



Non-Exam Assessment

NCFE Level 1/2 Technical Award in Health and Fitness
(603/7007/5)

Centre version

September 2023 release

Past paper

V1.0

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Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute **60%** towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner must not start the NEA until they have been taught the full course of study, to ensure that they are in the best position to complete the NEA successfully.

What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

“A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The NEA will test the learners' ability to respond to a real-world situation.

Information for learners

Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that will contribute **60%** towards your overall qualification grade and therefore it is important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world-situation.

The NEA will be assessed holistically, using the levels of response mark grid and against five integrated assessment objectives. These assessment objectives and their weightings are shown below.

Assessment objective (AO)
AO1 – Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 6 marks (7%)
AO2 – Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. 15 marks (17%)
AO3 – Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. 21 marks (23.5%)
AO4 – Demonstrate and apply relevant technical skills, techniques and processes The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools and techniques. 32 marks (36%)
AO5 – Analyse and evaluate the demonstration of relevant technical skills and techniques. The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector. 14 marks (16.5%)

Mark scheme

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total marks for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently, do not change your approach to marking once you have been standardised.
- Reward learners positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the mark scheme, you must consult with your centres internal quality assurer.

Guidelines for using extended response marking grids

Extended response mark grids have been designed to assess learners' work holistically. They consist of level-based descriptors and indicative content.

Levels-based descriptors.

Each level is made up of several descriptors from across the AO range – AO1–AO5, which when combined provide the quality of response that a learner needs to demonstrate. Each levels-based descriptor is worth varying marks.

The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

Indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any other appropriate response.

Application of extended response marking grids

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors.

Past paper

Documentation

Declaration of Authenticity

The learner and assessor must complete the form at the end of the assessment and before any marking takes place. The assessor must check the number of tasks submitted by the learner is accurate.

The completed form must be retained within the centre and is not to be sent to the moderator or NCFE unless specifically requested.

Learner name:	
Task(s) submitted:	
Learner declaration:	
I certify that the work submitted for this NEA is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

NB: Once completed, the declaration of authenticity must be stored securely within the centre, in line with the following NCFE Regulations for Conduct of NEA. A copy of this declaration form must be made available to NCFE upon request.

GDPR Consent

Section A: This section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- NCFE may select your work at some point in the future for use in teaching and learning resources published on QualHub.co.uk. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- you understand that this agreement may be terminated at any time through written request
- for further details about how we process your data please read more www.ncfe.org.uk/legal-information.

Please tick the option that applies, sign and date in the box below:

Tick one only	
I consent to my work being used in the manner detailed in Section A	
I do not consent to my work being used in the manner detailed in Section A	
Learner Signature:	
Date:	

Section B: This section must be completed by any participants who feature in the work

Over 13

- I am over 13 and I give my permission for my video and/or photographic image to be used as detailed in Section A (above).

Under 13

- I give my permission for my child's video and / or photographic image to be used as detailed in Section A (above).

Name of participant (Printed)	Participant/Parent signature	Date

If any of the participants have declined permission, please tick here:

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NCFE Level 1/2 Technical Award in Health and Fitness (603/7007/5)

Non-Exam Assessment

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Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each timed session.

Learner information

- This NEA will assess your knowledge and understanding from across the qualification.
- Total maximum mark for this assessment is **88**.
- The maximum completion time for this NEA is **22 hours** (plus **2 hours** preparation and research time).
- All of the work you submit **must** be your own.

Resources

- You have been provided with the following documents to use during the assessment:
 - Record of Learner Observation (assessor) for Task 5

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number

Learner number

Learner signature _____

Preparation and research task

Maximum time: 2 hours

In addition to the allocated assessment time for this non-exam assessment (NEA), you are permitted to spend a maximum of **2 hours** to undertake research and develop a pack of resources that you can refer to during the formal NEA assessment time. During this 2-hour period, you may access all learning materials, the internet and other published materials.

You should use this time to create your own resource pack and it is this pack alone that you may use during the allocated time given to the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each task instructions)

All research or data used in your final NEA **must** be referenced appropriately. As a minimum this should include the following:

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed
- name of source / author.

Evidence requirements: research pack of no more than four sides of A4, font size 12 to be returned to your assessor at the end of each task / session and submitted with the completed NEA.

Formal NEA

Maximum completion time

You have been provided with a total of **22 hours** to complete this non-exam assessment (plus **2 hours** for preparation and research).

You may use some or all of the time provided for each task.

You are allowed to use any remaining time allocated to one task to rework previous tasks up to the maximum time allowed.

You are not allowed to exceed the total number of hours.

You should not start your NEA until you have been taught the full course of study. This will ensure that you are in the best position to complete the NEA successfully.

Do not turn over until the assessor tells you to do so.

Project Brief

You are working in your local leisure centre gym as an apprentice fitness instructor.

The gym reviews their clients' current levels of fitness. The gym then provides a health and fitness training programme to help clients to improve specific components of fitness.

