



Non-Exam Assessment: Internal Synoptic Project

NCFE Level 1/2 Technical Award in Sports Studies
(603/7010/5)

Centre copy

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Introduction

The internal non-exam assessment is a formal internal synoptic that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The internal synoptic project will contribute **60%** towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner, therefore, should not be entered for the internal synoptic project until they have been taught the full course of study, to ensure that they are in the best position to complete the internal synoptic project successfully.

What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

“A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The internal synoptic project will test the learners' ability to respond to a real-world situation.

Information for learners

Introduction

The internal non-exam assessment is a formal assessment that will contribute **60%** towards your overall qualification grade and therefore it is important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world-situation.

The non-exam assessment will be assessed holistically using a levels of response mark grid and against five integrated assessment objectives (AOs). These assessment objectives and their weightings are shown below.

Suggested completion time

You have been provided with a total of **20** hours to complete this non-examined assessment.

You may use some or all of the time provided for each task.

You are allowed to use time given to one task and use some of that time on another task where required.

You are **not** allowed to exceed the total number of hours.

You should not start your internal synoptic project until you have been taught the full course of study. This will ensure that you are in the best position to complete the internal synoptic project successfully.

Assessment objectives (AO)
<p>AO1 – Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.</p> <p>12 marks (14%)</p>
<p>AO2 – Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.</p> <p>16 marks (19%)</p>
<p>AO3 – Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.</p> <p>12 marks (14%)</p>
<p>AO4 – Demonstrate and apply relevant technical skills, techniques, and processes The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, and techniques.</p> <p>20 marks (24%)</p>
<p>AO5 – Analyse and evaluate the demonstration of relevant technical skills, techniques and processes. The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, and techniques relevant to the vocational sector.</p> <p>24 marks (29%)</p>

NCFE Level 1/2 Technical Award in Sports Studies (603/7010/5)

Non-Exam Assessment Internal Synoptic Project

Sample

Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each timed session.

Learner information

- This non-exam assessment will assess your knowledge and understanding from across the qualification.
- Total marks **84**.
- The suggested completion time for this non-exam assessment is **20** hours.
- All of the work you submit **must** be your own.

Resources

- You have been provided with the following documents to use during the assessment:
 - Record of Learner Observation (Tutor) for task 3 (a).

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number

Learner number

Learner signature _____

Project brief

Setting:

You are working for your local authority as a community activator coach apprentice.

Participants:

Within your role, you are helping with the delivery of sports coaching sessions to a wide range of groups. The group that you will be working with are students who are teens/young adults based in a local secondary school. This consists of the delivery of a wide range of sports within lessons where students take part and develop their skills and techniques. The group will have a minimum participant size of eight.

Each sport is delivered over a six-week period of a half term and there is a clear and structured plan for the development of skills and techniques within this time.

When planning for the delivery of the sports coaching sessions, a wide range of elements will need to be considered by the coach. This includes information in relation to their PE (Physical Education) curriculum, sports injuries to make sure activities are safe, information relating to leadership styles, roles and responsibilities of a coach, motivation of participants, skill classification and physical factors that can affect performance.

Scenario:

You have been asked by the PE teacher at a local secondary school to develop and deliver a series of sports coaching sessions over a half term period leading to a competition in the form of a tournament/round robin during the final week of term. This should all be focussed on 1 sport and show progression over time in relation to the skills and techniques being developed within the coaching sessions. In total, you should plan a minimum of 5 coaching sessions covering weeks 1–5, (each for a minimum of 60 minutes) and allow the final week (week 6) for the competition which would be suitable for a minimum of half a day.

Each session should have a clear session plan, outlining the skills and techniques to be developed and the approaches you will use to do this.

You will deliver the first coaching session, demonstrating some of the coaching techniques that have been developed across the duration of this course. Following this session, you will review your strengths and weaknesses and make revisions of the next 4 sessions where appropriate.

You will develop a sports competition plan although you are not expected to demonstrate or review this.

As part of your own personal development as a community activator coach apprentice, it is important that you can evaluate your own performance. You should evaluate the process you have been through from start to finish using completed learner logs and refer to these where appropriate when completing an evaluation. Your evaluation should make clear links to your leadership styles demonstrated when undertaking the different elements of your roles as well as a review of the roles and responsibilities that you took on when leading the session.

Assessment tasks and mark schemes

Task 1 - Research and development	
Recommended time:	4 hours
Content areas assessed:	1. Participation in sport 6. Sports injuries 8. Sports leadership and sports coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives:	AO1, AO2, AO3
<p>You are required to:</p> <p>Undertake research to create an introductory booklet for future community activator coach apprentices, which could be used as a reference guide during their new starter induction period. Your booklet should be focused on working with teens/young adults based in a secondary school.</p> <p>The booklet should contain the following key information:</p> <ul style="list-style-type: none"> • explanation of different leadership styles coaches could use • explanation of the roles and responsibilities of a coach, with supporting examples • overview of skills classification • outline of the key components of a sports coaching session • an overview of the common causes of sport injuries and preventions methods • examples of different solutions to barriers that may affect participation in sport. <p style="text-align: right;">[12 marks]</p>	
Evidence	A written/word processed document: <ul style="list-style-type: none"> • booklet containing all task requirements.

