

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

Assessment date: 18 November 2020

Paper Number: P001090

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	13	19	25	31	42	53

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 this 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 some 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 good level of response to this task. Learners provided a wide range of examples of bones from the appendicular skeleton. However, a proportion of learners got the responses for Q9a and Q9b the wrong way around.

Q9b

Learners generally provided a good level of response to this task. Learners provided a wide range of examples of bones from the axial skeleton. However, a proportion of learners got the responses for Q9a and Q9b the wrong way around.

Q9c

Learners generally performed well within this task and correctly stated the postural condition of scoliosis that was shown within the picture. Where responses were spelled incorrectly, yet it was explicitly clear that the response was 'scoliosis' positive marking was applied. Where learners were awarded 0 marks, they provided an incorrect postural condition or provided a response that was not relevant.

Q10a

The majority of learners achieved at least 1 mark for this task by correctly stating 1 or more types of synovial joint. Where this was responded to poorly, learners made reference to other types of joint, which was incorrect. Additionally, a proportion of learners included 'hinge' joint as part of their response. However 0 marks were awarded for this as this answer was provided within the question.

Q10b

Learners generally provided a good level of response to this task and were awarded 1 mark. Learners provided a number of different examples of a bone that was classed as a flat bone.

Q10c

Learners generally provided a good level of response to this task and were awarded 1 mark. Learners provided a number of appropriate functions of a flat bone. Typically, where 0 marks were awarded this was due to learners providing incorrect functions of a flat bone and in a small proportion of responses, this was left blank.

Q11a

Learners generally provided a good level of response to this task and were awarded 2 marks for this question. Learners correctly identified the movements that occurred at the shoulder joint. Where 0 marks were awarded, typically this was because learners mixed up the order of the movements. In a small proportion of responses, learners provided the wrong movements e.g. Flexion / Extension.

Q11b

Learners generally provided a good level of response to this task and were awarded 2 marks for this question. Learners correctly identified the agonist muscle for the movements provided in figure 3. Where 0 marks were awarded, typically this was because learners mixed up the order of the agonist muscle and got them the wrong way around. In a small proportion of responses, learners provided the wrong agonist muscle.

Q11c

This question split learners. A significant proportion of learners struggled to identify the correct muscle contraction shown within figure 4. Where learners did provide the correct muscle contraction, they typically were awarded 2 or more marks as their justification provided at least 1 accurate, discursive point. It is advised that learners are continue to be focussed around making sure the responses provided for the justification are specific and targeted.

Q12a

A large proportion of learners were awarded at least 1 mark for this task, however the volume of learners who were awarded 3 marks was significantly lower. Where full marks were not awarded, this was typically because students named the group 'pectorals' for part A as opposed to the specific muscle identified within figure 5 which is the 'pectoralis major'. Very few learners left this task blank.

Q12b

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 state two other types of muscle (aside from skeletal) and explain how these help an individual taking part in health and fitness. Typically, learners correctly identified 1 or more additional types of muscle, however the explanations were very varied. In order to achieve the additional marks, learners had to provide a link to the muscle type and how it supports participation in health and fitness activities. Often students made links to cardiac muscle being in the heart, however the link to providing oxygen through the blood for the body to exercise was not explicit.

Q12c

Within this task, learners typically achieved between 1 and 3 marks. Most learners were awarded at least 1 mark due to a correct identification of a H&F activity that would be suited to type 2 fast twitch muscle fibres. Some learners provided at least 1 suitable point in relation to their justification for this, however learners struggled to discuss a range of points. Again, learners tended to provide some relevant information, however the specific detail required for additional marks to be awarded was missing.

Q13a

A large proportion of learners were awarded at least 1 mark for this task, however the volume of learners who were awarded all 4 marks was significantly lower. Where full marks were not awarded, learners either got the order mixed up, or provided an incorrect response.

Q13b

This question provided a mixed response from learners. Learners had to outline key points relating to the structure of arteries to be able to receive any marks. Where learners were awarded four marks, they correctly identified 2 key points relating to the structure of arteries, and then explained how these helped arteries to perform their function. Where learners did not achieve any marks, they did not outline any key points relating to the structure of arteries. This was due to the following reasons; responses were too vague, responses were incorrect or 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 artery to perform its function. As per the mark scheme, learners had to provide accurate responses regarding the structure in order to be able to access any marks in relation to the function of an artery.

Q14

The large majority of learners achieved at least one mark for this task which required them to discuss whether someone who is described as fit could also be described as being healthy. In the majority of cases, learners correctly discussed one or more accurate and relevant discursive points relating to this statement. Where learners did not perform so well, they did not provide any specific points and / or did not justify these. Learners often provided a definition of what could be meant by the terms 'fit' and 'healthy', however few or no links between the statement and being fit and healthy were made.

Q15a

The large majority of learners achieved at least one or more marks for this task due to correctly providing examples where coordination or flexibility were used in health and fitness. However, it is essential that learners provided an example that was specific and they didn't simply just name a sport. Definitions provided were very varied, with some being too vague / incorrect. Where this was responded to well, learners provided clear definitions and specific health and fitness activities where the components listed were required.

Q15b

Learners generally performed poorly on this task as they did not provide an accurate response for the type of muscular strength required for the movement identified. However, 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.

Q16

This task split learners and they either achieve 0 or 1 marks, or alternatively, full marks. Where learners achieved 0 - 1 marks, this was because they provided inaccurate principles of training. Learners often

included some of the principles of overload (FITT) as their response as opposed to principles of training. Typically, where learners provided the correct principles of training as part of their response, they achieve some marks for their justifications.

Q17

The majority of learners did not perform particularly well at this task. The main reason being that responses did not include components which form the structure of the knee joint. Learners made reference to movements that took place at the knee, however where no reference was made to the components / structure of the knee joint, 0 marks were awarded.

Where this was responded to well, learners provided a clear response, which identified the different components of the knee joint, what their role was and how the components worked together to allow an individual to take part in health and fitness activities.

Q18

The majority of learners achieved at least a Level 1 response for this task. Where this was answered well and learners achieved the higher grades, learners provided a clear explanation of which energy system was most appropriate for Emily to improve her performance. Learners provided a detailed breakdown of the aerobic energy system and how this would help Emily to improve her performance.

Where learners did not achieve any marks, their response made no reference to the aerobic energy system and that this would be the system Emily would need to use to achieve her goal.

Q19

Where learners achieved a Level 1 response, they had provided an answer which included basic information relating to some of the short-term effects of exercise on the body, and whether or not these had a positive or negative effect on performance. Where 1-2 marks were awarded, learners provided some very limited information in relation to these short-term effects.

Where learners achieved a Level 3 response, learners demonstrated a clear understanding of the short-term effects of exercise on the body, articulating which effects may be classed as having a positive impact and which of these would have a negative impact on performance. Learners made good links between some of the effects e.g. hydration levels, sweating and body temperature, with a clear judgement being made in relation to the Impact that these have on performance.

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

Date: January 2021