A new client arrives at the gym. You are required to administer relevant fitness analysis tools that all new clients are required to complete. You then need to carry out a variety of fitness tests with your client and compare their results to normative data.

You should then complete a full analysis of your client's results. From this information, you decide your client needs to work on their **flexibility** and **agility**. You set them relevant SMART goals.

To achieve the SMART goals, you should:

- apply the **principles of training** to a health and fitness programme. This programme should last 4 weeks
- select the appropriate **methods of training** for your client's needs
- design a 1-week diet plan.

At the end of the 4-week health and fitness programme, you need to:

- re-test, record, and assess your client's level of fitness for flexibility **and** agility
- make conclusions about the effectiveness of the health and fitness programme.

Assessment tasks and mark schemes

Task 1

Fitness assessment of client	
Maximum time	2 hours
Content areas assessed	3. Health and fitness and the components of fitness 5. Testing and developing components of fitness
Assessment objectives	AO3 – 6 marks AO4 – 6 marks
You are required to use the project brief provided in order to: • select one appropriate fitness test for each of the two identified components of fitness and accurately administer the tests to your client • create a fitness test results sheet template for each fitness test and record your client's results • evaluate the client's fitness test results and compare them to normative data. Use of the internet is permitted for this task, in order to source a blank fitness test results sheet template. [12 marks]	
Evidence	• Evidence of administration – fitness test results sheet. • Written report showing evaluation of client's results with a comparison to normative data. Your fitness test results sheet and written report can be either word processed or handwritten. • Internet browsing history.

Task 1 – Fitness assessment of client		
Band	Marks	Descriptors
4	10–12	AO4 - Excellent demonstration and application when administering fitness tests with client (which includes fitness tests that are highly relevant to the components of fitness). Evidence of high levels of confidence when administering fitness tests. AO3 - Excellent analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation is comprehensive and highly detailed.
3	7–9	AO4 - Good demonstration and application when administering fitness tests with client (which includes fitness tests that are mostly relevant to the components of fitness). Evidence of some confidence when administering fitness tests. AO3 - Good analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation is mostly detailed.
2	4–6	AO4 - Reasonable demonstration and application when administering fitness tests with client (which includes fitness tests that have some relevance to the components of fitness). Lack of confidence when administering fitness tests. AO3- Reasonable analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation has some detail.
1	1–3	AO4 - Limited demonstration and application when administering fitness tests with client (which includes fitness tests that have minimal relevance to the components of fitness). Minimal confidence when administering fitness tests. AO3 - Limited analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation has minimal detail.
	0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response.

A learner's demonstration of analysis and evaluation (AO3) can be implied through the learner's ability to update administering fitness tests with client required (AO4).

AO3 - Learners will collect, use and analyse fitness test data to evaluate levels of fitness from the client's results compared to normative data, making comments for possible results and select the client's level of fitness from this data. When deciding on band placement, the level of analysis and accuracy of evaluation should be considered.

Using data (should be used to provide a valid evaluation of client's fitness test results and justification of recommendation of improvements):

- normative data – used to find average measurements against which to measure an athlete's data with a view to improvement (learners should refer to this when comparing results)
- test and re-test – used to measure the consistency of a test over time (this task refers to initial test and plans for retest should be referred to when comparing results with normative data).

AO4 - Learners will demonstrate the procedure for setting up, completing, and recording identified component related tests. When deciding on band placement, the level of confidence demonstrated, in addition to level of ability during the demonstration and application of fitness test protocol, should be considered.

Health-related fitness tests:

- Flexibility: should be referred to as the correct component of fitness identified and the appropriate methods referred to from the list below.
- Sit and reach test: should be chosen as an appropriate test to administer, compared with normative data and evaluation made relating to client's results
 - purpose: to measure the extensibility of the hamstring and lower back
 - procedure: should be correctly demonstrated by the learner and administered on the client:
 - sitting up straight on the floor with legs stretched out in front against a step
 - placing a ruler on the step between the knees
 - stretching forward from the waist with hands together
 - noting the distance on the ruler of the point of the greatest stretch.

Skill-related fitness tests:

- Agility: should be referred to as the correct component of fitness identified and the appropriate methods referred to from the list below.
- Illinois agility test: should be chosen as an appropriate test to administer, compared with normative data and evaluation made relating to client's results
 - purpose: to test sporting agility by testing the ability to turn in different directions at speed
 - procedure: should be correctly demonstrated by the learner and administered on the client:
 - the individual sprints to a set point
 - the individual then sprints in and out of a series of cones
 - the individual finishes off with a sprint between 2 fixed points.

