

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

**Assessment date: 8 November 2019**

This report contains general information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window.

The aim is to highlight where learners generally performed well, as well as any areas where further development may be required, described against each assessment criteria.

Key points:

- administering the external assessment
- standard of learner work
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria
- planning in the external assessment.

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the unit to ensure they are well prepared for the external assessment.

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### **Administering the external assessment**

The external assessments must be independent from the teaching of the unit. Work completed during the teaching of the unit cannot be used in the external assessment. Any stimulus materials used by the Centre during the teaching of the unit cannot be used in the external assessment. Learners must complete all of the tasks independently.

The completion of the timed tasks must be invigilated and sat in accordance with the Regulations for the Conduct of External Assessment.

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## Standard of learner work

Quality and standard of the work varied enormously between learners and a range of outcomes were seen across the Distinction, Merit, Pass and Not Yet Achieved grading criteria in this assessment window. There were some excellent responses, which demonstrated that learners had a solid understanding of the unit content and were able to contextualise it appropriately to answer the tasks in relation to the scenario provided.

However there have also been some weak responses highlighting that some learners may be working at the wrong level. Centres are reminded that they “are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria of this qualification”, as per the qualification specification Issue 6, October 2016, page 6. Most learners were attempting every question and higher performing learners are using the grading criteria to access the grade descriptors for higher levels.

Any unanswered assessment criteria (AC) will result in a Not Yet Achieved for that assessment criteria and an overall Not Yet Achieved awarded for the unit.

Some learners in this assessment window answered the questions generically. In this situation, learners provided a token answer, which had no relevance to either the task or the case study associated with the exam. At Level 2 learners must be able to demonstrate skills such as describe, explain, evaluate and compare as per the assessment criteria.

It was evident that some learners were under-prepared for the external assessment as the quality of their answers did not reflect a secure understanding of the range, which is published in the qualification specification. Where learners could apply their knowledge and understanding to the assessment criteria, and write coherently with depth and detail, they were rewarded with success. Evidently, some Level 1 learners had been entered for the Level 2 paper, and as a result were unable to access the pass criteria, producing simplistic answers.

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## Referencing of external assessment tasks

The assessment criteria are clearly visible for each task and learners must be encouraged to refer to the grading criteria throughout the assessment to ensure that their answer fully meets this. This is especially important for learners hoping to achieve Merit and Distinction grades.

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## Evidence creation

Learners should use the answer booklet, using the space provided, to answer questions. Where answers are typed or additional pages included, the learners name, centre number, centre name and

task number must be clearly visible. The additional paper must then be securely attached to the workbook.

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## Interpretation of the tasks and associated assessment criteria

### Task 1

#### A.C 1.1 Describe the purpose of a PAR-Q (Physical Activity Readiness Questionnaire)

Learners answered this task well. Very few learners were awarded NYA for this AC.

Where responses were at Merit standard, learners provided a detailed description of the purpose of a PAR-Q, providing a range of suitable examples and describing these clearly. This allowed them to demonstrate a clear understanding as to the purpose of a PAR-Q and how it should be used effectively. Where a Pass was awarded, at times this was due to learners not demonstrating a clear understanding of the purpose of a PAR-Q. Where NYA was awarded, learners did not demonstrate any knowledge/ understanding of the purpose of a PAR-Q and often referred to fitness test results.

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#### A.C 1.3 Describe the preparation needed for a specific purpose

The large majority of learners performed well within this task. Generally learners provided a range of aspects that Charlie could do to prepare for his exercise programme. The most common elements were relating to equipment that he could purchase to prepare effectively, and in most cases, this was described clearly. A greater volume of responses linked to mental preparation are being provided by learners, however like previous windows, learners had only stated mental preparation, but no further detail was provided.

Where responses were awarded NYA, learners provided unsuitable aspects for Charlie to do to prepare for the exercise programme or the suggestions were too vague.

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### Task 2

#### A.C 1.4 Assess an individual's base level of fitness

This assessment criterion focuses on the learner's ability to interpret fitness test results and break these down into strengths and weaknesses. Learners who achieved the higher grades demonstrated a greater understanding and clearly assessed a number of these results in detail, looking at reasons why these results were how they were in relation to the information provided in the case study.

In contrast to previous windows, a larger volume of learners provided a suitable response to this task as opposed to just copying the table with no interpretation.

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## **A.C 1.2 Assess the suitability of an individual to participate in fitness activities**

This task was completed better in comparison to previous windows. Much like previous windows where learners achieved NYA, they incorrectly assessed Charlie as being unsuitable to participate in fitness activities. Whilst Charlie had some elements of fitness that needed to be improved further, he was still suitable to take part in exercise, however this should be at gradual intensity.

