

**NCFE Level 1/2 Technical Award in Health and Fitness (603/2650/5)****Assessment Window: 17 November****Paper Number: P001400**

This report contains information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window.

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

Key points:

- Grade Boundary Information
- administering the external assessment
- standard of learner work
- Regulations for the Conduct of External Assessment
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria
- planning in the external assessment.

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

**Grade Boundary Information**

Each learner's external assessment paper is marked by an Examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

<b>NYA</b>	<b>Level 1 Pass</b>	<b>Level 1 Merit</b>	<b>Level 1 Distinction</b>	<b>Level 2 Pass</b>	<b>Level 2 Merit</b>	<b>Level 2 Distinction</b>
0-11	12-17	18-23	24-30	31-41	42-52	53-80

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, if the grade boundary for the Pass grade is 25, a minimum raw mark of 25 is required to achieve a Pass.

<b>Maximum UMS Score*</b>	<b>Level 1 Pass</b>	<b>Level 1 Merit</b>	<b>Level 1 Distinction</b>	<b>Level 2 Pass</b>	<b>Level 2 Merit</b>	<b>Level 2 Distinction</b>
160	24	47	70	92	115	138

*\* In order to ensure that levels of achievement remain comparable for the same assessment across different assessment windows, all raw marks are converted to a*

*points score based on a uniform mark scale (UMS). For more information about UMS and how it is used to determine overall qualification grades, please refer to the qualification specification.*

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### **Administering the external assessment**

The external assessment is invigilated and must be conducted in line with our Regulations for the Conduct of External Assessment. Learners may require additional pre-release material in order to complete the tasks within the paper. These must be provided to learners in line with our Regulations. Learners must be given the resources to carry out the tasks and these are highlighted within the Qualification Specific Instructions Document (QSID).

### **Standard of learner work**

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The quality and standard of the work varied enormously between learners and a range of outcomes were seen across this assessment. There were some excellent responses, which demonstrated that learners had an excellent understanding of the unit content and were able to apply it appropriately to the various tasks included within assessment.

It was evident that some learners were underprepared for the external assessment as the quality of their answers did not reflect a secure understanding of the qualification. Where learners could apply their knowledge and understanding to the assessment criteria, and write coherently with depth and detail, they were rewarded with success.

### **Evidence creation**

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.

## Regulations for the Conduct of External Assessment

### Malpractice

There were 6 instances of malpractice in this assessment window. The Chief Examiner would like to take this opportunity to advise learners that instances of malpractice (for example, copying of work from another learner) will affect the outcome on the assessment.

### Maladministration

No instances of maladministration were reported in this assessment window. The Chief Examiner would like to highlight the importance of adhering to the Regulations for the Conduct of External Assessment document in this respect.

## Responses of the tasks within the sections of the external assessment paper

### Q1 - Q8

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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.

#### Q9a

Learners generally provided a good level of response to this task. Learners provided several different examples of short bones.

#### Q9b

Learners provided a range of mixed responses to this question. Where 0 marks were awarded, responses were too vague and generic for a mark to be awarded or simply incorrect.

#### Q9c

Learners generally performed well at this task and provided suitable descriptions of the functions of the skeletal system. Where responses were marked as incorrect, this was typically because responses provided were too vague and lacked any specificity to the relevant function. Learners are advised to be specific and provide sufficient detail within their responses.

#### Q10a

Learners generally performed well as this task and correctly stated the postural condition of Kyphosis that was shown within the picture. Where responses

were spelled incorrectly, yet it was explicitly clear that the response was 'kyphosis' positive marking was applied. Where learners were awarded 0 marks, they provided an incorrect postural condition or provided a response that was not relevant.

**Q10b**

The level of response to this question was mixed. The majority of responses were lacking the necessary specific detail required for 1 or more marks to be awarded. This question was targeting AO3 responses, requiring learners to be more analytical / evaluative in their responses. Responses within the mark scheme provide examples of acceptable responses.

**Q11a**

Learners generally provided a good level of response to this task and were awarded 1 mark. Learners provided a suitable definition of health with a focus on physical, social and mental wellbeing. Where 0 marks were awarded, learners either provided an incorrect answer, or an answer where 1 or more of the elements identified above were not included.

**Q11b**

Learners generally provided a good level of response to this task and were awarded 1 mark. Learners provided a suitable definition of fitness with a focus on being able to cope with daily demands. Where 0 marks were awarded, learners either provided an incorrect answer, or the answer was too vague.

