

**CCEA Draft GCE Specification in  
Sports Science and the Leisure Industry**

**For first teaching from September 2013**

**For first award of AS Level in Summer 2014**

**For first award of A Level in Summer 2015**

**Subject Code: [ ]**

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## Foreword

This booklet contains CCEA's Advanced Subsidiary (AS) and Advanced GCE Sports Science and the Leisure Industry for first teaching from September 2013.

The AS is the first part of the full Advanced GCE course. It is possible to take the AS as a stand-alone qualification. The AS units are assessed at a standard appropriate for students who have completed half of the full course.

The A2 is the second part of the full Advanced GCE course. Assessed at a standard appropriate for students who have completed the full course, the A2 units include both synoptic assessment (to assess students' overall learning throughout the course) and an element of stretch and challenge.

The full Advanced GCE award is based on students' marks from the AS (50 percent) and the A2 (50 percent). We award an A\* to students who achieve a grade A in the full A level qualification and an A\* on the aggregate of the A2 units.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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## 1 Introduction

This specification sets out the content and assessment details for our Advanced Subsidiary (AS) and Advanced Level (A Level) courses in Sports Science and the Leisure Industry. First teaching begins from September 2013. You can view and download the latest version of this specification on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

Students can take the AS course as a final qualification or as the first half of the A Level course. They must also complete the A2 course (the second half of the A Level) if they wish to obtain a full A Level qualification. We will make the first AS awards for this specification in 2014 and the first A Level awards in 2015.

The specification builds on the broad objectives of the Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

### 1.1 Aims

This specification aims to encourage students to:

- develop and sustain an interest in sports science and the leisure industry;
- acquire through both practical and theoretical contexts, knowledge and understanding of the sports science and leisure industry and issues affecting this sector;
- participate in practical activities which allow them to apply their knowledge, understanding and skills when exploring issues associated with the subject;
- develop skills that enable them to make an effective contribution to the sports science and leisure industry including skills of research, evaluation and problem-solving in a work related context;
- use information and communication technology (ICT) to enhance their capability in this sector;
- develop advanced study skills in preparation for third level education; and
- demonstrate their understanding and application of key concepts through challenging internal and external assessments.

### 1.2 Key features

The key features of the specification appear below.

- It includes four assessment units: two externally assessed and two internally assessed.
- It gives students the opportunity to develop subject knowledge, understanding and skills in relation to a work context.
- Assessment at A2 includes stretch and challenge, reflected in the use of a wider range of question types, more demanding tasks, synoptic assessment and extended writing.
- A course of study based on this specification provides a sound basis for progression to higher education.
- There will be support for centres including detailed schemes of work

### 1.3 Prior attainment

There is no particular level of attainment required to study this specification. However, it builds on knowledge, understanding and skills developed through students' successful completion of GCSE Physical Education.

## 1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is [code].

### **Progression to another school/college**

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCEs. The same view may be taken if students take two GCE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the universities and colleges that they wish to attend before embarking on their planned study.

### **Centres in England**

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCE qualification with the same classification code, only one grade (the highest) will count.

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## 2 Specification at a Glance

The table below summarises the structure of the AS and A Level course:

Content	Assessment	Weightings	Availability
<b>AS 1: Fitness and Training for Sport</b>	Internally assessed Externally moderated  <ul style="list-style-type: none"> <li>Portfolio showing evidence training methods, fitness assessment and planning, leading and evaluating exercise sessions.</li> </ul>	60% of AS  30% of A2	Summer only
<b>AS 2: Health, Fitness and Lifestyle Management.</b>	2 hour external examination paper  <ul style="list-style-type: none"> <li>Short and extended questions.</li> <li>Stimulus response and data response questions based on Health, Fitness and Lifestyle.</li> </ul> All questions are compulsory.	40% of AS  20% of A2	Summer only
<b>A2 1: Option 1 Analysing Sports Performance Option 2 Leisure Management in Action</b>	Internal Assessment  <ul style="list-style-type: none"> <li>Portfolio showing either evidence of an evaluation of performance and recommendations for improvement or evidence of planning for a leisure event and evaluation of outcome.</li> </ul>	30% of A2	Summer only
<b>A2 2: The Human Body</b>	2 hour external examination paper  <ul style="list-style-type: none"> <li>Short and extended answer questions.</li> <li>Stimulus response and data response questions based on anatomy and physiology, skill acquisition, principles of learning and sports injuries.</li> </ul> Synoptic paper with compulsory and optional questions	20% of A2	Summer only

### 3 Subject Content

We have divided the course into 4 units: 2 units at AS level and 2 units at A2. The content of each unit, as well as the respective learning outcomes, appears below.

