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L3 Qualification in Sport

Unit 2: Fitness Training and Programming for Health, Sport and Well-being

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What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

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Unit 2: Fitness Training and Programming for Health, Sport and Well-being

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	**11**	**23**	**35**	**48**

Introduction

This was the sixth exam series for the Level 3 Nationals specification for Unit 2: Fitness Training and Programming for Health, Sport and Well-being. The unit is a combination of several previous QCF units such as Exercise, Health & Lifestyle, Fitness Training and Programming, Nutrition and Fitness Testing. There have been no major changes to the format of the examination from the previous exam series.

The task-based assessment followed the same format as previous series with the emphasis being around a different scenario. The task-based assessment is split into 6 questions which all open response answers are and are awarded different marks.

Question 1 identified the different lifestyle factors of the chosen individual within the scenario as well as assessing their health monitoring test results. There was a total of 12 marks for this question.

Question 2 covered the different lifestyle modification techniques that were appropriate for the individual and would be awarded a total of 12 marks.

Question 3 would ask the learners to propose and justify nutritional guidance for the selected individual and would be awarded a total of 8 marks.

Question 4 covered different training methods for the selected individual and would be awarded a total of 8 marks.

Question 5 asked the learners to design weeks 1, 3 and 6 of a 6-week training programme considering the individuals training needs and would be awarded a total of 6 marks.

Question 6 looked at giving a justification of the design of the training programme that learners had completed in the previous question, taking into consideration the principles of training, and this would be awarded a total of 14 marks.

Introduction to the Overall Performance of the Unit

Learners are starting to perform consistently better across the paper following previous exam series. Learners are giving more detailed answers that are both taken from the unit specification as well as being made specific to the given scenario and individual. Learners appear to be using their preparation and research time effectively before part B is released and utilising the use of their notes within the controlled assessment period.

The scenario for this exam series was based around a 38-year-old female who works full time hours as well as looking after her children. She also must drop her kids off at school each morning on her way to work. The individual was leading a sedentary lifestyle and not taking part in any physical activity. She has also gained some excess weight lately and she wishes to be more active and lose this weight. This type of scenario, with a sedentary individual, had been used before and learners seem to respond better to this approach as opposed to a sport specific scenario. This individual would need to improve in majority of her lifestyle requirements and her health monitoring test results.

Question 1 responses again performed consistently well across the board due to the amount of information that was available for the learners to discuss within Part A and Part B of the scenario. The scenario allowed for all the lifestyle factors from the specification to be discussed and their implications on the health and wellbeing of the individual. All four health monitoring tests were also accessible from the scenario. Majority of the responses performed consistently well as learners had a lot of information that they could use within their answer.

Question 2 is responding consistently better each exam series with learners giving more specific lifestyle modification techniques from the specification for the chosen individual. This series allowed for the learners to give lifestyle modification techniques based around exercise, alcohol consumption and stress. A large proportion of learners gave lifestyle modification techniques taken from the specification and justified these to some extent. The better responses also linked the barriers to change to each lifestyle modification technique for each of the three different targeted lifestyle factors for this individual.

Question 3 performed better this series than previous series as it seems that learners are starting to understand the type of nutritional guidance that should be proposed from the specification for everyone. Learners that proposed guidance around the recommended daily allowance of calories, macronutrients, micronutrients and hydration would have gained higher marks.

Question 4 performed well this series as the scenario allowed for training methods to be proposed for aerobic endurance, muscular endurance, flexibility and core stability. The individual within the scenario did not have a lot of spare time to exercise or go to the gym and therefore learners had to apply the training methods around this scenario. Learners seem to respond better to this style of scenario and therefore can provide the correct training methods that are suitable.

Question 5 performed well but not as well as previous exam series. This was mainly because learners had to apply an exercise programme around the individual's lifestyle and her children. Some learners would plan for the individual to be attending the gym every day or evening which would not be appropriate in this case and therefore not as specific.

Question 6 performed as expected against previous exam series with a high proportion of learners giving responses based around the principles of training that they had implemented into their 6-week training programme. However, there are still many learners that are giving responses that are away from the mark scheme and are justifying their 6-week training programme without mentioning the principles of training at all. Some learners are also giving limited information around the design of the programme considering its aims and objectives, equipment needed, personal goals and finally periodisation. Learners planning their exam time for each question should also be taken into consideration here as there are still a large proportion of responses that appear to have run out of time towards the final question.

For this examination series, the mark scheme for unit 2 had the following percentage weighting for the different questions and traits;

Question/Traits	1	2	3
1	35%	35%	30%
2	30%	50%	20%
3	40%	60%	
4	40%	60%	
5	40%	60%	
6	70%	30%	

This was considered when marking the learner work and placing their answers into the relevant mark bands to decide their overall score for each question. This percentage weighting for the mark scheme may change every examination series to come in line with the current scenario being applied.

Individual Questions

The following section considers each question on the paper, providing examples of learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

Question 1 – Interpret the lifestyle factors and screening information for Lisa Goddard.

Majority of the marks would be awarded if learners could identify the lifestyle factors from the screening information and describe these comprehensively. The lifestyle factors that should be covered are Sleep, Diet, Exercise, Smoking, Alcohol, Stress and a Sedentary Lifestyle.

Learners should also be able to give a detailed analytical approach of the lifestyle factors identified for the chosen individual, leading to an interpretation of their impact on their health and wellbeing. The interpretation should have specific relevance to the health and wellbeing of the individual.

Learners also needed to give a detailed analytical approach and interpretation of the health monitoring test results for the chosen individual. The interpretation should be made specifically relevant to the individual and their health and lifestyle. All 4 health monitoring test results should be covered from Resting Heart Rate, Blood Pressure, Waist to Hip Ratio and Body Mass Index (BMI).

This response gained 11 out of 12 marks

Taskbook

Please do not write answers outside the spaces provided.

You must complete all activities in this taskbook.

