

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

**Assessment date: 13 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.

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### 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.

No problems have been identified with the administration of the assessments in this window and most learners have taken the allocated 2 hours to complete the assessment, very few learners have submitted an incomplete assessment.

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### 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 examiners 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.

Some learners were getting Not Yet Achieved for elements of the externally assessed paper and it is important that teaching and learning is focused effectively. It appears that some learners have misunderstood the tasks.

The learners completing this qualification are mostly working at the right level; support can be obtained from the External Quality Assurers 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.

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### Referencing of external assessment tasks

This was the first assessment window for this qualification and therefore is the first benchmark.

The referencing of evidence has been consistent throughout. Learners are making use of the assessment criteria and grade descriptors. Centres must ensure that the learners are taught specifically for this unit prior to the external assessment and focused on the assessment criteria and grade descriptors clearly.

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### 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.

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### Interpretation of the tasks and associated assessment criteria

There have been some Not Yet Achieved awarded, it appears that some learners have misunderstood or misinterpreted the task. Centers must take sufficient regard of the individual grade descriptors and assessment criteria for this externally assessed unit. These should be clearly understood and be communicated to learners. During the teaching of the unit, centers 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 assessed.

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.

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### Task 1, A.C 1.1

Task 1 is split into two parts.

Learners generally answered this task well.

#### Task 1a

It is important that learners evidence the purpose of a PARQ before starting the exercise and to meet the criteria. Some learners went into much more depth and talked about who should carry out the PARQ and also referred to some of the conditions that the PARQ should help to identify.

#### Task 1b

This is an extension task, which will allow for merit and distinction learners to show us the application and relevance to physical conditions. All learners completed both parts of the task.

Learners did seem to choose the first two conditions on the list – it is impossible to tell if this was due to the fact that they were the first two or whether these are the two conditions that learners were most familiar with. It would make sense to introduce more conditions and also to vary the order on the tasks to challenge the learners more. Learners would also be expected to know about conditions and states such as pregnancy, asthma, high blood pressure, and obesity.

### Task 2

This task is split into two parts.

#### Task 2a - A.C 1.4

For this criterion it seems that learners were a little unsure. To meet the criteria it is key that the learners actually state the base level of fitness and then talk about it and make judgments – this didn't happen in every case.

Looking at the papers – some of the learners simply analysed the information but didn't actually state the base level of fitness in their opinion – this is a vital part of the question and caused learners to lose marks.

### Task 2b – A.C 1.2

There were a rich variety of responses to this task – the best responses (distinction and merit answers) talked about the base level of fitness and then the types of exercise the person should do to start with. Answers that were Not Yet Achieved mainly didn't assess the suitability to take part in exercise at all.

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### Task 3

This task is split into four parts.

#### Task 3a - A.C 1.3

Task 3a produced some very comprehensive responses from some learners; the best responses referred to clothing, food, hydration, warm up and time planning. A good distinction answer also referred to mental preparation.

#### Task 3b and 3c – A.C 2.1

The quality of the answers was very good for these criteria and learners had clearly understood exactly what was being asked and then carried on into more explanation. Learners appeared motivated by the task as they in the main had taken time and put in a lot of work for it.

Not Yet Achieved answers contained unrealistic exercises, no focus on the two areas that the task asks them to improve upon with no range of exercises.

#### Task 3d – A.C 2.2

For this task most learners were following the task precisely and including meals, snacks and drinks, other learners were including descriptions of food groups and sugar/fat content – this allows for merit and distinction.

Not Yet Achieved answers didn't include meals, snacks and drinks.

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### Task 4, A.C 3.1

Learners coped well with this fairly data heavy task. Most learners analysed well and correctly identified that the subject had moved up various levels compared with the national average and linking this to the effectiveness of the exercise programme.

Teaching must ensure that the learner's focus on showing distance travelled.

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### Task 5

#### Task 5a - A.C 3.2

Learner's responses to this task varied from Not Yet Achieved to Distinction which could imply misunderstanding.

Teachers should ensure that learners are focused on the methods and ways of improving the exercise plan leading onto a full discussion around the application of the change and why.

The tasks aim was that the learners should refer back to the training plan and say how and why they would improve it. Additionally perhaps why this change would keep them motivated? Learners did not do this in every case.

Not Yet Achieved responses included no changes to the exercise variety or repeating the existing programme.

#### Task 5b – A.C 3.3

Most learners answered this task well and seemed to understand the criteria.

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### 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 Quality Assurance visit for the internally assessed units.

**Chief Examiner:**

**Date:**

**Tracy Phelps**

**25.04.2016**