

Non-Exam Assessment: Synoptic Project

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

Centre copy

DRAFT

V1 | JAN | 2022

Contents

| | |
|--|-----------|
| Introduction | 3 |
| What is synoptic assessment? | 3 |
| Information for learners | 4 |
| Introduction..... | 4 |
| Project brief | 7 |
| Assessment tasks and mark schemes | 8 |
| Task 1 | 8 |
| Task 2..... | 11 |
| Task 3..... | 15 |
| Task 4 (a) | 19 |
| Task 4 (b) | 24 |
| Task 5..... | 27 |
| Task 6..... | 32 |
| Mark scheme..... | 36 |
| Documentation | 38 |
| Record of learner observation..... | 38 |

Introduction

The non-exam assessment is a formal internal 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 internal synoptic project 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, therefore, should not be entered for the internal synoptic project until they have been taught the full course of study, to ensure that they are in the best position to complete the internal synoptic project 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 internal synoptic project will test the learners' ability to respond to a real-world situation.

Information for learners

Introduction

The internal non-exam assessment is a formal 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 non-exam assessment will be assessed holistically using a levels of response mark grid and against five integrated assessment objectives. These assessment objectives and their weightings are shown below.

| Assessment objective |
|--|
| AO1 – Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 8 marks 9.5% |
| AO2 – Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. 18 marks 21.5% |
| 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. 18 marks 21.5% |
| 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. 24 marks 28.5% |
| AO5 – Analyse and evaluate the demonstration of relevant 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. 16 marks 19% |

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

DRAFT

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

Non-exam assessment: Synoptic Project

Sample

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 internal synoptic project will assess your knowledge and understanding from across the qualification.
- Total marks **88**
- The suggested completion time for this internal synoptic project is **22** hours.
- All of the work you submit **must** be your own.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number Learner number

Learner signature _____

Project brief

You are working in your local gym as a trainee fitness instructor.

The gym works with clients to review their current levels of fitness and help them to improve specific components of fitness through a health and fitness training programme.

A new client arrives at the gym. You are required to administer relevant fitness analysis tools that all new clients are required to complete. On completion of this you need to carry out a variety of fitness tests with your client, comparing their results to normative data.

A full analysis of your client's results should be completed. From the information acquired, it is decided that your client needs to work on their **body composition** and **power**. You set them relevant SMART goals.

To achieve the SMART goals, you should apply the **principles of training** to a health and fitness programme and select the appropriate **methods of training** for your client's needs. The health and fitness training programme should last 4 weeks. In addition to this a 1 week diet plan should be designed.

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 body composition and power, making conclusions about the effectiveness of the health and fitness programme.

Assessment tasks and mark schemes

Task 1

| Task 1: Fitness assessment of client | |
|--|---|
| Recommended time: | 2 hours |
| Content areas assessed: | 3. Health and fitness and the components of fitness 5. Testing and developing components of fitness |
| Assessment objectives: | AO4, AO3 |
| You are required to: | |
| Using the project brief provided, select one appropriate fitness test for each of the two identified components of fitness and accurately administer them 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. | |
| [12 marks] | |
| Evidence: | <ul style="list-style-type: none">• Evidence of administration – fitness test results sheet.• Written report showing evaluation of client's results with a comparison to normative data. |

| Task 1: Fitness assessment of client | |
|--------------------------------------|---|
| Marks | Descriptors |
| 10–12 | <p>AO3 - Excellent analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation is comprehensive and highly detailed.</p> <p>AO4 - Excellent demonstration and application when administering fitness tests with client (which includes highly relevant components of fitness). Evidence of high levels of confidence when administering fitness tests.</p> |
| 7–9 | <p>AO3 - Good analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation is mostly detailed.</p> <p>AO4 - Good demonstration and application when administering fitness tests with client (which includes mostly relevant components of fitness). Evidence of some confidence when administering fitness tests.</p> |
| 4–6 | <p>AO3- Reasonable analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation has some detail.</p> <p>AO4 - Reasonable demonstration and application when administering fitness tests with client (which includes components of fitness, that have some relevance). Lack of confidence when administering fitness tests.</p> |
| 1–3 | <p>AO3 - Limited analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation has minimal detail.</p> <p>AO4 - Limited demonstration and application when administering fitness tests with client (which includes components of fitness, that have minimal relevance). Minimal confidence when administering fitness tests.</p> |
| 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 of 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.

