



NCFE Level 2 Certificate in Health and Fitness

(601/4534/1)

Unit 03 Preparing and planning for health and fitness

7 November 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". | 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. |
| | | | Describe the purpose of a PAR-Q. | | |
| | | | Basic purpose of PAR-Q in either section. Brief description of the reasons e.g. to check for any health concerns before exercise activity. | Detailed description of PAR-Q with examples 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 |

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|--|---------|---|---|---|---|
| 1.2 Assess the suitability for an individual to participate in fitness activities. | 2b | If all learners do is restate the information without any understanding or interpretation e.g. she is overweight. | 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. |
| | | | <p>Jessica is planning to start her exercise programme in two weeks' time.</p> <p>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.</p> | | |
| | | | Basic assessment of suitability e.g. she is ok to exercise 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. <i>Can positive mark if 1.4 is accurate and includes test results.</i> | Critical understanding shown with reasons. The Pass criteria plus evidence in relation to overweight/ 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 below average in some areas, exercises should be of low/moderate intensity for these components. More specific detail on the individual/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. Jessica is suitable to exercise but needs to be careful to build it slowly for certain components (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 overweight making it harder to exercise at a high intensity. |

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| 1.3 Describe the preparation needed for a specific purpose. Range: Preparation: <i>Physical and mental preparation before exercise (e.g. clothing, equipment, availability of resources, health and safety factors)</i> List provided after the e.g. is just a number of examples. | 1b | Inappropriate suggestions e.g. not mentioning any of the range statements relating to, physical or mental preparation. | 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. |
| | | | Describe what Jessica needs to do to prepare before starting her exercise programme. | | |
| | | | Basic description of one or more factor. Factor may be physical OR mental e.g. Jessica needs to do some steady runs. Jessica needs to buy some appropriate clothing. | Specific examples of what the individual needs to do prior to the exercise programme. Clear description in detail of one or more physical OR mental aspect of the range, providing clear examples e.g. Jessica needs to physically prepare for exercise because she has not participated for a few years. To do this Jessica can buy the correct clothing as she has not participated for a few years and her previous clothing might not fit/be suitable (basic link to individual). She should buy clothing that is loose fitting to allow her to move freely. | Range of preparation techniques (including both physical and mental), application to individual supported by valid and detailed reasons e.g. Jessica 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. |

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| 1.4 Assess an individual's base level of fitness. | 2a | If all learners 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. |
| | | | <p>Jessica has completed all of the fitness tests. She has booked an appointment for you to give her feedback on her results. Jessica asks you:</p> <p><i>Can you please give me an assessment of my fitness test results? How did I do?</i></p> <p>Using Jessica's test results, give your assessment of her base level of fitness.</p> | | |
| | | | The pass will show an understanding of the data presented in the table with a summative assessment of Jessica's base level of fitness e.g. Jessica's fitness is mixed, but overall she is below average. Body composition is overweight; basic understanding of the situation. | Clear assessment with more than one component described e.g. Jessica is overweight which we can see from her body composition, she is also well below average on her agility therefore she needs to work on these two initially. | Comprehensive across a range of components and/or significant detail across two. Emphasis on evaluative language e.g. Flexibility is good and muscular endurance is average which means she has a good starting point in these areas. She is overweight which may affect her ability to take part in moderate and high intensity activity. |

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| 2.1 Produce an individual exercise programme for a specific purpose. | 3 | 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. NYA to be awarded if Fitness tests are used as training methods. | 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. |
| | | | <p>The exercise programme will last for six weeks and aims to improve Jessica's muscular endurance and body composition.</p> <p>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.</p> | | |
| | | | Programme includes warm up, main activity, cool down. Stretching to be included in at least a warm up/cool down across the three sessions. Activities are relatively suitable on the whole. | Appropriate link to Jessica with muscular endurance and body composition evidenced in the programme. Evidence of some progression over the weeks. | Shows critical judgement and understanding e.g. FITT principles clearly related to Jessica's needs. Specific evidence of training content linked to Jessica and anticipated progression over six weeks. |

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| 2.2 Produce a nutrition plan for the period of the personal exercise programme. | 5a | Inappropriate food choices for client goals. NYA if not providing food choices for ALL days. | 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. |
| | | | <p>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.</p> <p>You should include all her meals, drinks and snacks for the three days. Meal choices should be different across the three days.</p> | | |
| | | | 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/improve performance. Could be detail given in the foods e.g. one large chicken breast, potatoes with peas and carrots e.g. specifically state contents of a sandwich with health choices e.g. tuna/turkey. | Learners give comprehensive detail – healthy food for weight loss/improved performance. Will provide quantities and reference to cooking methods. |
| 3.1 Assess the effectiveness of the exercise programme. | 6a and 6b | Incorrect assessment, e.g. state ineffective instead of effective. Only address one area e.g. a. muscular endurance b. cardiovascular endurance. | 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. |
| | | | <p>a. Using the test results in the table above, assess the effectiveness of the exercise programme on Jessica's body composition.</p> <p>b. Using the test results in the table on page 22, assess the effectiveness of the exercise programme on Jessica's muscular endurance.</p> | | |
| | | | Basic assessment of health and fitness plan with links to the component(s) and tests e.g. BMI reduced from overweight to healthy weight. | Detailed links of components and tests with reasons for these OR training needs for the future e.g. BMI reduced from overweight to healthy weight. This will be due to training this component regularly/changing diet. | Detailed links of components and tests with reasons for these AND training needs for the future e.g. work on the treadmill at 75% intensity links to the increased heart rate within the fat burning zone, therefore helping Jessica to lose weight. |

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| 3.2 Describe how to improve the exercise programme. | 4 | A change that wouldn't challenge Jessica. Not showing application to the client. Inclusion of music/train with friend. | 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. |
| | | | 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. | | |
| | | | 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 attractive in the winter as it is too cold. |
| 3.3 Describe how to improve the nutrition plan. Range: Nutrition plan: <i>to include all meals, drinks and snacks , any supplements</i> | 5b | Inappropriate suggestion e.g. missing breakfast, making everything unhealthy, late eating. Will not accept list of words with no further clarification/ reasoning. Non-specific suggesting e.g. eat healthy foods. | 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. |
| | | | Jessica follows your nutrition plan for two weeks. She really enjoys the food choices you have given her and is keen to continue to follow the plan. However, she would like more variety to stop her from getting bored. | | |
| | | | 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. | | |
| | | | Basic description with at least one specific improvement e.g. change of breakfast, lunch and dinner option to keep the individual inspired - whilst providing specific examples of a change . Learner might highlight a change of snack to a more healthy option or range of foods, giving a specific example. | 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. | 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 her diet more interesting. |