1 Interpret the lifestyle factors and screening information for Lisa Goddard. (12 Q01

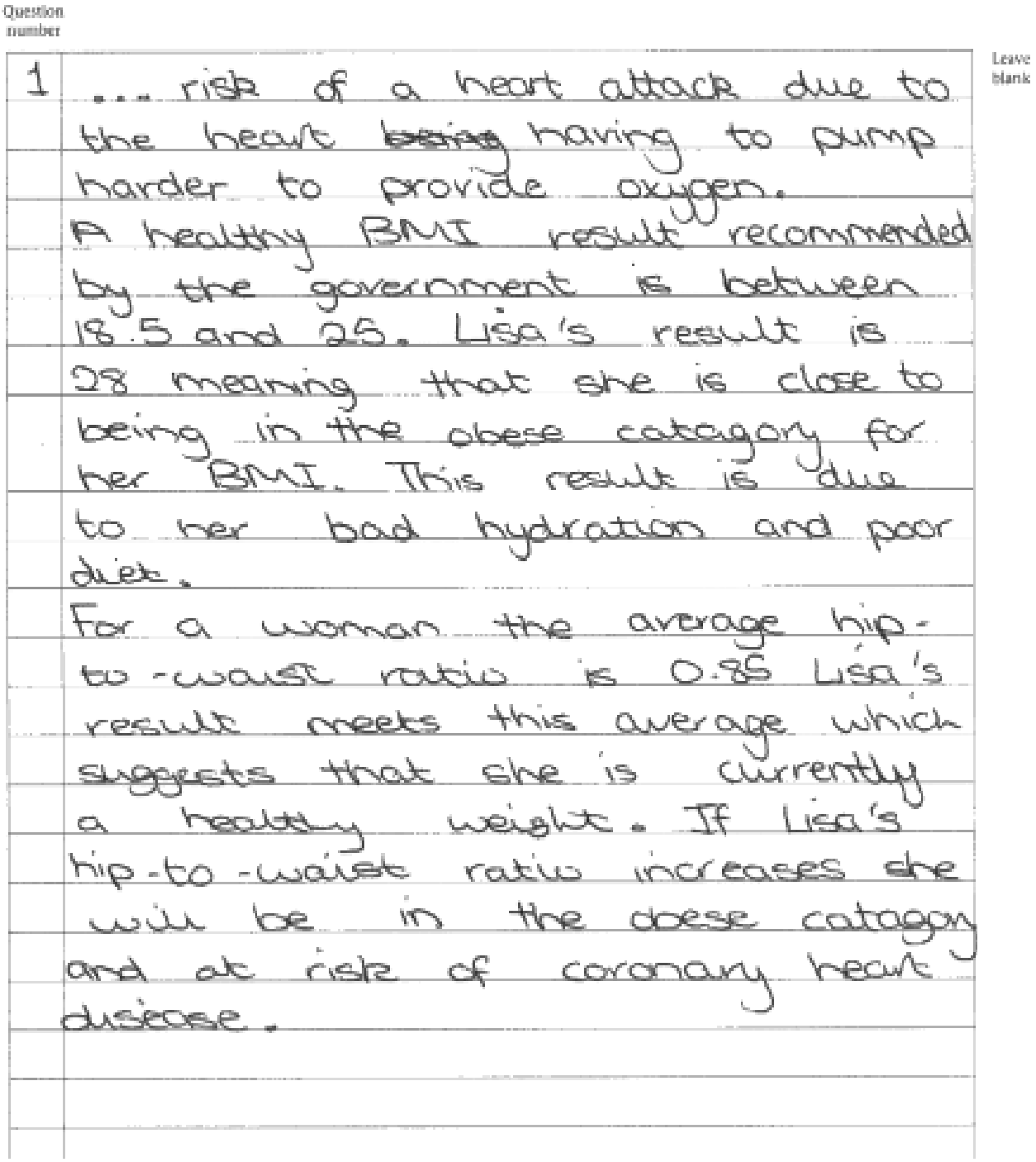
Lisa currently leads an unhealthy lifestyle that is negatively impacting her health and wellbeing. Lisa currently consumes 35 units of alcohol per week. This is over the 14 units that are recommended by the government. As a result of this, Lisa is more at risk of a stroke and mental health problems. Although Lisa may drink alcohol as a stress relief, the alcohol is actually making her feel worse due to it being a depressant. As a result of this, drinking 35 units of alcohol will also impact Lisa's stress levels. Another negative lifestyle factor for Lisa is lack of exercise as she currently lives a sedentary lifestyle. The government recommend 30 minutes a day of moderate exercise, which Lisa isn't meeting. Lack of exercise is likely to be the reason for Lisa's weight

gain. Without exercising Lisa will be unable to meet her goal of losing the extra weight as she will not be burning calories. Leading a sedentary lifestyle can also impact other aspects of Lisa's wellbeing. For example, exercising relieves stress and improves mood due to the release of endorphins. Therefore, not exercising will cause Lisa to continue feeling stressed and tired. High levels of stress can cause issues such as headaches, chest pains and sleep problems. As a result of Lisa feeling stressed she only recieves 5 hours of sleep per night. The government recommendation for sleep is at least 7 hours per night. Lisa does not meet this guideline so may be more at risk of hypertension, heart attacks and strokes. Lisa's weight gain could also be a cause of her lack of sleep as she spends more time awake, giving her more time to eat. Therefore,

to meet her goals it is vital for Lisa to meet the ~~re~~ goverment recommendation.
However, there are also positive life-style factors for Lisa as she doesn't smoke. The goverment and NHS recommend that individuals should not smoke at all. Therefore, Lisa will be less at risk of chronic diseases and illnesses such as bronchitis, lung cancer and coronary heart disease. This is a positive lifestyle factor as she will not become more stressed through smoking. Another positive within Lisa's lifestyle is that her caffeine intake is low. The recommended NHS guideline for caffeine is 4 cups. Therefore, Lisa is consuming other liquids such as water. Although Lisa ~~eats~~ consumes 500ml of water per week she is not meeting the goverment guideline of 2-2.5 litres per day. Therefore, Lisa will experiencs hypohydration which will cause cramps, fatigue and an

increased strain on the heart.
Lisa's screening results show that her lifestyle is already beginning to cause health problems. Lisa's blood pressure result was 135/90 mmHg, this is higher than the average 120/80 mmHg that she should be. This result could be due to the high levels of alcohol Lisa consumes and the high stress she feels due to work and home life. If Lisa continues with this lifestyle she will be at risk of diabetes and a stroke.
For a 38 year old woman the healthy heart rate is recommended by the NHS as 74 - 78 beats per minute. Lisa's heart rate is within these values meaning that her heart is currently under no strain. If Lisa continues to drink 35 units of alcohol and allow stress to build up she may become at risk of a high heart rate meaning she will be at ...