Task 2

General assessment of client	
Maximum time	2.5 hours
Content areas assessed	6. Impact of lifestyle on health and fitness 7. Applying health and fitness analysis and setting goals
Assessment objectives	AO2 – 4 marks AO3 – 4 marks AO4 – 4 marks
You are required to gather and administer the following to your client: • a PAR-Q (Physical Activity Readiness Questionnaire) • a lifestyle questionnaire • a 1-week food diary. You then need to analyse and evaluate findings of your client's general assessment. Use of the internet is permitted for this task, in order to source a blank template for the PAR-Q, lifestyle questionnaire and 1-week food diary. [12 marks]	
Evidence	• Completed client PAR-Q. • Completed client lifestyle questionnaire. • Completed client food diary. • Written analysis and evaluation of client's data. All documents can be either word processed or handwritten. • Internet browsing history.

Task 2 – General assessment of client		
Band	Marks	Descriptors
4	10–12	AO4 - Excellent demonstration and application when administering fitness analysis tools with client. Evidence of high levels of confidence when administering fitness analysis tools. AO3 - Makes judgements on the results of the fitness analysis tools, that are excellent, highly detailed and highly relevant to the client. AO2 - Applies an excellent understanding of fitness analysis tools to formulate a general assessment of the client, that is highly detailed and highly relevant.
3	7–9	AO4 - Good demonstration and application when administering fitness analysis tools with client. Evidence of some confidence when administering fitness analysis tools. AO3 - Makes judgements on the results of the fitness analysis tools, that are good, mostly detailed and mostly relevant to the client. AO2 - Applies a good understanding of fitness analysis tools to formulate a general assessment of the client, that is mostly detailed and mostly relevant.
2	4–6	AO4 - Reasonable demonstration and application when administering fitness analysis tools with client. Lack of confidence when administering fitness analysis tools. AO3 - Makes judgements on the results of the fitness analysis tools, that are reasonable, have some detail and some relevance to the client. AO2 - Applies a reasonable understanding of fitness analysis tools to formulate a general assessment of the client, that has some detail and some relevance.
1	1–3	AO4 - Limited demonstration and application when administering fitness analysis tools with client. Lack of confidence when administering fitness analysis tools. AO3 - Makes judgements on the results of the fitness analysis tools, that are limited, with minimal detail and minimal relevance to the client. AO2 - Applies a limited understanding of fitness analysis tools to formulate a general assessment of the client with minimal detail and minimal relevance.
	0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response.

A learner's demonstration of application of knowledge and understanding (AO2) and their analysis and evaluation (AO3) can be implied through the learner's ability to update administering fitness tests with client required (AO4).

AO4 - Learners will demonstrate the procedure for administering PAR-Q, lifestyle questionnaire and food diary with client. When deciding on band placement, the level of accuracy when administering the evaluation methods should be considered.

Health and fitness analysis tools:

- Physical Activity Readiness Questionnaire (PAR-Q):
 - collects health and lifestyle information from individuals prior to an exercise programme
 - used during the induction process of a new client to a gym
 - establishes the safest and most appropriate training plan for a client
- lifestyle questionnaire:
 - collects information relating to an individual's lifestyle:
 - current levels of physical activity
 - alcohol consumption
 - smoking
 - stress
 - diet
 - administered prior to a training plan
 - establishes the need for certain lifestyle changes in order to reach fitness goals
- food diary:
 - collects information about an individual's food and drink consumption
 - used throughout a training programme to monitor diet
 - establishes the diet changes required to reach fitness goals and helps an individual track their diet.

Activity levels (reference to the activity level may be considered and accuracy checked and inform targets for the training plan from the following):

- active lifestyle
- sedentary lifestyle
- moderate and vigorous activities for health and fitness.

Collecting, using, analysing and evaluating data:

- collect:
 - determine the information required
 - identify most appropriate data collection method
 - carry out data collection method
- use:
 - use data in line with data protection requirements.

AO3 - Learners will judge how the fitness analysis tools impact upon client's feedback. When deciding on band placement, learner's responses will be varied depending on the wide range of responses ascertained from their clients, but the accuracy, relevance and detail of the analysis should be considered from the following:

Collecting, using, analysing and evaluating data (learners should use the following methods in order to judge how the fitness tools impact upon the client's feedback and make suggestions for improvement)

- use:
 - use data in line with data protection requirements
- analyse:
 - summarise the collected data
 - interpret the findings using logical reasoning
 - determine trends or patterns
- evaluate:
 - establish the result of findings
 - identify improvements to the process.

AO2 – Learners will demonstrate application of knowledge and understanding to select and use the correct fitness analysis tools to formulate a general assessment of the client. When deciding on band placement, the level of understanding, relevance and detail should be considered.

Health and fitness analysis tools (learners should demonstrate application of knowledge in relation to the following fitness analysis tools):

- Physical Activity Readiness Questionnaire (PAR-Q):
 - collects health and lifestyle information from individuals prior to an exercise programme
 - used during the induction process of a new client to a gym
 - establishes the safest and most appropriate training plan for a client
- lifestyle questionnaire:
 - collects information relating to an individual's lifestyle:
 - current levels of physical activity
 - alcohol consumption
 - smoking
 - stress
 - diet
 - administered prior to a training plan
 - establishes the need for certain lifestyle changes in order to reach fitness goals
- food diary:
 - collects information about an individual's food and drink consumption
 - used throughout a training programme to monitor diet
 - establishes the diet changes required to reach fitness goals and helps an individual track their diet.

