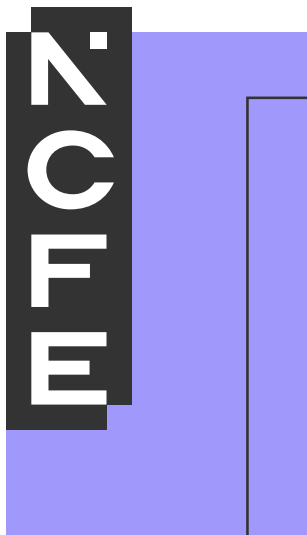




Chief Examiner and Chief Moderator Report

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

Series: Summer 2024

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

Paper numbers: P002450, P002473, P002451

This report contains information in relation to the examined assessment (EA) from the chief examiner and non-exam assessment (NEA) from the chief moderator, with an emphasis on the standard of learner work within this assessment series.

The aim is to highlight where learners generally performed well as well as any areas where further development may be required.

Key points:

- grade boundary information
- administering the EA and NEA
- evidence creation
- standard of learner work
- responses to the tasks
- Regulations for the Conduct of External Assessment and the NEA

The qualification is linear, meaning both assessments must be taken in the same assessment series and cannot be combined across different assessment series. Learners are allowed one attempt at each assessment, and there are no resit opportunities.

Grade boundary and achievement information (V Certs)

This qualification consists of two assessments: the examined assessment (EA) and the non-examined assessment (NEA).

After both assessments are completed and marked or moderated, the marks are combined to give a final mark for each learner. Where the raw marks do not reflect the required weighting of the assessment, a scaling factor is applied. For further information on grading information and scaling factors, please see the Qualification Specification.

Qualification scaled mark boundaries in this series are:

		Notional boundaries*	
	Overall	EA	NEA
Scaling factor		1	1.364
Max	200	80	88
Level 2 Distinction*	172	67	76
Level 2 Distinction	145	56	65
Level 2 Merit	117	45	52
Level 2 Pass	89	34	40
Level 1 Distinction	69	26	31
Level 1 Merit	49	18	22
Level 1 Pass	29	10	14

* The grade boundaries given for each assessment are known as 'notional grade boundaries', as they are for illustrative purposes only. Grade boundaries are the lowest mark with which a grade is achieved.

Administering the EA and NEA

The EA is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#) document.

Learners must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions for Delivery \(QSID\)](#) document.

The NEA must be conducted in line with the regulations outlined in the [Tutor Guidance Document](#).

Evidence creation

EA

Learners should use 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.

Where assessments are completed online, centres must ensure they are familiar with the Surpass platform and have completed all testing and preparation before the assessment, to ensure learners are unaffected by technological issues.

NEA

Learners should approach all tasks in the NEA with reference to time requirements and control conditions. Learners should produce evidence to meet each task independently and without reference to feedback or guidance during the assessment. As there was a lot of similarities with previous versions of the qualification all the indications were that centres had ensured that learners were well prepared to complete the synoptic project. Overall work was of a good standard and well presented.

Learner evidence was mainly presented through word processed documents, PowerPoints with some handwritten evidence. Practical tasks were supported by assessor observations that were generally linked to the performance of the individual learner.

Good use has been made of the different analysis tools to gather information about the selected client and learners have performed well in the practical elements of the programme. This was also the case when they must demonstrate a recall and application of knowledge. There was scope to improve evidence that required an analysis and an evaluation.

Standard of learner work

EA

Learner achievement overall was mixed across this assessment, however marks were awarded across the full range of marks available. The paper tested knowledge across a broad range of the specification, with some aspects proving more challenging than others for learners, and typically, aspects relating to anatomy and physiology being most challenging. Multiple-choice questions were generally answered well, although in a small minority of cases these questions were left blank and not answered.

Learners generally responded well to questions which asked them to apply their knowledge in context, often in relation to health and fitness activities. Learners could often provide accurate examples, however advice to learners and centres in future is to ensure that examples provided are as specific as possible, not just an identification of an activity. It is also advised that centres and learners look at the language used within questions, to ensure that responses provided include sufficient detail and application, and address the question being asked.

NEA

This was the first session of delivery and assessment for the new Model 5 VCert Level 1 /2 Health and Fitness qualification. The NEA was divided into 7 tasks each with associated mark schemes placed across marking grids to derive AO level marks. The layout of the assessment was in line with that demonstrated in the GSEM, Exemplar materials and confirmed at Prepare to Assess events. The assessment was marked, and quality assured internally by centres, with a sample of work externally moderated by NCFE.

A total of 88 marks was available across the assessment. Each task was allocated a range of marks placed against stated Assessment Objectives (AO) linked to task focus. In this assessment AO's 1-5 were assessed via levels of response mark grids aligned to each task, with weightings per task varied to reflect the nature of the qualification outcomes.