(Total for Activity 1 = 12 marks) Q01_To 12



Question number

1 ... risk of a heart attack due to the heart ~~being~~ having to pump harder to provide oxygen.
A healthy BMI result recommended by the government is between 18.5 and 25. Lisa's result is 28 meaning that she is close to being in the obese category for her BMI. This result is due to her bad hydration and poor diet.
For a woman the average hip-to-waist ratio is 0.85 Lisa's result meets this average which suggests that she is currently a healthy weight. If Lisa's hip-to-waist ratio increases she will be in the obese category and at risk of coronary heart disease.

Leave blank

The learner has interpreted and comprehensively described all the relevant lifestyle factors from the screening information. Alcohol, Physical Activity, Sedentary Lifestyle, Stress, Sleep, Smoking and Diet (Hydration) have all been covered by the learner. This part of the answer has fallen into mark band 4 for trait 1 of the mark scheme.

The learner has also given an analytical approach to the interpretation and impact of each of the lifestyle factors which has been made specifically relevant to the health and wellbeing of the individual. This part of the answer has fallen into mark band 3 for trait 2 of the mark scheme.

There has also been a detailed analytical approach leading to the interpretation of the health monitoring test results and the interpretation has been made specifically relevant to the individual. This part of the answer has fallen into mark band 4 for trait 3 of the mark scheme.

Activity 1

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Interpret lifestyle factors and screening information for an individual	0	1–4	5–7	8–9	10–12
	No rewardable material.	Lifestyle factors are identified from screening information. An interpretation of the impact of the lifestyle factors might be attempted, however has limited relevance to the health and wellbeing of the individual. An interpretation of health monitoring test results might be attempted, however is generic, lacking relevance to the individual.	Lifestyle factors are identified from screening information, and are described. Attempted analytical approach leads to an interpretation of the impact of the lifestyle factors; interpretation demonstrates general relevance to the health and wellbeing of the individual. Attempted analytical approach leads to an interpretation of health monitoring test results; interpretation is generally relevant to the individual.	Lifestyle factors are identified from screening information, and are described in detail. Analytical approach leads to interpretation of the impact of the lifestyle factors; interpretation demonstrates relevance to the health and wellbeing of the individual. Analytical approach leads to interpretation of health monitoring test results; interpretation is relevant to the individual.	Lifestyle factors are identified from screening information, and are comprehensively described. Detailed analytical approach, leading to an interpretation of the impact of the lifestyle factors; interpretation has specific relevance to the health and wellbeing of the individual. Detailed analytical approach, leading to an interpretation of health monitoring test results; interpretation is specifically relevant to the individual.

The extra one mark could have been awarded if the learner had given a more detailed analytical approach to the interpretation of the impact of each lifestyle factor on the chosen individual and their health and wellbeing.

Each scenario for all exam series will always allow for all seven lifestyle factors to be identified and therefore interpreted in the correct manner. Each scenario will also allow for all four health monitoring test results to be interpreted by the learner.

This response gained 4 out of 12 marks

Taskbook

Please do not write answers outside the spaces provided.

You must complete all activities in this taskbook.

1 Interpret the lifestyle factors and screening information for Lisa Goddard.

(12)

lisa is a 38 year old woman who has to travel 10 miles everyday to get to her office job, and drop her children off at School on the way. From this we can interpret that her daily routine and occupation contain very little physical activity, meaning she leads a rather sedentary lifestyle, which can lead to a gain in physical weight, raised blood pressure, stess on the heart, mental issues such as depression and anxiety, and also financial issues for both her, and government services such as the NHS.

We also know that lisa often has a few glasses of white wine most evenings. So while having a glass of wine every once in a while won't do you any harm, exceding the ~~recommendation~~ recomended amount of units, which lisa is by drinking 35 in a week, can evidently cause a raised blood pressure, a raised resting heart rate, and mental issues.