Task 3

Setting of appropriate goals	
Maximum time	1.5 hours
Content areas assessed	3. Health and fitness and the components of fitness 7. Applying health and fitness analysis and setting goals
Assessment objectives	AO1 – 2 marks AO2 – 3 marks AO3 – 3 marks
You are required to: • write an overview of goal setting and what is meant by the term SMART target • set your client a SMART target for each of the two identified components of fitness. Consider the findings from both the fitness assessment and general assessment of your client • explain your reasons for setting your SMART targets. [8 marks]	
Evidence	• Written overview of goal setting. • SMART target for each of the identified components of fitness. • Written explanation of your decisions. All documents can be either word processed or handwritten.

Task 3 – Setting of appropriate goals		
Bands	Marks	Descriptors
4	7–8	AO3 - Makes excellent judgements on the fitness and general assessments of their client, to inform their SMART targets, that are excellent, highly detailed and highly relevant to their client. AO2 - Applies an excellent understanding of goal setting knowledge to formulate highly detailed and highly relevant SMART targets for the identified components of fitness. AO1 - Demonstrates an excellent understanding of goal setting. Overview of goal setting is comprehensive.
3	5–6	AO3 - Makes good judgements on the fitness and general assessments of their client, to inform their SMART targets, that are mostly detailed and mostly relevant to their client. AO2 - Applies a good understanding of goal setting knowledge to formulate mostly detailed SMART targets for the identified components of fitness. AO1: Demonstrates a good understanding of goal setting. Overview of goal setting is mostly detailed.
2	3–4	AO3 – Makes reasonable judgements on the fitness and general assessments of their client, to inform their SMART targets, that are reasonable, have some detail and have some relevance to their client. AO2 - Applies a reasonable understanding of goal setting knowledge to formulate SMART targets for the identified components of fitness with some detail. AO1 - Demonstrates a reasonable understanding of goal setting. Overview of goal setting has some detail.
1	1–2	AO3 – Makes limited judgements on the fitness and general assessments of their client, to inform their SMART targets, that are limited, have minimal detail and have minimal relevance to their client. AO2 - Applies a limited understanding of goal setting knowledge to formulate SMART targets for the identified components of fitness with minimal detail. AO1 - Demonstrates a limited understanding of goal setting. Overview of goal setting has minimal detail.
	0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response.

A learner's demonstration of recall (AO1) and application of knowledge and understanding (AO2) and their analysis and evaluation (AO3) can be implied through the learner's ability to set SMART targets for the client.

AO3 - Learners will judge how the fitness and general assessment feedback have impacted SMART targets relevant to identified components. When deciding on band placement, the level of relevancy of the SMART targets to the client based on the fitness test results and recommendations made should be considered.

Goal setting (should be determined by the learner based on the fitness test results and recommendations made):

- specific
- measurable
- attainable
- realistic
- time bound
 - short-term (1 day–1 month)
 - medium-term (1 month–6 months)
 - long-term (6 months plus).

Collecting, using, analysing and evaluating data:

- analyse
 - summarise the collected data
 - interpret the findings using logical reasoning
 - determine trends or patterns
- evaluate
 - establish the result of findings
 - identify improvements to the process.

Health-related fitness:

- flexibility – enhances range of motion, improves aerobic fitness and can prevent injury.

Skill-related fitness:

- agility
 - improves flexibility and balance during performance
 - improves performer's speed at changing direction.

AO2 – Learners will use specific feedback from fitness and general assessment to set appropriate SMART goals and the level of the detail and relevancy to the client's fitness test results should be considered when setting band placement.

Goal setting (should be determined by the learner based on the fitness test results and recommendations made):

- specific
- measurable
- attainable
- realistic
- time bound
 - short-term (1 day–1 month)
 - medium-term (1 month–6 months)
 - long-term (6 months plus).

Health-related fitness:

- flexibility – enhances range of motion, improves aerobic fitness and can prevent injury.

Skill-related fitness:

- agility
 - improves flexibility and balance during performance
 - improves performer's speed at changing direction.

AO1 - Learners will use knowledge and understanding of goal setting including targets that are SMART. This should include short-term, medium-term and long-term goals and band placement should be determined by the level of detail and understanding provided within this task.

Goal setting:

SMART:

- specific
- measurable
- attainable
- realistic
- time bound
 - short-term (1 day–1 month)
 - medium-term (1 month–6 months)
 - long-term (6 months plus).

Task 4 (a)

Development of a health and fitness training programme	
Maximum time	3 hours
Content areas assessed	4. Principles of training 5. Testing and developing components of fitness 8. Structure of a health and fitness programme and how to prepare safely
Assessment objectives	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: • select at least two appropriate training methods and design a 4-week fitness training programme for your client • explain reasons for your design choices. Your client should complete a minimum of three training sessions per week. Each session should last a minimum of 30 minutes. [12 marks]	
Evidence	• 4-week fitness training programme. • Written overview and explanation of selected training methods. Your fitness training programme and written overview can be either word processed or handwritten.