Learner outcomes were achieved across the available range of awarded grades in this assessment, which was suggestive of learner engagement and useful differentiation of assessment. Most learners had attempted all tasks within the assessment, producing appropriate evidence in most cases to accrue marks against AOs.

Learners were assessed by the non-exam assessment (NEA) which is a formal synoptic assessment that requires learners to demonstrate that they can identify and use effectively in an integrated way an appropriate selection of techniques, theories and knowledge was the same as the Model 4. Other similarities included the design of the NEA which had the overall aim to improve the fitness of a selected client linked to identified components of fitness and there was little change in the content between the two models. This meant that organised centres ensured that their learners were well prepared to complete the controlled assessment.

It was noted by moderators that summative assessor feedback to learners was generally useful and positive. However, assessor feedback did not always include marks and commentary at AO level within tasks which on occasion made assessor decisions unclear for both the purposes of accuracy of feedback to learners and external moderation.

Evidence upload for moderation was generally well handled by centres, although it was noted that some uploads did not initially include all submitted learner evidence and, in some cases, did not include assessment documents. This potentially led to some delays in moderation of learner work.

Responses to the tasks on the assessment

EA

Question 1 – Question 3 Multiple choice

Learners generally performed well across the range of multiple-choice questions. There were no particular questions which proved to be a challenge for the majority of learners. Learners are reminded to provide a response using the space provided. In a minority of cases, learners did not provide any response to all the questions.

Question 4

Learners generally provided a mixed level of response to this task, with approximately half of the learners able to correctly identify a short bone. Incorrect responses tended to include other bones that were not short, and in a small minority of responses, muscles were identified.

Question 5 (a)

Learners generally provided a good level of response to this task and were typically awarded at least one or more marks. Learners struggled the most to identify the muscle labelled with a C.

Question 5 (b)

Again, the level of response to this question was generally mixed. Often, learners either correctly identified two appropriate muscle types, or none. Incorrect responses often included slow and fast twitch, as opposed to specific muscle types.

Descriptions were often broad, however lacked sufficient detail and application to health and fitness activities to be awarded marks with responses often quite generic. In order to award the marks for the description, it must be linked to how the function of each muscle type helps in health and fitness activities.

Question 6

This task split learners. They typically either achieved two or more marks, or zero marks. Where learners correctly identified an example of an appropriate health and fitness activity, they tended to provide at least one appropriate discursive point as part of their justification. Where 0 marks were awarded, this was because no suitable example was provided, or it was too vague to be awarded marks.

Question 7

Learners generally provided a good level of response to this task and were typically awarded at least one or more marks. Incorrect responses were usually where learners provided incorrect activities, or activities that were too vague for example, naming a sport without any more context or specificity such as 'football'. Justifications were often quite vague, and lacking specificity in order for marks to be awarded.

Question 8

Learners generally provided a poor level of response to this task. Learners often correctly identified structures from within the knee joint, however their analysis as to how these structures help within health and fitness activities were lacking.

Question 9 – Question 11 Multiple choice

Learners generally performed well across the range of multiple-choice questions. There were no particular questions which proved to be a challenge for the majority of learners. Learners are reminded to provide a response using the space provided. In a minority of cases, learners did not provide any response to all of the questions.

Question 12

Again, the level of response to this question was generally good with learners typically achieving at least one or more marks on this question. A small minority accessed all four marks, and this was due to them providing specific detail relating to the procedure for the alternate hand wall toss test. Learners were awarded marks for each correct step of the of the procedure. Where marks were not awarded this was due to inaccurate information being presented, or this being too vague.

Question 13 (a)

Learners' definitions on this task were mixed. At times, definitions were too vague and not sufficient for marks to be awarded. Learners generally provided a better level of response within the examples aspect of the task. Where marks were awarded, examples were specific to a health and fitness activity. Much like previous questions, sometimes 'sports' were identified as an example and this is insufficient, examples should be specific.

Question 13 (b)

Learners struggled to achieve full marks on this question. Where marks were awarded for the example, learners provided an accurate, specific example of a health and fitness activity where explosive strength was required. Justifications were often lacking the necessary specific knowledge to achieve all three marks.

Question 14

Again, this task split learners. Learners were required to apply the principles of overload to help Amelia make progress in training. Learners could often recall one or more of the principles of overload, however the application of these was lacking. Where this was answered well, learners explained and gave an example of how each principle of overload could be applied.

Question 15

Responses to this question were very mixed. Learners tended to achieve 0 marks, or two marks. Where a correct training method was identified, learners could provide at least one accurate discursive point in their justification. Where 0 marks were awarded, learners either provided an unsuitable training method, or a response which was not relevant.

