



NCFE Level 2 Certificate in Health and Fitness (601/4534/1)

Unit 03 Preparing and planning for health and fitness (K/506/5251)

November 2019 (P000780)

Mark Scheme

v1.0 - Post-standardisation

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| Assessment criteria | Task no. | NYA | Pass | Merit | Distinction |
|--|----------|---|--|--|------------------------------------|
| 1.1 Describe the purpose of a PAR-Q (Physical Activity Readiness Questionnaire). | 1a | No reference to purpose eg “a form to fill in when you join a gym”. | Learners will provide a description of the purpose of a PAR-Q (Physical Activity Readiness Questionnaire). | Learners will provide a detailed description of the purpose of a PAR-Q (Physical Activity Readiness Questionnaire). | No Distinction for this AC. |
| | | | Describe the purpose of a PAR-Q. | | |
| | | | Basic purpose of PAR-Q in either section. Brief description of the reasons eg to check for any health concerns before exercise activity. | Detailed description of PAR-Q with examples eg If there are any answers ‘yes’ the client needs to check with the doctor before participating. Learners may mention doctor and still agree that they can take part in exercise with restrictions. | N/A |

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|--|----------|---|--|--|---|
| 1.2 Assess the suitability for an individual to participate in fitness activities. | 2b | If all learners do is restate the information without any understanding or interpretation eg he is obese. | Learners will assess the suitability for an individual to participate in fitness activities. | Learners will assess the suitability for an individual to participate in fitness activities showing a critical understanding. | Learners will assess the suitability for an individual to participate in fitness activities showing critical judgement. |
| | | | Charlie's is planning to start his exercise programme in two weeks' time. Assess how suitable Charlie is to exercise. Use both the fitness test results on page 8 and the information you already know about Charlie. Give reasons for your answer. | | |
| | | | Basic assessment of suitability eg he is ok to exercise but needs to be careful going back into activity. Might also refer to the information in the case study. Learners must refer to the test results. <i>Can positive mark if 1.4 is accurate and includes test results.</i> | Critical understanding shown with reasons. The Pass criteria plus evidence in relation to obese\poor – the need to ensure the programme is correct. Examples might be given of certain suitable exercises, eg he is suitable but due to being poor in some areas, exercises should be of low\moderate intensity for these components. More specific detail on the individual for the Merit, eg mention of FITT (frequency, Intensity, time, type). | Critical judgement demonstrated of how suitable the individual is to exercise with examples taken clearly from the data given, showing detailed understanding and the need to tailor the exercise programme correctly. Will probably draw on positives and negatives. Might refer to suitable vs non suitable exercises, eg Charlie is suitable to exercise but needs to be careful to build it slowly for certain components (to prevent injury or such like). He could go on steady jogs for 20 minutes but would not be able to complete high intensity\duration\frequency immediately. Might refer to him being obese making it harder to exercise at a high intensity. |

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| 1.3 Describe the preparation needed for a specific purpose. Range: Preparation: <i>Physical and mental preparation before exercise (e.g. clothing, equipment, availability of resources, health and safety factors).</i> | 1b | Inappropriate suggestions e.g. not mentioning any of the range statements relating to, physical or mental preparation. List provided after the eg is just a number of examples. | Learners will describe the preparation needed for a specific purpose. | Learners will describe in detail the preparation needed for a specific purpose. | Learners will comprehensively describe the preparation needed for a specific purpose. |
| | | | After Charlie completes the PAR-Q, you book him in for his first exercise session. This will be in a week's time. Charlie is looking forward to his session and wants to make sure he is prepared. He asks you: <i>What should I do to help me prepare for my exercise programme?</i> Describe what Charlie needs to do to prepare before starting his exercise programme. | | |
| | | | Basic description of one or more factor. Factor may be physical OR mental, eg Charlie needs to do some steady runs. Charlie needs to buy some appropriate clothing. | Specific examples of what the individual needs to do prior to the exercise programme. Clear description in detail of one or more physical OR mental aspects of the range, providing clear examples, eg Charlie needs to physically prepare for exercise because he has not participated for a few years. To do this Charlie can buy the correct clothing as he has not participated for a few years and his previous clothing might not fit\be suitable (basic link to individual). He should buy clothing that is loose fitting to allow him to move freely. | Range of preparation techniques (including both physical AND mental), application to individual supported by valid and detailed reasons eg Charlie needs to physically prepare by fast walking and steady jog (low intensity due to the fact he has not participated for a few years). He might need to buy some suitable gym trainers and equipment as those she has might not fit due to gaining weight. Charlie will need to set a SMART goal in order to keep himself motivated and have something to work towards so that he is less likely to lose motivation and quit altogether. |

