

NCFE Level 1/2 Technical Award in Health and Fitness (603/2650/5)

Assessment date: 11 March 2020

Paper Number: P001041

This report contains 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 perform well as well as any areas where further development may be required.

Key points:

- grading information
- administering the external assessment
- standard of learner work
- Regulations for the Conduct of External Assessment
- 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 full qualification content.

Grade Boundary Information

Each learner's external assessment paper is marked by an Examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

NYA	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction
0	14	20	26	32	43	54

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, if the grade boundary for the Pass grade is 25, a minimum raw mark of 25 is required to achieve a Pass.

Maximum UMS Score*	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction
160	24	47	70	92	115	138

**In order to ensure that levels of achievement remain comparable for the same assessment across different assessment windows, all raw marks are converted to a points score based on a uniform mark scale (UMS). For more information about UMS and how it is used to determine overall qualification grades, please refer to the qualification specification.*

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our Regulations for the Conduct of External Assessment. Learners may require additional pre-release material in order to complete the tasks within the paper. These must be provided to learners in line with our Regulations.

Learners must be given the resources to carry out the tasks and these are highlighted within the Qualification Specific Instructions Document (QSID).

Standard of learner work

The quality and standard of the work varied enormously between learners and a range of outcomes were seen across this assessment. There were some excellent responses, which demonstrated that learners had an excellent understanding of the unit content and were able to apply it appropriately to the various tasks included within assessment.

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 qualification. Where learners could apply their knowledge and understanding to the assessment criteria, and write coherently with depth and detail, they were rewarded with success.

Regulations for the Conduct of External Assessment

Malpractice

There were a number of reported instances of malpractice in this assessment window. The Chief Examiner would like to take this opportunity to advise learners that instances of malpractice (for example, copying of work from another learner) will affect the outcome on the assessment.

Maladministration

No instances of maladministration were reported in this assessment window. The Chief Examiner would like to highlight the importance of adhering to the Regulations for the Conduct of External Assessment document in this respect.

Evidence creation

Learners should use 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.

Responses of the tasks within the sections of the external assessment paper

Q1 – Q8

Learners generally performed well across the range of multiple choice questions. There were no particular questions which proved to be a challenge for the majority of learners. Learners are reminded to provide a response using the space provided. In some cases, learners did not provide any response to all of the questions.

Q9a

Learners generally provided a poor response to this question. Learners often made reference to the definition of circumduction when responding to this question. Very few learners made reference to the fact that rotation refers to a pivoting / twisting movement of the bone around its length / long axis.

Q9b

Much like task 9a, learners provided a poor response to this question. Examples provided by learners were either inaccurate or too vague. Where this was responded to well, learners provided a specific example, including the body part where this movement took place, or a specific sporting example where rotation took place.

Q10

The majority of learners appeared to find this question difficult. Where this was responded to poorly, learners made reference to other types of synovial joint, which was incorrect. Where learners achieved 4 marks in this question, they correctly identified 2 other types of joint and provided accurate examples of where these are located in the body.

Q11a

A large proportion of learners were awarded at least 1 mark for this question, however the volume of learners who were awarded 3 marks was significantly lower. Where full marks were not awarded, students typically struggled to name muscle C and got this mixed up with the 'gastrocnemius'. Very few learners left this task blank.

Q11b

The very large majority of learners provided some accurate responses for this question. Where learners were unsuccessful, their response was too vague and / or elements of the response were inaccurate. Where learners did well within this question, they made reference to the actions of both muscles required to produce the muscle movement. They also explained how bones were attached to muscles and how this led to movement being produced. Minor errors included; wrong muscles identified, wrong contraction, wrong movement and making reference to ligaments attaching muscles instead of tendons.

Q11c

Within this question, learners typically achieved between 1 and 2 marks. Most learners made at least 1 suitable point in relation to why a marathon runner would benefit from having slow twitch fibres, however learners struggled to discuss a range of points why this would benefit a marathon runner. Often, learners struggled to articulate more than 1 reason as to how this would benefit a runner within a race.

Q12a

The large majority of learners achieved at least one mark for this question which required them to label parts of the heart. Where learners were not awarded one or more of the marks, they provided inaccurate responses or responses in the wrong order.

Q12b

This question provided a mixed response from learners. Learners had to outline key points relating to the structure of veins to be able to receive any marks. Where learners were awarded four marks, they correctly 2 key points relating to the structure of veins, and then explained how these helped veins to perform their function. Where learners did not achieve any marks, they did not outline any key points relating to the structure of veins. This was due to the following reasons; responses were too vague e.g. thin, responses were incorrect, this was not attempted.