Task 4 (a) – Development of a health and fitness training programme		
Band	Marks	Descriptors
4	10–12	AO3 - Excellent explanation of reasons why the selected 4-week fitness training programme is appropriate. Reasons are comprehensive, highly detailed and highly relevant to the client. AO2 - Applies an excellent understanding of training methods to formulate a 4-week fitness training programme, that is highly detailed and highly relevant. AO1 - Demonstrates an excellent understanding of training methods, appropriate for identified components of fitness. Overview of appropriate training methods is comprehensive.
3	7–9	AO3 - Good explanation of reasons why the selected 4-week fitness training programme is appropriate. Reasons are mostly detailed and mostly relevant to the client. AO2 - Applies a good understanding of training methods to formulate a 4-week fitness training programme, that is mostly detailed and mostly relevant. AO1 - Demonstrates a good understanding of training methods, appropriate for identified components of fitness. Overview of appropriate training methods is mostly detailed.
2	4–6	AO3 - Reasonable explanation of reasons why the selected 4-week fitness training programme is appropriate. Reasons have some detail and some relevance to the client. AO2 - Applies a reasonable understanding of training methods to formulate a 4-week fitness training programme, that has some detail and some relevance. AO1 - Demonstrates a reasonable understanding of training methods, appropriate for identified components of fitness. Overview of appropriate training methods has some detail.
1	1–3	AO3 - Limited explanation of reasons why the selected 4-week fitness training programme is appropriate. Reasons have minimal detail and minimal relevance to the client. AO2 - Applies a limited understanding of training methods to formulate a 4-week fitness training programme with minimal detail and minimal relevance. AO1 - Demonstrates a limited understanding of training methods, appropriate for identified components of fitness. Overview of appropriate training methods has minimal detail.
	0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response.

A learner's demonstration of recall (AO1) and application of knowledge and understanding (AO2) and their analysis and evaluation (AO3) can be implied through the learner's ability to formulate a 4-week training programme set.

AO3 - Learners will explain how the training programme will help achieve an improvement in flexibility and agility. When deciding on band placement, the level of detail and relevancy to the activities chosen and the explanations should be considered for the following:

Health-related fitness:

- flexibility – enhances range of motion, improves aerobic fitness and can prevent injury.

Skill-related fitness:

- agility
 - improves flexibility and balance during performance
 - improves performer's speed at changing direction.

AO2 – Learners will use specific training methods and the principles of training (SPORT / FITT) to formulate a suitable 4-week training programme. Learners should use a minimum of two types of training across the programme. When deciding on band placement, the level of detail and relevancy of the programme in relation to the needs of the client should be considered from the following:

Components of a health and fitness programme:

- an overview of the health and fitness programme, with reference to client's goals and rest days
- lifestyle analysis:
 - PAR-Q
- fitness test results
- session plans.

Main activity section:

- health and fitness analysis
- training methods to improve or meet a goal
- principles of training:
 - specificity:
 - training should be relevant and appropriate to the sport
 - a specific skill should be performed in order to improve at it
- health and fitness analysis
 - training should be adjusted according to:
 - age

- gender
- sex
- rate of progress
- development
- required reasonable adjustments
- pregnancy / maternity status
- gender reassignment
- religious requirements - training schedule adjustment to account for times of worship
- overload:
 - gradual increase in the weight / frequency / number of repetitions in strength training outcomes
- reversibility:
 - stopping training can lead to loss of muscular strength and aerobic capacity
 - can be used when athletes plateau – stopping, then training back up and progressing past the point of plateau
- tedium:
 - adapting training sessions by making changes to the intensity, volume and time of work out
 - preventing stagnation
- FITT (frequency intensity time type)
 - frequency:
 - how often exercise takes place
 - improving performance by increasing frequency
 - intensity:
 - working at a higher percentage of maximum heart rate
 - gradually increased to avoid injury
 - time:
 - time of day
 - length of session
 - type
 - variety of exercise type can - help avoid injury, develop muscle groups and reduce boredom and maintain focus on activity.

Understanding the principles of training (should be referred to where appropriate):

- specificity
- progression
- overload (FITT)
- reversibility
- tedium.

Principles of overload (FITT) should be referred to where appropriate:

- frequency
- intensity
- time
- type.

AO1 - Learners will show knowledge and understanding of appropriate training methods (circuit, continuous, body weight, flexibility, fartlek and plyometric) that will improve identified components of fitness. When deciding on band placement, the level of detail and understanding provided within this task should be considered.

