Internal assessment sample tasks

NCFE Active IQ Level 3 Introductory Certificate in Sport and Physical Activity
QN: 601/8877/7
NCFE Active IQ Level 3 Certificate in Sport and Physical Activity
QN: 601/8878/9
NCFE Active IQ Level 3 Diploma (540) in Sport and Physical Activity
QN: 601/8881/9
NCFE Active IQ Level 3 Diploma (720) in Sport and Physical Activity
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NCFE Active IQ Level 3 Extended Diploma in Sport and Physical Activity
QN: 601/8883/2

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Introduction

NCFE has created a set of sample tasks which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for the unit and provide opportunities for stretch and challenge.

The themes and scenarios we've provided are suggestions only. You can use them as written, or rewrite them to apply local or topical themes appropriate to your learners.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- permit effective discrimination between learners operating at different levels

To allow you the freedom to apply local or topical themes appropriate to your learners, we've left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your learners and relates to local need.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged.
- permit effective discrimination between learners operating at different levels

NCFE has provided guidance to help you create valid and reliable internal assessment tasks. For further information please see Internal Assessment Tasks: Guidance for Centres on the NCFE website.

Grading descriptors have been written for each learning outcome/assessment criterion within a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit as a whole.

The grading descriptors for each unit can be found in Section 2 of the qualification specification. Assessors should also refer to the grading criteria glossary of terms which can be found in Section of the qualification specification. More information about internal assessment can be found in our qualification specification in Section 3.

Supervision of learners

Tutors are expected to supervise and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment

Any work submitted for assessment must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

Supporting learners

Teachers/Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Teachers/Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material however, model or worked answers should not be copied by the learner

Unit 01 Exercise, health and lifestyle (J/508/4583)

Internal assessment task

Task 1 (LO 1) Understand the importance of exercise and lifestyle in the maintenance of health

It is well recognised that negative lifestyle factors and behaviours are having a direct and damaging effect upon the UK population. With one of the highest rates of obesity in children and adults in the world, our exercise, health and lifestyle choices are costing the economy billions of pounds each year as well as increasing our risk of lifestyle related illness, disease and mortality. Education and awareness of these lifestyle factors and their impact are key in tackling this problem. As part of a 'living healthy' project being undertaken by your local authority, you have been tasked to prepare and present information that can be used by a local community centre to inform visitors of the key considerations when making their own lifestyle choices.

You must produce a series of visual aids that describe the impact of exercise behaviours and at least 2 other lifestyle factors and their associated risks. Other factors could include:

- alcohol
- smoking
- stress
- drugs
- diet
- mental wellbeing
- social background

You must use relevant statistics to reinforce your message on the impact of each of these factors on health. You must also include examples of national or local initiatives and guidelines that address these lifestyle factors.

Types of evidence:

Evidence could include:

- digital or interactive presentation
- audio visual narrative
- posters
- leaflets
- web pages

Grading descriptors
Pass: Describe current health issues in relation to exercise and lifestyle to include statistics and national/local strategies.
Merit: Describes current health issues in relation to exercise and lifestyle to include statistics and national/local strategies, using specialist language and terms in context.
Distinction: Describes current health issues in relation to exercise and lifestyle to include statistics and national/local strategies, correctly applying specialist language in context.

Task 2 (LO 2) Produce and use a questionnaire to assess the lifestyle of a suitable individual

Having seen your visual aids, many visitors to the community centre have expressed an interest in finding out more about their own health and lifestyle. The community centre trustees have approached you and asked if you could follow this up with a lifestyle assessment for any visitors who would like to know more.

You must design and use a lifestyle questionnaire to collect sufficient and relevant information from a suitable individual based on factors such as:

- personal health goals
- attitude and motivation for change
- medical history
- levels of physical activity
- alcohol consumption
- smoking
- stress levels
- diet

Types of evidence:
Evidence must include:

- completed questionnaire

Evidence could also include:

- feedback from Tutor/participant
- data collection sheet

Grading descriptors
Pass: Questionnaire design will show application of some specialist skills required to assess the lifestyle of a suitable individual.
Merit: Questionnaire design will show the effective application of specialist skills required to assess the lifestyle of a suitable individual.
Distinction: No Distinction.

Task 3 (LO 3) Analyse the lifestyle of the selected individual based on the information collected in the lifestyle questionnaire

Now that you have gathered the information, it is important that it is appropriately analysed in line with the current health recommendations and guidelines. Establishing an accurate and sufficiently detailed picture of an individual's lifestyle choices and behaviours will ensure that any positive or negative aspects can either be reinforced or highlighted for improvement. This can then be used to inform future positive lifestyle choices that can improve their health.

You must identify any healthy and unhealthy lifestyle habits of the chosen individual based on their responses to the lifestyle questionnaire and current health recommendations and guidelines. Use this information to prioritise and provide appropriate lifestyle improvement strategies, including an explanation that supports the strategies recommended.

Types of evidence:

Evidence could include:

- report
- presentation
- video with commentary
- audio commentary

Grading descriptors
Pass: Makes reasoned conclusions based on the information gathered in the questionnaire and draws up a lifestyle improvement strategy for the individual, which has some links to the questionnaire.
Merit: Makes reasoned and balanced conclusions based on the information gathered in the questionnaire and draws up a lifestyle improvement strategy for the individual, which is clearly linked to the questionnaire.
Distinction: Draws up a comprehensive lifestyle improvement strategy for the individual, which is clearly linked to the questionnaire.

Task 4 (LO 4) Produce a health-related physical activity plan for the selected individual.

Based on the findings of your analysis and the recommendations made, you are now going to help your new 'client' take their first steps to improve their lifestyle. You are to design a 6 week physical activity and training plan that is suited to your client and follows the basic principles of training, allowing them to make progress towards their health and fitness goals. This programme should be an enjoyable experience that works for your client and encourages them to adopt positive lifestyle choices and behaviours that will help improve their health.

You must plan a 6 week health-related training plan for the chosen individual. Your plan must take into account the information collected in the lifestyle questionnaire, such as personal goals, physical activity history, medical history, motivation and lifestyle, and must also:

- be tailored to the individual and their needs (including appropriate activities)
- include short-, medium- and long-term goals that are SMART (smart, measurable, achievable, realistic, time-bound)
- include the principles of training and the FITT (frequency, intensity, time and type) principles in its design

You should try and include detail to help the individual work independently, such as rate of perceived exertion (RPE) and maximum heart rate (HR). In order to educate and motivate them further you could provide a rationale for the choices and recommendations you have made in your plan.

Types of evidence:

Evidence must include:

- 6 week training programme

Evidence could also include:

- reflective log/journal

Grading descriptors
Pass: Completes the 6 week training plan referring to the delivery guidance.
Merit: Completes the 6 week plan mostly accurately following the delivery guidance.
Distinction: Completes the 6 week training plan accurately and meets all the requirements of the delivery guidance.

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