Where learners achieved the higher grades, they accurately made reference to the above elements whilst suggesting suitable activities and described clearly why these activities should be used.

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## **Task 3**

### **A.C 2.1 Produce an individual exercise programme for a specific purpose**

Much like previous windows, this task is where learners struggle the most to achieve the Pass criteria. The same mistakes are being made as in previous windows where too many learners still do not appear to understand the structure and activities required within an exercise programme. There were still examples of inappropriate and insufficient warm-ups, main activities and cool-downs. In some cases, learners did not provide warm-ups or cool-downs as part of their programme.

Where this was answered well, learners had a clear, methodical approach to their exercise programme, and were able to provide a range of appropriate exercises, both in the type of exercise planned as well as duration that these were completed for. Learners who achieved the higher grades took into consideration the core elements of the FITT principle and provided detailed, accurate fitness training programmes.

Learners should review all of the information provided within both the task and case study to ensure that they fulfil the needs of the task. Where tables have been provided, learners should ensure that all elements are completed.

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## Task 4

### A.C 3.2 Describe how to improve the exercise programme

Learners demonstrated some innovative and relevant exercise programme improvement ideas. The task required learners to review their exercise programme, and provide some **exercises to prevent** Charlie from getting bored. Some learners did this very well, reviewing their programme and suggesting a range of alternative exercises. Learners who achieved the higher grades then clearly described these improvements demonstrating a critical understanding/judgement, looking at both positives and negatives of these improvements.

Where this wasn't answered well, learners did not review their programme and failed to answer the task which informed them that Charlie was 'getting bored doing similar exercises'. Learners either were not aware of how to improve the exercise programme, or did not read the task correctly.

A number of learners were awarded NYA for this AC. Reasons for this include not providing a specific improvement to the exercise programme e.g. changing training on a treadmill to x and using music within the programme. Learners should read the task thoroughly and provide a response which meets the task.

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## Task 5

### A.C 2.2 Produce a nutrition plan for the period of the personal exercise programme

Generally, this task was completed well, with learners demonstrating a good knowledge of foods that can be included within a nutrition plan.

Where this task was completed particularly well, learners were specific with their food choices and they provided well balanced nutrition plans. Learners considered healthy food options, prepared balanced meals and provided specific nutrition information such as cooking methods and portion sizes as well as choosing healthier options such as brown bread, brown rice and porridge oats.

A small proportion of learners achieved NYA for this task. Too often, this was due to the following reasons; not completing all elements of the nutrition plan, too many inappropriate food choices, inappropriate cooking methods (e.g. fried foods), duplication of meal choices across the different days and food choices not being too specific.

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## A.C 3.3 Describe how to improve the nutrition plan

Learners were asked to improve the nutrition plan in order to keep Charlie interested over a long period of time. Where this was answered well, learners reviewed their own diet plan, suggested a range of alternative foods, cooking methods or meals. Those learners that achieved the higher grades could then articulate the reasons for this and any positives and negatives associated with the change. For example, swapping one source of protein for another, providing clear reasons for which however negatives may be aspects such as cost and time.

Much like the previous window, where this wasn't answered so well, learners focused on including a cheat day, smaller portions, missing meals, no specific improvement and/or suggested unhealthy improvements.

Learners should be encouraged to review the plan that they created in 2.2 and provide **specific** improvements based on the information in the task.

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## Task 6

### A.C 3.1 Assess the effectiveness of the exercise programme

Many learners were able to review the results of the exercise programme and assess the effectiveness appropriately. Where learners achieved a Pass they reviewed the results accurately, identifying the specific improvement and made reference to the change in fitness test results.

This was a task where not many learners achieved the higher grades. The reason for this being that too many learners did not begin to draw conclusions as to why the improvements had been made or describe future areas of focus in relation to that specific component of fitness. Most responses were too vague and superficial, in which learners stated that Charlie had worked hard. In order for the higher grades to be awarded, learners should make reference to the reasons for these improvements, whilst making reference to the specific activities in the plan as well as the FITT principles.

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## Planning in the external assessment

Centres are reminded to give due attention to the assessment windows of the external assessment. It's not advisable for learners to sit the external assessment early in their programme. It is far more appropriate to enter learners once they have taken part in the relevant teaching to ensure they are well prepared. Centres would be in a better position to prepare their learners for the external assessment following the support of an external moderation visit for the internally assessed units.

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**Chief Examiner: Jonny Rees**  
**Date: 07.01.2020**