Task 1- Research and development	
Marks	Descriptors
10–12	<p>AO3 - Makes excellent judgements about the most important skills and qualities of an effective leader and coach, and solutions to barriers of sports participation, supported by comprehensive and highly detailed examples which are highly relevant to the brief.</p> <p>AO2 - Excellent application of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session, and solutions to barriers of sports participation that is comprehensive, highly detailed and highly relevant to the requirements of the brief.</p> <p>AO1 - Excellent recall of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session, sports injuries and prevention methods, and solutions to barriers of sports participation that is comprehensive, highly detailed and highly relevant to the brief.</p>
7–9	<p>AO3 - Makes good judgements about the most important skills and qualities of an effective leader and coach, and solutions to barriers of sports participation, supported by mostly detailed examples which are mostly relevant to the brief.</p> <p>AO2 - Good application of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session, and solutions to barriers of sports participation that is mostly detailed and mostly relevant to the requirements of the brief.</p> <p>AO1 – Good recall of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session, sports injuries and prevention methods, and solutions to barriers of sports participation that is mostly detailed and mostly relevant to the brief.</p>
4–6	<p>AO3 – Makes reasonable judgements about the most important skills and qualities of an effective leader and coach, and solutions to barriers of sports participation, supported by examples that have some detail, and some relevance to the brief, though may be underdeveloped.</p> <p>AO2 – Reasonable application of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session, and solutions to barriers of sports participation that have some detail and some relevance to the requirements of the brief, though may be underdeveloped</p> <p>AO1 - Reasonable recall of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session, sports injuries and prevention methods, and solutions to barriers of sports participation that have some detail and some relevance to the brief, though may be underdeveloped.</p>
1–3	<p>AO3 - Makes limited judgements about the most important skills and qualities of an effective leader and coach, and solutions to barriers of sports participation, supported by examples that have minimal detail, and minimal relevance to the brief, and are mostly superficial.</p>

	<p>AO2 - Limited application of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session and solutions to barriers of sports participation that is minimal in detail, has minimal relevance to the brief, and is mostly superficial.</p> <p>AO1 – Limited recall of knowledge and understanding of sports leadership and coaching, skills classification, development of a sports coaching session, sports injuries and prevention methods, and solutions to barriers of sports participation that is minimal in detail, has minimal relevance to the brief, and is mostly superficial.</p>
0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the introductory booklet evidence.

A learner’s demonstration of recall of knowledge and understanding (AO1) and their application of knowledge and understanding (AO2) and their analysis and evaluation (AO3) can be implied through the learner’s ability to create the introductory booklet.

AO1 - The learner may recall a range of knowledge and understanding. When deciding placement within the bands, consideration should be given to the range and relevance to the brief. Typical responses may make reference to:

- sports leadership and coaching:
 - types and styles of leaders
 - skills and qualities of a leader and coach
 - responsibilities of a leader
 - roles and responsibilities of a coach
 - coaching techniques to develop sports skills performance
- skills classification:
 - environmental stimuli
 - types of skill classification
 - types of practice
- development of a sports coaching session:
 - risk assessment
 - motivation of participants
 - warm-up
 - skill introduction and assessment
 - skill development
 - differentiating activities and drills
 - cool-down
- sports injuries:
 - sprains
 - tears/strains
 - lacerations
 - concussion

- sports injury prevention methods:
 - stretching warm-up and cool-down
 - hydration
 - safe use of equipment
- barriers to sports participation, as relevant to the brief - teens/young adults:
 - growth spurts effecting physical dexterity
 - lack of confidence
 - self esteem
 - body image
 - peer pressure.

AO2 - The learner will demonstrate application of knowledge and understanding through the responses given. They should be informed by the requirements of the brief (secondary school, teens/young adults). The applied understanding will vary depending on the range of knowledge and understanding recalled. However, typical responses may include:

- (sports leadership and coaching):
 - autocratic styles may be used for younger students within the secondary school
 - responsibilities such as knowledge of the sport, creating a safe environment and planning innovative sports sessions may be linked to the school setting
- (skills classification) environmental stimuli may be referred to in terms of the weather eg students within the school may be less motivated in poor conditions
- (development of a sports coaching session) school equipment checks should be carried out at regular times
- (barriers to sports participation, as relevant to the brief - teens/young adults):
 - (body image) teens/young adults may need additional support to overcome anxieties and get involved in sessions
 - (lack of confidence) secondary school students may suffer from a lack of confidence to get involved in the session and need additional support.

AO3 - The learner will make judgements which will vary in nature, depending on the range of knowledge and understanding recalled and applied. When considering placement within the bands, consideration should be given to the strength of judgements and relevance to the brief. As per the setting stipulated in the brief, typical responses may include:

- (sports leadership and sports coaching):
 - (autocratic) the booklet may suggest that this style is more appropriate because of the school setting and expectations of the participants compared to a laissez-faire style
 - the booklet may refer to a democratic style and link this with barriers to sport participation for example involving less confident participants in the session skills
 - verbal communication – the booklet may provide advice on the following:
 - clear and concise speech – reference to what may be classed as clear and concise speech along with its importance when working with teens/young adults. May accentuate the importance of being clear and concise when providing coaching points as part of the coaching session

- active listening – when working with a group of teens/young adults, it is essential to listen to feedback as well as observe non-verbal cues to check understanding and work effectively with individuals
- reinforcement of points – regular reinforcement of coaching points/rules is important to make sure participants understand the task and adhere to health and safe guidelines
- non-verbal communication – the booklet may provide advice on the following:
 - body language – important to have positive body language to motivate and inspire participants, in addition to articulating key coaching messages when working with a group of 8
 - facial expression – required to support verbal communication, but also to give non-verbal feedback (positive or negative) to participants
 - eye contact – important to build relationships, support in the provision of feedback and as a tool of managing individuals/groups of participants
- (barriers to sports participation, as relevant to the brief - teens/young adults):
 - the booklet may include advice on how to improve the self-esteem through praise during the sessions
 - the booklet may include advice on how to increase confidence through communication skills during sessions.