#### 3.1 Unit AS 1: Fitness and Training for Sport

This unit will develop students' knowledge, understanding and skills involved in fitness and training. It will be internally assessed by means of a coursework portfolio, practical performance and observation. Unit 1 will allow students to:

- perform a range of sport specific fitness tests which will allow students to analyse /evaluate their performance in their chosen sport;
- plan, perform and evaluate a sport specific fitness programme;
- construct, lead and evaluate an exercise session that forms part of fitness programme aimed to meet the needs of an individual or group.
- recognise the need for safety in fitness training and assessment.

Content	Learning Outcomes Students should be able to:
<b>Planning Fitness Programmes and Leading Exercise Sessions</b>	<p>Design an exercise programme for an individual or group:</p> <ul style="list-style-type: none"> <li>• identify individual/group requirements;</li> <li>• describe influencing factors (age, training history, activity level, medical background, individual/group aim, likes/dislikes);</li> <li>• apply the principles of training and discuss the use of different training methods;</li> <li>• justify exercise intensity (energy/HR zones, %1RM, sets/repetitions, work : recovery ratios, BORG/PRE); and</li> <li>• review safety requirements (PARQ, warm-up, cool-down, contraindicated exercise, risk assessment, technique, equipment).</li> </ul> <p>Lead planned exercise sessions:</p> <ul style="list-style-type: none"> <li>• plan and complete exercise sessions (e.g. circuits, exercise to music, spinning);</li> <li>• identify goals, design individual sessions, perform safety checks, consider warm-up/cool-down, examine emergency procedures; and</li> <li>• review and discuss the delivery of the exercise sessions (communication skills, instruction methods, motivation, observation, technique).</li> </ul> <p>Evaluate the effectiveness of a session/programme:</p> <ul style="list-style-type: none"> <li>• consider different evaluation methods;</li> <li>• identify positive/negative aspects of the session; and</li> <li>• consider progression, changes to format, revised goals.</li> </ul>

<b>Content</b>	<b>Learning Outcomes</b> Students should be able to:
<b>Safety</b>	Recognise the need for safety during fitness training and assessment sessions: <ul style="list-style-type: none"><li>• apply recognised safety procedures (PARQ, warm-up/cool-down, technique, progression, contraindicated exercise)s;</li><li>• outline and explain the requirements for the selection, use and care of equipment, choice of clothing/footwear;</li><li>• consider the nature and importance of risk assessment, the knowledge of rules and regulations for safe practice and</li><li>• discuss rest and recovery, progression and burnout.</li></ul>

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### 3.2 Unit AS 2: Health, Fitness and Lifestyle Management

This unit will develop the student's knowledge and understanding of an active lifestyle, which is assessed by means of a two hour written exam. The examination will consist of short and extended questions, and stimulus responses and data response questions. All questions are compulsory.

This unit will build upon the knowledge and understanding acquired in the previous unit.

Content	Learning Outcomes
<b>Concepts of Health</b>	<p>Students should be able to:</p> <p>Understand the nature and importance of an active and healthy lifestyle:</p> <ul style="list-style-type: none"> <li>• define and explain the definitions of health, fitness and leisure;</li> <li>• explain health related exercise and use examples to show how exercise can be used to promote good health;</li> <li>• understand the purpose of good personal hygiene and personal cleanliness and an awareness of social considerations and disease prevention;</li> <li>• discuss the importance of a work/life balance;</li> <li>• understand the physical and psychological aspects of health;</li> <li>• describe and discuss the effects of legal and illegal substances on health and well-being; and</li> <li>• discuss contemporary concerns.</li> </ul>
<b>Lifestyle and Health</b>	<p>Develop and apply a knowledge and understanding of lifestyle and health:</p> <ul style="list-style-type: none"> <li>• explain the positive health benefits of an active lifestyle, the effect on body composition, energy balance and metabolic rate;</li> <li>• discuss how exercise can improve sleep patterns and aid rest and recovery;</li> <li>• discuss the impact of lifestyle management on work/life/time balance, coping with stress, mental health and emotional well-being;</li> <li>• discuss the effects of ill-health and stress in the work place and the implications it has on absence from work, both from the individual's and the organisation's point of view;</li> <li>• discuss the psychological aspect and the trend of using life coaches;</li> <li>• explain the social benefits of being involved in sport, clubs and organisations;</li> </ul>

