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your best.**

## **Internal Assessment Sample Tasks**

NCFE Level 2 Certificate in Health and  
Fitness (601/4534/1)

**Issue 1 July 2015**

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**Please note: Unit 03 Preparing and planning for health and fitness (K/506/5251) is externally assessed.**

## Introduction

NCFE has created a set of sample tasks for each unit which you can contextualise to suit the needs of your candidates to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes and assessment criteria for each unit and provide opportunities for stretch and challenge.

To allow you the freedom to apply local or topical themes appropriate to your candidates, we've left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the task to the tasks in a way that suits your candidates and relates to local need.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgments
- permit and encourage authentic activities where the candidate's own work can be clearly judged
- permit effective discrimination between learners operating at different levels.

NCFE has provided guidance to help teachers create valid and reliable internal assessment tasks. For further information please see Internal assessment tasks: guidance for centres on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

Grading descriptors have been written for each assessment criterion within a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the candidate. Assessors must make a judgment on the evidence produced by the candidate to determine the grading decision for the unit as a whole.

The grading descriptors for each unit can be found in Section 4 (page 31) of the qualification specification. Assessors should also refer to the grading criteria glossary of terms which can be found in Section 7 (page 64) of the qualification specification and the grading exemplification document found on the website. More information about internal assessment can be found in our qualification specification in Section 2 (page 17).

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### Supervision of candidates

Teachers are expected to supervise and guide candidates when carrying out work that is internally assessed.

Teachers should supervise the work carried out by candidates to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

Any work submitted for assessment must be authenticated and attributable to the candidate. The Teacher must be satisfied that the work produced is the candidate's own and the candidate must declare that the work is their own.

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### Supporting candidates

Teachers/Assessors are also responsible for supporting candidates through the assessment process to ensure that they are able to create and redraft/revise work independently.

Teachers/Assessors may:

- help the candidate to understand the concept of work-related work, applied learning and vocational qualifications
  - help the candidate to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
  - help the candidate to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
  - motivate the candidate to work consistently through the programme, including helping them work to deadlines
  - encourage the candidate to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
  - provide reference material however, model or worked answers should not be copied by the candidate.
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## Unit 01 Principles of health and fitness (M/506/5249)

### Internal assessment task

It's useful to understand health and fitness and you can also share your knowledge to help others. Knowledge of the human body is essential in all aspects of the sport, exercise, and health industry.

You've been asked by your local sports centre to produce some information about the principles of health and fitness that will attract new members.

### Task 1 (AC 1.1–1.7)

Your local sports centre has asked you to produce information for a section of their website about health and fitness. You'll have to use various sources of research in order to make this section appealing to the members of the sports centre.

- 1.1 Explain the terms 'health' and 'fitness'.
  - You should look at common definitions to help you with your explanations.
- 1.2 Describe the benefits of exercise.
  - This should include the physical, social, and psychological benefits of exercise.
- 1.3 Describe the health-related components of fitness.
  - You could produce a table as part of your findings.
- 1.4 Describe the skill-related components of fitness.
  - You could produce a table as part of your findings.
- 1.5 Describe tests that measure components of health- and skill-related fitness.
  - Work with a peer to carry out a test that measures components of health- and skill-related fitness. The results from this test could be used as an example in the booklet.
- 1.6 Describe the principles of training.
  - You should use online and paper-based resources to research definitions in order to help you describe these principles of training.
- 1.7 Describe the appropriate methods of training for each of the components of fitness.
  - You could produce a table which could be referenced in the booklet.

## Unit 01 Principles of health and fitness (M/506/5249) (cont'd)

### Internal assessment task

#### Task 2 (AC 2.1, 2.2)

You've been asked by your local sports centre to produce a poster to help new members understand how the body functions.

- 2.1 Describe the structure and function of the main body systems.
- 2.2 Describe the long-term and short-term effects of exercise on the main body systems.

Review the information you have found and decide what you can use in a poster.

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## Unit 01 Principles of health and fitness (M/506/5249) (cont'd)

### Internal assessment task

#### Task 3 (AC 3.1–3.5)

Create an electronic diary for this task.

- 3.1 Describe measures for body composition.
- 3.2 Demonstrate measures for body composition.
  - Show your understanding by demonstrating a range of measures.
- 3.3 Carry out tests to measure components of health-related fitness.
- 3.4 Carry out tests to measure components of skill-related fitness.

When you're doing these tests consider the positive and negative aspects of these measures. Show your findings on a table.