Task 2 (a) - Development of a series of 5 coaching plans	
Recommended time:	3 hours
Content areas assessed:	1. Participation in sport 4. The use of technology in sport 6. Sports injuries 8. Sports leadership and sports coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives:	AO2, AO4
<p>You are required to:</p> <p>Produce 5 sports coaching session plans for a chosen sport which must have a National Governing Body (NGB) and be suitable for delivery within a secondary school setting. Using the information provided within the brief, you are required to plan 5 sessions (minimum of 8 participants) which introduce and build skills and techniques that your participants will demonstrate as part of a competition in the form of a tournament/round robin during the final week of term.</p> <p>Your sports coaching session plans must last a minimum of 60 minutes each and should include:</p> <ul style="list-style-type: none"> • all components of a sports coaching session • consideration of the elements related to skills classification • approaches implemented to minimise the risk of injury. <p style="text-align: right;">[12 marks]</p>	
Evidence	<ul style="list-style-type: none"> • 5 x sports coaching session plans, each lasting a minimum of 60 minutes.

Task 2 (a) - Development of a series of 5 coaching plans	
Marks	Descriptors
10–12	<p>AO4 - Excellent demonstration of the components of a sports coaching session plan that is comprehensive and highly detailed, to create x5 sports coaching sessions. Supported by highly relevant examples of sports injury prevention methods and coaching techniques to develop and measure skills that is comprehensive and highly detailed.</p> <p>AO2 - Excellent application of knowledge and understanding of the components of a sports coaching session plan to develop x5 sports coaching sessions. References to skills classification are highly detailed and highly relevant to the requirements of the brief.</p>
7–9	<p>AO4 - Good demonstration of the components of a sports coaching session plan that is comprehensive and mostly detailed, to create x5 sports coaching sessions. Supported by mostly relevant examples of sports injury prevention methods and coaching techniques to develop and measure skills that is comprehensive and mostly detailed.</p> <p>AO2 - Good application of knowledge and understanding of the requirements of a sports coaching session plan to develop x5 sports coaching sessions. References to skills classification are mostly detailed and mostly relevant to the requirements of the brief.</p>
4–6	<p>AO4 - Reasonable demonstration of the components of a sports coaching session plan that is comprehensive and mostly detailed, to create x5 sports coaching sessions. Supported by examples that have some detail of sports injury prevention methods and coaching techniques to develop and measure skills that has some detail and some relevance to the brief, though may be underdeveloped.</p> <p>AO2 – Reasonable application of knowledge and understanding of the components of a sports coaching session plan to develop x5 sports coaching sessions. References to skills classification have some detail and some relevance to the requirements of the brief, though may be underdeveloped.</p>
1–3	<p>AO4- Limited demonstration of the components of a sports coaching session plan that is comprehensive and mostly detailed, to create x5 sports coaching sessions. Supported by examples that have minimal detail of sports injury prevention methods and coaching techniques to develop and measure skills that has minimal detail and minimal relevance to the brief, mostly superficial.</p> <p>AO2 – Limited application of knowledge and understanding of the components of a sports coaching session plan to develop x5 sports coaching sessions. References to skills classification have limited detail and limited relevance to the requirements of the brief and is mostly superficial.</p>
0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the introductory booklet evidence.

A learner's demonstration of their application of knowledge and understanding (AO2) can be implied through the learner's ability to create 5 sports coaching session plans for (AO4).

AO4 - The learner will demonstrate and apply relevant technical skills, techniques, and processes to the components of a sports coaching session plan including relevant examples of sports injury prevention methods and coaching techniques to develop and measure skills by developing x5 sports coaching session plans that target specific links to the briefs and chosen sport. When considering placement within the bands, the number of detail and relevance of the components to the secondary school setting along with the relevance to teens/young adults should be considered:

- development of a sports coaching session:
 - session aims (linked with the sport/factors) – clear outline of the purpose of the session which should evolve across the five session plans
 - session objectives (linked with the choice of sport and the competition planned to develop skills and techniques required) – specific breakdown of the elements that participants will be developing throughout each of the sessions
 - record of required risk assessment checks (venue, equipment, environment, competitors)
 - sport coaching session (format, sequence, timings and contingencies) – relating to the brief and the five principles of risk assessment
 - participants – clarity as to the number of participants as well as any individual needs of participants and planned for minimum of 8 participants
 - equipment requirements – breakdown of the different pieces of equipment required for the session to be delivered
- sports injuries (relevant to risks associated with the choice of sport and participant):
 - prevention methods – this will be incorporated into both the structure of the session, in addition to the types of activities chosen. The learner may also identify health and safety controls where appropriate
 - sports health and safety risk assessment – appropriate completion of risk assessment document/template
- skill classification – each of the following will be embedded within the coaching session plans, with appropriate application in the relevant coaching sessions:
 - environmental stimuli
 - types of skill classification
 - types of practice
- planning a sports skills session.