Training methods:

- circuit:
 - targets strength building
 - targets muscular endurance
 - can be tailored to meet the different components of fitness
- continuous:
 - improves cardiovascular fitness
 - improves aerobic and anaerobic fitness
- weight training and body weight:
 - increases muscle mass and strength
 - increases muscular endurance
 - reduces body fat
- flexibility:
 - improves range of motion
 - improves posture
 - improves muscle co-ordination
 - reduces risk of injury
- fartlek:
 - improves speed
 - improves endurance
- plyometric:
 - increases speed
 - increases endurance
 - increases strength
- interval:
 - maximises cardiovascular benefits
 - strengthens heart
 - improves anaerobic fitness.

Task 4 (b)

Development of a diet plan	
Maximum time	1.5 hours
Content areas assessed	6. Impact of lifestyle on health and fitness
Assessment objectives	AO2 – 4 marks AO3 – 4 marks
You are required to: • design a 1-week diet plan for your client • explain reasons for your design. You should include all meals, drinks and snacks for the 7 days. Meal choices should vary on different days of the programme and should include: • breakfast • midday meal • evening meal • drinks • snacks. Use of the internet is permitted for this task, in order to source a blank 1-week diet plan template. [8 marks]	
Evidence	• 1-week diet plan. • Written explanation of your decisions. Your diet plan and written explanations can be either word processed or handwritten. • Internet browsing history.

Task 4 (b) – Development of a diet plan		
Band	Marks	Descriptors
4	7–8	AO3 - Excellent explanation of reasons why the selected 1-week diet plan is appropriate. Reasons are comprehensive, highly detailed and highly relevant to the client. AO2 - Applies an excellent understanding of key nutrients to formulate a 1-week diet plan, that is highly detailed and highly relevant.
3	5–6	AO3 - Good explanation of reasons why the 1-week diet plan is appropriate. Reasons are mostly detailed and mostly relevant to the client. AO2 - Applies a good understanding of key nutrients to formulate a 1-week diet plan, that is mostly detailed and mostly relevant.
2	3–4	AO3 - Reasonable explanation of reasons why the 1-week diet plan is appropriate. Reasons have some detail and some relevance to the client. AO2 - Applies a reasonable understanding of key nutrients to formulate a 1-week diet plan, that has some detail and some relevance.
1	1–2	AO3 - Limited explanation of reasons why the 1-week diet plan is appropriate. Reasons have minimal detail and minimal relevance to the client. AO2 - Applies a limited understanding of key nutrients to formulate a 1-week diet plan with minimal detail and minimal relevance.
	0	No rewardable material

Indicative content

NB: It is not a requirement that the learner formulates a response specifically against each assessment objective (AO) as laid out in the indicative content (IC). The evidence provided by the learner for each AO may be embedded in one holistic response.

A learner's demonstration of application of knowledge and understanding (AO2) and their analysis and evaluation (AO3) can be implied through the learner's ability to design a diet plan.

AO3 - Learners will explain how the selected diet plan will help achieve improvements in flexibility and agility and compliment the selected training programme in 4 (a). May relate back to SMART targets set. When deciding on band placement, the level of relevance and appropriateness in relation to the two established components of fitness should be considered from the following:

Diet (reference should be made to specific nutrients and how they can aid the desired outcomes of the fitness programme from the following):

- key nutrients:
 - fat
 - carbohydrate
 - protein

- vitamins
- minerals
- fibre
- water
- balanced diet in relation to NHS guidelines:
 - Eatwell Guide
 - current recommended daily allowance (RDA)
- hydration:
 - importance of hydration
 - effects of dehydration
- energy expenditure:
 - calories consumed vs calories burned.

AO2 – Learners will use specific nutrients that will complement the training programme. When deciding on band placement, the level of application should be considered from the following:

Diet:

- key nutrients:
 - fat
 - carbohydrate
 - protein
 - vitamins
 - minerals
 - fibre
 - water
- balanced diet in relation to NHS guidelines:
 - Eatwell Guide
 - current recommended daily allowance (RDA)
- hydration:
 - importance of hydration
 - effects of dehydration
- energy expenditure:
 - calories consumed vs calories burned.

Task 5

Completion of fitness training programme	
Maximum time	9 hours
Content areas assessed	4. Principles of training 5. Testing and developing components of fitness 8. Structure of a health and fitness programme and how to prepare safely
Assessment objectives	AO4 – 16 marks AO5 – 8 marks
You are required to keep a training log throughout the 4-week fitness training programme. In your log, you should: • review your effectiveness within each training session • evaluate the effectiveness of each training session (What went well and what could be improved?). Your assessor will observe one 30-minute demonstration to the client. The demonstration will show two appropriate training methods from the training programme. Your evaluation should consider: • the key requirements for reviewing the activity session • the appropriateness of the activity to the client needs • the effectiveness of your skills as a trainee fitness instructor when you demonstrate the training methods to the client. [24 marks]	
Evidence	• Training log showing evidence of the completed training programme including a review of each training session: ○ word processed or ○ handwritten. • Record of Learner Observation for one 30-minute session demonstration to the client of two appropriate training methods (template provided).

