

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

Assessment date: 1 November 2016

This report contains general 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:

- 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

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.

The completion of the timed tasks must be invigilated and sat in accordance with the Regulations for the [Regulations for the Conduct of External Assessment - V Certs](#).

Standard of learner work

The quality and standard of the work varied with a range of outcomes seen across the Distinction, Merit, Pass and Not Yet Achieved (NYA) grading criteria in this second assessment window. There has been some high Level 1 responses demonstrating effective teaching and learning at this level and a clear knowledge of the NCFE Level 1 Certificate in Health and Fitness.

However there have also been some weak responses highlighting that some learners may be working at the wrong level. Centres are reminded that they are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria of this qualification, as per the NCFE Level 1 Certificate in Health and Fitness qualification specification. Most learners are attempting every question and higher performing learners are using the grading criteria to access the grade descriptors for higher levels. Hand writing presented a few problems regarding illegibility.

Any unanswered assessment criteria (AC) will result in a Not Yet Achieved for that assessment criteria and an overall Not Yet Achieved for the unit.

Some learners in this assessment window answered the questions generically. At Level 1, learners must be able to demonstrate skills such as define and identify, as per the assessment criteria.

Most learners were prepared for the external assessment, but some were not as the quality of their answers did not reflect a secure understanding of the range, which is published in the NCFE specification. Where learners could apply their knowledge and understanding to the assessment criteria, and write coherently with depth and detail, they were rewarded with success.

Referencing of external assessment tasks

The assessment criteria are clearly visible for each task and learners must be encouraged to refer to the grading criteria throughout the assessment to ensure that their answer fully meets this. This is especially important for learners hoping to achieve Merit and Distinction grades. Where additional pages are used, learners are required to reference the assessment criteria and the task.

Evidence creation

Learners should use the answer booklet, using the space provided, to answer questions. Where answers are typed or additional pages included, the learners name must be clearly visible and it must be clear which task the answer refers to using the task abbreviation next to the answer as this will aid the marking process.

Interpretation of the tasks and associated assessment criteria

Task 1

A.C 1.2 Give examples of an unhealthy diet

Learners performed really well on this aspect of the task. They were able to identify a range of unhealthy foods from a range of the different food groups. Learners who accessed the higher grades also demonstrated a greater understanding by introducing foods from a range of different cooking methods.

A.C 1.1 Identify what is meant by a healthy diet

This task appeared to split learners. Those that completed the task well provided a comprehensive description of what a healthy diet was, making reference to the 'eat well plate' and the different food groups.

Where this was not answered so well, learners provided answers that were relatively weak and very vague. Some learners struggled to put into words their views on what the key components of a healthy diet were and failed to provide any form of definition as to what a healthy diet was.

Task 2

A.C 1.4 Outline how an unhealthy diet can affect health

The majority of learners performed well on this task. They used their knowledge to provide a wide range of effects of a poor diet on the health of an individual. Most learners provided more than 1 medical condition that is an outcome of a poor diet. Learners that achieved the higher grades provided detailed explanations of the different medical conditions that arise following a poor diet and they also provided detailed reasons as to how the poor diet can lead to these medical conditions.

Learners that achieved NYA were generally unable to articulate any negative effects that a poor diet can have on the health of an individual and descriptions lacked detail.

Task 3

A.C 3.1 Outline how diet affects exercise performance

This task led to a wide range of answers from this cohort. Where this was answered poorly, there was no link provided between the diet of an individual and the impact this has on their exercise performance.

Learners that achieved at least a Pass provided answers which discussed clear links between diet and exercise performance. They were discussing issues that would arise if an individual had a poor diet as well as the positive effects of a healthy diet. Learners that accessed the higher grades made clear links between the different food groups and their impact on the performance of the individual within exercise. These learners also outlined the impact that this can have on the different components of fitness both in the short-term and long-term.

A.C 1.3 Identify everyday factors that could affect diet

Most learners performed really well within this aspect of the task. Learners were able to provide a range of factors that could affect the diet of an individual. Learners that achieved the higher grades were able to provide a wide range of suitable factors and describe these in detail.

Where learners missed out on this grade, it appeared that they did not have the base level of understanding and were unable to answer the task appropriately. This refers back to the information on page 2 of this guide about learners being appropriate for the level of study.

Task 4

A.C 2.1 Define the energy balance equation

This task required learners to define the energy balance equation and then describe what this means. Learners responses in relation to the equation were mixed, some learners were accurate, whilst most learners that were not exact, some were on the right lines. The description aspect of the task was generally completed well. Learners contextualised the equation and described what it meant in simple terms for an individual. Those that accessed the higher grades were able to talk about the positive and negative impact energy balance has on an individual in the long term demonstrating a greater understanding eg in the long term, if there is energy left over after exercise, the individual will gain weight and vice versa.

A.C 2.2 Apply knowledge of the energy equation to a specific purpose

For this task, learners were provided with a case study and had to apply the principles discussed in 2.1 to this case study. Responses were again mixed, but most learners did well on this task. Learners that achieved the higher grades applied the principles accurately to the case study and gave good examples of how the individual in the case study could lose weight. Some learners then expanded further and clearly described the effects that this would have, demonstrating an effective application of the knowledge they have learnt.

Learners that were awarded NYA provided answers that were very vague and did not actually provide any advice to the individual in the case study on how they can lose weight. Again, this demonstrated that these learners struggled with the level of the exam.

Planning in the external assessment

Centres are reminded to give due attention to the assessment windows of the external assessment. 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 moderation visit for the internally assessed units.

Chief Examiner: Jonny Rees

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