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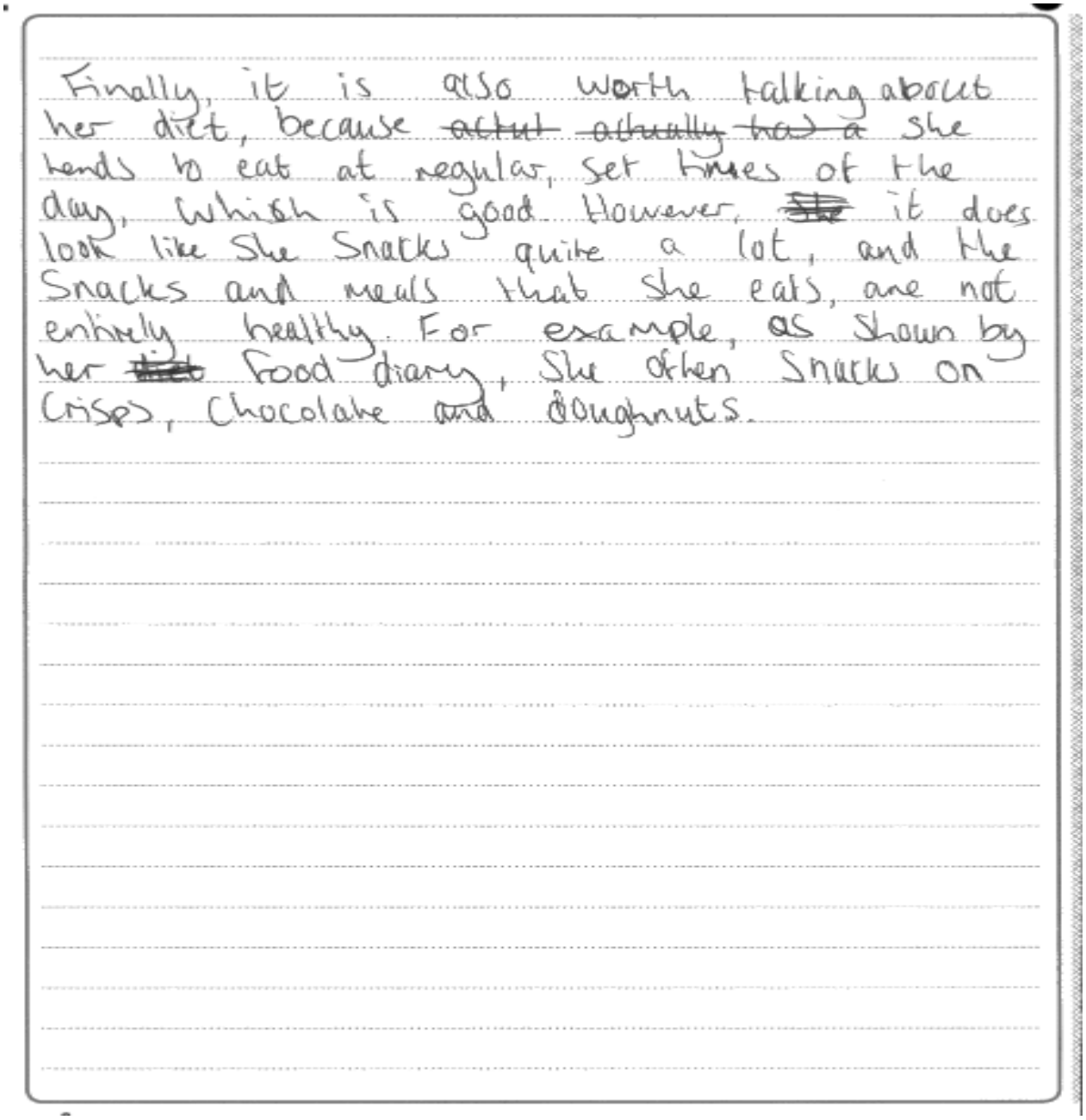
Finally, it is also worth talking about her diet, because ~~actut~~ ~~actually~~ ~~has a~~ she tends to eat at regular, set times of the day, which is good However, ~~She~~ it does look like She Snacks quite a lot, and the Snacks and meals that She eats, are not entirely healthy. For example, as shown by her ~~food~~ food diary, She often Snacks on Crisps, Chocolate and Doughnuts.

The learner has interpreted and described Physical Activity, Sedentary Lifestyle, Alcohol and Diet from the given scenario. This part of the answer has fallen into mark band 2 for trait 1 of the mark scheme.

An interpretation of the impact of the lifestyle factors has been attempted, however has limited relevance to the health and wellbeing of the individual. This part of the answer has fallen into mark band 1 for trait 2 of the mark scheme.

The learner has not included any interpretation of the four health monitoring tests and therefore this part of the answer has fallen into mark band 0 for trait 3 of the mark scheme.

Question 2 – Provide and justify lifestyle modification techniques for Lisa Goddard.

The higher band of marks were awarded here for proposed lifestyle modification techniques that demonstrated specific relevance to Lisa's lifestyle and her requirements. A learner should be able to give lifestyle modification techniques based around alcohol, stress and physical activity. If a learner was to propose at least one technique from the specification for each of the 3 identified lifestyle factors, then their response would fall into mark band 4 for trait 1.

A learner will also be able to give a justification for the proposed modification techniques that are specifically relevant to the individual's lifestyle factors. The specification states different lifestyle modification techniques for alcohol consumption, physical activity and stress. Learners should be able to justify in detail at least one lifestyle modification technique from all three of these lifestyle factors making them specifically relevant to the chosen individual in the scenario. Learners should also take into consideration the 'barriers to change' while justifying their proposed lifestyle modification techniques to fall into mark band 4 for trait 2 of the mark scheme.

A learner should also be able to give proposals of lifestyle modifications that systematically link to the lifestyle factor analysis. The proposals given should demonstrate an understanding of significance, i.e. which is the most important lifestyle modification technique and why.

This response gained 10 out of 12 marks.

2 Provide and justify lifestyle modification techniques for Lisa Goddard.

(12) Q02

The most important factor Lisa needs to change is her alcohol consumption. She currently drinks 35 units when the guidelines are 14 units per week. To reduce her alcohol consumption she can go to self help groups such as drink line or go to counselling. This allows her to talk through her problems aswell as finding ways to reduce the urge to drink. By reducing her alcohol consuption Lisas BMI will decrease from 28 to 22 (a healthier figure) due to not as many empty calories consumed.

A less important factor that Lisa needs to change is the level of stress she experences. To reduce this Lisa can use relaxation techniques such as meditation and breathing techniques or planning methods

such as goal setting. This can help decrease Lisa's blood pressure from 135/90 mmHg to a healthier figure of 120/80 mmHg.

One of the least important factors that need to be changed is Lisa's sedetary lyestyle. At the moment she is doing no exercise and working in an office for 7.5 hours a day whilst the government recommends 150 minutes of exercise a day. She can do this by walking instead of driving to work, this will increase the amount of exercise she does weekly. This will help decrease Lisa's resting heart rate from 75bpm to 70bpm as her circulatory system will become more efficient. Her hip to waist ratio will also decrease from 0.85 to 0.8 as she is burning more calories and resulting is weight being lost.

Lisa will experience barriers to

change for example she might not have time. Because of this she can try to encorporate exercise into her daily routine.
She might not have the money to pay for the exercise, to solve this she can train at home and use the resources she has such as stairs.
If the location is far away she can drive half way and walk the rest!

The learner has proposed lifestyle modification techniques that demonstrate specific relevance to the individual's lifestyle and their requirements from the targeted scenario. Lifestyle modification techniques have been suggested around Physical Activity, Alcohol and Stress. The learner has given specific strategies taken from the specification to reduce alcohol consumption, reduce stress and strategies to increase the amount of physical activity. This part of the answer has fallen into mark band 4 for trait 1 of the mark scheme as the learner has proposed at least one technique from the specification for each of the three identified lifestyle factors.

The learner has also justified the proposed modification techniques and made them specifically relevant to the individual's lifestyle factors. The techniques that have been proposed have been justified in terms of the individual's lifestyle and work commitments and the 'barriers to change' have also been taken into consideration for Physical Activity. This part of the learners' answer has fallen into mark band 3 for trait 2 of the mark scheme.