5.1.3 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

5.1.1 Health-related fitness tests

- body composition: should be referred to as the correct component of fitness identified and the appropriate methods referred to from the list below:
 - body mass index (BMI) should be chosen as an appropriate test to administer, compared with normative data and evaluation made relating to client's results
 - purpose: to measure if an individual is a healthy weight for their height
 - procedure: should be correctly demonstrated by the learner and administered on the client:
 - an individual's weight is measured
 - an individual's height is measured
 - the weight and height measurements are placed on a chart
 - the placement on the chart dictates whether the individual is under weight, normal weight, overweight or obese.

5.1.2 Skill-related fitness tests

- Power should be referred to as the correct component of fitness identified and the appropriate methods referred to from the list below:
 - vertical jump test should be chosen as an appropriate test to administer for power, be compared with normative data and evaluation made relating to client's results
 - purpose: to measure the individual's lower limb explosive power
 - procedure: should be correctly demonstrated by the learner and administered on the client:
 - the athlete puts chalk on their fingertips
 - the athlete then stands side-on to a wall with both feet flat on the ground
 - the athlete then reaches up as high as possible and marks the wall with their chalked fingers
 - from a static position, they then jump as high as possible and marks the wall with chalked fingers
 - the distance between both marks on the wall are measured.

Task 2

| Task 2: General assessment of client | |
|--|--|
| Recommended 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, AO3, AO4 |
| You are required to: Acquire and administer a PAR-Q, lifestyle questionnaire and food diary to your client. Analyse and evaluate findings of client's general assessment. | |
| [12 marks] | |
| Evidence | <ul style="list-style-type: none">• Completed client PAR-Q.• Completed client lifestyle questionnaire.• Completed client food diary.• Written analysis and evaluation of client's data. |

| Task 2: General assessment of client | |
|--------------------------------------|--|
| Marks | Descriptors |
| 10–12 | <p>AO4 - Excellent demonstration and application when administering fitness analysis tools with client. Evidence of high levels of confidence when administering fitness analysis tools.</p> <p>AO3 - Makes judgements on the results of the fitness analysis tools, that are excellent, highly detailed, and highly relevant to the client.</p> <p>AO2 - Applies an excellent understanding of fitness analysis tools to formulate a general assessment of the client, that is highly detailed and highly relevant.</p> |
| 7–9 | <p>AO4 - Good demonstration and application when administering fitness analysis tools with client. Evidence of some confidence when administering fitness analysis tools.</p> <p>AO3 - Makes judgements on the results of the fitness analysis tools, that are good, mostly detailed, and mostly relevant to the client.</p> <p>AO2 - Applies a good understanding of fitness analysis tools to formulate a general assessment of the client, that is mostly detailed and mostly relevant.</p> |
| 4–6 | <p>AO4 - Reasonable demonstration and application when administering fitness analysis tools with client. Lack of confidence when administering fitness analysis tools.</p> <p>AO3 - Makes judgements on the results of the fitness analysis tools, that are reasonable, have some detail and some relevance to the client.</p> <p>AO2 - Applies a reasonable understanding of fitness analysis tools to formulate a general assessment of the client, that has some detail and some relevance.</p> |
| 1–3 | <p>AO4 - Limited demonstration and application when administering fitness analysis tools with client. Lack of confidence when administering fitness analysis tools.</p> <p>AO3 - Makes judgements on the results of the fitness analysis tools, that are limited, with minimal detail and minimal relevance to the client.</p> <p>AO2 - Applies a limited understanding of fitness analysis tools to formulate a general assessment of the client with minimal detail and minimal relevance.</p> |
| 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 of 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.

7.1.1 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.

6.1.1 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.

7.1.2 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 very 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:

7.1.2 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.