Task 5 – Completion of fitness training programme		
Band	Marks	Descriptors
4	7–8	AO5 - Excellent analysis and evaluation of the requirements for reviewing the activity session that is comprehensive, highly detailed and highly relevant. AO5 – Excellent analysis and evaluation of the effectiveness of skills as a trainee fitness instructor when demonstrating the training methods to the client that is comprehensive and highly detailed and highly relevant.
3	5–6	AO5 - Good analysis and evaluation of the requirements for reviewing the activity session that is mostly detailed and mostly relevant. AO5 – Good analysis and evaluation of the effectiveness of skills as a trainee fitness instructor when demonstrating the training methods to the client that is mostly detailed and mostly relevant.
2	3–4	AO5 - Reasonable analysis and evaluation of the requirements for reviewing the activity session that has some detail and some relevance. AO5 – Reasonable analysis and evaluation of the effectiveness of skills as a trainee fitness instructor when demonstrating the training methods to the client that has some detail and some relevance.
1	1–2	AO5 - Limited analysis and evaluation of the requirements for reviewing the activity session that has minimal detail and minimal relevance. AO5 – Reasonable analysis and evaluation of the effectiveness of skills as a trainee fitness instructor when demonstrating the training methods to the client that has minimal detail and minimal relevance.
	0	No rewardable material

Indicative content

AO5- Learners will review the training sessions and capture in the training log to analyse and evaluate each training session (what worked well within the session, what would you change about the session? etc). When deciding on band placement, the level of analysis and accuracy of evaluation should be considered.

The learner will demonstrate the ability to review their performance using the requirements for reviewing the activity session from the following:

- achievement of SMART targets
- variation on lifestyle questionnaire answers throughout the process
- application of health and safety requirements
- the effectiveness of plan
- effectiveness of warm-up / cool-down
- application of principles of training
- application of FITT
- were the aims / objectives achieved
- strengths / weaknesses of the activity session
- improvements for future activity sessions.

Task 5 – Completion of fitness training programme		
Band	Marks	Descriptors
4	13–16	AO4 - Excellent demonstration and application of the main activity section of the programme that is highly relevant and highly accurate. AO4 – Excellent demonstration and application of the training methods to improve or meet a goal that is highly relevant to the client.
3	9–12	AO4 - Good demonstration and application of the main activity section of the programme that is mostly relevant and mostly accurate. AO4 - Good demonstration of the training methods to improve or meet a goal that is mostly relevant to the client's needs.
2	5–8	AO4 - Reasonable demonstration and application of the main activity section of the programme that has some relevance and some accuracy. AO4 – Reasonable demonstration and application of the training methods to improve or meet a goal that has some relevance to the client's needs.
1	1–4	AO4 - Limited demonstration and application of the main activity section of the programme that has minimal relevance and minimal accuracy. AO4 – Limited demonstration and application of the training methods to improve or meet a goal that has minimal relevance to the client's needs.
	0	No rewardable material

AO4 - Learners should carry out the 4-week training programme and demonstrate appropriate components of a training programme which will be captured in the training log. When deciding on band placement, the level of confidence shown when delivering the fitness training programme, in addition to their ability when demonstrating the chosen training methods with their client, should be considered.

The learner will demonstrate through the training log the components of the main activity section and how the principles of training and the principles of frequency intensity time type (FITT) are applied to an activity session. The learner will also demonstrate different methods of training that are included in an activity session and explain to the client how they link to components of fitness:

- health and fitness analysis
- training methods to improve or meet a goal
- principles of training:
 - specificity:
 - training should be relevant and appropriate to the sport
 - a specific skill should be performed in order to improve at it
- health and fitness analysis:
 - training should be adjusted according to:
 - age
 - gender
 - sex
 - rate of progress

- development
- required reasonable adjustments
- pregnancy / maternity status
- gender reassignment
- religious requirements - training schedule adjustment to account for times of worship
- overload:
 - gradual increase in the weight / frequency / number of repetitions in strength training outcomes
- reversibility:
 - stopping training can lead to loss of muscular strength and aerobic capacity
 - can be used when athletes plateau – stopping, then training back up and progressing past the point of plateau
- tedium:
 - adapting training sessions by making changes to the intensity, volume and time of work out
 - preventing stagnation
- FITT:
 - frequency:
 - how often exercise takes place
 - improving performance by increasing frequency
 - intensity:
 - working at a higher percentage of maximum heart rate
 - gradually increased to avoid injury
 - time:
 - time of day
 - length of session
 - type:
 - variety of exercise type can - help avoid injury, develop muscle groups and reduce boredom and maintain focus on activity.

Training methods should be demonstrated to the client by the learner and show relevance to flexibility and agility from the following:

- circuit:
 - targets strength building
 - targets muscular endurance
 - can be tailored to meet the different components of fitness
- continuous:
 - improves cardiovascular fitness
 - improves aerobic and anaerobic fitness
- weight training and body weight:
 - increases muscle mass and strength
 - increases muscular endurance
 - reduces body fat
- flexibility:
 - improves range of motion
 - improves posture
 - improves muscle co-ordination
 - reduces risk of injury
- fartlek:
 - improves speed
 - improves endurance

- plyometric:
 - increases speed
 - increases endurance
 - increases strength.
- interval:
 - maximises cardiovascular benefits
 - strengthens heart
 - improves anaerobic fitness.