The lifestyle modification proposals do systematically and consistently link to the individual's lifestyle factor analysis and the proposals have been prioritised demonstrating a thorough understanding of significance. This part of the answer has fallen into mark band 4 for trait 3 of the mark scheme.

Activity 2

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Proposed lifestyle modification techniques	0	1–3	4–6	7–9	10–12
	No rewardable material.	Proposed lifestyle modification techniques are generic, with limited relevance to the individual's lifestyle or requirements. Justification for proposed modifications might be attempted, however has limited relevance to the individual's lifestyle factors. Linkage between proposals and factor analysis might be present.	Proposed lifestyle modification techniques demonstrate general relevance to the individual's lifestyle and requirements. Justification for proposed modifications are often present and are generally relevant to the individual's lifestyle factors. Proposals link to lifestyle factor analysis, although there may be occasional lapses.	Proposed lifestyle modification techniques demonstrate relevance to the individual's lifestyle and requirements. Justification for proposed modifications are present and are relevant to the individual's lifestyle factors. Proposals systematically link to lifestyle factor analysis; proposals demonstrate an understanding of significance.	Proposed lifestyle modification techniques demonstrate specific relevance to the individual's lifestyle and requirements. Justification for proposed modifications are present and are specifically relevant to the individual's lifestyle factors. Proposals systematically and consistently link to lifestyle factor analysis; proposals are prioritised, demonstrating a thorough understanding of significance.

The extra two marks could have been awarded if the learner had justified further the lifestyle modification techniques for stress and alcohol and included the barriers to change for these modification techniques. The learner has commented on the barriers to change with regards to physical activity but not for stress or alcohol.

Each scenario for each exam series will always allow for lifestyle modification techniques to be proposed for either stress, alcohol, smoking and/or physical activity. The learner must propose lifestyle modification techniques that are taken from the specification for each of the identified lifestyle factors that need to be addressed for the chosen individual. If the chosen individual does not smoke, then a learner would not need to propose a lifestyle modification technique for this factor.

This response gained 3 out of 12 marks.

2 Provide and justify lifestyle modification techniques for Lisa Goddard.

(12)

A main part of Lisa's being unhealthy is her job. Personally I would recommend a slightly more active job as it takes up the majority of her time during the day when she could be doing something that could have a positive effect on her well-being as a whole. However, there is a high chance that she cannot change her job so there are other ways around it. Lisa should try increase her time sleeping to 8 hours as this will improve her mental state. Another thing is the amount of alcohol she drinks. This needs to be cut in over half the amount she is already intaking. This is because alcohol has high amounts of sugar in them which is bad for your blood pressure. Lisa currently takes part in no physical activity

which clearly doesn't help as she likes a sedentary lifestyle. If she adds some cardio like walking, or jogging every so often then she can decrease the amount of time she is sitting down. It is also very likely she will feel better after doing it so it will improve her mental state.

The learner has proposed lifestyle modification techniques that demonstrate general relevance to the individual's lifestyle and their requirements from the targeted scenario. Lifestyle modification techniques have only been proposed for Physical Activity as there are no other techniques taken from the specification. This part of the answer has fallen into mark band 2 for trait 1 of the mark scheme.

The justification for the proposed modification has been attempted, however has limited relevance to the individual's lifestyle factors. The learner has not proposed or justified other lifestyle modification techniques that would be more relevant to the individual. This part of the learners' answer has fallen into mark band 1 for trait 2 of the mark scheme.

The learner has provided some linkage between lifestyle modification proposals and lifestyle factor analysis as one modification technique for physical activity has been suggested. This part of the answer has fallen into mark band 1 for trait 3 of the mark scheme.

Question 3 – Provide and justify your nutritional guidance for Lisa Goddard to meet her specific needs.

The proposed nutritional guidance should demonstrate specific relevance to the individual's requirements. The recommended daily allowance of calories for the individual should be stated, quantities and sources of food for both macronutrients and micronutrients must be proposed as well as hydration levels. To make the nutritional guidance specifically relevant for Lisa, the learner must propose for her to adapt her diet to initially lose weight before maintaining a positive energy balance while starting an exercise training programme.

The proposed nutritional guidance should be justified making it specifically relevant to the individual's dietary requirements for their health and wellbeing. The fact that the chosen individual has not taken part in exercise before and needs to lose weight must be taken into consideration here if the learner's response is to fall into the higher mark bands.

This response gained 8 out of 8 marks.

3 Provide and justify nutritional guidance for Lisa Goddard to meet her specific requirements.

(8)

Firstly, Lisa should consume 2000 calories per day as well as maintaining a healthy active lifestyle to support a balanced diet. Macronutrients should be consumed everyday to allow the body to function properly. 50-60% of carbohydrates should be consumed a day as it's the body main fuel source, providing energy throughout the day. These are found in more complex carbohydrates such as pasta, bread and rice. Next, 12-20% of protein should make up Lisa's diet. This is crucial to Lisa's training also it will help muscle growth and repair allowing her to recover much quicker in between sessions. Protein is primarily found in meats, egg and fish. Fats should make up 20-35% of Lisa's diet to allow her body to grow and develop and maintain a healthy cell membrane. These are found in more complex fats such as olive oils, peanut butter and soya oil. These are healthier kinds of fats. Micronutrients should be consumed daily to allow the body to remain healthy and illness free. The macronutrients I think will be most beneficial to Lisa are. Firstly, Vitamin C which helps protect and keep cells healthy as well repair enhance immune function. This is found in citrus fruits such

as oranges and berries. Vitamin D is important for Lisa to consume as it allows calcium to be easily absorbed, making bone strength much stronger which wants it less susceptable to breaking bones allowing her to train and achieve her goal. This is found in milks, cheese and fish. Calcium should be consumed to allow for strong and healthy bones as well as helping muscle contraction which is important in Lisas training this is found in almonds and milks. Iron is needed for production of haemoglobin this allowing better oxygen to move around the body. Vitamin A and B help maintain the body and stay healthy.