AO2 - The learner will apply knowledge and understanding of the requirements of a sports coaching session plan to develop x5 sports coaching session plans. When deciding on band placement, the level of progression of skills and techniques, relevance and appropriateness in relation to skills classification and awareness of injury prevention methods should be considered:

- sports injuries (relevant to risks associated with the choice of sport and participant):
 - prevention methods - this will be incorporated into the structure of the session, in addition to the types of activities chosen. The learner may also identify health and safety controls where appropriate

- sports health and safety risk assessment - appropriate completion of risk assessment document/template
- skill classification – each of the following will be embedded within the coaching session plans, with appropriate application in the relevant coaching sessions:
 - environmental stimuli
 - types of skill classification
 - types of practice
- developing a sports coaching session (the sport selected by the learner will impact on the range of components listed). Learners should prepare 5 x coaching session plans appropriately applying the following aspects from the specification:
 - session aims (linked with the sport/factors)
 - session objectives (linked with the choice of sport and the competition planned to develop skills and techniques required)
 - record of required risk assessment checks:
 - venue:
 - space
 - hazards
 - access to refreshments
 - first aid equipment
 - emergency communication
 - suitable for activity
 - spectator safety
 - equipment:
 - technology
 - correct footwear and clothing
 - equipment checks
 - safety clothing
 - environment:
 - weather
 - temperature
 - competitors:
 - number of competitors
 - pre-activity health checks
 - different levels of experience
 - sport coaching session:
 - format
 - sequence
 - timings
 - contingencies
 - participants:
 - age
 - gender
 - ability variation options
 - equipment requirements:
 - amount
 - condition
 - arrangement.

Task 2 (b) - Development of a sports competition plan	
Recommended time:	2 hours
Content areas assessed:	1. Participation in sport 4. The use of technology in sport 5. Planning, delivering, and reviewing a sports competition 7. Psychology for sports performance
Assessment objectives:	AO1, AO2, AO3
<p>You are required to:</p> <p>Produce a plan for a sports competition that would take place on the final day of the 6-week period. As per the information in the brief, your competition should focus on your participants being able to demonstrate the skills and techniques learnt in your previous 5 coaching sessions.</p> <p>Your planned competition should be in the form of a tournament/round-robin lasting for at least half a day and be appropriate for a minimum of 8 participants. The competition could include more participants than the original group that you have been working with.</p> <p>You should take into consideration the main aspects of a sports competition plan including brief reasons for your choices.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<ul style="list-style-type: none"> Completed sports competition plan.

Task 2 (b) - Development of a sports competition plan	
Marks	Descriptors
10–12	<p>AO3 - Makes excellent judgements on the main aspects of a sports competition plan, supported by comprehensive and highly detailed examples which are highly relevant to the requirements of the brief.</p> <p>AO2 - Excellent application of knowledge and understanding of the main aspects of a sports competition plan, that is highly detailed and highly relevant for the participants stated in the brief. The plan has an excellent structure, includes appropriate timings and is highly relevant to the coaching plans.</p> <p>AO1 - Excellent recall of knowledge and understanding of the main aspects of a sports competition plan, that is comprehensive, highly detailed and highly relevant to the brief.</p>
7–9	<p>AO3 - Makes mostly appropriate judgements on the main aspects of a sports competition plan, supported by comprehensive and mostly detailed examples which are which are mostly relevant to the requirements of the brief.</p> <p>AO2 - Good application of knowledge and understanding of the main aspects of a sports competition plan, that is mostly detailed and mostly relevant for the participants stated in the brief. The plan has a good structure, includes appropriate timings and is mostly relevant to the coaching plans.</p> <p>AO1 - Good recall of knowledge and understanding of the main aspects of a sports competition plan, that is comprehensive, mostly detailed and mostly relevant to the brief.</p>
4–6	<p>AO3 - Makes reasonable judgements on the main aspects of a sports competition plan, supported by comprehensive and reasonably detailed examples which are reasonably relevant to the requirements of the brief.</p> <p>AO2 - Good application of knowledge and understanding of the main aspects of a sports competition plan, that is reasonably detailed and reasonably relevant for the participants stated in the brief. The plan has an excellent structure with appropriate timings and linked with the coaching plans.</p> <p>AO1 - Good recall of knowledge and understanding of the main aspects of a sports competition plan, appropriate for the participants stated in the brief. Overview of the relevance of the plan is reasonably comprehensive, reasonably detailed and reasonably relevant, though may be underdeveloped.</p>
1–3	<p>AO3 - Makes limited judgements about the main aspects of a sports competition plan, with clear and specific examples which have limited relevance to the requirements of the brief.</p> <p>AO2 - Limited application of knowledge and understanding of the main aspects of a sports competition plan, that has limited detailed and limited relevance for the participants stated in the brief. The plan has limited structure and is mostly underdeveloped .</p>

	AO1 - Limited recall of knowledge understanding of the main aspects of a sports competition plan, that is minimal in detail, has limited relevance to the brief, and is mostly superficial .
0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the introductory booklet evidence.

A Learners demonstration of recall of knowledge and understanding (AO1) and their application of knowledge and understanding (AO2) and their analysis and evaluation (AO3) can be implied through the learner’s ability to create the sports competition plan.

AO1

The learner will recall knowledge and understanding of the main aspects of the sports competition plan including types of motivation. When considering placement within the bands, level of knowledge in relation to the information that is relevant to the participant group from the list below should be considered:

Main aspects of a sports competition plan:

- research:
 - competition participants
 - sponsorship and finance
 - venue (indoor/outdoor)
 - operations and resources
 - promotion options
- aims and objectives
- risk control plan:
 - permits/insurances/licensing
- safety equipment:
 - first aid kit
 - emergency contact phone
 - defibrillator
- procedures and protocols
 - safety training/sport specific training
 - required risk assessment checks
 - appropriate supervision
- sports competition timings
- competition format
- resources:
 - staff
 - equipment
 - technology.
- contingency plans.

