

NCFE Level 1 Certificate in Health and Fitness (601/4662/X)

Assessment date: 26 January 2016

This report contains general information from the Chief Examiner. The aim is to point out the positives and negatives of the scripts in the assessment window to guide you to areas that are doing well and not so well.

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's important to note that learners shouldn't sit the external assessment until they've taken part in the relevant teaching of the unit to ensure they are well prepared for the external assessment.

Administering the external assessment

NCFE set the date and time for the externally assessed unit for this qualification. The details for future assessments can be found on our [website](#). The external assessment must be invigilated and sat in accordance with the [Regulations for the Conduct of External Assessment – V Certs](#).

The external assessment 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.

Standard of learner work

The standard of the learners work was generally very high – of course the standard varied between individuals but the fact that learners had used their own style and often very innovative ways of showing their answers enabled the markers to foster a holistic, inclusive methodology to best benefit the learners and give them credit for knowledge wherever shown.

Learners clearly liked the opportunity to apply their knowledge and understanding to scenarios and the links between tasks worked very well.

The learners completing this qualification are mostly working at the right level; support can be obtained from the External Quality Assurer to support with the externally assessed unit.

It is vital that centres are reminded of the importance of recruiting learners with integrity and at the right level for the qualification – clearly this is in the interest of the learners and the realistic nature of their potential achievement.

Centres should use the exemplar materials available on the website to ensure that they are as prepared as possible for the external assessment – ensuring that teaching and learning is robust and complete for all learners before entering for the external assessment.

Referencing of external assessment tasks

This was the first assessment window for this qualification.

The referencing has been consistent throughout the papers and some suggestions will be implemented from the recent standardisation in order to benefit learners and make the questions completely clear for learners.

Centres must ensure that the learners are taught specifically for this unit and focused on the grade criteria to ensure that they are fully prepared to produce the best answer that they can.

Evidence creation

For this paper there was a very broad range of evidence offered. The evidence was clearly referenced and identifiable to the relevant assessment criteria and centres had clearly been affective in teaching and learning for the unit.

Interpretation of the tasks and assessment criteria

Centres must take sufficient regard of the individual task descriptions and assessment criteria. These should be clearly understood and be communicated to learners. During the teaching of the unit, centres must ensure that learners are focused on the grading descriptors to ensure that they are equipped to be able to present evidence that is focused and appropriate to the criteria being met.

Learners need to be able to see where their work is meeting the specific criteria – this will ensure that they are well prepared for the externally assessed unit.

For this paper the learners interpreted the tasks and the assessment criteria very well – there were very few instances of the learners misinterpreting tasks and where this had happened the examiners took into account work that learners had included for other parts of the question – in this way embracing inclusive marking.

Task 1, A.C 1.2

Learners generally gave fully completed responses to this task.

The difference between each grade was dependent on the range of examples of unhealthy food and drinks. Most learners tended to record mainly snacks as examples and not a full range including main meal foods. This could be due to learners interpretation of the tasks. The diagram and examples used perhaps encouraged the learners to lean towards selecting snack items.

Task 1B, A.C 1.1

Learners gave some very good answers for this task. Examiners are looking for reasoning from the learner – their reasons for each part of the answer given. It is important that we see exactly where the learners are coming from and the possible reason for the view that they are taking in order to give them the best chance of a higher grade. This is especially so when learners do not add in any notes and just give their answer in its raw form. Learners are encouraged to include handwritten notes with their paper.

Task 2, A.C 1.3

Learners gave some very varied answers for this task and showed clear understanding. The great thing for this task is the individuality of the answers – often where a person lives, their upbringing, their schooling and friend groups appear to inform their answers and reasoning.

Merit and distinction come from the reasoning and most learners seemed to need more space and had written additional notes at the bottom of the page. Centres should remind learners of the option to use additional pages (in this case it is important that the learners note the corresponding task and reference their work accordingly.)

Task 3, A.C 1.4

Task 3 works really well for learners. The format seemed to encourage some really excellent answers. Examiners were looking for links and application for distinction grades and impact and application for merit grades.

There were some good examples of impact of eating too much fat and sugar and reflection on what is being said in the press currently. This is exactly what we need learners to be doing with the qualification they're clearly thinking not just about meeting criteria but also how what goes into the body can affect a person's health and wellbeing for life.

There were some very good responses around body image and links to obesity and high cholesterol. Good links to liver conditions and weight for the alcohol related part of the task.

Task 4

Task 4 is split into 3 parts and was marked inclusively.

4a - A.C 2.1

This part of the task can be completed in various ways and can still be correct – one learner did the equation in numbers – this is incorrect in terms of what we have agreed as the standardising team constitutes the answer but this isn't incorrect in terms of what the learner was illustrating. The learner had written a correct equation in numbers and therefore it should be implied that they understand the criteria and what the energy balance is. This again is a good example of the examining team marking inclusively as well as the broad background and competence of the examiners.

4b – A.C 2.2

This part of the task appeared to have been misread and possibly be misleading for some learners.

Not all of the learners seemed to grasp that the task was looking for balance of food, not necessarily the amount – i.e. the quantity or size of the food. The word 'amount' should be changed perhaps to 'type' to encourage the learners to think about food groups and analysis and balance.

4c – A.C 3.1

This part of the task is really looking for the learner to make links. They should be thinking about how diet can and could affect performance. We also want them to think about the balance of food groups and how these contribute. Learners answered this part of the task well generally although again required more space for their answers.

Planning in the external assessment

Centres are reminded to give due attention to the assessment dates of the external assessment for learners to then be entered into the most appropriate one. 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 quality assurance visit for the internally assessed units.

The way that the units are structured for this qualification means that the teaching and assessment for the internally assessed units builds knowledge for the external unit and centres should bear this in mind when planning for the external assessment.

Chief Examiner:
Date:

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