It is important for Lisa to keep hydrated as it allows for vital nutrients to be transported around the body and thermoregulate heat. Lisa should be consuming 2-2.5 litres of water per day, the more she exercises the more water she will need. Being dehydrated can affect Lisa as an active individual and leave her feel like she has a lack of energy, nausea and fatigued.

Lisa dosn't take any protein supplements or energy gels because she is a beginner and doesn't need to be taking any protein supplements because She

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isn't lacking to build muscle. Lisa could take an energy drink before and after her training sessions to make her feel that she has more energy.

Since she is overweight, she will need a negative energy balance meaning she is using more calories than she is eating. Once she is a healthy weight she will need to have a neutral energy balance where the number of calories she burns is the same as the amount she eats allowing her to stay the same healthy weight.

(Total for Activity 3= 8 marks)

The learner has proposed nutritional guidance that demonstrates specific relevance to the individual's requirements. The nutritional guidance is specific to the individual as they have covered all three macronutrients, their quantities and sources of food, micronutrients and sources of food, hydration and the recommended daily allowance of calories. This part of the answer has fallen into mark band 4 for trait 1 of the mark scheme.

The learner has also justified the proposed nutritional guidance in detail and made it specifically relevant to the individual's dietary requirements. The justification considers that the individual has not taken part in exercise before and that they need to initially lose weight. This part of the answer has fallen into mark band 4 for trait 2 of the mark scheme.

Activity 3

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Nutritional guidance	0	1–2	3–4	5–6	7–8
	No rewardable material	Proposed nutritional guidance is generic, with limited relevance to the individual's dietary requirements. Justification for proposed nutritional guidance has been attempted, however shows limited relevance to individual's dietary requirements.	Proposed nutritional guidance demonstrates general relevance to the individual's requirements. Justification for proposed nutritional guidance is generally relevant to the individual's dietary requirements.	Proposed nutritional guidance demonstrates relevance to the individual's requirements. Justification for proposed nutritional guidance is relevant to the individual's dietary requirements.	Proposed nutritional guidance demonstrates specific relevance to the individual's requirements. Justification for proposed nutritional guidance is specifically relevant to the individual's dietary requirements.

Some of the learner's responses are still not giving specific nutritional guidance that is taken from the specification. Instead, they are proposing meal replacements for Lisa's breakfast, lunch and dinner and not stating specific nutritional guidance around macronutrients, micronutrients, hydration and the recommended daily allowance of calories.

This response gained 2 out of 8 marks.

3 Provide and justify nutritional guidance for Lisa Goddard to meet her specific requirements.

(8)

[redacted]

Lisas nutritional status isn't very healthy. The reason she is overweight start's her nutritional diet. If you look at the snacks she eats, you can see that she needs to change alot from it. The snacks she eats are bad because they for one contain alot of sugar and salt. This is bad because sugar and salt turns into fat inside of your body. I would change her snacks to atleast sugary product and leave the rest of the snacks as fruits. This would benefit Lisa as she is getting fruits in more than sugary products which are bad. In Her food diary she has breakfast all time. But her breakfast isn't as nutritional as it should be. for Day 1 she has one piece of white toast with jam [redacted] and for Day 2 she has a bowl of Coco pops cereal. I would change her breakfast section at for Day 1 to be brown bread toast with butter and a glass of orange juice I reccomend at least 3-4 pieces of toast so her stomach is satisfied and she has some orange juice as well. For Day 2 I would suggest she changed her Bowl of Coco pops cereal to a more healthier like Corn flakes and she could also have some fresh orange juice as well to down.

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At lunch she has a ham and cheese sandwhich for Day 2 she has lasange and chips. I would change Day 1 to the same sandwhich but instead of having crisps she could have an apple and water, this is so she is having an healthy alternative. for Day 2 I would ~~keep the~~ change the lasange and chips for a chicken salad and some water. Chips Contain alot of fat in them which would not help Lisa. And finally for dinner, on day 1 she has chips, chicken and vegetables, which I would'nt change I would only change her fluid intake to be water and for her Day 2 dinner I would keep the same and only add water.

Her fluid intake is quite unhealthy because there is ~~barely~~ barely any fluid intake that's healthy. She should aim to drink at least 1 litres of water and gradually go up to the required amount of water that should be consumed. Lisa need's to stay off Alcohol so she doesn't become too ~~addicted~~ addicted to it. She need's to start drinking more water with her meals, rather than wine and tea. I would say she need's to full drink water only then consume small amount's of Alcohol or tea when she is more healthier.

The learner has only proposed nutritional guidance around hydration that is taken from the specification. Therefore, the nutritional guidance is generic with limited relevance to the individual's dietary requirements. This part of the learner's response has fallen into mark band 1 for trait 1.

The justification for the proposed nutritional guidance has been attempted, however shows limited relevance to the individual's dietary requirements as only hydration has been covered by the learner. This part of the learner's response has fallen into mark band 1 for trait 2.

Question 4 – Propose and justify different training methods that meet Lisa Goddard's training needs.

To gain maximum marks for this question learners should be able to propose training methods that demonstrate specific relevance to the individuals training requirements. A learner should be able to propose training methods based around either Aerobic Endurance, Muscular Endurance, Flexibility or Core Stability. If a learner proposes at least one training method from the specification for three different components of fitness identified above, then they would fall into mark band 4 for trait 1.

A learner should be able to justify their proposed training methods identified making them specifically relevant to the individual's training needs. Learners should be able to state which method of training would be most appropriate and why for the components of fitness highlighted in this scenario.

This response gained 8 out of 8 marks

4 Propose and justify different training methods that meet Lisa Goddard's training needs.

(8)

Lisa's goals are to lose her extra weight and increase her energy levels while improving her health and well-being. In order to do this Lisa will need to improve 4 components of fitness; aerobic endurance, muscular endurance, flexibility and core stability.