7.1.1 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

| Task 3: Setting of appropriate goals | |
|--|---|
| Recommended 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, AO2, AO3 |
| You are required to: Give an overview of goal setting and SMART targets. You should set your client a SMART target for each of the two identified components of fitness, taking into consideration the findings from both the fitness assessment and general assessment of your client. You should explain your reasons for setting your SMART targets. | |
| [8 marks] | |
| Evidence | <ul style="list-style-type: none">• Written overview of goal setting.• SMART target for each of the identified components of fitness.• Written explanation of your decisions. |

| Task 3: Setting of appropriate goals | |
|--------------------------------------|---|
| Marks | Descriptors |
| 7–8 | <p>AO3 - Makes 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.</p> <p>AO2 - Applies an excellent understanding of goal setting knowledge to formulate highly detailed and highly relevant SMART targets for the identified components of fitness.</p> <p>AO1 - Demonstrates an excellent understanding of goal setting. Overview of goal setting is comprehensive.</p> |
| 5–6 | <p>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.</p> <p>AO2 - Applies a good understanding of goal setting knowledge to formulate mostly detailed SMART targets for the identified components of fitness.</p> <p>AO1: Demonstrates a good understanding of goal setting. Overview of goal setting is mostly detailed.</p> |
| 3–4 | <p>AO3 - Makes 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.</p> <p>AO2 - Applies a reasonable understanding of goal setting knowledge to formulate SMART targets for the identified components of fitness with some detail.</p> <p>AO1 - Demonstrates a reasonable understanding of goal setting. Overview of goal setting has some detail.</p> |
| 1–2 | <p>AO3 - Makes 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.</p> <p>AO2 - Applies a limited understanding of goal setting knowledge to formulate SMART targets for the identified components of fitness with minimal detail.</p> <p>AO1 - Demonstrates a limited understanding of goal setting. Overview of goal setting has minimal detail.</p> |
| 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.

7.1.3 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).

7.1.2 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.

3.2.1 Health-related fitness:

- body composition – certain body compositions provide advantages to different sports/activities.

3.2.2 Skill-related fitness:

- power
 - acts as the foundation for dynamic movement and generates rapid force
 - enables the performer to perform actions that require both strength and speed.

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.

7.1.3 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 to 1 month)
 - medium-term (1 month to 6 months)
 - long-term (6 months plus).

3.2.1 Health-related fitness:

- body composition – certain body compositions provide advantages to different sports/activities.

3.2.2 Skill-related fitness

- power
 - acts as the foundation for dynamic movement and generates rapid force
 - enables the performer to perform actions that require both strength and speed.

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.

7.1.3 Goal setting

SMART:

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

Task 4 (a)

| Task 4 (a): Development of a health and fitness training programme | |
|---|---|
| Recommended 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, AO2, AO3 |
| You are required to: Select at least two appropriate training methods and design a 4 week fitness training programme for your client, explaining reasons for your design. Your client should complete a minimum of three training sessions per week with each session lasting a minimum of 30 minutes. | |
| [12 marks] | |
| Evidence | <ul style="list-style-type: none">• 4 week fitness training programme.• Written overview and explanation of selected training methods. |

| Task 4 (a): Development of a health and fitness training programme | |
|--|--|
| Marks | Descriptors |
| 10–12 | <p>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.</p> <p>AO2 - Applies an excellent understanding of training methods to formulate a 4 week fitness training programme, that is highly detailed and highly relevant.</p> <p>AO1 - Demonstrates an excellent understanding of training methods, appropriate for identified components of fitness. Overview of appropriate training methods is comprehensive.</p> |
| 7–9 | <p>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.</p> <p>AO2 - Applies a good understanding of training methods to formulate a 4 week fitness training programme, that is mostly detailed and mostly relevant.</p> <p>AO1 - Demonstrates a good understanding of training methods, appropriate for identified components of fitness. Overview of appropriate training methods is mostly detailed.</p> |
| 4–6 | <p>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.</p> <p>AO2 - Applies a reasonable understanding of training methods to formulate a 4 week fitness training programme, that has some detail and some relevance.</p> <p>AO1 - Demonstrates a reasonable understanding of training methods, appropriate for identified components of fitness. Overview of appropriate training methods has some detail.</p> |
| 1–3 | <p>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.</p> <p>AO2 - Applies a limited understanding of training methods to formulate a 4 week fitness training programme with minimal detail and minimal relevance.</p> <p>AO1 - Demonstrates a limited understanding of training methods, appropriate for identified components of fitness. Overview of appropriate training methods has minimal detail.</p> |
| 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 body composition and power. When deciding on band placement, the level of detail and relevancy to the activities chosen and the explanations should be considered for the following:

3.2.1 Health-related fitness:

- body composition – certain body compositions provide advantages to different sports/activities.

