NCFE Level 1/2 Technical Award in Health and Fitness (603/2650/5)

Paper Number: P002030
Assessment Date: Monday 27 June 2022

This report contains 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:

- Grade Boundary Information
- administering the external assessment
- standard of learner work
- Regulations for the Conduct of External Assessment
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria
- planning in the external assessment.

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

Grade Boundary Information

Each learner's external assessment paper is marked by an Examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

NYA	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction
0-10	11	17	24	31	41	52

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, if the grade boundary for the Pass grade is 25, a minimum raw mark of 25 is required to achieve a Pass.

Maximum UMS Score*	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction
160	24-46	47-69	70-91	92-114	115-137	138-160

In order to ensure that levels of achievement remain comparable for the same assessment across different assessment windows, all raw marks are converted to a points score based on a uniform mark scale (UMS). For more information about UMS and how it is used to determine overall qualification grades, please refer to the qualification specification.

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our Regulations for the Conduct of External Assessment. Learners may require additional pre-release material in order to complete the tasks within the paper. These must be provided to learners in line with our Regulations.

Learners must be given the resources to carry out the tasks and these are highlighted within the Qualification Specific Instructions Document (QSID).

Standard of learner work

The quality and standard of the work varied enormously between learners and a range of outcomes were seen across this assessment. There were some excellent responses, which demonstrated that learners had an excellent understanding of the unit content and were able to apply it appropriately to the various tasks included within assessment.

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 qualification. Where learners could apply their knowledge and understanding to the assessment criteria, and write coherently with depth and detail, they were rewarded with success.

Evidence creation

Learners should use 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.

Regulations for the Conduct of External Assessment

Malpractice

There was 1 instance of malpractice in this assessment window. The Chief Examiner would like to take this opportunity to advise learners that instances of malpractice (for example, copying of work from another learner) will affect the outcome on the assessment.

Maladministration

No instances of maladministration were reported in this assessment window. The Chief Examiner would like to highlight the importance of adhering to the Regulations for the Conduct of External Assessment document in this respect.

Responses of the tasks within the sections of the external assessment paper

Q1 - Q8
Learners generally performed well across the range of multiple-choice questions. There were no particular questions which proved to be a challenge for the majority of learners. Learners are reminded to provide a response using the space provided. In a minority of cases, learners did not provide any response to all of the questions.

Question 9 (a)
Learners generally provided a good level of response to this task. Learners correctly identified a bone from the axial skeleton. Incorrect responses tended to focus on bones from the appendicular skeleton.

Question 9 (b)
The level of response to this question was generally good with learners typically identifying at least one correct type of bone and its function. Where learners accessed 0 marks, learners provided an example of a bone as opposed to the type of bone.

Question 10 (a)
Responses to this question were mixed. Too often, learners were too vague/non-specific in their use of language to this question and were awarded 0 marks. Learners are reminded to be specific with their use of language throughout future exams.

Question 10 (b)
Learners generally provided a good level of response to this task and were typically awarded at least 2 marks by providing a correct type of joint and its location.

Question 10 (c)
Most learners struggled with this question and did not provide the correct postural condition shown within the image. Some learners provided the wrong postural condition, whereas some learners provided a response that was not linked to the question.

Question 11
Learners generally provided a good level of response to this task and were awarded at least 2 marks, typically for A and B. Learners generally tended to struggle to identify the latissimus dorsi (D). In some cases, learners provided 'lats' as their response which was too vague. Learners are reminded to provide full responses when tasked with naming muscles and bones within future exams.

Question 12
Learners tended to struggle on this question. The first column required learners to identify the type of muscle contraction during a wall sit, which most learners did not provide. The middle column required learners to provide two muscles which were contracting, most learners provided at least one correct muscle for this column. The third column could only be accessed following a correct answer in column one. Where this was accessed, again, learners typically were awarded at least one mark.