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| 1.4 Assess an individual's base level of fitness. | 2a | If all learners do is restate the information without any understanding or interpretation, eg he is obese. | Learners will assess an individual's base level of fitness. | Learners will clearly assess an individual's base level of fitness. | Learners will comprehensively assess an individual's base level of fitness. |
| | | | Charlie has completed all of the health and fitness tests. He has booked an appointment for you to give him feedback on his results. Charlie asks you: <i>Can you please give me an assessment of my health and fitness test results? How did I do?</i> Using Charlie's test results, give your assessment of his base level of fitness. | | |
| | | | The Pass will show an understanding of the data presented in the table with a summative assessment of Charlie's base level of fitness eg Charlie's fitness is mixed, but overall he is below average. Body composition is obese\ basic understanding of the situation. | Clear assessment with more than one component described with links to the scenario e.g. Charlie is obese which we can see from his body composition, he is also poor on his agility therefore he needs to work on these 2 initially. | Comprehensive across a range of components and significant detail across two (emphasis on evaluative language), eg muscular strength is average and power is average which means he has a good starting point in these areas. He is obese which may affect his ability to take part in moderate and high intensity activity. |

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| 2.1 Produce an individual exercise programme for a specific purpose. | 3 | Would not pass learner if they do not include warm up, activity and cool down for each session. If no stretches are included at all within the programme, NYA to be awarded. NYA to be awarded if Fitness tests are used as training methods. | Learners will produce an individual exercise programme for a specific purpose. | Learners will produce an individual exercise programme for a specific purpose showing a critical understanding. | Learners will produce an individual exercise programme for a specific purpose showing critical judgement. |
| | | | The exercise programme will last for 6 weeks and aims to improve Charlie's cardiovascular endurance and muscular strength. Use the templates below to produce three session plans, one for Week 1, one for Week 3 and one for Week 6 of the exercise programme. You must make sure that each session includes a warm up, main activity and cool down. | | |
| | | | Programme includes warm up, main activity, cool down. Stretching to be included in at least a warm up\cool down across the 3 sessions. Activities are relatively suitable on the whole. | Appropriate link to Charlie with cardiovascular endurance and muscular strength evidenced in the programme. Evidence of some progression over the weeks. | Shows critical judgement and understanding eg FITT principles clearly related to Charlie's needs. Specific evidence of training content linked to Charlie and anticipated progression over 6 weeks. |

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| 2.2 Produce a nutrition plan for the period of the personal exercise programme. | 5a | Inappropriate food choices for client goals. NYA if not providing food choices for ALL days. | Learners will produce a nutrition plan for the period of the personal exercise programme. | Learners will produce a detailed nutrition plan for the period of the personal exercise programme. | Learners will produce a comprehensive nutrition plan for the period of the personal exercise programme. |
| | | | Charlie is completing the exercise programme but you also need to give him a nutrition plan so he can keep a healthy, balanced diet. This will help him to lose weight. Using the table below, design a nutrition plan for 3 days of a typical week for Charlie. You should include all of his meals, drinks and snacks for the 3 days. Meal choices should be different across the 3 days. | | |
| | | | Basic and accurate nutrition plan including all meals, drinks and snacks, eg breakfast cereal, snack apple, lunch sandwich, snack, fruit or appropriate option, dinner chicken potatoes vegs, drinks water or appropriate. | Detailed and accurate nutrition plan, specific food examples to lose weight\eat healthier\ improve performance. Could be detail given in the foods, eg one large chicken breast, potatoes with peas and carrots, e.g. specifically state contents of a sandwich with health choices eg tuna\turkey with salad. | Learners give comprehensive detail – healthy food for weight loss\improved performance. Will provide quantities and reference to cooking methods. |

