



External Assessment

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

Unit 03 Preparing and planning for health and fitness (K/506/5251)

Paper number: P000651

Assessment date: 7 November 2018

Time: 1.30pm

Complete your details below:

Centre name		Centre number	
Learner name		Learner number	

Time allowed – 2 hours

Instructions for learners

- Read all tasks carefully and make sure that you understand what you need to do.
- You **MUST** attempt **all** of the tasks to address all assessment criteria. You cannot achieve a Pass grade unless you meet the required standard in all of the tasks.
- Write your responses to the tasks in the spaces provided. If you need more space you may use extra paper.
- If you are using a word processor, you **must** make sure that all of your work is printed out.
- Make sure that any printouts or extra paper are securely attached to this assessment paper and labelled clearly with:
 - your name and learner number
 - centre name and centre number
 - task and question number
- At the end of the assessment hand all documents over to your Invigilator.

You are **not** allowed to use the internet during this external assessment.

DO NOT TURN OVER UNTIL YOU ARE INSTRUCTED TO DO SO BY THE INVIGILATOR.

Examiner use only

AC	Grade
1.1	
1.2	
1.3	
1.4	
2.1	
2.2	
3.1	
3.2	
3.3	

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Scenario

You are working as a Personal Trainer in a local health and fitness club. Your job is to design health and fitness plans and lead exercise sessions. You regularly meet new members and work with them to help them achieve a healthier lifestyle. Jessica has recently joined the gym. You meet with her to see how you can help.

Read the information below about Jessica.

Jessica is 29. She has an active job working in a school and is always on her feet. Following the summer holidays, she has noticed that she has gained weight and wants to be more active outside of work. Jessica has decided to join the gym to improve her health and fitness.

Jessica used to enjoy taking part in cardio-based activities when she was younger. She was very active and always ate a balanced diet. She used to enjoy taking part in gymnastics and dancing. As she is a teacher, she is always eating on the move and doesn't eat a balanced diet. Jessica is currently overweight.

Jessica is worried that her current lifestyle is putting her health at risk and could lead to a number of health problems in the future. She wants to lose some weight and become fit and healthy again by taking part in more exercise and eating a more balanced diet.

Task 1

You **must** ensure that your work in Task 1 addresses assessment criteria 1.1 and 1.3. You can refer to the assessment criterion at the end of each task.

You are working as a Personal Trainer. Jessica, your new client, has arrived for a tour and an introduction to the gym. You greet her and ask her to complete a PAR-Q (Physical Activity Readiness Questionnaire).

Answer a and b.

a. Describe the purpose of a PAR-Q.

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Assessment criteria	Pass	Merit	Distinction
1.1 Describe the purpose of a PAR-Q (Physical Activity Readiness Questionnaire)	Learners will provide a description of the purpose of a PAR-Q (Physical Activity Readiness Questionnaire)	Learners will provide a detailed description of the purpose of a PAR-Q (Physical Activity Readiness Questionnaire)	No Distinction for this AC

- b. After completing the PAR-Q, you book Jessica in for her first exercise session. This will be in a week's time. Jessica is looking forward to her session and wants to make sure she is prepared. She asks you:

What should I do to help me prepare for my first gym session and the exercise programme?

Describe what Jessica needs to do to prepare before starting her exercise programme.

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Assessment criteria	Pass	Merit	Distinction
1.3 Describe the preparation needed for a specific purpose	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

Task 2

You **must** ensure that your work in Task 2 addresses assessment criteria 1.4 and 1.2. You can refer to the assessment criterion at the end of each task.

Jessica arrives for her first gym session for you to complete some baseline assessments. You warm her up and ask her to participate in some health and fitness tests. This will help you to design an accurate exercise programme for her.

These are Jessica's results:

Component of fitness	Test	Score	Comparison with national average
Body composition	BMI	27.5kg/m ²	Overweight
Cardiovascular endurance	Multi Stage Fitness Test/Beep Test	Level 5 Shuttle 5	Below Average
Flexibility	Sit and Reach Test	14cm	Good
Agility	Illinois Agility Test	22.1s	Below Average
Muscular endurance	1 Minute Press Up Test	18	Average

Answer a and b.

- a. Jessica has completed all of the health and fitness tests. She has booked an appointment for you to give her feedback on her results. Jessica asks you:

Can you please give me an assessment of my health and fitness test results? How did I do?

Using Jessica's test results, give your assessment of her base level of fitness.

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Assessment criteria	Pass	Merit	Distinction
1.4 Assess an individual's base level of fitness	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

b. Jessica 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 Jessica to assess how suitable she is to exercise. Give reasons for your answer.