3.2.2 Skill-related fitness:

- power
 - acts as the foundation for dynamic movement and generates rapid force
 - enables the performer to perform actions that require both strength and speed.

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:

8.1.1 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.

8.1.5 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

- progression:
 - 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
 - reduce boredom and maintain focus on activity.

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

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

4.1.2 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, 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.

5.2 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
- plyometric:
 - increases speed
 - increases endurance
 - increases strength.

Task 4 (b)

| Task 4 (b): Development of a diet plan | |
|--|--|
| Recommended time: | 1.5 hours |
| Content areas assessed: | 6. Impact of lifestyle on health and fitness |
| Assessment objectives: | AO2, AO3 |
| You are required to: | |
| Design a 1 week diet plan for your client, explaining reasons for your design. You should include all meals, drinks and snacks for the 7 days. Meal choices should vary across the duration of the programme: <ul style="list-style-type: none">• breakfast• midday meal• evening meal• drinks• snacks. | |
| [8 marks] | |
| Evidence | <ul style="list-style-type: none">• 1 week diet plan.• Written explanation of your decisions. |

| Task 4 (b): Development of a diet plan | |
|--|---|
| Marks | Descriptors |
| 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 . |
| 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 . |
| 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 . |
| 1–2 | 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 recall (AO1) and 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 body composition and power 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:

6.1.2 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 training programme and improve body composition (low fat, high protein, water). When deciding on band placement, the level of application should be considered from the following:

6.1.2 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

| Task 5: Completion of fitness training programme | |
|---|---|
| Recommended 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, AO5 |
| You are required to: | |
| Complete the 4 week fitness training programme, keeping a training log in which, you review your effectiveness within each training session, evaluating how each training session went (What went well and what could be improved?). | |
| One 30 minute demonstration to the client of two appropriate training methods within the training programme will be observed by your tutor. | |
| Your evaluation should reflect on: | |
| <ul style="list-style-type: none">• the key requirements for reviewing the activity session• the appropriateness of the activity to the client's needs• the effectiveness of your skills as a trainee fitness instructor when demonstrating the training methods to the client. | |
| [24 marks] | |
| Evidence | <ul style="list-style-type: none">• Training log showing evidence of the completed training programme including a review of each training session.• Tutor observation record for one 30 minute session demonstration to the client of two appropriate training methods (template provided). |

| Task 5: Completion of fitness training programme | |
|--|--|
| Marks | Descriptors |
| 10–12 | <p>AO5 - Excellent analysis and evaluation of the requirements for reviewing the activity session that is comprehensive, highly detailed, and highly relevant.</p> <p>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.</p> |
| 7–9 | <p>AO5 - Good analysis and evaluation of the requirements for reviewing the activity session that is comprehensive and mostly detailed, and mostly relevant.</p> <p>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.</p> |
| 4–6 | <p>AO5 - Reasonable analysis and evaluation of the requirements for reviewing the activity session that has some detail, and some relevance.</p> <p>AO5 – Reasonable 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.</p> |
| 1–3 | <p>AO5 - Limited analysis and evaluation of the requirements for reviewing the activity session that has minimal detail, and minimal relevance.</p> <p>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 detailed, and minimal relevance.</p> |
| 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 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 | |
|--|---|
| Marks | Descriptors |
| 10–12 | <p>AO4 - Excellent demonstration and application of the main activity section of the programme that is highly relevant and highly accurate.</p> <p>AO4 – Excellent demonstration and application of the training methods to improve or meet a goal that is highly relevant to the client.</p> |
| 7–9 | <p>AO4 - Good demonstration and application of the main activity section of the programme that is mostly relevant and mostly accurate.</p> <p>AO4 Good demonstration of the training methods to improve or meet a goal that is mostly relevant to the client's needs.</p> |
| 4–6 | <p>AO4 - Reasonable demonstration and application of the main activity section of the programme that has some relevance and some accuracy.</p> <p>AO4 – Reasonable demonstration and application of the training methods to improve or meet a goal that has some relevance to the client's needs.</p> |
| 1–3 | <p>AO4 - Limited demonstration and application of the main activity section of the programme that has minimal relevance and minimal accuracy.</p> <p>AO4 – Limited demonstration and application of the training methods to improve or meet a goal that has minimal relevance to the client's needs.</p> |
| 0 | No rewardable material |

