

## NCFE Level 1/2 Technical Award in Health & Fitness - 603/2650/5

09/03/2022

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:

- Grade Boundary 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.

<b>NYA</b>	<b>Level 1 Pass</b>	<b>Level 1 Merit</b>	<b>Level 1 Distinction</b>	<b>Level 2 Pass</b>	<b>Level 2 Merit</b>	<b>Level 2 Distinction</b>
0	12	18	24	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.

<b>Maximum UMS Score*</b>	<b>Level 1 Pass</b>	<b>Level 1 Merit</b>	<b>Level 1 Distinction</b>	<b>Level 2 Pass</b>	<b>Level 2 Merit</b>	<b>Level 2 Distinction</b>
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.*

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### **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.

### **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.

## **Regulations for the Conduct of External Assessment**

### **Malpractice**

There were 2 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.

## 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 a minority of cases, learners did not provide any response to all of the questions.

#### Question 9 (a)

Learners generally provided a good level of response to this task. Learners correctly identified the placement of the majority of the positions. At times, learners did tend to mix up the Larynx/Pharynx and/or the Bronchi/Bronchioles.

#### Question 9 (b)

The level of response to this question was mixed. The majority of responses were lacking the necessary specific detail required for 3 or more marks to be awarded. This was largely due to responses being nonspecific or lacking the necessary knowledge of the process of diffusion during gaseous exchange to access the marks.

#### Question 9 (c)

Learners provided a range of mixed responses to this question. Where 0 marks were awarded, learners could not identify that tidal volume increased during exercise. Some learners missed out on accessing 3 marks for this question due to their reasons being too vague/non-specific.

#### Question 10 (a)

Learners generally provided a good level of response to this task and were awarded 1 mark. Learners provided a response which correctly stated a main function of the skeletal muscle.

#### Question 10 (b)

Learners generally provided a good level of response to this task and were awarded 1 mark. Learners provided a response which correctly described the role of an antagonistic muscle. Where 0 marks were awarded, this was typically because learners got their response the wrong way around.

**Question 10 (c)**

Learners generally provided a good level of response to this task and were awarded at least 1 mark. Learners correctly identified the antagonistic muscle for at least 1 of the actions stated in the table. Where learners did not achieve the mark, typically they provided the agonist muscle for the action stated in the table, as opposed to the antagonistic muscle.

**Question 11**

Learners generally provided a good level of response to this task and were awarded at least 2 marks. Where this was responded to well, learners identified suitable structures of the knee joint, and explained how each structure could improve performance in health and fitness. Where learners did not achieve the additional mark for the explanation, this was typically because the link to health and fitness activities were missing.

**Question 12 (a)**

This question split learners. A significant proportion of learners struggled to identify the correct type of strength shown within figure 3. Where learners did provide the correct type of strength, they typically were awarded 2 marks as their justification provided at least 1 accurate, discursive point. It is advised that learners continue to be focus on types of strength.

**Question 12 (b)**

Much like question 12 (a), this question split learners. A significant proportion of learners struggled to identify the correct type of strength shown within figure 3. Where learners did provide the correct type of strength, they typically were awarded 2 marks as their justification provided at least 1 accurate, discursive point. It is advised that learners continue to be focus on types of strength.

**Question 13**

A large proportion of learners were awarded at least 1 or more marks for this task, however not only a small proportion achieved all 4 marks. As with previous windows, examples provided need to be accurate and specific. If learners identified a sport or a generic action, marks were not awarded. In relation to definitions, marks were not awarded where definitions were too vague/non specific.

**Question 14**

Learners generally provided a good level of response to this task and were awarded at least 1 mark, with a good proportion of learners achieving 4 marks or more. Learners generally did well at identifying activities that were suitable for each energy system. Justifications were more mixed in relation to the responses submitted, however learners tended to provide responses which linked to oxygen dependency and duration of activity.

**Question 15**

Again, learners generally provided a good level of response to this task and were awarded at least 2 marks, with a good proportion of learners achieving 4 marks or more. Learners generally did well at identifying an example for each type of bone. Descriptions of functions were more varied, and learners are advised to pay greater attention, especially with sesamoid and irregular bones.

**Question 16**

Most learners struggled with this question with responses either being totally incorrect, or responses that were too vague in relation to identifying a specific muscle action that was eccentric. Where learners did achieve a mark for identifying a correct muscle action, they tended to achieve at least 1 additional mark for their justification.

**Question 17**

Responses to this question were mixed, with learners tending to achieve 1 or 2 marks at most. Where marks were awarded, it was typically for correctly identifying aspects in relation to progression, either the description of what is meant by progression or for the output once progression is applied. In relation to reversibility, learners did not make reference to the principle of reversibility in the context of training. Responses were focussed around what happens if individual has stopped training, as opposed to the fact that an individual should not stop training in order to stop reversibility from happening.

**Question 18**

Where learners achieved a Level 1 response, they had provided an answer which included basic information relating to the FITT principles, including definitions and examples.

Where responses were awarded Level 2 or above, responses made clear links to the scenario with justifications and examples linking clearly to how FITT could be applied to improve the performance in a 5K run. Some learners provided a very thorough and detailed response, which clearly demonstrated

an excellent understanding of the content and the ability to apply this to the scenario which was provided.

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

### **Question 19**

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 how the structure and function of the veins and arteries helped an individual taking part in health and fitness. Where the higher grades were not achieved, this was typically because the links were not made with health and fitness activities as per the mark scheme.

### **Question 20**

Again, the large majority of learners achieved at least a mid-Level 1 response for this task. Learners identified and described the functions of the skeleton, and made links between these and helping participation in health and fitness. Where learners provided responses which were awarded Level 2 and even Level 3, learners clearly articulated how the function helped the individual participated in health and fitness activities. Clear, accurate and specific examples were provided within responses, which demonstrated a strong understanding of the content and an ability to apply this to the scenario.