**Q11c**

A large proportion of learners were awarded at least 1 mark for this task, however the volume of learners who were awarded all 4 marks was significantly lower. Where full marks were not awarded, learners typically provided incorrect definitions, and/or sporting examples which were too vague. As per previous assessment windows, if a learner identifies a sporting action, it must be a specific sporting action which is accurate, not just listing a sport / position.

**Q12a**

Most learners struggled with this question with responses either being totally incorrect, or responses that were linked to blood pressure that were too vague / lacking the required specificity.

**Q12b**

A large proportion of learners were awarded at least 1 mark for this task, however the volume of learners who were awarded 4 marks was significantly lower. 1 / 2 marks were awarded for correctly identifying factors that could affect blood pressure. The additional detail required to access 4 marks required learners to describe how the factor can affect blood pressure, and what affect it has e.g., increase / decrease blood pressure. This is the element which led to learners not achieving 3 or 4 marks.

**Q13a**

Learners generally provided a good level of response to this task and were awarded 1 mark. Learners provided a suitable definition of body composition with a focus on fat and muscle. Where 0 marks were awarded, learners either provided an incorrect answer, or an answer where 1 or more of the elements identified above were not included.

**Q13b**

A large proportion of learners were awarded at least 1 mark for this task, however not all learners achieved 2 marks for this task. Where 0 marks were awarded, learners identified the characteristics of a different body type, or demonstrated no understanding of body types.

**Q13c**

A large proportion of learners were awarded at least 1 mark for this task, however the volume of learners who were awarded all 4 marks was significantly lower. Where full marks were not awarded, learners tended to provide a justification that was too vague and did not link their description to how it would benefit the individual in the sport they had identified.

**Q14a**

Learners generally provided a good level of response to this task and were awarded 1 mark. Where 0 marks were awarded, learners provided an inaccurate response, or left the question blank.

**Q14b**

A large proportion of learners were awarded at least 1 mark for this task, however the volume of learners who were awarded 3 marks was significantly lower. Where full marks were not awarded, this was typically because students identified incorrect examples for 1 or more types of joint.

**Q14c**

This question drew a wide range of responses from learners. Learners tended to get both joint actions correct, however struggled more with the agonist

muscle element of the question. Where learners didn't receive the full 4 marks for this question, responses tended to include the wrong joint action, the wrong muscle pair (for agonist muscle), answers the wrong way round or a combination of the above.

**Q14d**

This question split learners. A significant proportion of learners struggled to identify the correct muscle contraction shown within figure 2. Where learners did provide the correct muscle contraction, they typically were awarded 2 marks as their justification provided at least 1 accurate, discursive point. It is advised that learners are continuing to be focussed around the different types of muscle contraction.

**Q15a**

Once again, a large proportion of learners were awarded at least 1 mark for this task, however the volume of learners who were awarded marks was significantly lower. Where learners were awarded 1 or more marks, they correctly identified the muscle types. Where learners did not access all 4 marks but provided a response in the explanation space, this was because responses were not linked to how their function helps an individual doing health and fitness activities as per the question.

**Q15b**

Similar to previous assessment windows, learners generally performed poorly on this task as they did not provide an accurate response for the type of muscular strength required for the movement identified. However, the large majority of learners who identified the correct type of muscular strength then went on to achieve at least 1 mark for their justification. Where marks were not awarded, learners had provided an incorrect response.

**Q15c**

This task split learners and they either achieved 0 marks, or alternatively, 2 + marks. Where learners achieved 0 marks, this was because they provided an incorrect energy system. Where learners provided an accurate response for the energy system, typically they achieved 2 or more marks as they provided some suitable points within their justification.

**Q16**

The majority of learners achieved at least a Level 1 response for this task. Where this was answered well and learners achieved the higher grades, learners provided a clear explanation of how explosive strength and balance were important when Oscar was performing star jumps. Learners made clear

links between each component and the activity, in addition to links between both explosive strength and balance and how they complimented each other.

**Q17**

The majority of learners achieved at least a Level 1 response for this task by providing accurate information relating to muscle fibre types. Where this was answered well, and learners achieved the higher grades this was because learners made clear links between the muscle fibre types and the information in the scenario and demonstrated the ability to apply the knowledge in the task.

Where learners did not achieve any marks, their response made no reference to muscle fibre types, or information provided was inaccurate.

**Q18**

Where learners achieved a Level 1 response, they had provided an answer which included basic information relating to principles of training, including definitions and examples.

Where responses were awarded Level 2 or above, responses made clear links to the scenario with justifications and examples linking clearly to the improvement of muscular endurance. Some learners provided a very thorough and detailed response, which clearly demonstrated an excellent understanding of the content and the ability to apply this to the scenario which was provided. 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.

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**Date: 26/01/22**