Question 16 – Question 18 Multiple choice

Learners generally performed well across the range of multiple-choice questions. There were no particular questions which proved to be a challenge for the majority of learners. A small percentage of the cohort did not provide any response to all of the questions.

Question 19 (a)

Learners generally provided a good level of response to this task. Learners were usually able to correctly identify at least one or two reasons why an individual would keep a food diary. Where marks were not awarded, responses often lacked detail, responses were repeated or were irrelevant to the question.

Question 19 (b)

Responses to this question were very mixed. Learners tended to achieve no marks, or two marks. Where the correct key nutrient was identified, learners could provide at least one accurate point in their justification. Where 0 marks were awarded, learners provided an incorrect nutrient.

Question 19 (c)

Learners generally provided a good level of response to this task. Learners were usually able to correctly identify at least one or two ways Chloe could speed up her recovery. Some learners explained these well and gave a specific justification of how the recovery method would help. Where marks for the explanation were not awarded, responses often lacked detail or were not correct.

Question 20

Much like question 19(c), learners generally provided a good level of response to this task. Learners were usually able to correctly identify at least one more lifestyle factor. Some learners explained these well and gave a specific justification of how they could have a negative effect on performance in health and fitness. Where marks for the explanation were not awarded, responses often lacked detail or were not linked to performance within health and fitness activities.

Question 21

Where learners provided an answer which included basic information relating to the benefits of a warmup and outlined different components included within a warmup they were often limited to lower band marks.

For learners who achieved marks in the higher bands, responses were detailed and learners discussed the different benefits of a warmup, along with reasons why this was the case and started to link the different components of a warmup to the benefits. For top band marks, learners provided detailed, accurate responses which explored in detail the purpose and function of a warmup, accurately justifying these and linking these to the 5km run.

In some cases, learners achieved no marks. This was due to either the task being left blank, learners providing information which was wholly inaccurate, or learners not providing any new information that was not already provided in the question.

Overall this question and the following question were good opportunities for marks but which very few learners were able to access. Overly brief responses, lack of understanding and evaluation, and answers lacking depth and detail were significant factors in learners being unable to access higher band marks.

Question 22

Where learners provided an answer which included basic information, they did include a range of components of skill related fitness with some application.

For learners who achieved marks in the higher bands, they provided a greater level of understanding of the components of fitness, and how these would benefit a tennis player in their performance. For top band marks, components of skill related fitness were explained in detail, making clear links to how they will impact performance in a positive way, and often prioritising which components are more important.

In some cases, learners achieved no marks. This was due to either the task being left blank or learners providing information which was wholly inaccurate.

NEA**Task 1**

The task required learners to demonstrate and administer a fitness test with a client. Learners have collected fitness data and compared to normative data. It was not always clear how learners had demonstrated analysis and evaluation. This could be achieved by including the information on the observation record, confirmed in the assessor feedback or by the learner demonstrating the ability to update fitness tests.

Task 2

Learners had used the internet to obtain a blank template for PAR-Q, lifestyle questionnaire, and food diary. Good use has been made of the three health and fitness analysis tools to provide a general assessment of their client. There is some analysis, although learners need to ensure that there is clarity as to how the changes to diet and lifestyle will enable their client to reach their selected goals.

Task 3

Learners have provided an overview of how goal setting and what is meant by SMART targets. Some attempt has been made to set clients a SMART target for the two identified components of fitness. There was scope to develop some of the targets so that they are clearly linked to fitness and general assessment results.

Task 4 (a)

Learners have selected two training methods to design a 4-week fitness training programme that are suitable and provide detail about relevance to client's development and goals. Evidence provided shows detailed links with SPORT and FITT methods and includes training methods that will improve the components of fitness. There was limited evidence of how intensity has been applied to the training programme and working at a higher percentage of maximum heart rate. Learners need to ensure that warm up and cool down activities are 'fit for purpose' both in the design of the activity and the timings.

Task 4 (b)

For Task 4 (b) learners have created appropriate diet plans for their selected client. Some of the suggested improvements were not always linked to explanations of how it will improve agility and flexibility. There was scope to improve reference to the key nutrients. They were not

always included and when they were there was limited understanding demonstrated of how they can support and aid a fitness programme.

Task 5

Record of learner observations of one of the planned sessions have generally been completed to a good standard. They have linked their commentaries to how the learner has demonstrated their chosen training method and confirmed the level of confidence demonstrated. Learners need to ensure that warm up and cool down activities are 'fit for purpose' both in the design of the activity and the timings. When evaluating and analysing their training sessions learners should be referring to the achievement of SMART targets and variations on lifestyle questionnaires.

Task 6

Learners have re-administered their selected fitness tests and reviewed the effectiveness of the health and fitness programme and compared client's results to normative data. Once again there is limited reference to the SMART targets set out in Task 3