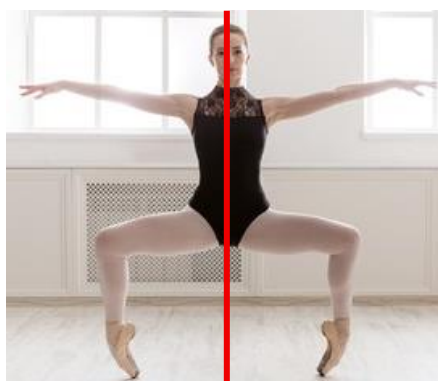


## SPORT AND EXERCISE SCIENCE

The overall standard of responses from candidates continues to show steady improvement from most schools.

### QUESTION 1

- 1.1 Match the column – this question was answered very well.
- 1.4 Some candidates have not been taught about the Line of Gravity. This was answered poorly.



Correct



Incorrect

- 1.5 Candidates had to outline and shade the Base of Support. This was mostly answered much better than in previous years. This will, however, again be addressed at the UGC.

Outline **AND** shade in the Base of Support in each of the following picture.

Some candidates struggled with the 3D nature of the picture, but the new method is assisting most. Candidates need to be told to outline and shade in the space **underneath** the picture, **in the space provided**, and not to draw on the actual picture.



## **QUESTION 2**

Related to school sport participation. This was aimed at a lower cognitive level and so many candidates coped well.

Question 2.5 examined Functional Movement Screening. It was clearly evident that several schools had not covered this section.

## **QUESTION 3**

This question related to Simone Biles and her gymnastic achievements. Most of these questions were physics related. 15 of the marks were directly from the sources and yet many candidates answered the questions incorrectly.

Question 3.14 examined the application of Newton's Laws in relation to gymnastics. Unfortunately, many candidates could not provide explicit examples of the laws. Question 3.15 required candidates to carefully interpret a graph, and quite a few were successful.

## **QUESTION 4**

An 8-mark which required candidates to 'Explain physiological responses to exercise'. Many provided vague answers, e.g. 'Her body has adapted ... she didn't have to take rests'.

Question 4.6 prompted candidates to refer to a graph and discuss blood lactate concentrations in trained and untrained athletes. This was a level 6 question and, as expected, many candidates answered this question incorrectly.

Question 4.7 showed that many candidates confused the terms 'oxygen debt' and 'oxygen deficit'.

## **QUESTION 5**

The questions were related to golf, and this question was generally answered well.

## **QUESTION 6**

Candidates were asked to draw the inverted U-graph. While most candidates got this correct, there were candidates who drew a linear graph instead.

Question 6.8 examined visualisation. Some candidates referred to vision.

## **QUESTION 7**

This was a table on risk management.

The responses were marked fairly leniently in this question. Candidates were meant to provide 'environmental factors' that could be expected while canoeing, hiking, or surfing. Unfortunately, many provided possible risk factors that were not environmental, e.g., 'drowning'. If candidates had answered that giant rapids caused drowning then that would be an environmental factor, however, many candidates did not. After considerable discussion, the marking panel decided to be more lenient while maintaining consistency in the marking.

## **QUESTION 8**

This was the essay question. Many candidates did well discussing teamwork and group dynamics but many candidates did not refer to the sources.

At the UGC, each question will be discussed in more detail.

## SPORT AND EXERCISE SCIENCE PAT MODERATION

There has been a visible improvement in the overall standard of the PATs this year. Although there are a few schools that still need to 'tighten up' on the standard of marking.

### Admin:

There was a much better quality in the scanning – there were fewer pages that were too dark to decipher. A suggestion – ask learners to crop their pictures taken of athletes to remove erroneous images such as friends in the background or a learner's bed, etc. Learners can also make their pictures a lot smaller – they need not be A4 size. Having said that though, the moderators must be able to see what is happening in the pictures.

### Reminder:

The cover page needs to have the learner's examination number on it. All learners' files should have the following as their cover page – it is found in the Instructions to the Teacher document.

#### 1. CANDIDATE'S PAT COVERSHEET



### NATIONAL SENIOR CERTIFICATE

### SPORT AND EXERCISE SCIENCE

### COVERSHEET FOR LEARNER'S PAT FILE

(To be filled in by the Learner, controlled by the Teacher and included as the first page of the Learner's File)



Centre Number

Candidate's Exam No.

	Plan of Action	Gather information and select athletes	Analyse data	Design and Conduct Tests	Conduct Tests	Design several programmes	Create a diary	Satisfaction Survey	Analyse data	Evaluate training programmes	Conclusion	Organisation and layout	TOTAL
<b>Marks</b>	5	10	10	5	5	20	5	5	10	10	10	5	100

This cover page **must** be signed by both the learner and the teacher.

