

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

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

**20 March 2019 (P000652)**

**Mark Scheme**

**Version 1 Post Standardisation**

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 eg “a form to fill in when you join a gym”.	<b>Learners will provide a description of the purpose of a PAR-Q (Physical Activity Readiness Questionnaire).</b>	<b>Learners will provide a detailed description of the purpose of a PAR-Q (Physical Activity Readiness Questionnaire).</b>	<b>No Distinction for this AC.</b>
			You are working as a Personal Trainer. Hannah, your new client, has arrived for a tour and an introduction to the fitness centre. You ask her to complete a PAR-Q (Physical Activity Readiness Questionnaire). a. Describe the purpose of a PAR-Q.		
			Basic purpose of PAR-Q in either section. Brief description of the reasons ie to check for any health concerns before exercise activity.	Detailed description of PAR-Q with examples such as 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

Assessment criteria	Task No	NYA	Pass	Merit	Distinction
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 eg she is overweight.	<b>Learners will assess the suitability for an individual to participate in fitness activities.</b>	<b>Learners will assess the suitability for an individual to participate in fitness activities showing a critical understanding.</b>	<b>Learners will assess the suitability for an individual to participate in fitness activities showing critical judgement.</b>
			b. Hannah is planning to start her exercise programme in two weeks' time. Assess how suitable Hannah is to exercise. Use both the fitness test results on page 8 and the information you already know about Hannah. Give reasons for your answer.		
			Basic assessment of suitability eg she is okay 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 pre-obese/poor – the need to ensure the programme is correct. Examples might be given of certain suitable exercises such as she is suitable but due to being poor in some areas, exercises should be of low/moderate intensity for these components. More specific detail on the individual for the Merit/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. For example, Hannah 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 pre-obese making it harder to exercise at a high intensity.

Assessment criteria	Task No	NYA	Pass	Merit	Distinction
<b>1.3</b> Describe the preparation needed for a specific purpose <b>Range:</b> <b>Preparation:</b> <i>Physical and mental preparation before exercise (e.g. clothing, equipment, availability of resources, health and safety factors).</i>	<b>1b</b>	Inappropriate suggestions eg not mentioning any of the range statements relating to, physical or mental preparation.  List provided after the eg is just a number of examples.	<b>Learners will describe the preparation needed for a specific purpose.</b>	<b>Learners will describe in detail the preparation needed for a specific purpose.</b>	<b>Learners will comprehensively describe the preparation needed for a specific purpose.</b>
			After Hannah completes the PAR-Q, you book her in for her first exercise session. This will be in a week's time. Hannah 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 exercise programme? a. Describe what Hannah needs to do to prepare before starting her exercise programme.		
			Basic description of one or more factor. Factor may be physical OR mental eg Hannah needs to do some steady runs. Hannah 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, eg Hannah needs to physically prepare for exercise because she has not participated for a few years. To do this Hannah 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 eg Hannah 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.

Assessment criteria	Task No	NYA	Pass	Merit	Distinction
1.4 Assess an individual's base level of fitness.	2a	If all learners do is restate the information without any understanding or interpretation eg she is obese.	<b>Learners will assess an individual's base level of fitness.</b>	<b>Learners will clearly assess an individual's base level of fitness.</b>	<b>Learners will comprehensively assess an individual's base level of fitness.</b>
			Hannah arrives for her first gym session. You 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. a. Hannah has completed all of the health and fitness tests. She has booked an appointment for you to give her feedback on her results. Hannah asks you: Can you please give me an assessment of my health and fitness test results? How did I do? Using Hannah's test results, give your assessment of her base level of fitness.		
			The Pass will show an understanding of the data presented in the table with a summative assessment of Hannah's base level of fitness eg Hannah's fitness is mixed, but overall she is below average; body composition is pre-obese, basic understanding of the situation.	Clear assessment with more than one component described eg Hannah is pre-obese which we can see from her body composition, she is also poor on her flexibility therefore she needs to work on these 2 initially.	Comprehensive across a range of components and/or significant detail across two (emphasis on evaluative language), eg muscular strength is average and muscular endurance is average which means she has a good starting point in these areas. She is pre-obese which may affect her ability to take part in moderate and high intensity activity.

Assessment criteria	Task No	NYA	Pass	Merit	Distinction
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.	<b>Learners will produce an individual exercise programme for a specific purpose.</b>	<b>Learners will produce an individual exercise programme for a specific purpose showing a critical understanding.</b>	<b>Learners will produce an individual exercise programme for a specific purpose showing critical judgement.</b>
			The exercise programme will last for 6 weeks and aims to improve Hannah's flexibility and body composition. Use the templates below to produce three session plans, one for Week 1, one for Week 3 and one for Week 6 of the exercise programme. You must make sure that each session includes a warm up, main activity and cool down.		
			Programme includes warm up, main activity, cool down. Stretching to be included in at least a warm up/cool down across the 3 sessions. Activities are relatively suitable on the whole.	Appropriate link to Hannah with flexibility and body composition evidenced in the programme. Evidence of some progression over the weeks.	Shows critical judgement and understanding eg FITT principles clearly related to Hannah's needs. Specific evidence of training content linked to Hannah and anticipated progression over 6 weeks.