Impact of motivation:

- types of motivation:
 - intrinsic motivation – motivated by internal mechanisms like own achievement
 - extrinsic motivation – motivated by external stimuli like tangible or intangible rewards
- impact of motivation on sports performance
- positive effects:
 - enjoyment, which sustains willingness to continue
 - increased effort and improved performance
 - rewards for hard work
 - regular participation in sport
 - helps to overcome adversity
- negative effects:
 - over-exertion
- strategies that can be used to influence motivation:
 - using music – increases stimulation
 - imagery – imagining future success
 - relaxation – increases focus
 - mental rehearsal – builds self-confidence.

AO2

When considering placement within the bands, the nature of how learners apply their knowledge and understanding of planning the sports competition will vary depending on the group size, age they are working with, the sport they choose and how they have applied the following elements which are relevant to the brief:

- research – competition should be appropriate based on a range of factors; sport participating in, availability of facility, number of participants such as:
 - competition participants
 - sponsorship and finance
 - venue (indoor/outdoor)
 - operations and resources
 - promotion options
- aims and objectives – relevant for half day and minimum of 8 participants
- risk control plan – relevant for a competition lasting for at least half a day and be appropriate for a minimum of 8 participants such as:
 - permits/insurances/licensing
 - safety equipment
 - first aid kit
 - emergency contact phone
 - defibrillator
 - procedures and protocols
 - safety training/sport specific training
 - required risk assessment checks
 - appropriate supervision
- sports competition timings – lasting for at least half a day and be appropriate for a minimum of eight participants
- competition format – should be in the form of a tournament/round-robin

- resources – suitable for sport chosen, minimum eight participants and half day tournament/round robin. Such as:
 - staff
 - equipment
 - technology
- contingency plans – relating to the competition and realistic measures that could be put in place.

AO3

The learner will make judgements which will vary in nature, depending on the range of knowledge and understanding recalled and applied. When considering placement within the bands, the accuracy and relevancy of judgements and examples should be considered in relation to the requirements of the brief. Supportive judgements will be made for the following sections:

- research – should be appropriate based on a range of factors; sport participating in, availability of facility, number of participants such as:
 - competition participants
 - sponsorship and finance
 - venue (indoor/outdoor)
 - operations and resources
 - promotion options
 - aims and objectives – relevant for half day and minimum of eight participants
 - risk control plan – relevant for a competition lasting for at least half a day and be appropriate for a minimum of eight participants such as:
 - permits/insurances/licensing
 - safety equipment:
 - first aid kit
 - emergency contact phone
 - defibrillator
 - procedures and protocols
 - safety training/sport specific training
 - required risk assessment checks
 - appropriate supervision
 - sports competition – timings lasting for at least half a day and be appropriate for a minimum of eight participants
 - competition format should be in the form of a tournament/round-robin
 - resources: suitable for sport chosen, minimum eight participants and half day tournament/round robin. Such as:
 - staff
 - equipment
 - technology
 - contingency plans.
- Impact of motivation - should be justified with relevance to the competition and group detailed in the brief:
- types of motivation - should justify the relevant type of motivational techniques required relating to the type of sport, group size and competition format:
 - intrinsic motivation – motivated by internal mechanisms like own achievement
 - extrinsic motivation – motivated by external stimuli like tangible or intangible rewards

- impact of motivation on sports performance, this should be justified relating to the competition chosen
- positive effects:
 - enjoyment, which sustains willingness to continue
 - increased effort and improved performance
 - rewards for hard work
 - regular participation in sport
 - helps to overcome adversity
- negative effects:
 - over-exertion
- strategies that can be used to influence motivation that will be used in the competition.

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Task 3 (a) - Delivery of a sports coaching session	
Recommended time:	3 hours
Content areas assessed:	6. Sports injuries 7. Psychology for sports performance 8. Sports leadership and sports coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives:	A04
<p>You are required to:</p> <p>Deliver the first of your five sports coaching sessions.</p> <p>You will deliver your sports coaching session to a minimum of eight live participants and be in charge for the full duration of the session, lasting a minimum of 60 minutes.</p> <p>Your session should focus on motivation techniques and developing the skills and techniques of your participants.</p> <p>Your sports coaching session will be video recorded for the first 15 minutes.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<ul style="list-style-type: none"> • Video recording of the first 15 minutes of the delivery of 1 sports coaching session. • Completed supporting record of learner observation report (tutor) (template provided).

Task 3 (a) - Delivery of a sports coaching session	
Marks	Descriptors
10–12	AO4 - Excellent demonstration and application of sports coaching knowledge and skills to lead a coaching session in a highly effective manner with highly relevant skills classification. The session led was safe and the quality of the activities planned and delivered would significantly contribute to the development of skills and techniques of participants. Leadership skills applied throughout the session in a highly effective manner.
7–9	AO4 - Good demonstration and application of sports coaching knowledge and skills to lead a coaching session in a mostly effective manner with mostly relevant skills classification. The session led was safe and the quality of the activities planned and delivered would mostly contribute to the development of skills and techniques of participants. Leadership skills are applied throughout the session in a mostly effective manner.
4–6	AO4 - Reasonable demonstration and application of sports coaching knowledge and skills to lead a coaching session with some effectiveness, though underdeveloped at times with some relevant skills classification. The session led was safe and the quality of the activities planned and delivered would partially contribute to the development of skills and techniques of participants. Leadership skills applied throughout the session-show some effectiveness, though underdeveloped at times .
1–3	AO4 - Limited demonstration and application of sports coaching knowledge and skills to lead a coaching session with minimal effectiveness (and may have required teacher support) with minimal relevant skills classification. The session led was safe and the quality of the activities planned and delivered would provide minimal and superficial development of skills and techniques of participants. Leadership skills are applied throughout the session with minimal and superficial effectiveness .
0	No rewardable material

Indicative Content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the introductory booklet evidence.