Aerobic endurance is the ability of the cardio-respiratory system to deliver oxygen to working muscles during sustained physical activity. When training Lisa will be wanting to work in the fat burning zone which is around 60% of her max HR which can be calculated by doing (220-38=182) (182x0.6 =109bpm). I recommend continuous training for Lisa as it can be done in many forms at low intensity as she's a beginner. It can start by just doing a 30min brisk walk before driving to work in the morning or depending on distances Lisa could drive her kids to school and park at the school and walk the rest of the way to work. Other types of training she could do is fartlek training and interval

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training.
Muscular endurance is the ability of the muscular system to work efficiently so muscles can continuing contracting over a period of time against a light to moderate fixed resistance load. I recommend weight training/body weight for Lisa as they can easily be done in the comfort of her own home with her children or at the gym. If using weights I suggest going to the gym and using the resistance machines using 50% of 1 rep max* of about 6-10 reps and 4-8 sets. By using the machine at the gym it can help reduce risk of injury as she's a beginner* as well as having professionals there to help. If doing it at home I suggest using body weight as the resistance e.g squats, push ups and sit ups. Other alternative training methods are using free weights or circuit training.
* which can avoid her blood pressure getting too high and will allow her to burn fat to reduce her BMI and hip to waist ratio.



To avoid her blood pressur getting too high. Flexibility is the adequate range of movement around all joints of the body. Flexibiny can be trained using stretches; achive static, passive static, dynamic and PNF. It can also be trained using yoga and pilates while reducing risk of arthritis. I suggest Lisa does yoga or pilates as they can both be done at home or at a class which can improve Lisa's social well-being while also being good for reducing stress and improving mental well-being. Yoga / Pilates is also an easy achivity for beginners meaning she can get her kids involved too. Core stability is the capacity of the torso muscles to assist in good posture and balance during physical achivity. This component of fitness links well with flexibility and muscular endurance with training being the same, so I suggest yoga or pilates as well as sit ups. it can also help Lisa reduce her blood pressure, as yoga is good for improving blood flow.

(Total for Activity 4 = 8 marks)

The learner has proposed at least one training method for aerobic endurance, muscular endurance and Flexibility from the specification showing specific relevance to the individuals training requirements and the scenario. The learner has also proposed a training method for core stability. The learner has proposed at least three training methods from different components of fitness that are specifically relevant to Lisa and her lifestyle. This part of the answer has fallen into mark band 4 for trait 1 of the mark scheme.

The learner has also justified the proposed training methods making them specifically relevant to the individuals training needs. The learner has justified each training method for each of the main components of fitness highlighted that could be used for the chosen individual and their training needs. The learner has also mentioned training methods that would not be suitable for Lisa considering that she has not taken part in exercise before. This part of the answer has fallen into mark band 4 for trait 2 of the mark scheme.

Activity 4

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Training methods	0	1–2	3–4	5–6	7–8
	No rewardable material	The proposed training methods are generic, with limited relevance to the individual's training requirements. Justification for proposed methods is attempted however, is not always relevant to the individual's training needs.	The proposed training methods demonstrate general relevance to the individual's training requirements. Justification for proposed training methods is generally relevant to the individual's training needs.	The proposed training methods demonstrate relevance to the individual's training requirements. Justification for proposed training methods is relevant to the individual's training needs.	The proposed training methods demonstrate specific relevance to the individual's training requirements. Justification for proposed training methods is specifically relevant to the individual's training needs.

Learners must ensure that they state a training method taken from the specification for the selected components of fitness that are relevant to the individual within the scenario. If strength and/or muscular endurance is highlighted in a given scenario then the term 'weight training' would not be acceptable here as this is not a specific training method taken from the specification. Training methods such as free weights, fixed resistance machines and circuit training would be acceptable.

This response gained 1 out of 8 marks

4 Propose and justify different training methods that meet Lisa Goddard's training needs.

(8)

Lisa's current goal is to loose some extra weight and improve her health and well-being. For this she will need to use muscular strength, Muscular endurance, and aerobic endurace.

The First COF (component of fitness) will be aerobic endurance. This is because the best ~~target~~ weight loss area is cardio. She needs to be able to control her breathing and stamina, For example she could work on the bikes. She could fluxuate her MHR to be able to see further improvement in weight loss.

The second COF would be Muscular Strength. This is because her bulk could be turned into muscle mass if worked on correctly. Muscular Strength is the ability to give great power in a short burst. For example, Lisa could do some

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Sets of push ups at 50% MHR to feel a burn in the bicep, but then could go on to work the tricep. or both in a antagonistic pair.

The last COF would be muscular endurance. The ability to maintain a set weight over a period of time. This is high reps low weight. She could work on the chest press as an example and burn some fat over a period of time while also building muscle

The learner has not proposed any training methods from the specification and instead just given a generic response around components of fitness that are required for improvement for the individual. Therefore, the proposed training methods are generic, with limited relevance to the individual's training requirements. This part of the learner response has fallen into mark band 1 for trait 1 of the mark scheme.

The justification for the proposed methods has been attempted, but they are not always relevant to the individual's training needs. This part of the learner response has also fallen into mark band 1 for trait 2 of the mark scheme.

Question 5 – Design weeks 1, 3 and 6 of a 6-week fitness training programme for Lisa Goddard.

Majority of the marks for question 5 would be awarded if candidates could design a training programme that demonstrated specific relevance to the fitness requirements for the chosen individual within the scenario. Candidates could choose from Aerobic Endurance, Flexibility, Muscular Endurance and Core Stability activities within the programme design. If a learner identified at least three different components of fitness within the programme design, then their response would fall into mark band 3 for trait 1.

The training programme should also demonstrate a thorough understanding of the principles of fitness training, in the context of the individual's lifestyle or training requirements. The FITT principle must be applied in full detail to the programme, being specific with the intensity of the activities. Additional principles of fitness training must also be applied such as specificity, overload, progression, reversibility, rest and recovery, adaptation, variation and individual needs. Not all the additional principles of fitness training need to be applied here but the programme must demonstrate a thorough understanding of these and that they have been considered when designing the 3 weeks of the 6-week programme.

This response has gained 6 out of 6 marks.

