

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

Assessment date: 27 March 2017

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

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 Conduct of External Assessment - V Certs.

Standard of learner work

The quality and standard of the work varied enormously between learners and a range of outcomes were seen across the Distinction, Merit, Pass and Not Yet Achieved grading criteria in first assessment window. There were some excellent responses, which demonstrated that learners had a solid understanding of the unit content and were able to contextualise it appropriately to answer the tasks in relation to the scenario provided.

However there have also been some weak responses highlighting that some learners may be working at the wrong level. Centre's 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 fulfill the requirements of the assessment criteria of this qualification", as per the NCFE Level 2 Certificate in Health and Fitness (601/4534/1) qualification specification Issue 6, October 2016, page 6. Most learners were attempting every question and higher performing learners are using the grading criteria to access the grade descriptors for higher levels.

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

Some learners in this assessment window answered the questions generically. In this situation, learners provided a token answer, which had no relevance to either the task or the case study associated with the exam. At Level 2 learners must be able to demonstrate skills such as describe, explain, evaluate and compare as per the assessment criteria.

It was evident that some learners were under prepared for the external assessment as the quality of their answers did not reflect a secure understanding of the range, which is published in the [qualification 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. Evidently, some Level 1 learners had been entered for the Level 2 paper, and as a result were unable to access the pass criteria producing simplistic answers.

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.

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, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

Interpretation of the tasks and associated assessment criteria

Task 1

A.C 1.1 Describe the purpose of a PAR-Q (Physical Activity Readiness Questionnaire)

The large majority of learners met this criterion. Learners were able to articulate the outline purpose of a PAR-Q and some of the different reasons why it is important for the fitness instructor to complete. Learners who accessed the higher grades provided a more rounded response, which provided a clear description and understanding of the purpose of a PAR-Q as well as a number of the aspects involved in a PAR-Q. These learners also described what action would be taken if a negative response was found within a PAR-Q e.g. referral to doctor or fitness instructor to take into consideration when developing exercise programme.

A.C 1.3 Describe the preparation needed for a specific purpose

This was generally answered well amongst the cohort. Learners who did well on this aspect of the task offered a wide range of things that the individual in the case study could do in order to prepare properly for their exercise programme.

Learners who accessed the higher grades provided detailed responses, including clear reasons as to how the aspects being prepared would prepare Martin (the individual within the case study) for his exercise programme. Learners who achieved the distinction elements also explored a range of both physical and mental factors that Martin could begin to prepare in advance of his exercise programme.

Task 2

A.C 1.2 Assess the suitability of an individual to participate in fitness activities

The large majority of learners answered this question reasonably well; however much like the first window, few learners accessed the higher grades. For the Pass grade, learners reviewed the information from the fitness tests in their own words and provided an accurate assessment for Martin to take part in fitness activities. Where learners achieve Merit grades, they linked reasons for the different fitness tests to key information provided within the scenario. For example, they linked 'average' flexibility results to the client being overweight and recovering from an injury. Learners also touched upon the importance of starting the exercise programme slowly based on Martin returning from an injury.

Learners that accessed the Distinction grade demonstrated critical judgement, breaking down a number of fitness test results, linking it back to the scenario and suggesting suitable training methods for Martin to focus on within his training.

Learners that were awarded NYA either did not provide an overall assessment of Martin or provided no reasons for this assessment.

A.C 1.4 Assess and individual's base level of fitness

This assessment criterion focuses on the learner's ability to interpret fitness test results and break these down into strengths and weaknesses. Learners who achieved the higher grades demonstrated a greater understanding and clearly assessed a number of these results in detail, looking at reasons why these results were how they were in relation to the information provided in the case study.

Quite a few learners simply regurgitated the results table and didn't actually provide any assessment of Martin's base level of fitness. This led to the award of NYA as there was no evidence of the learner understanding or interpreting the results. Some learners also provided a very brief response which had no specific detail within it.

Task 3

A.C 2.2 Produce a nutrition plan for the period of the personal exercise programme

The nutrition plans developed as part of this assessment criteria were of a higher standard than in the previous window. Generally, learners provided a suitable outline plan, which included suitable food choices for breakfast, midday meal, evening meal, snacks and drinks. More learners achieved the Merit grade on this AC in comparison to the previous window. The reason for this was that learners provided more specific detail within nutrition plans, providing more balanced meal choices, which included a wide range of healthy foods. For a Merit to be awarded, learners included specific detail within their meal e.g. what their salad included, what vegetables were with their meal. In addition to this, learners provided a wide variety of meals over the 3-day nutrition plan. Where learners achieved high grades, they also made reference to cooking methods and portion sizes.

A number of learners were awarded NYA for this AC. Reasons for this include; not completing the nutrition plan, too many inappropriate food choices e.g. fry up and nutrition plans being too vague.

A.C 3.3 Describe how to improve the nutrition plan

Learners were asked to improve the nutrition plan in order to keep Martin interested over a long period of time. Where this was answered well, learners reviewed their own diet plan, suggested a range of alternative foods, cooking methods or meals. Those learners that achieved the higher grades could then articulate the reasons for this and any positives and negatives associated with the change. For example, including a range of different types of protein, however negatives may be aspects such as cost, time.

Where this wasn't answered so well, learners focused on including a cheat day, smaller portions, missing meals, no specific improvement and / or suggested unhealthy improvements.

Task 4

A.C 2.1 Produce an individual exercise programme for a specific purpose

This criterion generally split learners. Too many learners did not appear to understand the structure and activities required within an exercise programme. There were lots of examples of inappropriate and insufficient warm ups, main activities and cool downs. In some cases, learners did not provide warm ups or cool downs as part of their programme. At times, stretches were also lacking from the exercise programme. Learners also need to consider the importance of stretching within an exercise programme as a lack of this led to some learners being awarded NYA. Learners should take into consideration all of the information provided within the case study as well as within the task itself in order to provide an appropriate exercise programme.

Where this was answered well, learners had a clear, methodical approach to their exercise programme, and were able to provide a range of appropriate exercises, both in the type of exercise planned as well as duration that these were completed for. Learners who achieved the higher grades took into consideration the core elements of the FITT principle and provided detailed, accurate fitness training programmes.

A.C 3.2 Describe how to improve the exercise programme

Learners demonstrated some interesting exercise programme improvement ideas. The task required learners to review their exercise programme, and provide some **alternate exercises** for Martin to take forward to keep him interested in his exercise programme. Some learners did this very well, reviewing their programme and suggesting a range of alternative exercises. Learners who achieved the higher grades then clearly described these improvements demonstrating a critical understanding / judgement, looking at both positives and negatives of these improvements.

Where this wasn't answered well, learners did not review their programme and failed to answer the task which informed them that Martin was 'getting bored doing similar exercises'. Learners either were not aware of how to improve the exercise programme, or did not read the task correctly.

A number of learners were awarded NYA for this AC. Reasons for this include; not providing a specific improvement to the exercise programme e.g. changing training on a treadmill to x and using music within the programme. Learners should read the task thoroughly and provide a response which meets the task.

A.C 3.1 Assess the effectiveness of the exercise programme

Many learners were able to review the results of the exercise programme and assess the effectiveness appropriately. Where learners achieved a Pass they reviewed the results accurately, identified the specific improvement and most learners began to draw conclusions as to the reasons why the improvements had occurred.

In order to achieve the higher grades, learners are required to look further at the improvements and explore the reasons for the improvement in fitness test results. Learners should also look to talk about

the benefits these improvements would have on Martin within his everyday life and his sports performance.

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: 10.5.17