When applying marks, please note that all marks awarded are based on the skills and knowledge demonstrated by the learner (undertaking the role of the coach) and not the effectiveness or ability shown by the participants

AO4

The learner will demonstrate and apply relevant skills, techniques and processes relating to the following components of a sports skills session when delivering the coaching session. The skills demonstrated must be suitable for a half-day session lasting 60 minutes and suitable for a minimum of 8 teen/young adult participants. When considering placement within the bands, consideration should be applied to how the

effective skills, techniques and processes were demonstrated, the safety of the session and how effective leadership skills were applied throughout the session from the following:

- delivering a sports skills session:
 - risk assessment:
 - ensuring correct health and safety procedures are adopted
 - motivation of participants:
 - adapting coaching style to participant's requirements
 - warm-up:
 - pulse raiser
 - warm muscles
 - increase heart rate
 - mobilisation:
 - reduce stiffness of joints to improve mobility
 - stretches:
 - static – hold stretch to elongate the muscles
 - dynamic – stretch through a range of motions
 - skill introduction and assessment:
 - demonstrate skill
 - outline assessment criteria
 - skill development:
 - progression – improving skill
 - regression – returning to a former or less developed state
 - skill practice activity
 - measuring skill development
 - differentiating activities and drills to enable participants to be challenged
 - cool down:
 - pulse lowering
 - reduce heart rate
 - deliver oxygen to the muscles
 - developmental stretching:
 - increase length or flexibility of muscles
- skills classification:
 - environmental stimuli
 - types of skill classification
 - types of practice
- sports injuries:
 - prevention methods
 - sports health and safety risk assessment (will be included within risk assessment).
- sports leadership and sports coaching:
 - types and styles of leaders
 - skills and qualities of a leader and coach
 - responsibilities of a leader
 - roles and responsibilities of a coach
 - skills assessment
 - coaching techniques to develop sports skills performance
 - methods of measuring skill development.

Task 3 (b) - Review of a sports coaching session	
Recommended time:	3 hours
Content areas assessed:	6. Sports injuries 7. Psychology for sports performance 8. Sports leadership and sports coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives:	AO5
<p>You are required to:</p> <p>Following the session, you will carry out a self-assessment activity to review your effectiveness as a coach.</p> <p>Your self-assessment must review your leadership style, motivation techniques, skills and qualities shown, and your ability to undertake the responsibilities of a coach.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<ul style="list-style-type: none"> • Self-assessment of the coaching session and effectiveness as a coach, with a clear focus on: <ul style="list-style-type: none"> ○ leadership style ○ skills and qualities as a coach ○ responsibilities as a coach ○ motivation techniques.

Task 3 (b) – Review of a sports coaching session	
Marks	Descriptors
10–12	AO5 - Excellent analysis and evaluation of own effectiveness as a coach which includes a review of the learner’s own leadership style, skills, qualities responsibilities and motivation techniques demonstrated as a sports coach that is comprehensive, highly detailed and supported by highly relevant subject terminology.
7–9	AO5 - Good analysis and evaluation of own effectiveness as a coach which includes a review of the learner’s own leadership style, skills, qualities, responsibilities and motivation techniques demonstrated as a sports coach that is mostly detailed and supported by mostly relevant subject terminology.
4–6	AO5 - Reasonable analysis and evaluation of own effectiveness as a coach which includes a review of leadership style, skills, qualities, -responsibilities and motivation techniques demonstrated as a sports coach that has some detail and supported by subject terminology that has some relevance, though may be underdeveloped .
1–3	AO5 - Limited analysis and evaluation of own effectiveness as a coach which includes a review of leadership style, skills, qualities responsibilities and motivation techniques demonstrated as a sports coach that has minimal detail and supported by subject terminology that has minimal relevance and is mostly superficial .
0	No rewardable material

Indicative Content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the self-assessment activity.

When applying marks, please note that all marks awarded are based on review of the skills and knowledge demonstrated by the learner (undertaking the role of the coach) and not the effectiveness or ability shown by the participants.

AO5

The learner’s review will be informed by the nature of their coaching session and as such will vary depending on their choice of session. Typical responses may include references to and be supported by subject terminology relevant to the brief:

- sports leadership and sports coaching:
 - types and styles of leaders
 - skills and qualities of a leader and coach
 - responsibilities of a leader
 - roles and responsibilities of a coach
 - skills assessment
 - coaching techniques to develop sports skills performance
 - methods of measuring skill development
- skills classification:
 - environmental stimuli
 - types of skill classification
 - types of practice
- sports injuries:
 - prevention methods

- sports health and safety risk assessment
- reviewing a sports coaching session
- review techniques:
 - gathering feedback from participants, other organisers and teachers
 - identifying what went well and what can be improved about the session in future
 - watching a video recording of the session
- the effectiveness of the session plan
- whether the session's aims and objectives were met
- the use of resources (staff, equipment, technology)
- whether the adaptations to contingencies were successful
- the effectiveness of the leader and coach (control and timing, motivation of participants, management of health and safety procedures to prevent sports injury)
- the performance of the participants using technical and tactical analysis.

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Task 4 - Revisit planning of future sports coaching sessions	
Recommended time:	3 hours
Content areas assessed:	6. Sports injuries 7. Psychology for sports performance 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives:	AO1, AO2, AO3
<p>You are required to:</p> <p>Following the delivery of one of your sessions, you are required to revisit the remainder of your sports coaching session plans and make changes to these. Changes made should be highlighted and revisions clearly shown.</p> <p>Changes should be based on the feedback received from your tutor, as well as your own self-assessment. You should look to make changes to the structure and content of your session based on this feedback.</p> <p>You should justify the changes that you have made, making clear links to the feedback within task 3 and outline how the changes that you have made will help to improve future sessions.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<ul style="list-style-type: none"> • Updated session plans based on the feedback from task 3. • Rationale for changes.

