

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

Assessment date: 18 May 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 consistent, 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 variety of questions and the stretch and challenge that they contained was effective. The questions were well written and allowed for the full variety of grades to be achieved.

There was a range of work seen where learners had received reasonable adjustments – mainly focused on the need for additional time and a reader or scribe – all within the guidance agreed for the qualification. Some examples of these were learners at centres who have problems with their writing quality and speed who would benefit from more time to be able to make the writing legible without compromising on the quality. Centres must be reminded to take full advantage of the available support for learners when this is the learner's normal way of working. All reasonable adjustments need to be requested in advance of the external assessment.

Some of the papers that had been written via a scribe differed in content. Centres must be reminded to follow the guidelines and only write down exactly what the learner says and no more.

Some learners were getting Not Yet Achieved (NYA) for elements of the externally assessed paper and it is important that we as a team identify why this is; whether there is a misunderstanding around the task or whether the teaching hasn't focused effectively. These are explained in more depth later on in the notes.

A question was raised around the level of learners; are we getting the right level of learners on the programme? The decision was that generally for this level yes this is the case, though there is widespread concern from centres about getting the learners through the exam part of the programme and the support from moderators will need to focus on this. 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.

Centres must teach to ensure that learners understand what they need to produce to meet criteria well and should also structure teaching so that the externally assessed unit comes at an appropriate time in the course, so that learners benefit from the holistic nature of all taught units.

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 the assessment criteria indicated in each table. This is especially important for learners hoping to achieve Merit and Distinction grades.

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.

Evidence creation

This qualification is aimed at 14-16 year olds studying their Key Stage 4 curriculum and interested in any of the health and fitness contexts such as exercise, lifestyle and diet.

The qualification focuses on an applied study of the health and fitness sector and learners will gain a broad knowledge and understanding of working in the sector. The qualifications have been designed to sit alongside the requirements of core GCSE subjects. They are appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content, which is concrete and related directly to those experiences.

The Level 2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding and apply that knowledge in preparing, planning and developing a health and fitness programme. Successful completion of this qualification will enable learners to progress to Level 3 qualifications in related subjects. The knowledge and skills gained will provide an introduction to those required for careers in the health and fitness industry.

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 effective in teaching and learning for the unit.

Interpretation of the tasks and associated 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. During the teaching of the unit, centres must ensure that learners are focused on the grading descriptors to provide opportunity to access higher grades.

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.

My message as Chief Examiner at the external standardisation meeting was about positive marking on the V Certs qualification, awarding the full range of descriptors and marking for inclusion, not for what was missing. This is the guidance from Ofqual.

Task 1 A.C 1.1

Task 1 is split into two parts.

Learners generally answered this task well.

In task 1a we are looking for the learners to evidence the purpose of a PAR-Q before starting exercise to meet the criteria. Some learners went into much more depth and talked about who should carry out the PAR-Q and also referred to some of the conditions that the PAR-Q should help to identify, this enabled them to access higher grades.

Task 1b 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.

Centres must focus on the detail of the PAR-Q when teaching this criterion, from a Teacher's point of view not a gym instructor.

Most learners were grasping the point of the PAR-Q but not the detail.

Task 2

This task is split into two parts.

Task 2a – AC 1.4

For this criterion it seems that learners were a little unsure. We need the learners to actually state the base level of fitness and then talk about it. There is a danger that they analyse the information but do not actually state the base level of fitness in their opinion. Some learners were using words such as 'bad', examiners inclusively marked this to ensure that they take on board the way that a learner of this age would express themselves.

Teachers need to emphasise to learners that if there is information provided, to use it and make reference to it, for example a table and any given data, to show understanding and application to achieve the higher grades.

Task 2b – AC 1.2

There were a rich variety of responses to this task. The best responses (Distinction and high 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 NYA mainly didn't assess the suitability to take part in exercise at all.

The learners need to link the suitability of the subject to participate with the results to pass this; some learners were not doing this. Some learners talked about future exercise and prevention of injury also, which was excellent. The key here is appropriateness.

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. Some learners focused on the weeks before and included eating and hydration and others included physical and mental preparation and clothing. The key is that the learners say 'why' they are making the suggestion. They may also include stretching.

Task 3b and 3c – A.C 2.1

NYA answers contained unrealistic exercises, no focus on the two areas that the task asks them to improve upon and no range of exercises.

The quality of the answers was very good for these criteria. The learners made the best use of layout and the markers were able to see the appropriateness of advice given, variety, detail and level in order to make the judgement.

3c is the progression task. To get Distinction learners need to show critical judgement and refer to FITT principles.

Task 3d – A.C 2.2

Some learners were following the task to the letter and including meals, snacks and drinks, other learners were including description of food groups and sugar/fat content. This allows for Merit and Distinction. The learners also pointed out what not to consume.

As part of the teaching it is important to include portion size and cooking methods and food type (eg granary bread, brown pasta etc) so that learners understand the whole picture.

NYA answers didn't include meals, snacks and drinks or inappropriate suggestions.

Task 4,

A.C 3.1

Learners coped well with this fairly data heavy task.

The learners need to show distance travelled and how they got to the decision. There needs to be a link to the exercise programme and an actual assessment of the changes. There is potential to link the changes to the type of exercise that has been carried out.

Task 5

Task 5a – A.C 3.2

The learners who did well on this task provided a full discussion around the application of the change and why they have suggested that change. It was good to see the type of exercise being switched completely in some cases and also learners thinking deeply about what motivates them and others by suggesting partners and music. Learners that effectively didn't make a change clearly could not achieve this criterion no matter how much they padded out the explanation.

Task 5b – A.C 3.3

Some learners completed this task very well and included food group analysis, contraindications and some analysis. The reasoning given was also done well by most learners. It was clear to see the differences in upbringing from the way that the learners had formulated their answers to this task. Poor practice and suggestions such as missing meals was NYA.

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.

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Date:

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20.06.16