Indicative content

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
 - progression:
 - 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
 - reduce boredom and maintain focus on activity.

5.2 Training methods should be demonstrated to the client by the learner and show relevance to body composition and power 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
- plyometric:
 - increases speed
 - increases endurance
 - increases strength.

DRAFT

Task 6

| Task 6: Review and evaluation | |
|--|--|
| Recommended 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, AO5 |
| You are required to: Re-administer, record and assess your client's level of fitness, post 4 week fitness training programme using the same fitness tests administered within Task 1. Make conclusions about the effectiveness of the health and fitness training programme based on the desired effects. | |
| [12 marks] | |
| Evidence | <ul style="list-style-type: none">Written report evaluating the client's results with a comparison to normative data and the effectiveness of the health and fitness training programme. |

| Task 6: Review and evaluation | |
|-------------------------------|--|
| Marks | Descriptors |
| 10–12 | <p>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.</p> <p>AO4 - Excellent demonstration and application when re-administering fitness tests with client. Evidence of high levels of confidence when administering fitness tests.</p> |
| 7–9 | <p>AO5 - Good analysis and evaluation of the effectiveness of the health and fitness programme that is mostly detailed, and mostly relevant to the client.</p> <p>AO4 - Good demonstration and application when re-administering fitness tests with client. Evidence of some confidence when administering fitness tests.</p> |
| 4–6 | <p>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.</p> <p>AO4 - Reasonable demonstration and application when re-administering fitness tests with client. Lack of confidence when administering fitness tests.</p> |
| 1–3 | <p>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.</p> <p>AO4 - Limited demonstration and application when re-administering fitness tests with client. Minimal confidence when administering fitness tests.</p> |
| 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 compared to normative data and how the fitness training programme and diet plan help 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.

2.1.2 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.

5.1.1 Health-related fitness test

- body composition:
 - BMI (body mass index):
 - purpose: to measure if an individual is a healthy weight for their height
 - procedure:
 - an individual's weight is measured
 - an individual's height is measured
 - the weight and height measurements are placed on a chart
 - the placement on the chart dictates whether the individual is under weight, normal weight, overweight or obese.

5.1.2 Skill-related fitness test

- power:
 - vertical jump test:
 - purpose: to measure the individual's lower limb explosive power
 - procedure:
 - the athlete puts chalk on their fingertips
 - the athlete then stands side-on to a wall with both feet flat on the ground
 - the athlete then reaches up as high as possible and marks the wall with their chalked fingers
 - from a static position, they then jump as high as possible and marks the wall with chalked fingers

- the distance between both marks on the wall are measured.

5.1.3 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.

DRAFT

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 student 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 levels-based descriptors and indicative content.

Levels-based descriptors.

Each level is made up of several descriptors for across the AO range – AO1–AO5, which when combined provide the quality of response that a student needs to demonstrate. Each level-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 student 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.



Documentation

Record of learner observation

| | | | |
|------------------------------|--|---------------|--|
| Qualification | | Learner name | |
| Date and time of observation | | Assessor name | |

| Description of the learner's activity. Please include: <ul style="list-style-type: none">• people present• what was observed• what the learner did. | Assessment objective met |
|--|--------------------------|
| | |
| | |

| | | | |
|--------------------|--|------|--|
| Assessor signature | | Date | |
| Learner signature | | Date | |