	<ul style="list-style-type: none"> <li>• describe the effects of ageing (physical maturation, decline in physical capability with age);</li> <li>• understand and suggest methods to prevent hypokinetic disease (CHD, obesity, type II diabetes, osteoporosis, blood pressure, cholesterol, stress) the improvement to positive mental attitude, motivation, ability to set physical challenges through goal setting; and</li> <li>• demonstrate the ability to carry out lifestyle analysis in detail of at least two different lifestyles. Analyse and evaluate these lifestyles, making realistic recommendations for improvement to health. An understanding of the different types of research methods is necessary when undertaking lifestyle analysis.</li> </ul>
<p><b>Components of Fitness</b></p>	<p>Examine different components of fitness:</p> <ul style="list-style-type: none"> <li>• explain physical fitness: aerobic endurance, muscular endurance, strength, speed, flexibility, body composition</li> <li>skill fitness: balance, power, agility, co-ordination, reaction time.</li> </ul>
<p><b>The Need for Safety</b></p>	<ul style="list-style-type: none"> <li>• describe and explain the use of PARQ, warm up/cool down and the avoidance of contraindicated exercises;</li> <li>• explain the need for careful use of equipment, and correct lifting and lowering technique;</li> <li>• discuss the importance of correct clothing, footwear, equipment, facilities, knowledge of rules and regulations for safe practice;</li> <li>• discuss the importance of risk assessment; and</li> <li>• understand the importance of the use of correct technique, progression, rest and recovery.</li> </ul>
<p><b>Nutrition for Health and Exercise</b></p>	<p>Demonstrate knowledge and understanding of the importance of nutrition in a healthy lifestyle:</p> <ul style="list-style-type: none"> <li>• explain the main food groups, their purpose and function and the importance of a balanced diet and hydration;</li> <li>• discuss the importance of weight management, energy intake v expenditure, BMI, body composition and prevention of obesity; and</li> <li>• explain the association between diet and health, the nutritional value of food, the quality of food preparation and food handling.</li> </ul>

<p><b>Barriers to Participation</b></p>	<p>Explain the need for changes to nutrition/hydration strategies for health and exercise:</p> <ul style="list-style-type: none"> <li>• suggest and explain ways to lose/gain weight for health/sports performance reasons and why; and</li> <li>• explain the requirements/strategies for different activities (e.g. strength training, endurance events, climate, altitude).</li> </ul> <p>Explain and assess factors which can act as barriers to participation in sport and physical activity:</p> <ul style="list-style-type: none"> <li>• consider socio-economic groups, disability, ethnic group, gender, age, ability, stereotyping and the importance of equal opportunity for all; and</li> <li>• recommend solutions.</li> </ul>
<p><b>Role of the Government</b></p>	<ul style="list-style-type: none"> <li>• Describe and evaluate the ways in which various government initiatives have an impact on the health of the nation, e.g. GP referrals, 5 a-day, smoking ban, healthy schools.</li> </ul>
<p><b>Health of the Nation compared to Europe</b></p>	<ul style="list-style-type: none"> <li>• Understand and analyse how lifestyle factors affect the life expectancy of the individual and the population as a whole.</li> <li>• discuss and analyse the current health status of the nation, making comparisons to other <b>European Countries</b></li> <li>• Examine the ways in which different individuals, societies and cultures manage their lifestyle.</li> </ul>

### 3.3 Unit A2 1

There are two options within this A2 1 unit: Option 1: Analysing Sports Performance and Option 2: Leisure Management in Action. This unit builds on the practical and theoretical knowledge gained at AS level and is designed to develop higher level skills through greater depth, complexity and application of knowledge and understanding.

This unit will be internally assessed and externally moderated by means of a coursework portfolio.

#### 3.3 (a) Unit A2 1: Option 1: Analysing Sports Performance

This unit will develop student's knowledge and understanding of sports performance. Students will apply their knowledge and skills through observing, recording and analysing performance in a variety of settings. They will evaluate the performances observed and make recommendations for improvement.

The portfolio will include evidence of:

- an outline of the performance requirements of a sporting activity;
- an outline of factors that may influence performance;
- an analysis of individual performance in practice and in a game situation;
- feedback based on performance analysis;
- SMARTER goals/targets; and
- recommendations for improving performance.