Any permission slips that needed to be signed by parents of under 18 athletes, should have a school badge or school name on it.

There **MUST** be evidence that the teacher marked the PAT. In other words, there should be ticks, crosses, corrections, and suggestions. Several PATs showed no evidence of marking apart from a mark on the front page. If learners are submitting PATs in a PDF format, then insert a text box to write or place a tick.

Problems regarding the learners' actual PAT investigation:

- Plan of Action
  - This needs to be very specific – learners must put dates for each step.
  - All the steps provided in the Instructions to Candidates should be referred to in the Plan of Action.
  - Several learners had comprehensive Plans but no dates. The dates are the most important part of the Plan.
- Information gathering/questionnaires
  - Some questionnaires were very brief and superficial.
  - Quite a few PATs did not include the completed questionnaires but only a summary of the responses.
  - The questionnaires of athletes selected should be placed in the main body of the PAT. Those questionnaires not needed should be placed in the appendix. Many learners placed ALL the completed questionnaires in the main part of the PAT.
- Data analysis
  - Many learners gave superficial analysis. They were meant to look at the questionnaires and state why they chose the athletes they did and why they 'rejected' other athletes. If they ask enough, relevant questions then it is easier to analyse. Many learners had no questions at all relating to vision.
- Baseline Fitness tests
  - Many learners did not explain the tests. Several placed a picture of tests and then did not explain how each test is performed. The testing protocol was needed. The same applied to another test/s that learners chose. They needed to state what extra test they were using, why they were using it and then provide the testing protocol of the test.
  - Very few learners provided labelled pictures of evidence of the tests. A picture of a person sitting in a chair, where all that is visible from the waist up, is not an explicit picture of someone toe-tapping.

The labels need to include the following:

- Name of the learner performing the test
- What test they are doing
- Date that the picture is taken
- The pictures of evidence should be placed with the data and not in the appendix

Using these test results should have assisted the learners when designing training programmes.

- Training programmes
  - While there were many very good programmes, there were substandard programmes too.
  - It is recommended that pictures are provided with the exercises in a training programme.
  - Some PATs only had one out of four training programmes and yet the mark allocated seems that 4 programmes were marked OR the teacher gave a mark out of 20 for 1 programme.

All four programmes MUST be provided in the PAT.

A reminder too that the four programs must be different – each athlete is unique so their program must be unique.

- Diary
  - Many learners had no diaries in their files – they only had summaries of responses.
  - Others created a log book rather than a diary.
  - In a diary, the learner needs to ask several questions to prompt the athlete with their responses.
- Follow up questionnaire
  - Once again, the actual responses on the questionnaires was needed and not just a summary.
- Data analysis
  - Here the learners needed to compare the results from the baseline tests with the results from the follow up tests.
  - Be aware of superficial analysis. They must, literally, refer to the data. For example, in pretesting Mary took tapped the plates 20 times but post testing she improved to 35 taps. And then provide a possible reason.
- Layout
  - Learners MUST use the headings found in the instructions. Not only will it make marking easier but it is also easier to pick up something that is missing.
  - Ensure that all the sections are in the correct order of the instructions. If learners are submitting the entire PAT in various folders, then number the folder and title it, e.g. 1 Plan of Action, questionnaires. 2 Fitness test 3 Training programs, etc.

All PATs must be typed – no handwritten work is accepted

I hope that these pointers will assist with the 2026 PAT.

I have listed many problems but there were some outstanding PATs too with exceptional questionnaires, training programmes and diaries.

# SPORT AND EXERCISE SCIENCE

## SBA MODERATION

### 1. Summary

The 2025 SBA moderation cycle reflects sustained progress in online submissions, improved alignment with IEB standards, and stronger collaborative efforts between schools. Most institutions demonstrated greater familiarity with digital requirements, and the overall organisation of files has improved.

However, themes that have surfaced repeatedly across moderation, email communication, and teacher feedback this year continue to require focused attention:

- **Consistent, evidence-based internal and external moderation**, and
- **Meaningful, constructive feedback to learners**, which remains insufficient or absent in many submissions.

This report outlines progress made, recurring challenges, and recommendations to guide schools toward more rigorous, fair, and learner-centred assessment practices.

### 2. Overview of the Moderation Process

#### 2.1 Transition to Online Submissions

For most schools, the online submission system functioned smoothly, with improved adherence to file-naming conventions and SBA documentation requirements.

Dedicated Google Drive folders were shared with schools, and communication with liaisons was efficient. The majority of institutions followed instructions accurately and demonstrated better organisation than in previous years.