Past paper

Task 6

Review and evaluation	
Maximum time	2.5 hours
Content areas assessed	2. Effects of health and fitness activities on the body 5. Testing and developing components of fitness
Assessment objectives	AO4 – 6 marks AO5 – 6 marks
You are required to: • re-administer and assess your client's level of fitness, after the 4-week fitness training programme. To do this, you should use the same fitness tests administered in Task 1 • record your client's results using the fitness tests results sheet used in Task 1 • make conclusions about the effectiveness of the health and fitness training programme based on the desired effects and with a comparison to normative data. [12 marks]	
Evidence	• Evidence of administration – fitness test results sheet. • Written report showing evaluation of client's results with a comparison to normative data and the effectiveness of the health and fitness training programme. Your fitness test results sheet and written report can be either word processed or handwritten.

Task 6 – Review and evaluation		
Band	Marks	Descriptors
4	10–12	AO5 - Excellent analysis and evaluation of the effectiveness of the health and fitness programme that is comprehensive, highly detailed and highly relevant to the client. AO4 - Excellent demonstration and application when re-administering fitness tests with client. Evidence of high levels of confidence when administering fitness tests.
3	7–9	AO5 - Good analysis and evaluation of the effectiveness of the health and fitness programme that is mostly detailed and mostly relevant to the client. AO4 - Good demonstration and application when re-administering fitness tests with client. Evidence of some confidence when administering fitness tests.
2	4–6	AO5 - Reasonable analysis and evaluation of the effectiveness of the health and fitness programme that has some detail and has some relevance to the client. AO4 - Reasonable demonstration and application when re-administering fitness tests with client. Lack of confidence when administering fitness tests.
1	1–3	AO5 - Limited analysis and evaluation of the effectiveness of the health and fitness programme that has minimal detail and has minimal relevance to the client. AO4 - Limited demonstration and application when re-administering fitness tests with client. Minimal confidence when administering fitness tests.
	0	No rewardable material

Indicative content

AO5 - Learners will analyse and evaluate their ability to re-test using appropriate methods and the ability to compare client's results to normative data and how the fitness training programme and diet plan have impacted upon re-test results.

When deciding on band placement, the level of analysis and accuracy of evaluation should be considered. The focus on this task is to evaluate the clients results and the ability to demonstrate the tests correctly to inform results.

Long-term effects of health and fitness activities (over 36 hours and up to months after):

- improved cardiovascular endurance:
 - regular exercise strengthens your heart muscle
 - improves blood vessels and increases amount of capillaries
- improved efficiency to use oxygen:
 - increased lung capacity and stronger respiratory muscles
- lower blood pressure:
 - a stronger heart that pumps blood easier

- decreased resting heart rate:
 - fewer beats of the heart are required to pump blood
- cardiac hypertrophy:
 - a stronger heart and a decrease in resting blood pressure
- improved muscular endurance
 - increased muscle mass due to training that has worked the muscles for a prolonged period of time
- improved muscular strength:
 - increased muscle mass due to working your muscles against a resistance
 - increased tendon and ligament strength
- improved resistance to fatigue:
 - an increased capacity to use oxygen
- muscle hypertrophy:
 - increased muscle mass
- increased volume of red blood cells:
 - to compensate for low oxygen levels which have been lowered by exercise
- improved flexibility:
 - adequate stretching
- body shape change:
 - endomorph (higher body fat percentage than muscle, heavier, rounder):
 - occurs when an individual struggles to lose fat or build muscle
 - ectomorph (little body fat, light muscle):
 - occurs when an individual struggles to gain fat or build muscle
 - mesomorph (more muscle than fat):
 - occurs when an individual easily loses fat and builds muscle.

AO4 - Learner demonstrates the procedure for setting up, completing, and recording identified re-tests. When deciding on band placement, the demonstration and application of fitness tests should be considered.

Health-related fitness test:

- Flexibility.
- Sit and reach test:
 - purpose: to measure the extensibility of the hamstring and lower back
 - procedure:
 - sitting up straight on the floor with legs stretched out in front against a step
 - placing a ruler on the step between the knees
 - stretching forward from the waist with hands together
 - noting the distance on the ruler of the point of the greatest stretch.

Skill-related fitness test:

- Agility.
- Illinois agility test:
 - purpose: to test sporting agility by testing the ability to turn in different directions at speed.
 - procedure:
 - the individual sprints to a set point
 - the individual then sprints in and out of a series of cones
 - the individual finishes off with a sprint between 2 fixed points.

Using data

- normative data – used to find average measurements against which to measure an athlete's data with a view to improvement
- test and re-test – used to measure the consistency of a test over time.

Past paper

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