Content	Learning Outcomes Students should be able to:
<b>Analysis of the Requirements for Performance</b>	<ul style="list-style-type: none"> <li>• Examine the physiological, psychological and tactical skills required for an activity of their choice:                             <ul style="list-style-type: none"> <li>- key components of fitness, warm up/cool down.</li> <li>- motivation, arousal and anxiety, attention, confidence and aggression.</li> <li>- attack/defence, marking, pacing, composition, sequencing.</li> </ul> </li> </ul>
<b>Factors Influencing Performance</b>	<ul style="list-style-type: none"> <li>• Evaluate the intrinsic and extrinsic factors that influence performance:                             <ul style="list-style-type: none"> <li>- intrinsic ... health, fitness, diet, lifestyle, ability, gender, age, body type, motivation, confidence</li> <li>- extrinsic ... climate, weather, terrain, location, access, group dynamics, cohesion, coaching style, leadership style, peers, friends and family.</li> </ul> </li> </ul>

<b>Content</b>	<b>Learning Outcomes</b> Students should be able to:
<b>The Analysis of Performance</b>	<ul style="list-style-type: none"> <li>• Analyse and evaluate performance in their chosen activity using a range of recognised methods:                             <ul style="list-style-type: none"> <li>- assess methods of recording performance ... notational analysis, tally charts, witness statements, video analysis, 'Dartfish'/'Prozone' type methods;</li> <li>- measures of physiological performance ... fitness tests, heart rate monitors, recovery rates, peak flow, laboratory testing methods;</li> <li>- consider biomechanical methods of performance analysis; and</li> <li>- review methods of analysing psychological aspects of performance ... interviews, questionnaires, tests.</li> </ul> </li> </ul>

<b>Content</b>	<b>Learning Outcomes</b> Students should be able to:
<b>Feedback and Performance</b>	<ul style="list-style-type: none"> <li>• Assess the nature, role and importance of feedback in the analysis and development of sporting performance:                             <ul style="list-style-type: none"> <li>- identify types of feedback – intrinsic and extrinsic, knowledge of results and knowledge of performance;</li> <li>- provide verbal feedback immediately after performance – strengths, weaknesses and areas for improvement; and</li> <li>- identify and set targets/goals as a result of observing performance (SMART goals).</li> </ul> </li> </ul>
<b>Using Analysis Methods to Improve Performance</b>	<ul style="list-style-type: none"> <li>• Use information gathered through the analysis of performance to discuss methods of improving performance in their chosen activity:                             <ul style="list-style-type: none"> <li>- make recommendations for improving specific aspects of fitness;</li> <li>- identify methods for improving technique in specific skills;</li> <li>- consider and advise on ways to develop tactical, strategic or compositional aspects of performance; and</li> <li>- examine and provide guidance on psychological training methods to improve performance.</li> </ul> </li> </ul>

### 3.3 (b) Unit A2 1: Option 2: Leisure Management in Action

This unit will provide students with the opportunity to organise and run a leisure event. Students will work as a team member to plan, carry out and critically evaluate a project that is relevant to the leisure industry. This unit helps students prepare for employment in the leisure industry by providing them with the opportunity to develop the essential work place business skills.

The portfolio will include evidence of:

- a plan of the leisure event that the student completes as part of a group, detailing their individual contribution;
- their involvement in the running of the event and a detailed record of their individual contribution;
- relevant research and analysis when assessing the feasibility and management of the event; and
- an evaluation of their own and the team's performance before, during and after the event, including producing recommendations for improvement.

Content	Learning Outcomes Students should be able to:
<b>Choice of event</b>	<ul style="list-style-type: none"> <li>• select and justify an event that is relevant to your locality;</li> <li>• explain how the event is relevant to the leisure industry; and</li> <li>• outline and examine how the event will provide all team members with a meaningful role.</li> </ul>
<b>Feasibility of the event</b>	<ul style="list-style-type: none"> <li>• outline and justify the aims and objectives of the event;</li> <li>• identify customers, their needs and how these will be met;</li> <li>• describe how the event will be marketed to their customers;</li> <li>• explain the financial aspects of the event;</li> <li>• select the physical resources needed to run the event;</li> <li>• describe and assess target setting for individual team members;</li> <li>• calculate the event timescale;</li> <li>• apply and evaluate competent organisational and administrative skills in relation to running the event;</li> <li>• describe the legal aspects of the event;</li> <li>• select and justify staff roles for the event;</li> <li>• explain and discuss contingency plans; and</li> <li>• analyse how the event will be reviewed and critically evaluated.</li> </ul>

**Teamwork**

- outline and assess the roles and responsibilities of each team member;
- describe the structure and function of the team;
- explain how the team communicates;
- describe and examine team work and problem solving; and
- consider and discuss team building and interaction.

