relevant research and analytical techniques from a few sources; independently apply knowledge, understanding and skills to a few work-related situations and relate these to different contexts as appropriate; use appropriate specialist vocabulary to convey their meaning in writing; and perform at this level in relation to connections between different elements of this course in the synoptic assessment. 	<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> select limited but relevant material; undertake research into work-related issues using given techniques; deploy limited knowledge, some of which is accurate; show basic understanding and skills based on work-related issues in sports science and the active leisure industry; show basic understanding of key ideas, making occasional reference to examples and sources; show a limited but accurate and consistent use of technical terms; and perform at this level in different elements of the course and in the synoptic assessment.
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>Unit A2 1: Event Management in the Active Leisure Industry (External exam – AO2 18%)</p> <p>– Draft/final task submissions including meeting notes; witness statements; classwork; homework; remote learning tasks,</p>	<p>For AO2, candidates characteristically demonstrate:</p> <p>Excellent application of knowledge and understanding in the following areas:</p> <p>Unit 1: Event Management in the Active Leisure Industry</p> <ul style="list-style-type: none"> The Leisure Industry and the role the sports sector plays in relation to employment, health, fitness and entertainment. Higher-level skills in the creation of an internally assessed portfolio. 	<p>For AO2, candidates characteristically demonstrate:</p> <p>Satisfactory application of knowledge and understanding in the following areas:</p> <p>Unit 1: Event Management in the Active Leisure Industry</p> <ul style="list-style-type: none"> The Leisure Industry and the role the sports sector plays in relation to employment, health, fitness and entertainment. Creation of an internally assessed portfolio. 	<p>For AO2, candidates characteristically demonstrate:</p> <p>Basic application of knowledge and understanding in the following areas:</p> <p>Unit 1: Event Management in the Active Leisure Industry</p> <ul style="list-style-type: none"> The Leisure Industry and the role the sports sector plays in relation to employment, health, fitness and entertainment. Creation of an internally assessed portfolio.

<p>electronically submitted work, video or audio recordings.</p> <p>Unit A2 2: The Application of Science to Sports Performance (External exam – AO2 9%)</p> <ul style="list-style-type: none"> – Classwork/home work; remote learning tasks, electronically submitted work. – range of question styles, with short-answer responses or short descriptive responses or extended responses – CCEA 2021 Assessment materials – CCEA Past paper questions 	<ul style="list-style-type: none"> • Organisation, execution and critical evaluation of an active leisure event. • Workplace business skills including: <ul style="list-style-type: none"> – researching and planning an active leisure event. – relevant research, analysis and feasibility assessment skills. <p>Unit 2: The Application of Science to Sports Performance.</p> <ul style="list-style-type: none"> – Structure and function of the respiratory, circulatory, muscular and skeletal systems and how they function during and after exercise and at rest. – Structure of each system. – Short-term responses and long-term adaptations of exercise associated with each system. – Acquisition of skills and principles of learning and their relevance to skilled performance. – Test responses show clear analysis, interpretation and evaluation. – Organised, clear and coherent evidence with excellent referencing. – Widespread and accurate use of appropriate specialist vocabulary. – Quality of written communication is excellent and uses the most appropriate form and style of writing. – Presentation, spelling, punctuation and grammar ensure meaning is clear. 	<ul style="list-style-type: none"> • Organisation, execution and critical evaluation of an active leisure event. • Workplace business skills including: <ul style="list-style-type: none"> – researching and planning an active leisure event. – relevant research, analysis and feasibility assessment skills. <p>Unit 2: The Application of Science to Sports Performance.</p> <ul style="list-style-type: none"> – Structure and function of the respiratory, circulatory, muscular and skeletal systems and how they function during and after exercise and at rest. – Structure of each system. – Short-term responses and long-term adaptations of exercise associated with each system. – Acquisition of skills and principles of learning and their relevance to skilled performance. – Test responses show satisfactory analysis, interpretation and evaluation. – Mainly clear evidence with some referencing. – Some accurate use of appropriate specialist vocabulary. – Quality of written communication is satisfactory and uses the most appropriate form and style of writing. – Presentation, spelling, punctuation and grammar is satisfactory in most instances. 	<ul style="list-style-type: none"> • Organisation, execution and critical evaluation of an active leisure event. • Workplace business skills including: <ul style="list-style-type: none"> – researching and planning an active leisure event. – relevant research, analysis and feasibility assessment skills. <p>Unit 2: The Application of Science to Sports Performance.</p> <ul style="list-style-type: none"> – Structure and function of the respiratory, circulatory, muscular and skeletal systems and how they function during and after exercise and at rest. – Structure of each system. – Short-term responses and long-term adaptations of exercise associated with each system. – Acquisition of skills and principles of learning and their relevance to skilled performance. – Test responses show basic analysis, interpretation and evaluation. – Basic evidence with some or no referencing. – Limited use of appropriate specialist vocabulary. – Quality of written communication is limited and uses the basic form and style of writing. – Presentation, spelling, punctuation and grammar is basic.
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Assessment Objective	AO3		
Grade Descriptions	A	C	E
<p>Grade Descriptions</p>	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> • evaluate a range of evidence to draw and justify valid conclusions; • make well-reasoned judgments about relevant work-related issues; • demonstrate an informed viewpoint and evidence of own thinking within the context of understanding different arguments and views; • use proficient, fluent and accurate language; and • show competent analysis of the nature of connections between elements of this course in the synoptic assessment. 	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> • evaluate a range of evidence to draw and justify conclusions which are mainly satisfactory; • make satisfactory judgments about relevant work-related issues; • demonstrate a viewpoint and some understanding of different arguments and views; • use mainly proficient and accurate language; and • show satisfactory analysis of the nature of connections between elements of this course in the synoptic assessment 	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate minimal organisation and/or limited coherence; • evaluate evidence to draw basic conclusions about work-related issues; • identify strengths and weaknesses of the evidence, with little convincing argument or justification; • use language and expression lacking precision; and • show limited analysis of the nature of connections between elements of this course in the synoptic assessment.
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>Unit A2 1: Event Management in the Active Leisure Industry (External exam – AO3 12%)</p> <p>– Draft/final task submissions including meeting notes; witness statements; classwork; homework; remote learning tasks, electronically</p>	<p>For AO3, candidates characteristically demonstrate:</p> <p>Excellent analysis and evaluation of knowledge and understanding in the following areas:</p> <p>Unit 1: Event Management in the Active Leisure Industry</p> <ul style="list-style-type: none"> • The Leisure Industry and the role the sports sector plays in relation to employment, health, fitness and entertainment. • Higher-level skills in the creation of an internally assessed portfolio. • Organisation, execution and critical evaluation of an active leisure event. • Workplace business skills including: 	<p>For AO3, candidates characteristically demonstrate:</p> <p>Satisfactory analysis and evaluation of knowledge and understanding in the following areas:</p> <p>Unit 1: Event Management in the Active Leisure Industry</p> <ul style="list-style-type: none"> • The Leisure Industry and the role the sports sector plays in relation to employment, health, fitness and entertainment. • Creation of an internally assessed portfolio. • Organisation, execution and critical evaluation of an active leisure event. • Workplace business skills including: 	<p>For AO3, candidates characteristically demonstrate:</p> <p>Limited analysis and evaluation of knowledge and understanding in the following areas:</p> <p>Unit 1: Event Management in the Active Leisure Industry</p> <ul style="list-style-type: none"> • The Leisure Industry and the role the sports sector plays in relation to employment, health, fitness and entertainment. • Creation of an internally assessed portfolio. • Organisation, execution and critical evaluation of an active leisure event. • Workplace business skills including:

