

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

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 enormously between learners and a range of outcomes were seen across the Distinction, Merit, Pass and Not Yet Achieved grading criteria in this assessment window. There were some excellent responses, which demonstrated that learners had a solid understanding of the unit content and were able to contextualise it appropriately to answer the tasks in relation to the scenario provided.

However there have also been some notably weaker 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 were attempting every question and higher performing learners are using the grading criteria to access the grade descriptors for higher levels.

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

Some learners in this assessment window answered the questions generically. In this situation, learners provided a token answer, which had no relevance to either the task or the case study associated with the exam. At Level 2 learners must be able to demonstrate skills such as describe, explain, evaluate and compare as per the assessment criteria, to achieve the relevant assessment criteria.

It was evident that some learners were under-prepared for the external assessment 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. Evidently, some Level 1 learners had been entered for the Level 2 paper, and as a result were unable to access the pass criteria, producing simplistic, insufficient responses.

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.

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, Centre number, Centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

Interpretation of the tasks and associated assessment criteria

Task 1

A.C 1.1 Describe the purpose of a PAR-Q (Physical Activity Readiness Questionnaire)

Learners answered this task well. Very few learners were awarded NYA for this AC.

Where responses were at Merit standard, learners provided a detailed description of the purpose of a PAR-Q, providing a range of suitable examples and describing these clearly.

Responses that were awarded a Merit clearly demonstrated an understanding of the purpose of a PAR-Q and how it is applied. Where a Pass was awarded, often this was due to learners not demonstrating a detailed understanding of the purpose of a PAR-Q, however they could articulate its purpose and how an individual would use it to inform a fitness programme.

A.C 1.3 Describe the preparation needed for a specific purpose

The large majority of learners performed well within this task. Generally learners provided a range of aspects that Hannah could do to prepare for her exercise programme. The most common elements were relating to equipment that she could purchase to prepare effectively, and in most cases, this was described clearly.

Where responses were awarded NYA, learners provided either no suitable aspects that Hannah could complete to prepare for her exercise programme or the responses were too brief.

There was a significant increase in the volume of higher grades awarded for this AC. This was largely due to learners demonstrating a greater understanding and application of how Hannah could prepare mentally for her exercise programme.

Task 2

A.C 1.2 Assess the suitability of an individual to participate in fitness activities

Continuing the trend from the Autumn 2018 window, learners generally provided an increased number of accurate responses to the task. Learners accurately reviewed the information in the case study and fitness tests, and provided a suitable judgement as to Hannah's suitability to participate in fitness activities.

Where higher grades were awarded, learners provided detailed responses which took into consideration key elements from the fitness test results and case study and demonstrated a clear understanding of how this could impact on participation within fitness activities.

A.C 1.4 Assess an individual's base level of fitness

This assessment criterion focuses on the learner's ability to interpret fitness test results and break these down into strengths and weaknesses. Learners who achieved the higher grades demonstrated a greater understanding and clearly assessed a number of these results in detail, looking at reasons why these results were how they were in relation to the information provided in the case study.

Much like previous windows, a number of learners simply copied the results table and didn't provide any assessment of Hannah's base level of fitness. This led to the award of NYA as there was no evidence of the learner understanding or interpreting of results. Other learners provided responses that were very vague and had no substance or specific detail included to allow the award of a Pass.

Task 3

A.C 2.2 Produce a nutrition plan for the period of the personal exercise programme

Much like previous windows, this task is continuing to be completed well, with learners demonstrating a good knowledge of foods that can be included within a nutrition plan.

Where this task was completed particularly well, learners were specific within their food choices and they provided well balanced nutrition plans. Learners considered healthy food options, prepared balanced meals and provided specific nutrition information such as cooking methods and portion sizes as well as choosing healthier options, such as brown bread, brown rice and porridge oats.

However, there remains a proportion of learners still achieving NYA for this task. Too often, this was due to the following reasons; not completing all elements of the nutrition plan, too many inappropriate food choices, inappropriate cooking methods (e.g. fried foods), duplication of meal choices across the different days, and food choices not being specific.

A.C 3.3 Describe how to improve the nutrition plan

Learners were asked to improve the nutrition plan in order to keep Hannah interested over a longer period of time. Where this was answered well, learners reviewed their own diet plan, suggested a range of alternative foods, cooking methods or meals. Those learners that achieved the higher grades could then articulate the reasons for this and any positives and negatives associated with the change. For example, swapping one source of carbohydrate for another, providing clear reasons for which and identifying prospective negative impacts for the switch.

However, much like the previous window, there were still a significant proportion of learners who didn't answer this task well. Where this was the case, learners often focused on including a cheat day, smaller portions, missing meals, no specific improvement, and/or suggested unhealthy improvements.

Learners should be encouraged to review the plan that they created in AC 2.2 and provide **specific** improvements based on the information in the task.

Task 4

A.C 2.1 Produce an individual exercise programme for a specific purpose

Much like AC 2.2, generally, the quality of exercise programmes is continuing to improve.

Where the pass criteria is not being achieved, the same mistakes are being made as in previous windows where too many learners still do not appear to understand the structure and activities required within an exercise programme. There were many examples of inappropriate and insufficient warm-ups, main activities, and cool-downs.

In some cases, learners did not provide warm-ups or cool-downs as part of their programme. At times, stretches were also lacking from the exercise programme. The exclusion of stretches led to NYA being awarded.

Where this was answered well, learners had a clear, methodical approach to their exercise programme, and were able to provide a range of appropriate exercises, both in the type of exercise planned as well as duration that these were completed for. Learners who achieved the higher grades took into consideration the core elements of the FITT principle and provided detailed, accurate fitness training programmes.

Learners should review all of the information provided within both the task and case study to ensure that they fulfill the needs of the task. Where tables have been provided, learners should ensure that all elements are completed.

A.C 3.2 Describe how to improve the exercise programme

A significant proportion of learners still struggled with this task. Where this was the case, learners did not review their programme and failed to answer the task which informed them that Hannah was ‘...getting bored doing similar exercises’. Learners either were not aware of how to improve the exercise programme following this feedback, or did not read and address the task correctly.

Learners should read the task thoroughly and provide a response which meets the task. Where this was answered accurately, learners reviewed the feedback from Hannah, reviewed the original exercise programme and provided specific improvements to the exercise programme which addressed it. This may have taken the form of a change of activity tailored to Hannah’s interests or another suitable, specific improvement.

A.C 3.1 Assess the effectiveness of the exercise programme

Many learners were able to review the results of the exercise programme and assess the effectiveness appropriately. Where learners achieved a Pass they reviewed the results accurately, identifying the specific improvement and made reference to the change in fitness test results.

This was a task where many learners struggled to achieve the higher grades. The reason for this being that too many learners did not begin to draw conclusions as to why the improvements had been made or describe future areas of focus in relation to that specific component of fitness. Most responses were too vague and superficial, in which learners often simply stated that Hannah had worked hard.

In order for the higher grades to be awarded, learners should make reference to the reasons for these improvements, whilst making reference to the specific activities in the plan as well as the FITT principles.

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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