**Carrying out the event**

- complete and assess the tasks they have been allocated;
- identify and deal politely, effectively and responsibly with customers, other members of the team and any other people involved with the event;
- consider how to support other team members while the event is being planned and carried out;
- comment on how to communicate effectively with other team members;
- examine and react to any issues that may arise;
- deduce how to keep agreed time deadlines; and
- know when to seek help and advice from others.

**Evaluating the event**

- assess if the group met its aims, objectives and targets;
- comment on meeting key deadlines;
- analyse the effectiveness of planning on the performance;
- evaluate the success of the event;
- evaluate what did/didn't go well for each individual;
- evaluate how the team performed as a whole; and
- evaluate how working as part of a team hindered or helped the individual.



<p><b>Skeletal system</b></p>	<ul style="list-style-type: none"> <li>• explain the structure of synovial joints (ball and socket, hinge, pivot, saddle, gliding, condyloid);</li> <li>• analyse the joint actions of sporting movements to include examples of the following:             <ul style="list-style-type: none"> <li>- flexion/extension</li> <li>- plantar flexion/dorsiflexion</li> <li>- adduction/abduction</li> <li>- circumduction and rotation</li> <li>- pronation/supination</li> <li>- eversion/inversion</li> <li>- elevation/depression.</li> </ul> </li> </ul>
<p><b>Muscular system</b></p>	<ul style="list-style-type: none"> <li>• describe the structure and function of the muscular system and the muscles needed for sporting movements;</li> <li>• outline the structure of muscles – muscle fibres (slow twitch/type 1, fast twitch/type 11a and 11b);</li> <li>• discuss the effect muscle composition has on choice of sporting activity;</li> <li>• discuss how a performer can vary the strength of a muscle contraction by focusing on the role of motor units in spatial summation, wave summation and a tetanic contraction; all or nothing law; and</li> <li>• suggest types of muscular contraction (concentric, eccentric, isometric, isotonic) and examples of activities using each form of contraction.</li> </ul>
<p><b>Effects of exercise</b></p>	<ul style="list-style-type: none"> <li>• explain the difference in a short term response and a long term adaptation:             <ul style="list-style-type: none"> <li>○ cardiovascular system                 <ul style="list-style-type: none"> <li>- responses: heart rate, blood flow, stroke volume, cardiac output, vasoconstriction vasodilation</li> <li>- adaptations: heart size, stroke volume, capillarisation, cardiac output, VO<sub>2</sub>, bradycardia</li> </ul> </li> <li>○ respiratory system                 <ul style="list-style-type: none"> <li>- responses: rate/depth of breathing, as exchange</li> <li>- adaptations: respiratory muscles</li> </ul> </li> <li>○ skeletal system                 <ul style="list-style-type: none"> <li>- responses: mobilisation of joints</li> <li>-adaptations: bone strength, tendons and connective tissue</li> </ul> </li> <li>○ muscular system                 <ul style="list-style-type: none"> <li>- responses: metabolic changes, fibre recruitment</li> <li>- adaptations: hypertrophy, force production.</li> </ul> </li> </ul> </li> </ul>

<b>Skill acquisition</b>	<ul style="list-style-type: none"><li>• develop knowledge and understanding of skilled performance through observing live or recorded performances;</li><li>• define skill (cognitive, perceptual, motor, psychomotor), ability and learning; and</li><li>• classify motor skills using the skill continua:<ul style="list-style-type: none"><li>- open/closed</li><li>- discrete/serial/continuous,</li><li>- gross/fine</li><li>- self paced/externally paced.</li></ul></li></ul>
<b>Understanding learning and performance</b>	<ul style="list-style-type: none"><li>• identify the characteristics of the 3 stages of learning through observing and/or participating in a variety of new and familiar activities;</li><li>• consider the factors that facilitate learning:<ul style="list-style-type: none"><li>- motivation; intrinsic, extrinsic, tangible, intangible</li><li>- transfer of learning: positive, negative, bilateral, retroactive, zero transfer</li><li>- teaching styles; command, reciprocal, discovery, problem solving</li><li>- discuss learning plateaus.</li></ul></li></ul>
<b>Sports injuries</b>	<ul style="list-style-type: none"><li>• discuss common injuries within sport: fractures, concussion, bleeding, joint injuries, skin damage, muscle injuries, tendon and ligament injuries, dehydration, hyperthermia and hypothermia (consider an athlete who has had an injury and explain the causes of it, how it could have been prevented and the treatment);</li><li>• examine first aid procedures of CPR, RICE; and</li><li>• discuss methods of injury prevention (obey rules, suitable clothing and correct equipment, warm up and cool down, participate at correct level).</li></ul>

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

Assessment can take place in stages during the AS and A Level courses. Alternatively, candidates can take all the assessment at the end of each course. For the availability of assessment units, see Section 2 of this specification.