Assessment criteria	Task No	NYA	Pass	Merit	Distinction
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.	<b>Learners will produce a nutrition plan for the period of the personal exercise programme.</b>	<b>Learners will produce a detailed nutrition plan for the period of the personal exercise programme.</b>	<b>Learners will produce a comprehensive nutrition plan for the period of the personal exercise programme.</b>
			Hannah is completing the exercise programme but you also need to give her a nutrition plan so she can keep a healthy, balanced diet. This will help her to lose weight. a. Using the table below, design a nutrition plan for 3 days of a typical week for Hannah. You should include all of her meals, drinks and snacks for the 3 days. Meal choices should be different across the 3 days.		
			Basic and accurate nutrition plan including all meals, drinks and snacks eg. 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 eg one large chicken breast, potatoes with peas and carrots. Specifically state contents of a sandwich with health choices eg tuna/turkey.	Learners give comprehensive detail – healthy food for weight loss/improved performance. Will provide quantities and reference to cooking methods.

Assessment criteria	Task No	NYA	Pass	Merit	Distinction
3.1 Assess the effectiveness of the exercise programme.	6a and 6b	Incorrect assessment, eg state ineffective instead of effective. Only address one area eg a – muscular endurance b - cardio-vascular endurance.	<b>Learners will assess the effectiveness of the exercise programme.</b>	<b>Learners will clearly assess the effectiveness of the exercise programme.</b>	<b>Learners will comprehensively assess the effectiveness of the exercise programme.</b>
			After completing her 6 week exercise programme, Hannah completes the health and fitness tests again. The table below shows her results before and after the exercise programme. a. Assess the effectiveness of the exercise programme on Hannah's flexibility. Use the test results in the table above. b. Assess the effectiveness of the exercise programme on Hannah's body composition. Use the test results in the table on page 22.		
			Basic assessment of health and fitness plan with links to the component(s) and tests. For example, BMI reduced from pre-obese to normal weight.	Detailed links of components and tests with reasons for these OR training needs for the future. eg BMI reduced from pre-obese to normal 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 eg work on the treadmill at 75% intensity links to the increased heart rate within the fat burning zone, therefore helping Hannah to lose weight.

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3.2 Describe how to improve the exercise programme.	4	A change that wouldn't challenge Hannah. 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.
			Hannah has now completed 6 weeks of your exercise programme and books an appointment with you to discuss how her exercise programme has gone. During the appointment, Hannah tells you that she is bored with the exercise programme and wants you to change it to keep her motivated. Describe how the exercise programme you designed in task 3 could be improved to stop Hannah from getting bored. You should give Hannah specific suggestions.		
			Basic description with at least one <b>specific</b> improvement eg 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) eg more outdoor running vs treadmill to increase motivation as it is a change of scenery.	Positives and negatives of improvement(s) eg outdoor running is good because it doesn't cost any extra. A downside to outdoor running is that it becomes less interesting in the winter as it is too cold.

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<b>3.3</b> Describe how to improve the nutrition plan  <b>Range:</b> <i>Nutrition plan; to include all meals, drinks and snacks, any supplements.</i>	<b>5b</b>	Inappropriate suggestion eg missing breakfast, making everything unhealthy, late eating. Will not accept list of words with no further clarification/reasoning. Non-specific suggestions eg eat healthy foods.	<b>Learners will describe how to improve the nutrition plan.</b>	<b>Learners will clearly describe how to improve the nutrition plan showing a critical understanding.</b>	<b>Learners will clearly describe how to improve the nutrition plan showing critical judgement.</b>
			b. Hannah has followed your nutrition plan for two weeks and has really enjoyed it. However, she is becoming bored with eating the same meals and would like a greater variety. She has arranged an appointment with you to discuss how her nutrition plan could be improved to stop her from getting bored and returning to an unhealthy and unbalanced diet. Describe how the nutrition plan you designed in <b>part a</b> could be <b>improved</b> to encourage Hannah to continue eating a healthy, balanced diet. Consider Hannah's feedback which is shown above. Give Hannah specific examples for changes to the plan.		
			Basic description with at least one <b>specific</b> improvement eg change of breakfast, lunch and dinner option to keep the individual inspired - <b>whilst providing specific examples of a change</b> . 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) eg 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 eg 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 eg change chicken to fish – better source of food group, different way of preparing food, flavourings etc. to make this diet more interesting.