



NCFE Level 2 Certificate in Health and Fitness

(601/4534/1)

Unit 03 Preparing and planning for health and fitness

12 March 2018

Mark Scheme

Assessment criteria	Task No	NYA	Pass	Merit	Distinction	
1.1 Describe the purpose of a PAR-Q (Physical Activity Readiness Questionnaire).	1a	No reference to purpose e.g. "a form to fill in when you join a gym".	Candidates will provide a description of the purpose of a PAR-Q (Physical Activity Readiness Questionnaire).	Candidates will provide a detailed description of the purpose of a PAR-Q (Physical Activity Readiness Questionnaire).	No Distinction for this AC.	
			a. Describe the purpose of a PAR-Q.			
			Basic purpose of PARQ in either section. Brief description of the reasons i.e. to check for any health concerns before exercise activity.	Detailed description of PARQ e.g. If there are any answers 'yes' the client needs to check with the doctor before participating. Learners may mention doctor may still agree that they can take part in exercise with restrictions.	N/A	

Assessment criteria	Task No	NYA	Pass	Merit	Distinction
1.2 Assess the suitability for an individual to participate in fitness activities	2b	If all candidates do is restate the information without any understanding or interpretation e.g. she is overweight/obese.	Learners will assess the suitability for an individual to participate in fitness activities.	Learners will assess the suitability for an individual to participate in fitness activities showing a critical understanding.	Learners will assess the suitability for an individual to participate in fitness activities showing critical judgement.
			b. Asha is planning to start her exercise programme in two weeks' time. Use both the fitness test results on page 8 and the information you already know about her to assess how suitable she is to exercise. Give reasons for your answer.		
			Basic assessment of suitability e.g. she is ok to exercise at low / moderate intensity but needs to be careful going back into activity. Might also refer to the information in the case study. Learners must refer to the test results.	Critical understanding shown with reasons. The Pass criteria plus evidence concern of obesity/ well below average – the need to ensure the programme is correct. Examples might be given of certain suitable exercises. E.g. she is suitable but due to being obese and below average she needs to start at a lower intensity. More specific detail on the individual for the merit/ mention of FITT.	Critical judgement demonstrated of how suitable the individual is to exercise with examples taken clearly from the data given, showing detailed understanding and the need to tailor the exercise programme correctly. Will probably draw on positives and negatives. Might refer to suitable vs non suitable exercises. E.g. Asha is suitable to exercise but needs to be careful to build it slowly (to prevent injury or such like). She could go on steady jogs for 20 minutes but would not be able to complete high intensity/ duration/ frequency immediately. Might refer to her being heavier than previously making it harder to exercise.

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1.3 Describe the preparation needed for a specific purpose Range: Preparation: <i>Physical and mental preparation before exercise (eg clothing, equipment, availability of resources, health and safety factors).</i>	1b	Inappropriate suggestions e.g. not mentioning any of the range statements, physical mental preparation, clothing, equipment, health and safety availability of resources.	Learners will describe the preparation needed for a specific purpose.	Learners will describe in detail the preparation needed for a specific purpose.	Learners will comprehensively describe the preparation needed for a specific purpose.	
			b. After completing the PAR-Q, you book Asha in for her first exercise session. This will be in two weeks' time. Asha is looking forward to her session and wants to make sure she is prepared. She asks you: What can I do to help me prepare for my first gym session and the exercise programme? Describe the preparation Asha needs to do before returning to exercise.	Basic description E.g. Asha needs to do some steady runs. Asha needs to buy some appropriate clothing.	Specific examples of what the individual needs to do. E.g. Asha needs to physically and mentally prepare for exercise because she has not participated for a few years. Buy the correct clothing as she has not participated for a few years and there previous clothing might not fit/ be suitable (basic link to individual).	Range of preparation techniques, application to individual supported by valid and detailed reasons. E.g. Asha needs to physically prepare by fast walking and steady jog (low intensity due to the fact she has not participated for a few years). She might need to buy some suitable gym trainers and equipment as those she has might not fit due to gaining weight.
			Learners will assess an individual's base level of fitness.	Learners will clearly assess an individual's base level of fitness.	Learners will comprehensively assess an individual's base level of fitness.	
1.4 Assess an individual's base level of fitness	2a	If all candidates do is restate the information without any understanding or interpretation e.g. she is obese.	Learners will assess an individual's base level of fitness.	Learners will clearly assess an individual's base level of fitness.	Learners will comprehensively assess an individual's base level of fitness.	
			a. Asha completes all the fitness tests. She has booked an appointment for you to give her feedback on her results. Asha asks you: What is your assessment of my base level of fitness? Using Asha's test results, give your assessment of her base level of fitness.	The pass will show an understanding of the data presented in the table e.g. CV endurance is obese/ basic understanding of the situation.	Clear assessment with more than one component. E.g. Asha is obese which we can see from the CV endurance, she is also well below average on a number of other components therefore her base level of fitness is low.	Comprehensive across a range of components and/ or significant detail across two. (Emphasis on evaluative language). She is obese which may affect her result of CV endurance/ other components as she will be carrying a heavier weight around than others completing the test. Her poor fitness could lead to health complications/ issues.
			Learners will assess an individual's base level of fitness.	Learners will clearly assess an individual's base level of fitness.	Learners will comprehensively assess an individual's base level of fitness.	