Some learners missed out on the additional marks due to their explanations being too vague. They did not make reference to how the structure allowed the vein to perform its function.

Q13a

Learners responded particularly well to this question, with a significant proportion of learners correctly defining inspiration and expiration. However, there was a small proportion of learners who produced an incorrect definition for inspiration (made reference to a person who had inspired them), but produced a correct definition for expiration.

Q13b

This question produced a wide range of responses from learners with few learners achieving all 4 marks. For 4 marks to be awarded, learners had to explain how the diaphragm and intercostal muscles work to help the breathing process. In too many cases, learners identified whether the diaphragm / intercostal muscles were contracting / relaxing, but then nothing more to explain what happened when the muscle contracted / relaxed. Learners should be reminded to look at the key verb in the question and produce their response accordingly. Some learners did not achieve 4 marks due to getting their response the wrong way around e.g. explaining that the intercostal muscles relax during inspiration.

Q13c

The large majority of learners achieved at least one mark for this question which required them to describe the process of gaseous exchange. In the majority of cases, learners correctly identified one or more points relating to the process. Where learners did not perform so well, they did not make reference to the process of gaseous exchange and instead described what gaseous exchange was. In contrast, there were some excellent responses to this question where learners demonstrated an excellent knowledge of the gaseous exchange process.

Q14a

Learners generally performed well on this question by at least providing an accurate response for the type of muscular strength required for the movement identified. The large majority of learners who identified the correct type of muscular strength then went on to achieve at least 1 mark for their justification. Where marks were not awarded, learners had provided an incorrect response.

Q14b

The large majority of learners achieved at least one or more marks for this question due to correctly providing activities that would be suited to aerobic and anaerobic activity. Where four marks were awarded, learners had a clear understanding as to the reason why the activity chosen was appropriate for each energy system. In a small minority of responses, learners mixed up their responses and provided a suitable aerobic activity for anaerobic.

Q15

The large majority of learners achieved at least one mark for this question due to correctly providing a suitable health and fitness activity for each body type. Fewer than expected learners achieved the second mark as their response tended to focus on how the activity would lead to the body type being developed, as opposed to why the body type was suitable for that specific activity. Where learners achieved 0 marks for this question, they often mixed up the somatotypes and in turn, provided unsuitable activities.

Q16a

The large majority of learners achieved at least one mark for this question due to correctly providing a suitable definition of explanation for either heart rate or cardiac output. Very few learners achieved 4 marks for this question, mainly due to the explanations being too vague. Learners were required to explain how heart rate / cardiac output helps an individual when they are taking part in health and fitness activities. Again, it is important for learners to take note of the key verb in order to provide a suitable response. Another common error included learners provided definitions which were too vague e.g. how often the heart beats, and in the small minority of cases, a calculation.

Q16b

Learners generally performed well on this question by accurately identifying that Jack's resting heart rate had decreased. A good proportion of learners also achieved the second mark by providing a suitable reason why this may have occurred, often linking back to cardiac hypertrophy. Where the second mark was not awarded, this was either due to the reason for the improvement being too vague.

Q17

Learners responded well to this question, with the large majority providing a response that was at least within the Level 1 band. Learners provided a basic understanding of the different components of fitness and identified components which would benefit Mia in reducing her time.

Learners who achieved a Level 2 / 3 response provided a strong understanding of the skill-related components of fitness and their application. Learners showed a strong ability to evaluate by explaining and discussing which components would be better suited to Mia reducing her time and providing a reasoned argument as to how these would help.

Where this was responded to poorly, learners provided inaccurate responses and did not address the key aspects of the question.

Q18

The majority of learners achieved at least a Level 1 response for this question. Where this was answered well and learners achieved the higher grades, learners provided a clear explanation of what was meant by the term 'vascular shunt', explored how and when it would be used when taking part in health and fitness activities and gave a number of reasons as to how this would benefit the athlete.

Where learners did not achieve more than one mark, they provided a very brief response relating to vascular shunt and its effects or they provided a response that was inaccurate.

Q19

Where learners achieved a Level 1 response, they had provided an answer which included basic information relating to other long-term effects of exercise on the body, and how these will improve the performance of an individual taking part in a five mile run. Learners often made reference to cardiovascular endurance and muscular endurance. Where 1-2 marks were awarded, learners provided some very limited information in relation to these long-term effects.

Where learners achieved a higher level response, learners demonstrated a clear understanding of the long-term effects of exercise on the body, and how these will improve the performance of an individual taking part in a five mile run. Learners explored the long-term effects in detail and linked these to the example in the question.

In some cases, learners achieved no marks. This was due to either the task being left blank, or learners providing information which was wholly inaccurate.

Chief Examiner: Jonny Rees

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