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#### Types of evidence:

- research file
  - diary
  - notes
  - diagram
  - posters
  - candidate report
  - booklet
  - practical assessment
  - observation
  - video assessment.
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## Unit 02 Healthy lifestyles (H/506/5250)

### Internal assessment task

If you understand diet and motivation you can help yourself and others to lead a healthier life. This knowledge can also help tackle health issues within society. Your Teacher has therefore asked you to put together a range of resources about diet, nutrition, and motivation for secondary school pupils and college students.

#### Task 1 (AC 1.1–1.3)

Produce a storyboard for a video that will be shown throughout your school or college to promote healthy lifestyles.

- 1.1 Describe how each of the main food groups contribute to a healthy lifestyle.
- 1.2 Describe what is meant by a balanced diet.
- 1.3 Describe how non-nutrients contribute to a healthy diet.
  - This is about portion size and guidelines for healthy eating. You must consider all aspects of nutrition, including water and fibre, and the roles they play in the body.

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#### Task 2 (AC 2.1–2.3)

Produce a presentation for secondary school pupils and college students on healthy lifestyles.

- 2.1 Describe lifestyle diseases that are related to a lack of physical activity and poor diet.
- 2.2 Explain the effects of a long-term sedentary life on health and well-being.
- 2.3 Explain reasons why people do not take part in physical activity.

You should consider sedentary lifestyles as a part of your research.

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## Unit 02 Healthy lifestyles (H/506/5250) (cont'd)

### Internal assessment task

#### Task 3 (AC 3.1–3.4)

One of the resources will be a blog to follow your progress in getting people motivated to follow a healthier lifestyle:

- 3.1 Explain why people are motivated to take part in physical activity.
- 3.2 Describe ways to improve individual motivation.
  - You should think about how you are motivated and find out how other people are motivated.
- 3.3 Demonstrate ways to improve individual motivation.
  - Work with a peer.
- 3.4 Review ways to improve individual motivation.
  - You should think about how successful the methods were, how you felt doing them, and how the performer felt being motivated to do them.

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#### Types of evidence:

- notes
  - blogs
  - presentation
  - research
  - observation reports
  - leaflets
  - food diary
  - recorded discussion.
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## **Unit 04 Develop a personal health and fitness programme (M/506/5252)**

### **Internal assessment task**

You've decided that a career in the fitness industry is for you. As part of a job interview process you've been asked to write a personal fitness programme for either yourself or a client for a specific purpose.

Understanding the 'Frequency, Intensity, Time and Type' (FITT) principles and goals will help you to design a fitness programme.

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### **Task details**

#### **Task 1 (AC 1.1)**

1.1 Describe the Frequency, Intensity, Time and Type (FITT) principles.

The presentation will be for an adult football team to help them understand how they can improve their training.

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#### **Task 2 (AC 1.2–1.5)**

1.2 Describe health and fitness goals.

- For yourself or a peer.

1.3 Carry out fitness tests.

- Do this on yourself or a peer (who would be the client) and assess the results using normative data. Record the data on a table.

1.4 Assess fitness test results against normative data.

1.5 Design an individual health and fitness programme using the FITT principles.

- Use the information gained from the fitness testing results - this should contain both a nutrition plan and a fitness programme. You should also include a description of the health and fitness goals for yourself or a client.
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## **Unit 04 Develop a personal health and fitness programme (M/506/5252) (cont'd)**

### **Internal assessment task**

#### **Task 3 (AC 2.1–2.3)**

Carry out the fitness programme you've written for yourself or your client. Make changes as you go along, but make sure that you note down these changes in your programme.

Either you or your peer must:

- 2.1 Demonstrate appropriate preparation for the fitness programme.
- 2.2 Demonstrate the techniques of warm up and cool down.
- 2.3 Carry out the fitness programme.

This will help either you or your client to understand the importance of a warm up and a cool down.

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#### **Task 4 (AC 3.1)**

- 3.1 Evaluate the effectiveness of the health and fitness programme.
  - After completion of the health and fitness programme you will evaluate its effectiveness. You'll assess health and fitness goals, and levels of exercise and diet over the period of the programme.

How effective was the programme?

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#### **Task 5 (AC 3.2)**

After evaluating the health and fitness programme for you or your client you'll need to:

- 3.2 Describe changes to the fitness programme to improve their personal health and fitness.
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## **Unit 04 Develop a personal health and fitness programme (M/506/5252) (cont'd)**

### **Internal assessment task**

#### **Types of evidence:**

- research files
  - notes
  - presentation
  - observation reports
  - portfolio
  - practical assessment
  - video assessment
  - written tasks.
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