It is possible to resit individual AS and A2 assessment units. The best result for each assessment unit counts towards the AS and A Level qualifications. Results for individual assessment units remain available to count towards an AS or A Level qualification until we withdraw the specification.

### 4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- demonstrate clear knowledge and understanding of sports science and the leisure industry (AO1);
- apply knowledge, understanding and skills through different contexts appropriate to sports science and the leisure industry (AO2); and
- analyse and evaluate evidence to make reasoned and valid judgments about issues in sports science and the leisure industry (AO3).

### 4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment unit and the overall AS and A Level qualifications:

Internal Assessment is 60% and External Assessment is 40%

Assessment Objective	Assessment Unit Weighting				Overall Weighting	
	AS 1	AS 2	A2 1	A2 2	AS	A Level
<b>AO1</b>	<b>7%</b>	<b>6%</b>	<b>5%</b>	<b>4%</b>	<b>13%</b>	<b>22%</b>
<b>AO2</b>	<b>17%</b>	<b>10%</b>	<b>16%</b>	<b>10%</b>	<b>27%</b>	<b>53%</b>
<b>AO3</b>	<b>6%</b>	<b>4%</b>	<b>9%</b>	<b>6%</b>	<b>10%</b>	<b>25%</b>
<b>Total</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>50%</b>	<b>100%</b>

#### 4.4 Quality of written communication

In AS and A Level Sports Science and Leisure, candidates must demonstrate their quality of written communication. In particular, they must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to their purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners and teachers assess the quality of candidates' written communication in their responses to questions and tasks that require extended writing.

#### 4.5 Synoptic assessment at A2

The A2 assessment units include an element of synoptic assessment, which encourages the development of the understanding of the subject as a whole. In GCE Sports Science and Leisure, synoptic assessment allows candidates to demonstrate essential knowledge, understanding and skills so that they can:

- build on material first encountered in the AS units;
- draw together the knowledge, understanding and skills learned in different parts of the A Level course;
- select and present work for examination that demonstrates their strengths across the areas of knowledge and the range of skills described;
- sustain their own lines of enquiry and record and observe from primary sources;
- bring together and make connections between the areas of knowledge and the range of skills described and learned throughout the course;
- interpret and evaluate sports science and leisure concepts, issues, ideas, and the relevance of research;
- communicate with reasoned arguments substantiated by evidence; and
- use appropriate language and terminology in context.

#### 4.6 Stretch and challenge at A2

The A2 assessment units provide opportunities for stretch and challenge by incorporating:

- a wider range of question types to address different skills, for example case studies and open-ended questions;
- a greater number of higher demand evaluative tasks; and
- questions that require learners to show more connections between sections of the specification.

#### 4.7 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit.

We award AS qualifications on a five grade scale from A to E, with A being the highest. We award A Level qualifications on a six grade scale from A\* to E, with A\* being the highest. We determine the AS and A Level grades awarded by aggregating the uniform marks obtained on individual assessment units. To be awarded an A\*, candidates need to achieve a grade A on their full A Level qualification and an A\* on the aggregate of their A2 units. If candidates fail to attain a grade E, we report their results as unclassified (U).

The grades we award match the performance descriptions in Section 5 of this specification.

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## 5 Performance Descriptions

These performance descriptions give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