Task 4 - Revisit planning of future sports coaching sessions	
Marks	Descriptors
10–12	<p>AO3 - Makes excellent judgements for the changes required to the sports coaching session plan (following the delivery and review of the session), supported by comprehensive and highly detailed examples which are highly relevant to the feedback obtained.</p> <p>AO2 - Excellent application of knowledge and understanding of reviewing a sports coaching session, to review originally planned sports coaching sessions and update the remaining 4 sessions. Rationale includes reasons for changes that are highly relevant, and the updated sessions are highly structured with appropriate timings including several activities to progressively develop skills.</p> <p>AO1 - Excellent recall of knowledge and understanding of the requirements of reviewing a sports coaching session to review originally planned sports coaching sessions and update the remaining 4 sessions. Supported by highly comprehensive and highly detailed examples which are highly relevant to the feedback obtained</p>
7–9	<p>AO3 - Makes good judgements for the changes required to the sports coaching session plan (following the delivery and review of the session), supported by mostly detailed examples which are mostly relevant to the feedback obtained.</p> <p>AO2 - Good application of knowledge and understanding of reviewing a sports coaching session, to review originally planned coaching sessions and update the remaining 4 sessions. Rationale includes reasons for changes that are mostly relevant, and the updated sessions are mostly structured with appropriate timings including some activities to progressively develop skills.</p> <p>AO1 - Good recall of knowledge and understanding of the requirements of reviewing a sports coaching session to review originally planned sports coaching sessions and update the remaining 4 sessions, supported by mostly detailed examples which are mostly relevant to the feedback obtained</p>
4–6	<p>AO3 - Makes reasonable judgements for the changes required to the sports coaching session plan (following the delivery and review of the session), supported by examples that have some detail and some relevance, though may be underdeveloped.</p> <p>AO2 - Reasonable application of knowledge and understanding of reviewing a sports coaching session, to review originally planned sports coaching sessions and update the remaining 4 sessions. Rationale includes reasons for changes that have some relevance, and the updated sessions have some structure with appropriate timings including some activities to progressively develop skills.</p> <p>AO1 - Reasonable recall of knowledge and understanding of the requirements of reviewing a sports coaching session to review originally planned sports coaching sessions and update the remaining 4 sessions, supported by mostly detailed examples which are mostly relevant to the feedback obtained.</p>
1–3	<p>AO3 - Makes limited judgements for the changes required to the sports coaching session plan (following the delivery and review of the session), supported by</p>

	<p>examples that have minimal detail and minimal relevance and are mostly superficial.</p> <p>AO2 - Limited application of knowledge and understanding of reviewing a sports coaching session, to review originally planned coaching sessions and update the remaining 4 sessions. Rationale includes reasons for changes that have minimal relevance, and the updated sessions have minimal structure including limited activities to progressively develop skills.</p> <p>AO1 - Limited recall of knowledge and understanding of the requirements of reviewing a sports coaching session to review originally planned sports coaching sessions and update the remaining 4 sessions, examples of changes are minimal in detail and have minimal relevance to the feedback obtained.</p>
0	No rewardable material

Indicative Content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the updated sports coaching session plans and rationale for changes made.

A learner's demonstration of recall of knowledge and understanding (AO1) and their application of knowledge and understanding (AO2) and their analysis and evaluation (AO3) can be implied through the learner's ability to update the remaining 4 sports coaching sessions and provide a rationale for changes made.

AO1

The learner will recall knowledge and understanding of the following to review originally planned coaching sessions and update the 4 remaining sports coaching session plans. Knowledge of the requirements of reviewing a sports skills session are related to the feedback obtained and appropriate enhancements made. When considering placement within the bands, level of knowledge recalled and understood in relation to the contents of an effective sports coaching session should be considered:

- sports injuries:
 - prevention methods
 - sports health and safety risk assessment
- skills classification:
 - environmental stimuli
 - types of skill classification
 - types of practice
- reviewing a sports skills session:
 - review techniques
 - the effectiveness of the session plan
 - whether the sessions aims and objectives were met
 - use of resources
 - whether the adaptations to contingencies were successful
 - the effectiveness of the leader and coach

- the performance of the participants using technical and tactical analysis.

Planning of a sports skills session:

- research:
 - competition participants
 - sponsorship and finance
 - venue (indoor/outdoor)
 - operations and resources
 - promotion options
- aims and objectives
- risk control plan:
 - permits/insurances/licensing
 - safety equipment:
 - first aid kit
 - emergency contact phone
 - defibrillator
 - procedures and protocols
 - safety training/sport specific training
 - required risk assessment checks
 - appropriate supervision
- sports competition timings
- competition format
- resources:
 - staff
 - equipment
 - technology
- contingency plans.

AO2

The learner will apply knowledge and understanding of reviewing a sports coaching session to review originally planned coaching sessions and update the remaining 4 sports coaching session plans. Clear links to the self-assessment, Tutor observation forms should be evident. The nature of how learners apply their knowledge will vary depending on the sessions planned and feedback/self-evaluation following the session that they led. When considering placement within the bands, appropriateness of changes made to the sessions with activities to progressively develop skills, in addition to effective reasons for changes should be considered to include the following:

- sports injuries:
 - prevention methods
 - sports health and safety risk assessment
- skills classification
 - environmental stimuli
 - types of skill classification
 - types of practice
- review techniques:
 - gathering feedback from participants, other organisers and teachers
 - identifying what went well and what can be improved about the session in future

- watching a video recording of the session
- the effectiveness of the session plan
- whether the session's aims and objectives were met
 - the use of resources:
 - staff
 - equipment
 - technology
 - whether the adaptations to contingencies were successful
 - the effectiveness of the leader and coach:
 - control of the session timing
 - ability to motivate participants
 - management of health and safety procedures
- the performance of the participants using technical and tactical analysis.

