

### NCFE Level 1 Certificate in Health and Fitness (601/4662/X)

**Assessment date: 7 November 2018**

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

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.

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### Standard of learner work

The quality and standard of the work varied with a range of outcomes seen across the Distinction, Merit, Pass and Not Yet Achieved (NYA) grading criteria within this assessment window. There has been some high Level 2 responses demonstrating effective teaching and learning at this level and clear knowledge of the Level 1 Certificate in Health and Fitness.

However there have also been some weak responses highlighting that some learners may be working at the wrong level. Centres 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 fulfil the requirements of the assessment criteria of this qualification”, as per the qualification specification. Most learners are attempting every question and higher performing learners are using the grading criteria to access the grade descriptors for higher levels. Hand writing presented a few problems regarding illegibility.

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

Some learners in this assessment window answered the questions generically. At Level 1, learners must be able to demonstrate skills such as define and identify, as per the assessment criteria.

Most learners were prepared for the external assessment, but some were not as the quality of their answers did not reflect a secure understanding of the range, which is published in the NCFE 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.

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### 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. Where additional pages are used, learners are required to reference the assessment criteria and the task.

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### 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 must be clearly visible and it must be clear which task the answer refers to using the task abbreviation next to the answer as this will aid the marking process.

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### Interpretation of the tasks and associated assessment criteria

#### Task 1

##### A.C 1.1 Identify what is meant by a healthy diet

Responses to this task were generally good. Learners provided responses which identified some of the core components of a healthy diet, making reference to the importance of 5 A Day, different food groups and, at times, the Eatwell Plate.

Where learners achieved the higher grades, they provided a more detailed responses which included a range of examples.

##### A.C 1.2 Give examples of an unhealthy diet

Learners performed really well on this aspect of the task with very few learners being awarded NYA. Learners were able to identify a range of unhealthy foods from a number of the different food groups. Learners who accessed the higher grades also demonstrated a greater understanding by introducing foods from a range of different cooking methods.

Whilst the significant majority of learners performed well at this task, only a minority of learners provided responses which were inaccurate. It appeared that these learners did not understand the requirements of the task

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#### Task 2

##### A.C 1.3 Identify everyday factors that could affect diet

Whilst the majority of learners performed well at this task, there was still a proportion of learners who provided responses which were inaccurate. It appeared that these learners did not understand the requirements of the task and should be revisited within teaching. Learners in particular struggled to identify everyday factors and often identified elements that had no relevance.

Where learners missed out on this grade, it appeared that the learners did not have the base level of understanding and were unable to answer the task appropriately. This refers back to the information on page 2 of this guide about learners being appropriate for the level of study.

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### Task 3

#### A.C 1.4 Outline how an unhealthy diet can affect health

The large majority of learners performed well on this task, with a significant proportion achieving a Merit or above. Learners used their knowledge to provide a wide range of effects of a poor diet on the health of an individual. Most learners provided more than one medical condition that can develop following a poor diet. Learners that achieved the higher grades provided detailed descriptions of the different medical conditions that arise following a poor diet and they also provided some detailed reasons as to how the poor diet can lead to these medical conditions.

Learners who achieved NYA were generally unable to identify effects that a poor diet can have on an individual. These learners did not provide any medical conditions that arose from a poor/unhealthy diet. In some cases, learners copied the example provided which was an unsuitable response.

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### Task 4

#### A.C 3.1 Outline how diet affects exercise performance

This task received a very mixed response from learners. Some learners provided a detailed response, which was at times supported by the response in 1.1. Where this was answered well, learners linked the impact on exercise performance to different food groups such as carbohydrates and protein. Additionally, some learners looked at both the positive and negative examples of diet, outlining suitable examples.

Where this was answered poorly, learners made no links between diet and exercise performance. Additionally, at times, some responses were inaccurate and lacked substance.

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### Task 5

#### A.C 2.1 Define the energy balance equation

This was the task that learners found the most difficult across the whole paper. This task required learners to define the energy balance equation and then describe what this means. Learners' responses in relation to the equation were mixed; some learners were accurate, whilst most learners that were not exact were on the right lines.

Learners that did not achieve a Pass for this task often did not know the different parts of the equation and they were not able to describe elements of this in part b. Learners had no understanding that the equation linked to energy intake and energy expenditure.

Following the equation, learners were required to provide a description of the definition, giving examples. In some cases where the definition was incorrect, the description provided sufficient knowledge to enable learners to achieve the Pass grade. Learners that achieved the higher grades were able to describe in detail the equation and how each element had an effect on the individual.

### A.C 2.2 Apply knowledge of the energy equation to a specific purpose

For this task, learners were provided with a case study and had to apply the principles discussed in 2.1 to this case study. Responses were again mixed, and this led to a number of learners being awarded NYA for this AC. Learners who were awarded NYA did not appear to understand the energy balance equation and how this can be used within exercise to gain/lose/maintain weight.

Learners who achieved the higher grades were able to apply the energy balance equation to the case study and explain how it could be used to support Barry to lose weight. Learners demonstrated a clear understanding of the equation within the responses and gave suitable examples throughout their description to support statements.

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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 is 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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