ASSESSMENT OBJECTIVE	<ul style="list-style-type: none"> <li>• Demonstrate clear knowledge and understanding of Sports Science and the Leisure Industry (AO1)</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge, understanding and skills through different contexts appropriate to Sports Science and Leisure Industry (AO2)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate Evidence to make reasoned and valid judgments about issues in the Sports Science and Leisure Industry (AO3)</li> </ul>
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<p><b>AS</b></p> <p>A/B</p> <p>Boundary performance descriptions</p>	<p>Candidates characteristically,</p> <ul style="list-style-type: none"> <li>-demonstrate, with few omissions, a depth of knowledge of the Leisure Industry</li> <li>-demonstrate a depth of understanding of the functions of the Leisure Industry</li> <li>- use accurately a range of technical language and terminology</li> </ul>	<p>Candidates Characteristically</p> <ul style="list-style-type: none"> <li>- select accurate and relevant material</li> <li>- apply knowledge, understanding and skill accurately and independently to a range of work related situations based on the leisure Industry</li> <li>- express complex ideas clearly and fluently. Sentences and paragraphs follow on from one another smoothly and logically.</li> </ul>	<p>Candidates Characteristically</p> <ul style="list-style-type: none"> <li>- evaluate evidence to draw valid conclusions</li> <li>- make reasoned judgments about relevant work related issues</li> <li>- identifies strengths and weaknesses of an issue, constructs a coherent and well-organised argument, supported by examples and/or sources of evidence</li> <li>- use accurate and fluent expression</li> <li>- there will be few, if any, errors of grammar, punctuation and spelling</li> </ul>
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<p>E/U Boundary performance descriptions</p>	<p>Candidates characteristically,</p> <ul style="list-style-type: none"> <li>- demonstrates basic knowledge of the leisure industry. There may be significant omissions.</li> <li>- shows a basic understanding of the purpose of the Leisure Industry</li> <li>- shows limited accurate use of technical language and terminology</li> </ul>	<p>Candidates characteristically,</p> <ul style="list-style-type: none"> <li>- select limited but relevant material</li> <li>- show basic understanding and skills based on work related issues in the Leisure Industry</li> <li>- expresses simple ideas clearly but may express complex ideas ineffectively.</li> <li>- use of language and expression which lack precision.</li> </ul>	<p>Candidates characteristically,</p> <ul style="list-style-type: none"> <li>- demonstrates minimal organisation and/or limited coherence</li> <li>- offer mainly descriptive answers with little argument, justification or evaluation</li> <li>- arguments may be obscurely presented</li> <li>- errors in grammar, punctuation and spelling may be present</li> </ul>
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<p>ASSESSMENT OBJECTIVE</p>	<ul style="list-style-type: none"> <li>• Demonstrate clear knowledge and understanding of Sports Science and the Leisure Industry (AO1)</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge, understanding and skills through different contexts appropriate to Sports Science and Leisure Industry(AO2)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate Evidence to make reasoned and valid judgments about issues in the Sports Science and Leisure Industry (AO3)</li> </ul>
<p><b>A2</b> A/B Boundary performance descriptions</p>	<p>Candidates characteristically,</p> <ul style="list-style-type: none"> <li>-demonstrate, in-depth knowledge of the Leisure Industry</li> <li>- shows in-depth understanding of the functions of the Leisure Industry</li> <li>- demonstrates a range of work related skills in a variety of situations in an effective manner</li> <li>- use accurately a range of technical language and terminology and competently explain appropriate examples and sources</li> </ul>	<p>Candidates Characteristically</p> <ul style="list-style-type: none"> <li>- select relevant, up-to-date research and analytical techniques and use a wide range of sources</li> <li>- accurately and independently apply knowledge, understanding and skills to a wide range of work related situations and relating these as appropriate to different contexts</li> <li>- use written expression which conveys appropriate meaning which uses appropriate specialist vocabulary</li> </ul> <p>In addition, for the synoptic assessment candidates perform at this level in relation to connections between different elements of this course.</p>	<p>Candidates Characteristically</p> <ul style="list-style-type: none"> <li>- evaluate a range of evidence to draw and justify valid conclusions</li> <li>- make well reasoned judgments about relevant work related issues</li> <li>- demonstrates an informed viewpoint and evidence of own thinking within the context of understanding different arguments and views.</li> <li>- use proficient, fluent and accurate language</li> </ul> <p>In addition, for the synoptic assessment candidates show competent analysis of the nature of connections between elements of this course</p>

<p>E/U Boundary performance descriptions</p>	<p>Candidates characteristically,</p> <ul style="list-style-type: none"> <li>- demonstrates basic knowledge of the leisure industry. There may be significant omissions.</li> <li>- shows a basic understanding of the purpose of the Leisure Industry</li> <li>- shows limited accurate use of technical language and terminology</li> </ul>	<p>Candidates characteristically,</p> <ul style="list-style-type: none"> <li>- select limited but relevant material</li> <li>- undertake research into work related issues using given techniques</li> <li>- deploy limited knowledge, some of which is accurate</li> <li>- show basic understanding and skills based on work related issues in the Leisure Industry</li> <li>- show basic understanding of key ideas, making occasional reference to examples and sources</li> <li>- show limited accurate consistent use of technical terms</li> </ul> <p>In addition, for the Synoptic assessment candidates perform level in relation to connections between different elements of this course.</p>	<p>Candidates characteristically,</p> <ul style="list-style-type: none"> <li>- demonstrates minimal organisation and/or limited coherence</li> <li>- evaluate evidence to draw basic conclusions about work related issues</li> <li>- identify strengths and weaknesses of the evidence, with little convincing argument or justification.</li> <li>- use language and expression that lack precision</li> </ul> <p>In addition, for the synoptic assessment candidates show limited analysis of the nature of connections between elements of this course.</p>
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## 6 Guidance on Internal Assessment

There are internal assessments in this specification, one at AS level and one at A2:

- Internal Assessment Unit 1 Fitness and Training for Sport;
- Internal Assessment Unit 2 Analysing Sports Performance or Leisure Management in Action.