AO3

The learner will make relevant justifications for changes required by the coaching session plans (following the delivery and review of the session), supported by examples that refer to the feedback obtained through the record of learner observation (tutor) form and self-assessments. When considering placement within the bands, consideration should be given to the strength of judgements and relevance to the brief.

Task 5 - Review and evaluation	
Recommended time:	2 hours
Content areas assessed:	6. Sports injuries 7. Psychology for sports performance 8. Sports leadership and coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives:	A05
<p>You are required to:</p> <p>Review the effectiveness of your coaching skills and provide an evaluation of your ability to plan and deliver coaching sessions.</p> <p>This should be in the form of a range of strengths and areas for improvement.</p> <p>Your evaluation should conclude by developing an action plan. This should outline future development needs with specific SMART targets to help you improve the elements that you have identified.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<ul style="list-style-type: none"> • Reflection, including specific strengths and areas for improvement (minimum 3 for each). • Action plan, containing future development needs for each of the 3 areas of improvement. • Completion of learner log. • Evaluation of own performance of project completion.

Task 5 - Review and evaluation	
Marks	Descriptors
10–12	AO5 - Excellent analysis and evaluation of own effectiveness as a coach. There is a highly relevant and highly detailed review that includes specific strengths and areas for improvement. An excellent, highly relevant and highly detailed action plan is provided.
7–9	AO5 - Good analysis and evaluation of own effectiveness as a coach. There is a mostly relevant and mostly detailed review which includes specific strengths and areas for improvement. A good, mostly relevant and mostly detailed action plan is provided.
4–6	AO5 - Reasonable analysis with some evaluation of own effectiveness as a coach. The review has some detail and some relevance which includes specific strengths and areas for improvement, though may be underdeveloped . A reasonable action plan, with some detail and some relevance is provided.
1–3	AO5 - Limited analysis with minimal evaluation of own effectiveness as a coach. The review has minimal detail and minimal relevance which includes specific strengths and areas for improvement, though mostly superficial . A limited action plan, with minimal detail and minimal relevance is provided.
0	No rewardable material

Indicative Content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response and in the case of this task will be embedded into the introductory booklet evidence.

AO5

The learner will analyse and evaluate own effectiveness as a coach. This should include specific strengths and areas for improvement. The inclusion of the SMART action plan will give indication for band placement:

- review techniques:
 - gathering feedback from participants (peers) and tutors (where applicable, but peer feedback not a requirement)
 - identifying what went well and what can be improved about the session in future
 - watching a video recording of the session (where appropriate and if consent has been given in line with safeguarding for teens/young adults participants)
- the effectiveness of the session plan
- whether the session's aims and objectives were met
 - the use of resources:
 - staff
 - equipment
 - technology (where appropriate for the planned session)
 - whether the adaptations to contingencies were successful
 - the effectiveness of the leader and coach:
 - control of the session timing (must last 60 minutes)
 - ability to motivate participants (based on techniques adopted, not the response by the participants)

- management of health and safety procedures
- the performance of the participants using technical and tactical analysis (where applicable but not a requirement)
- SMART principles for setting goals – should be produced to provide focused goals for improvement for future sports coaching session plans that are:
 - specific
 - measurable
 - attainable
 - realistic.
 - time bound:
 - short-term goals – accomplishing a goal in a short amount of time (2 to 3 weeks)
 - medium-term goals – accomplishing a goal within 3 to 6 months
 - long-term goals – accomplishing a goal beyond 6 months.

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Grading Descriptors

The assessment of each task is broken down into bands. Each band has an associated descriptor indicating performance at that band.

Assessors judge all the evidence you produce to make decisions when assessing your work.

The assessment requires the effective use of integrated knowledge, understanding and skills from across the full breadth of the qualification content.

Task	Hours	AO1	AO2	AO3	AO4	AO5	Total
1	4	4	4	4			12
2 (a)	3		4		8		12
2 (b)	2	4	4	4			12
3 (a)	3				12		12
3 (b)	3					12	12
4	3	4	4	4			12
5	2					12	12
Totals	20	12–14%	16 –19%	12=14%	20–24%	24–29%	84

This is the end of the non-exam assessment

Mark scheme information

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total marks for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently, do not change your approach to marking once you have been standardised.
- Reward learners positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the mark scheme, you must consult with your centres internal quality assurer.

Guidelines for using extended response marking grids

Extended response mark grids have been designed to assess learners' work holistically. They consist of levels-based descriptors and indicative content.

Levels-based descriptors.

Each level is made up of several descriptors for across the AO range – AO1 to AO5, which when combined provide the quality of response that a student needs to demonstrate. Each level-based descriptor is worth varying marks.

The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

Indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any other appropriate response.

Application of extended response marking grids

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors.

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Documentation

Record of Learner Observation (Tutor)

Qualification		Learner Name	
Date & Time of observation		Assessor Name	

<p>Description of the learner's activity. Please include:</p> <ul style="list-style-type: none">• the people present• what was observed• what the learner did.	<p>Examples of how the assessment objective(s) for the task were met</p>

Assessor Signature		Date	
Learner Signature		Date	