

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

Assessment date: March 2019

This report contains general 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 performed well, as well as any areas where further development may be required, described against each assessment criteria.

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 is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the unit to ensure they are well prepared for the external assessment.

Administering the external assessment

The external assessments 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.

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 1 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 [and] 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 some problems regarding illegibility.

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

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

Most learners were well prepared for the external assessment, however it was clear that some were not, as the quality of their answers did not reflect a secure understanding of the range, which is published in the qualification 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.

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 clearly reference the task, and ensure every page contains their name, and Centre.

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 to aid marking.

Interpretation of the tasks and associated assessment criteria

Task 1

A.C 1.2 Give examples of an unhealthy diet

Much like previous windows, learners generally performed well on this aspect of the assessment, 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 specialised and targeted to achieve the Distinction grade. Many responses covered similar food groups and lacked the specific detail necessary for the award of Distinction.

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

Learners generally performed well on this task, with a significant proportion of learners achieving a Merit or above. Within this task, learners demonstrated their knowledge of health conditions that arose due to an unhealthy diet. 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.

Where learners achieved NYA, this was due to a lack of knowledge relating to diet and its impact on health. These learners did not provide any medical conditions that arose from a poor/unhealthy diet. In some cases, learners simply copied the example provided which was an unsuitable response.

Task 2

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

Responses to this task were generally good, although positive marking from AC 3.1 was utilised for a proportion of learners to support achievement. Learners provided responses which identified the core components of a healthy diet, making reference to the importance of a varied diet, different food groups and initiatives such as 5 a day.

Where learners achieved the higher grades, they provided more detailed responses, which included a range of examples of foods from different food groups.

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. Often, where this was the case, learners made judgements that were not appropriate or did not provide any suitable factors which could affect the diet of an individual.

Where learners failed to achieve this assessment criteria it appeared that the learners did not have a base level of understanding and were unable to answer the task appropriately.

Where this was answered well, learners provided suitable examples of factors that could affect the diet of an individual, and provided accurate reasons as to how the factor could affect their diet.

Task 3

A.C 3.1 Outline how diet affects exercise performance

Much like previous windows, this question led to a wide variety of responses from learners. Where this was answered well, learners provided an accurate response, outlining the impact that diet can have on the sporting performance of an individual. Learners provided examples of food groups which should be targeted as well examples of foods that the athlete should be eating.

A proportion of learners answered this poorly, and in this case, they provide a response which had no link between diet and performance. At times, responses were confused and did not link to either the assessment criteria or the question itself.

Task 4

A.C 2.1 Define the energy balance equation

As with previous assessment windows, 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; with some learners responding correctly and accurately, and many able to give at least a sufficient response.

Learners that did not achieve a Pass for this task often did not know the different parts of the equation and 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 AC 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, or 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 effectively.

Planning in the external assessment

Centres are reminded to give due attention to the assessment window opportunities of the external assessment. It is not advisable for learners to sit the external assessment early in the delivery of their programme.

For more information on the newly developed Level 1/2 Technical Award in Health and Fitness (603/2650/5) please visit our website.

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