Each internal assessment will have an applied focus.

### 6.1 Setting of tasks

We will provide centres with details of the assessment tasks and guidance on how to complete and submit them. Teachers must ensure that the specific tasks they set allow candidates to produce evidence to demonstrate all the unit requirements.

### 6.2 Supervision of candidates

Candidates should work independently when completing their coursework. Teachers should, however, provide advice and guidance on any problems they encounter and supervise candidates' work to monitor their progress.

### 6.3 Assessment conditions

Candidates must complete their coursework in conditions that combine classroom and independent study activities. These conditions must ensure that the internal assessment remains reliable and fair.

### 6.4 Marking and internal standardisation

Teachers should use their professional judgement to select and apply the criteria in each mark band appropriately and fairly to candidates' work. They should award the appropriate mark within any range on a 'best fit' basis, making allowance for balancing strengths and weaknesses within each response.

Centres with more than one teaching group must carry out internal standardisation of the internal assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. This is to bring assessments into line with those of other teachers in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the Candidate Record Sheet should be amended.

## 6.5 Moderation

Centres must submit their marks and samples to us by May in any year. We may adjust centres' marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions well in advance of submission on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples must be submitted to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support regarding any aspect of internal assessment. We provide moderators who can support groups of centres or contact individual centres to discuss issues arising from the internal assessments.

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## 7 Links

### 7.1 Support

We provide the following resources to support this specification:

- a subject microsite within our website;
- guidance notes for teachers; and
- specimen assessment materials.

We intend to expand our range of support to include the following:

- past papers;
- Chief Examiner's reports;
- Principal Moderator's reports;
- schemes of work;
- centre support visits;
- support days for teachers;
- portfolio clinics;
- agreement trials;
- a resource list; and
- exemplification of standards.

You can find our annual support programme of events and materials for [subject] on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

### 7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it enables students to understand, relate to and explore:

- spiritual, moral, ethical, social, economic, cultural and legislative (including equality and disability discrimination) issues;
- sustainable development, health and safety considerations and European developments;
- the 'skills agenda' and employability.

### 7.3 Skills development

This specification provides students with opportunities to develop skills in the areas of:

- communication
- application of number
- Information Communication Technology
- Working with others
- Improving your Own Learning and Performance
- Problem Solving

The Key Skill of Communication will contribute to the assessment of this specification through the assessment of candidates' quality of written communication.

## 7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk)

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

## 7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

Students who, even after exploring all possibilities through reasonable adjustments, are still unable to access a significant part of the assessment may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken, and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in the future.

[Review inclusion sheets for similar subjects and insert any specific barriers in your subject]

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations.***

## 7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer:  
(telephone: (028) 9026 1200, extension XXXX, email: [xxxx@ccea.org.uk](mailto:xxxx@ccea.org.uk))
- Officer with Subject Responsibility:  
(telephone: (028) 9026 1200, email: [xxxxx@ccea.org.uk](mailto:xxxxx@ccea.org.uk))
- Examination Entries, Results and Certification  
(telephone: (028) 9026 1262, email: [entriesandresults@ccea.org.uk](mailto:entriesandresults@ccea.org.uk))
- Examiner Recruitment  
(telephone: (028) 9026 1243, email: [appointments@ccea.org.uk](mailto:appointments@ccea.org.uk))
- Distribution (past papers and support materials)  
(telephone: (028) 9026 1242, email: [cceadistribution@ccea.org.uk](mailto:cceadistribution@ccea.org.uk))
- Support Events Administration  
(telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk))
- Information Section (including Freedom of Information requests)  
(telephone: (028) 9026 1200, email: [info@ccea.org.uk](mailto:info@ccea.org.uk))
- Business Assurance (appeals)  
(telephone: (028) 9026 1244, email: [appealsmanager@ccea.org.uk](mailto:appealsmanager@ccea.org.uk)).