<p>submitted work, video or audio recordings.</p> <p>Unit A2 2: The Application of Science to Sports Performance (External exam – AO3 10%)</p> <ul style="list-style-type: none"> – Classwork/home work; remote learning tasks, electronically submitted work. – range of question styles, with short-answer responses or short descriptive responses or extended responses – CCEA 2021 Assessment materials – CCEA Past paper questions 	<ul style="list-style-type: none"> – researching and planning an active leisure event. – Relevant research, analysis and feasibility assessment skills. <p>Unit 2: The Application of Science to Sports Performance.</p> <ul style="list-style-type: none"> – Structure and function of the respiratory, circulatory, muscular and skeletal systems and how they function during and after exercise and at rest. – Structure of each system. – Short-term responses and long-term adaptations of exercise associated with each system. – Acquisition of skills and principles of learning and their relevance to skilled performance. – Test responses show clear analysis, interpretation and evaluation. – Relevant material is organised with a high degree of clarity and coherence. – There is widespread and accurate use of appropriate specialist vocabulary. – Quality of written communication is excellent and uses the most appropriate form and style of writing. – Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear. 	<ul style="list-style-type: none"> – researching and planning an active leisure event. – Relevant research, analysis and feasibility assessment skills. <p>Unit 2: The Application of Science to Sports Performance.</p> <ul style="list-style-type: none"> – Structure and function of the respiratory, circulatory, muscular and skeletal systems and how they function during and after exercise and at rest. – Structure of each system. – Short-term responses and long-term adaptations of exercise associated with each system. – Acquisition of skills and principles of learning and their relevance to skilled performance. – Test responses show satisfactory analysis, interpretation and evaluation. – Relevant material is organised with a satisfactory degree of clarity and coherence. – There is some accurate use of appropriate specialist vocabulary. – Quality of written communication is satisfactory and sometimes uses appropriate form and style of writing. – Presentation, spelling, punctuation and grammar are of a satisfactory standard making meaning clear most of the time. 	<ul style="list-style-type: none"> – researching and planning an active leisure event. – Relevant research, analysis and feasibility assessment skills. <p>Unit 2: The Application of Science to Sports Performance.</p> <ul style="list-style-type: none"> – Structure and function of the respiratory, circulatory, muscular and skeletal systems and how they function during and after exercise and at rest. – Structure of each system. – Short-term responses and long-term adaptations of exercise associated with each system. – Acquisition of skills and principles of learning and their relevance to skilled performance. – Test responses show basic analysis, interpretation and evaluation. – Relevant material is organised with a basic degree of clarity and coherence. – There is limited use of appropriate specialist vocabulary. – Quality of written communication is basic and the form and style of writing is occasionally appropriate. – Presentation, spelling, punctuation and grammar are basic and meaning is not always clear.
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Appendix 3

Definitions of Levels of Control

Levels of control for the conditions under which students have completed assessments that are internally marked in school are defined as High, Medium and Limited at GCSE. These definitions also align with the conditions of control for GCE and other CCEA qualifications. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

High	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"> • all students are within direct sight of the teacher/supervisor throughout the session(s); • display materials which might provide assistance are removed or covered; • there is no access to email, the internet or mobile phones; • students complete their work independently; • interaction with other students does not occur; and • no assistance of any description is provided.
Medium	<p>Students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should ensure that:</p> <ul style="list-style-type: none"> • there is sufficient evidence to ensure that the individual work can be authenticated; and • the work an individual student submits for assessment is their own. <p>If work has been completed in groups, teachers must ensure that they can determine and assess the individual student's contribution to the work.</p> <p>If work has been completed remotely, it may be useful to ask questions about what they did and how/why they did it, to help authenticate the work.</p>
Limited	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>



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