Assessment criteria	Task No	NYA	Pass	Merit	Distinction	
2.1 Produce an individual exercise programme for a specific purpose	4a	Would not pass learner if they do not include warm up, activity and cool down for each session. If no stretches are included at all within the programme, NYA to be awarded.	Learners will produce an individual exercise programme for a specific purpose.	Learners will produce an individual exercise programme for a specific purpose showing a critical understanding.	Learners will comprehensively assess an individual's base level of fitness.	
			a. The exercise programme aims to improve Asha's muscular endurance and cardiovascular endurance. You have been asked to produce three session plans, one session plan for each of the weeks 1, 3 and 5 using the templates below. Make sure each session includes a warm up, main activity and cool down.			
			Programme includes warm up, main activity, cool down. Stretching to be included in at least a warm up / cool down. Activities are relatively suitable on the whole.	Appropriate link to Asha with muscular endurance and cardiovascular endurance evidenced in the programme. Evidence of some progression over the weeks.	Shows critical judgement and understanding e.g. FITT principles clearly related to Asha's needs. Specific evidence of training content linked to Asha and anticipated progression over 5 weeks.	
2.2 Produce a nutrition plan for the period of the personal exercise programme	3a	Inappropriate food choices for client goals.	Learners will produce a nutrition plan for the period of the personal exercise programme.	Learners will produce a detailed nutrition plan for the period of the personal exercise programme.	Learners will produce a comprehensive nutrition plan for the period of the personal exercise programme.	
			a. Using the table below, design a nutrition plan for 2 days of a typical week for Asha. You should include all her meals, drinks and snacks for the 2 days. Meal choices should be different across the 2 days.			
			Basic and accurate nutrition plan including all meals, drinks and snacks e.g. breakfast cereal, snack apple, lunch sandwich, snack, fruit or appropriate option, dinner chicken potatoes vegs, drinks water or appropriate.	Detailed and accurate nutrition plan, specific food examples to lose weight/ eat healthier/ performance. Could be detail given in the foods e.g. 1 large chicken breast, potatoes with peas and carrots e.g. state that sandwich should be tuna/healthy, not big mac.	Learners give comprehensive detail – healthy food for weight loss/ performance e.g. may provide quantities or reference to food groups, timings, cooking methods.	

Assessment criteria	Task No	NYA	Pass	Merit	Distinction	
3.1 Assess the effectiveness of the exercise programme	4b & c	Incorrect assessment, e.g. state ineffective instead of effective. Only address one area e.g. a – muscular endurance b. cardiovascular endurance. State wrong area.	Learners will assess the effectiveness of the exercise programme.	Learners will clearly assess the effectiveness of the exercise programme.	Learners will comprehensively assess the effectiveness of the exercise programme.	
			b. Using the fitness test results in the table above, assess the effectiveness of the exercise programme on Asha's muscular endurance. c. Using the fitness test results in the table on page 20, assess the effectiveness of the exercise programme on Asha's cardiovascular endurance.			
			Basic assessment of health and fitness plan with links to the component(s) and tests. E.g. CV increased from well below average to below average.	More depth of understanding following the assessment linking into 1 of the following; how the improvements have happened, how the improvements will benefit Asha or what Asha should focus on in future. E.g. CV increased from well below average to below average. This will be due to training this component regularly/ changing diet.	The merit plus developed links with the programme e.g. work on the treadmill links to the increased level of cardiovascular endurance.	
3.2 Describe how to improve the exercise programme	5	A change that wouldn't challenge Asha. Not showing application to the client. Inclusion of music / train with friend.	Learners will describe how to improve the nutrition plan.	Learners will clearly describe how to improve the nutrition plan showing a critical understanding.	Learners will clearly describe how to improve the nutrition plan showing critical judgement.	
			Asha has now completed 5 weeks of your health and fitness plan. Asha emails you with her feedback. Her email says: Thank you for designing my exercise programme. I really enjoyed it up to week 3 but then it started to be repetitive and it got boring. I was not as motivated for the later sessions as I felt they were too similar to the weeks before. Describe how the exercise programme designed in task 4 could be improved to prevent Asha from getting bored. You should provide specific suggestions for Asha.			
			Basic description with at least one specific improvement e.g. more outdoor running vs treadmill. Improvement cannot be music / training with friends, it should relate to the training programme in 2.1.	Clear description of improvement(s) with evidence of critical understanding (why this is important as an improvement) e.g. more outdoor running vs treadmill to increase motivation as it is a change of scenery.	Positives and negatives of improvement(s) e.g. outdoor running is good because it doesn't cost any extra. A downside to outdoor running is that it becomes less interesting in the winter as it is too cold.	

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<p>3.3 Describe how to improve the nutrition plan</p> <p>Range: Nutrition plan: to include all meals, drinks and snacks , any supplements</p>	3b	<p>Inappropriate suggestion e.g. missing breakfast, making everything unhealthy, late eating. Will not accept list of words with no further clarification/reasoning.</p>	<p>Learners will describe how to improve the nutrition plan.</p>	<p>Learners will clearly describe how to improve the nutrition plan showing a critical understanding.</p>	<p>Learners will clearly describe how to improve the nutrition plan showing critical judgement.</p>
			<p>Asha follows your nutrition plan for two weeks. She is pleased with the plan but is worried that it will be repetitive and boring and would like some more variety. Describe how the nutrition plan designed in part a could be improved to encourage Asha to continue eating a healthy diet. You should provide specific suggestions for Asha.</p>		
			<p>Basic description with at least one specific improvement e.g. change of breakfast, lunch and dinner option to keep the individual inspired - whilst providing a change. Candidate might highlight a change of snack to a more healthy option or range of foods.</p>	<p>Clear description of improvement(s) with evidence of critical understanding (why this is important as an improvement) e.g. change of meat or preparation methods. Must back up the statement with a reason.</p>	<p>Positives and/or negatives of improvement(s), potential effects of the change e.g. introduce treats (qualifying that introduction may have negative effect), cost of plan (potential negative – difficult because she may not be able to afford the plan). Potential benefits - what effects this might have e.g. change chicken to fish – better source of food group, different way of preparing food, flavourings etc to make his diet more interesting.</p>