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| 3.1 Assess the effectiveness of the exercise programme. | 6a and 6b | Incorrect assessment, eg state ineffective instead of effective. Only address one area, eg a- cardiovascular endurance, b - muscular strength. | Learners will assess the effectiveness of the exercise programme. | Learners will clearly assess the effectiveness of the exercise programme. | Learners will comprehensively assess the effectiveness of the exercise programme. |
| | | | After completing his 6 week exercise programme, Charlie completes the health and fitness tests again. The table below shows his results before and after the exercise programme. a. Assess the effectiveness of the exercise programme on Charlie's cardiovascular endurance. Use the test results in the table above. b. Assess the effectiveness of the exercise programme on Charlie's muscular strength. Use the test results in the table on page 22. | | |
| | | | Basic assessment of health and fitness plan with links to the component(s) and tests, eg cardiovascular endurance improved from poor to average. | Detailed links of components and tests with reasons for these OR training needs for the future, eg cardiovascular endurance improved from poor to average. This will be due to the inclusion of cycling as cardio training within the exercise programme. | Detailed links of components and tests with reasons for these AND training needs for the future, eg in order to improve further, Charlie needs to work on the treadmill at 75% intensity to increase the heart rate into the fat burning zone, therefore helping Charlie to lose weight and further improve his cardiovascular endurance. |

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| 3.2 Describe how to improve the exercise programme. | 4 | A change that wouldn't challenge Charlie. Not showing application to the client. Inclusion of music\ train with friend. | Learners will describe how to improve the exercise programme. | Learners will clearly describe how to improve the exercise programme showing a critical understanding. | Learners will clearly describe how to improve the exercise programme showing critical judgement. |
| | | | Describe how the exercise programme you designed in task 3 could be improved to stop Charlie from getting bored and to see greater improvements. You should give Charlie specific suggestions. | | |
| | | | Basic description with at least one specific improvement, eg more outdoor running vs treadmill. Improvement cannot be music\training with friends, it should relate to the training programme in 2.1. | Clear description of improvement(s) with evidence of critical understanding (why this is important as an improvement), eg more outdoor running vs treadmill to increase motivation as it is a change of scenery. | Positives AND negatives of improvement(s), eg outdoor running is good because it doesn't cost any extra. A downside to outdoor running is that it becomes less interesting in the winter as it is too cold. |

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| | | | | | |
| 3.3 Describe how to improve the nutrition plan. Range Nutrition plan: to include all meals, drinks and snacks, any supplements | 5b | Inappropriate suggestion eg missing breakfast, making everything unhealthy, late eating. Will not accept list of words with no further clarification/reasoning. Non-specific suggesting e.g. eat healthy foods. | Learners will describe how to improve the nutrition plan. | Learners will clearly describe how to improve the nutrition plan showing a critical understanding. | Learners will clearly describe how to improve the nutrition plan showing critical judgement. |
| | | | Charlie has followed your nutrition plan for two weeks and has really enjoyed it. However, he is becoming bored with eating the same meals and would like a greater variety . He has arranged an appointment with you to discuss how his nutrition plan could be improved to stop him from getting bored and returning to an unhealthy and unbalanced diet. Describe how the nutrition plan you designed in part a could be improved to encourage Charlie to continue eating a healthy, balanced diet. Consider Charlie's feedback which is shown above. Give Charlie specific examples for changes to the plan. | | |
| | | | Basic description with at least one specific improvement e.g. change of breakfast, lunch and dinner option to keep the individual inspired - whilst providing specific examples of a change . Learner might highlight a change of snack to a more healthy option or range of foods, giving a specific example. | Clear description of improvement(s) with evidence of critical understanding (why this is important as an improvement) eg change of meat or preparation methods. Must back up the statement with a reason. | Positives and negatives of improvement(s), potential effects of the change e.g. introduce treats (qualifying that introduction may have negative effect), cost of plan (potential negative – difficult because she may not be able to afford the plan). Potential benefits - what effects this might have eg change chicken to fish – better source of food group, different way of preparing food, flavourings etc. to make his diet more interesting. |