Question 13
A large proportion of learners were awarded at least 1 or more marks for this task, however only a small proportion achieved all 4 marks. As with previous windows, explanations provided need to be accurate and specific. Explanations must be linked to how the type of muscle identified helps within health and fitness.

Question 14

A large proportion of learners were awarded at least 1 or more marks for this task, however only a small proportion achieved all 4 marks. Again, as with previous windows, examples provided need to be accurate and specific. In this case, learners had to explain how the structure of the capillaries allowed them to perform the function. Were 0 marks were awarded, typically this was because the structure of the capillaries was not explored/identified. Where 4 marks were awarded, 2 discursive points relating to structure were provided along with 2 clear points as to how these helped the function be delivered.

Question 15
Learners generally provided a mixed level of response to this task, and most were awarded at least 1 mark. Learners generally did well at identifying what is meant by vascular shunt, however fewer learners articulated what happens and how it helps individuals taking part in health and fitness.

Question 16
Most learners struggled with this question. Typically, responses focussed on defining the three terms, with no focus being made on their relationship during exercise. Where this was responded to well, learners made clear links between the three terms, and explored the impact that exercise had.

Question 17 (a)
Surprisingly, this question split learners. Whilst a proportion of learners accessed the full two marks, other learners struggled to provide an accurate response. In some cases, learners input the results the wrong way around, whereas other learners used the figures provided to perform calculations to determine the systolic/diastolic blood pressures.

Question 17 (b)
As with 17 (a), this question split learners. It is advised that blood pressure is revisited with learners, focussing on what is meant by the terms and the different ranges relating to blood pressure of individuals.

Question 17 (c)
A large proportion of learners were awarded at least 1 or more marks for this task, however only a small proportion achieved all 4 marks. As with previous windows, explanations provided need to be accurate and specific with a focus on the impact the factor will have on the individuals blood pressure, and why. Some responses were excellent, very specific and demonstrated an excellent knowledge and understanding. In other cases, explanations provided were vague.

Question 18
Learners generally provided a good level of response to this task and were awarded at least 2 marks. Where 4 marks were awarded, effects were clear and specific along with accurate reasons provided. However, some responses provided were unclear e.g., for hydration levels, the short-term effect was often too vague. Often, the short-term effect of exercise response was the part of the question that learners got wrong.

Question 18 (b)
Learners tended to struggle on this question. Learners were required to explain possible long-term effects on the body. However, in most cases, learners identified a long-term effect, but no reasoning was provided for the effect incurred on the body. Learners are advised to be more specific and targeted/detailed within their responses within future exam windows.

Question 19

Where learners achieved a Level 1 response, they had provided an answer which included basic information relating to the principles of training, identifying these principles, and maybe including a definition/description.

Where responses were awarded Level 2 or above, responses made clear links to the scenario with descriptions relating to the principles and how they can help Jessica improve her distance within the 30 minutes. Learners provided specific and detailed responses which included accurate examples.

In some cases, learners achieved no marks. This was due to either the task being left blank, learners providing information which was wholly inaccurate, or learners not providing any principles of training

Question 20
Where learners achieved a Level 1 response, they had provided an answer which included basic information relating to some of the joint actions that related to the images provided.

Where responses were awarded Level 2 or above, responses made clear links between the joint action, which phase of the star jump and which joints allowed this action to take place.

In some cases, learners achieved no marks. This was due to either the task being left blank, learners providing information which was wholly inaccurate, or learners not providing any accurate joint actions relating to the images provided.

Question 21
The large majority of learners achieved at least an upper-Level 1 response for this task. Learners identified and described a range of components of skill-related fitness that were required to complete the Illinois agility test.

Where this was responded to particularly well, learners included a range of components, described these clearly and explained how and why these were required within this fitness test to help the participant achieve the best possible time. Some learners went on to evaluate which components were most important, where within the test these were particularly helpful and how this would impact the time of the participant.

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