This image shows a full page of white paper with horizontal dotted lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Assessment criteria	Pass	Merit	Distinction
1.2 Assess the suitability of an individual to participate in fitness activities	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

Task 3

You **must** ensure that your work in Task 3 addresses assessment criterion 2.1. You can refer to the assessment criterion at the end of the task.

The exercise programme will last for six weeks and aims to improve Jessica's muscular endurance **and** body composition.

Use the templates below to produce **three** session plans, one for each of the weeks 1, 3 and 6 of the exercise programme. You must make sure that each session includes a warm up, main activity and cool down.

Name of client: Jessica Jones	
Day of the week: Tuesday	Week number: 1
<u>Warm up</u>	
<u>Main activity</u>	
<u>Cool down</u>	

Name of client: Jessica Jones	
Day of the week: Thursday	Week number: 3
<u>Warm up</u>	
<u>Main activity</u>	
<u>Cool down</u>	

Name of client: Jessica Jones	
Day of the week: Friday	Week number: 6
<u>Warm up</u>	
<u>Main activity</u>	
<u>Cool down</u>	

Assessment criteria	Pass	Merit	Distinction
2.1 Produce an individual exercise programme for a specific purpose	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 produce an individual exercise programme for a specific purpose showing critical judgement

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Please turn over for Task 4

Task 4

You **must** ensure that your work in task 4 addresses assessment criterion 3.2. You can refer to the assessment criterion at the end of the task.

Jessica has now completed 6 weeks of your exercise programme. Jessica emails you with her feedback. Her email says:

Thank you for designing my exercise programme. I really enjoyed large parts of the programme but I feel that it needs to be changed as I am starting to get bored of the same activities. Can you please give me some ideas to improve the exercise programme?

Describe how the exercise programme designed in task 3 could be **improved** to prevent Jessica from getting bored in future. You should provide specific suggestions for Jessica.

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Assessment criteria	Pass	Merit	Distinction
3.2 Describe how to improve the exercise programme	Learners will describe how to improve the exercise programme	Learners will clearly describe how to improve the exercise programme showing a critical understanding	Learners will clearly describe how to improve the exercise programme showing critical judgement

Task 5

You **must** ensure that your work in Task 5 addresses assessment criteria 2.2 and 3.3. You can refer to the assessment criterion at the end of each task.

Following the exercise programme, you now need to develop a nutrition plan to help Jessica lose weight.

Answer a and b.

- a. Jessica has been eating an unbalanced diet, which is unhealthy. Using the table below, design a nutrition plan for three days of a typical week for Jessica.

You should include all of her meals, drinks and snacks for the three days. Meal choices should be different across the three days.

	Thursday	Friday	Saturday
Breakfast			
Midday meal			
Evening meal			
Drinks			
Snacks			

Assessment criteria	Pass	Merit	Distinction
2.2 Produce a nutrition plan for the period of the personal exercise programme	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

- Considering this feedback from Jessica, describe how the nutrition plan designed in **part a** could be **improved** to encourage her to continue eating a healthy diet. You should provide specific suggestions to improve the plan for Jessica.

This image shows a full page of a handwriting practice worksheet. It consists of multiple rows of horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

Assessment criteria	Pass	Merit	Distinction
3.3 Describe how to improve the nutrition plan	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

Task 6

You **must** ensure that your work in task 6 addresses assessment criterion 3.1. You can refer to the assessment criterion at the end of the task.

After completing her six week exercise programme, Jessica completes the health and fitness tests again. The table below shows her results before and after the exercise programme.

Component of Fitness	Test	Before exercise programme		After 5 weeks	
		Score	Comparison with National Average	Score	Comparison with National Average
Body composition	BMI	27.5kg/m ²	Overweight	24kg/m ²	Healthy Weight
Cardiovascular endurance	Multi Stage Fitness Test/Beep Test	Level 5 Shuttle 5	Below Average	Level 6 Shuttle 8	Average
Flexibility	Sit and Reach Test	14cm	Good	15cm	Good
Agility	Illinois Agility Test	22.1s	Below Average	20.5s	Average
Muscular endurance	1 Minute Press Up Test	18	Average	24	Above Average

- a. Using the test results in the table above, assess the effectiveness of the exercise programme on Jessica's body composition.

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- b. Using the test results in the table on page 22, assess the effectiveness of the exercise programme on Jessica's muscular endurance.

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Assessment criteria	Pass	Merit	Distinction
3.1 Assess the effectiveness of the exercise programme	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

What you need to hand in after your external assessment

At the end of the timed external assessment you will hand in the following work to your Invigilator:

- this external assessment paper
- any extra paper you have used, securely attached.

Make sure that any extra paper is clearly identified with your:

- name
- learner number
- Centre name
- Centre number

Any remaining time can be spent checking your responses to the tasks.

This is the end of the assessment.