

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

Assessment date: 13 March 2019

Paper Number: P000748

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	27	34	45	57

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 a solid 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 no 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 Multiple Choice Questions

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 at all to the questions.

Q9

Learners generally provided some accurate responses to this task. Where learners were not awarded marks, learners provided bones from the axial skeleton, responses that were not actually bones or did not provide a response to the task.

Q10a

Learners performed well within this task by providing an accurate definition of the term 'joint'. Where this was not answered accurately, learners provided responses which were inaccurate or responses which were too vague and lacked sufficient detail for a mark to be awarded.

Q10b

A large proportion of learners were awarded 1 mark for this task, however the volume of learners awarded 3 marks was significantly lower. Where this was responded to incorrectly, learners often provided examples of where joints were located e.g. knee as opposed to different types of synovial joints.

Q10c

Learners responded particularly well to this question, with a significant proportion of learners correctly identifying that the image did show scoliosis of the spine.

Q11a

Learners appeared to find this question challenging. Where learners were not awarded the mark, this was due to a lack of understanding, or providing a response which was too vague and in turn, did not actually define the term 'agonist'.

Q11b

The large majority of learners provided accurate responses for this task. Where learners were unsuccessful, learners had got the muscle movements the wrong way around, or in some cases, provided muscle movements that were wholly inaccurate.

Q11c

This task provided a wide range of responses from learners. Where marks were not achieved at all, learners identified incorrect muscles in relation to the muscle action in the images, therefore demonstrating a lack of understanding of muscle movements involved when performing a squat.

Q11d

The large majority of learners struggled with this question. Learners struggled to identify the name of the muscle contraction in the image. Whilst some learners provided responses which were close to the correct answer, the actual muscle contraction was required for the award of the first mark. Where learners achieved the second mark, they provided an accurate and specific justification of why the muscle contraction was accurate in relation to the image provided. Learners had to provide an accurate response for the type of muscle contraction in order to be able to access the second mark.

Q12a

The large majority of learners achieved at least one mark for this task which required them to label parts of the respiratory system. Where learners were not awarded one or more of the marks, they provided inaccurate structures or structures that were linked to the wrong label.

Q12b

A significant proportion of learners achieved at least one mark for this task. Learners were required to outline the structure of the alveoli and explain how this structure helped them to perform their function. If a learner did not identify / outline the structure then no marks could be awarded. Where learners did not achieve all of the marks, this was due to inaccurate responses or responses that did not refer to the structure of alveoli.

Q13a

This was one of the questions which most learners struggled with. Learners were required to identify the type of muscular strength required to perform a standing vertical jump and then justify their choice. If learners did not correctly identify the correct type of muscular strength, then no marks could be awarded.

Q13b

This question provided a range of mixed responses to learners. Where learners achieved the most marks, an accurate definition was provided for each component of fitness identified, with a specific health and fitness example. Reasons why learners were not awarded the marks included; inaccurate definition or definitions that were too vague, inaccurate health and fitness examples or health and fitness examples that were too vague e.g. Footballer, weights. Examples should be specific and linked to the component of fitness to demonstrate understanding.

Q14a

Learners generally performed well on this task by providing an accurate definition for vasodilation and vasoconstriction. Where marks were not awarded, learners had provided inaccurate definitions or definitions that were too vague.

Q14b(i)

This task appeared to split learners. Some learners appeared to have no understanding of what was meant by the term 'vascular shunt' and either had an educated guess or left the task blank. Where this was answered well, learners provided an accurate definition, and a description which demonstrated a clear understanding to achieve the second mark.

Q14b(ii)

Much like 14b(i), learners appeared to either understand what was meant by the term vascular shunt or didn't. Where learners did understand the term, they provided specific examples in which the process helped individuals involved in health and fitness activities. Where learners provided inaccurate responses, marks were not awarded due to these responses being either inaccurate, too vague, or a repetition of their response to 14b(i).

Q15a

The large majority of learners achieved at least one or more marks for this task due to correctly identifying one or more of the muscle types. In order for the additional marks to be awarded, learners were required to describe how these muscle types helped an individual within health and fitness activities. Where learners did not achieve multiple marks, this was either due to providing incorrect muscle types, descriptions that were inaccurate or descriptions that were too vague and didn't link to the muscle type and health and fitness activity.

Q15b

Much like 15a, the large majority of learners achieved at least one or more marks for this task due to correctly providing activities relating to slow and fast twitch muscle fibres. Where marks were not awarded for the first element, activity choices were either too vague (e.g. running) or inaccurate. Learners were required to provide an accurate activity choice in order to be able to achieve the second mark for the justification. A large proportion of learners did not achieve the second mark due to the justification being too vague, and not linked to the muscle fibre type and the activity chosen.

Q16a

For this task, learners were required to identify a short term effect that health and fitness activities can have on an individual and explain why these occur. A large proportion of learners could identify at least 1 effect that could occur, however learners missed out on the additional marks due to the explanations lacking in detail and/or accuracy. In some cases, learners used the effects that were listed in the question, which were not appropriate answers as they had already been provided.

Q16b

This was a task which provided significant challenge to the majority of learners. A potential reason for this was that learners may not have read the task in full, which required learners to **explain** four possible long term effects on the body. In most cases, learners identified a long term response, however did not provide the sufficient reasoning as to why the long term effect had occurred. In other cases, learners provided inaccurate long term effects or inaccurate explanations.

Q17

Where learners responded well to this task, with the large majority providing a response that was at least within the Level 1 band. Learners provided a detailed overview of the principles of training and applied these accurately to how these could help to improve the muscular strength of an individual.

Learners who achieved a Level 2 / 3 response provided a strong understanding of the principles of training, providing accurate examples clearly linked to muscular strength and showed a strong ability to evaluate by explaining which principles should be prioritised and how this could be done.

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

Q18

The large majority of learners achieved at least a Level 1 response for this task. Where this was answered well, learners accurately identified a number of components of health related fitness that Lily had to develop in order to achieve her target time. Learners defined these components and explained why these components should be trained and the impact that this could have on Lily's attempts to achieve her target. Learners again prioritised which components were most important and justified this appropriately.

Where this was answered poorly, learners made little to no reference of the components of health related fitness that Lily should improve and learners provided responses which were inaccurate, or not linked to the task at all. In some cases, learners provided a response which was better suited to Q17 and principles of training, with no link to the health related components of fitness.

Q19

This task provided learners with the option of exploring a number of elements within the task in order to achieve the higher marks. For example, the task did not include the distance, type of training or intensity that Jacob was running at to allow learners looking to access the higher grades the opportunity to evaluate, compare and contrast the impact that each of these factors can have on the energy system required to complete the activity.

Where learners achieved a Level 1 response, they had provided an answer which included basic information relating to one or both energy system(s), with some links made to the task.

Where learners achieved a Level 3 response, learners demonstrated a clear understanding of the different energy systems, when these could have been used within the scenario and demonstrated a strong understanding for their choices. Learners explored the impact that different intensities would have had on the energy system being used and could articulate the impact of this clearly. Learners explored the bi-products of each energy system and the impact that these could have on Jacob. Learners provided balanced and accurate views and linked these to both energy systems, providing an overall evaluation which was justified well.

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 where often learners had mixed up aerobic and anaerobic energy systems.

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