#### 2.2 Responsiveness to Previous Feedback

Many schools implemented changes recommended in the 2024 feedback cycle, particularly around:

- Use of original assessments rather than past examination papers
- Improved mark sheets
- Higher-quality design grids
- More thoughtful task planning

Teacher collaboration increased, contributing positively to assessment consistency and quality across regions.

### 3. Teacher Files

#### 3.1 Organisation and Documentation

Most teacher files were clearly structured and easy to navigate. The following expectations were generally met, although not yet consistently across all schools:

- Correctly completed Cover Sheets
- Clearly labelled SBA items
- Inclusion of all learner tasks and all versions of optional tasks
- Complete marking guidelines, rubrics, and memoranda

**Design grids** have improved, but several still require greater accuracy to ensure alignment, rigor, and differentiation.

#### 3.2 Mark Sheets

The adoption of standardised mark sheet templates has strengthened accuracy and transparency. Teachers are encouraged to continue using Excel for automated calculations and to ensure correct weighting.

In DBE schools, **SASAMS/IEB weighting discrepancies** remain a recurring challenge. Continued liaison support is needed to ensure consistency and correct mark transfers.

#### 3.3 Internal Moderation

Internal moderation remains inconsistent across schools.

Pre- and post-moderation must be documented and included in the Teacher File. Moderation tools or templates should be used to ensure:

- Question papers are vetted before learners write
- Marking guidelines are checked for accuracy
- Errors in spelling, numbering, allocation, and layout are corrected

A draft of each moderated assessment must be included with the moderator's comments.

### 4. Preliminary Examination

Preliminary examinations account for 30% of the SBA mark and must mirror the format and standard of the final Grade 12 examination.

Key expectations that require ongoing attention:

- Exams must include a design grid, full marking guideline, and correct format
- Collaboration between schools must be transparent and documented
- Papers must be moderated by an experienced Sport Science teacher, with details reflected on the cover page

**Over-reliance on past IEB exam questions still occurs.** While using past papers for practice is encouraged, preliminary exams must not replicate previously published items.

**Learner feedback remains an area of concern,** with many scripts showing minimal or vague commentary. Schools must prioritise meaningful feedback to support learner improvement ahead of final exams.

## 5. **Controlled Tests**

Schools generally exceeded the minimum requirement of two controlled tests.

To maintain consistency and rigor, tests must:

- Follow SAGs and IEB requirements
- Include complete front covers (school, date, task name, examiner, moderator, time, total)
- Contain a minimum of 50 marks
- Be accompanied by thorough marking guidelines and accurate design grids

The overall standard of controlled tests has improved, but ongoing focus is needed to maintain rigor throughout the year, not only during high-stakes assessments.

## 6. **SBA Tasks**

There are five SBA task options: **Oral Presentation, Visual Task, Media Review, Case Study, Practical.**

While several schools showed strong improvement, the following issues persist:

- Some schools submitted **incomplete SBA evidence**
- Some tasks were overly simple, lacked detail, or were not aligned with Grade 12 cognitive expectations
- The Practical Task may not overlap or duplicate the PAT topic

All tasks must be moderated before submission and accompanied by clear marking guidelines. Collaboration between schools is encouraged to improve quality and share strong examples.

## 7. **Learner Files**

Some institutions uploaded entire portfolios as single PDF files, making navigation time-consuming. Schools are encouraged to:

- Begin uploading from **August**
- Submit files **task by task**, not as a single consolidated file
- Ensure marks correspond exactly with the Teacher File and Cover Sheet
- Round final marks to two decimals

## 8. Recommendations and Goals for 2026

### 8.1 Training and Support

- A short training session at the national conference on effective online uploading and file structuring
- Continued support for DBE schools regarding SASAMS and IEB mark sheet alignment

### 8.2 Strengthening Learner Feedback

Feedback remains one of the biggest shortcomings.

Teachers must ensure learners receive **specific, constructive, actionable** feedback.

Acceptable forms include:

- Written comments
- Recorded verbal feedback
- Class discussion notes
- Reflection tasks
- Clear ticks and annotations referenced in the marking guideline

### 8.3 Assessment Quality

- Ensure all tasks and tests include complete design grids
- Provide sufficient planning time for tasks to ensure depth and clarity
- Maintain consistent rigor throughout the year

## 9. Conclusion

Overall, the 2025 SBA submissions reflect encouraging growth, stronger digital competency, and more original assessment design. Continued emphasis on internal moderation, and especially **meaningful learner feedback** will ensure that Sport Science assessments remain fair, valid, and aligned with IEB standards.

The aim for 2026 is to build on this progress by strengthening consistency across schools, supporting teachers more effectively, and ensuring that every learner receives high-quality, constructive feedback to support their academic success.