5 Design weeks 1, 3 and 6 of a six-week fitness training programme for Lisa Goddard. (6)

Week 1

	Physical activity		
	morning	lunch	afternoon
Monday	Drop kids, park car walk to work & (half a mile) 40% MHR		After work walk the half mile back to car 40% MHR
Tuesday			Home circuit training (20 second work, 40 second rest) half crunches, seated squat, assisted pressups burpees, assisted plank
Wednesday	Drop kids, park car walk to work (half a mile) 40 % MHR		After work walk half mile back to car 40 % MHR
Thursday			Home circuit training (20 seconds work, 40 seconds rest) *same exercises as tuesday*
Friday		Yoga class at local gym with colleague 20 minutes	
Saturday		Fartlek training in park. Run, watch kids. 50-55% MHR	
Sunday	Rest		

Week 3

	Physical activity		
Monday	Drop kids, park car jog to work (mile) 50% MHR		After work jog back to car 50% MHR (mile)
Tuesday			Home circuit training (30 second work 30 second rest) *Same exercises as week one*
Wednesday	Drop kids, park car jog to work (mile) 50% MHR		After work jog back to car 50% MHR
Thursday			Home circuit training (Same as tuesday)
Friday		Yoga class with colleague 30 mins	
Saturday		Continous training in park (45 minutes) 55-60% MHK	
Sunday	Rest		

Week 6

	Physical activity		
Monday	Drop kids, park car run rest of way to work (2 mile) 60% MHR		After work run back to car 60% MHR (2 miles)
Tuesday			Home circuit training (40 second work, 20 second rest) *Same exercises as week 1 and 3*
Wednesday	Drop kids, park car 2 miles out run rest of way to work 60% MHR		After work run back to car (2 miles) 60% MHR
Thursday			Home circuit training (same as tuesday)
Friday		Pilates class with colleague 60 mins)	
Saturday		Interval park training. 50 min - hour run 60-70% MHR	
Sunday		Rest	

(Total for Activity 5 = 6 marks)

The learner has designed a training programme that demonstrates specific relevance to the fitness requirements of the individual as they have included at least one training method and/or training session for aerobic endurance, core stability and muscular endurance. The learner has included at least one training method or training session for three different components of fitness that are specifically relevant to Lisa. This part of the answer has fallen into mark band 3 for trait 1 of the mark scheme.

The training programme that has been designed has also demonstrated a thorough understanding of the principles of fitness training, in the context of the individual's lifestyle or training requirements. The learner has implemented the FITT principle each week and clearly stated the intensity for majority of the sessions. The programme progresses each week, has included rest and recovery days, has variation included with a variety of different training methods being used and the programme also takes the persons individual needs into account by including the relevant fitness requirements. The intensity values stated are also very specific to the individual as they have started on 40% MHR and progressed to 60% MHR by week 6. The learner has also made the programme specific to the individual my building it around her children and at times including her children in the exercise. This part of the answer has fallen into mark band 3 for trait 2 of the mark scheme.

Activity 5

Assessment focus	Band 0	Band 1	Band 2	Band 3
Six-week training programme	0	1–2	3–4	5–6
	No rewardable material	The training programme is generic, with limited relevance to the fitness requirements of the individual. Certain requirements may be omitted. The training programme demonstrates a limited understanding of the principles of fitness training, in the context of the individual's lifestyle or training requirements.	The training programme demonstrates relevance to the fitness requirements of the individual, although not all requirements are covered. The training programme demonstrates an understanding of the principles of fitness training, in the context of the individual's lifestyle or training requirements.	The training programme demonstrates specific relevance to all fitness requirements of the individual. The training programme demonstrates a thorough understanding of the principles of fitness training, in the context of the individual's lifestyle or training requirements.

There was a high percentage of learners that did not correctly apply the FITT principle to the training programme in question. Many learners did not state an intensity for majority of the sessions for the individual or include the bpm (beats per minute) or MHR (Maximal Heart Rate) where relevant. 1RM or RPE would also be acceptable for intensity values.

There were also a considerable number of learners that did not consider Lisa's children when planning the exercise programme. Attending the gym and fitness classes on both the morning and evening was not very specific to her needs and lifestyle.

This response has gained 1 out of 6 marks.

5 Design weeks 1, 3 and 6 of a six-week fitness training programme for Lisa Goddard. **(6)**

Week 1

	Physical activity
Monday	In the morning before work walk the kids to schad. After work go for a walk for 1 hour and have a break at 30mins.
Tuesday	Walk kids to schad before work. After work cycle for 1 hour and have a break at 30 mins.
Wednesday	Walk kids to schad before work After work go to the gym for an hour on treadmill and bike and have a breals at 30 mins.
Thursday	Walk kids to schad before work After work go for a walk for an hour and have a break for 30 mins.
Friday	Walk kids to school before work. After work cycle for an hour and have a break at 30 mins.
Saturday	Go for a walk in the morning with the kids. Afternoon play some sports with children for an hour.
Sunday	Go for a gental walk in the afternoon.

Week 3

	Physical activity
Monday	Walk the kids to school and walk to work. After work walk for 1 hour and 30 mins with no break.
Tuesday	Walk the kids to school and walk to work. After work cycle for an hour and 30 mins with no break.
Wednesday	Walk the kids to school and walk to work. After work go to a gym and use aerobic machines for 1 hour 30 mins with no break.
Thursday	Walk the kids to school and walk to work. After work go for a walk for 1 hours and 30 mins with no break.
Friday	Walk the kids to school and walk to work. After work cycle for 1 hour 30 mins with no break.
Saturday	Go for a walk in the morning with the kids. Afternoon play sports with the kids for an hour and 30 mins.
Sunday	Go for a walk for an hour and 30 mins with no break.

Week 6

	Physical activity
Monday	Walk the kids to school and run to work. After work run for 1 hour and 45 mins with no break.
Tuesday	Walk the kids to schod and run to work. After work cycle for an 1 hour and 45 mins up hill with no break.
Wednesday	walk the kids to schod and run to work. After work go to the gym and do high intensity workout with aerobic machines for 1 hour 45 mins.
Thursday	Walk the kids to schod and cycle to work After work go for a run for 1 hour and 45 mins with no break.
Friday	Walk the kids to schod and cycle to work. After work cycle for an 1 hour and 45 mins up hill with no break.
Saturday	Go for a walk with the kids in the morning afternoon play sports with the kids at a high intensity for 1 hour and 45 mins.
Sunday	Go for a walk for an hour and 45 mins with no break.

(Total for Activity 5 = 6 marks)

The training programme that has been designed is generic, with limited relevance to the fitness requirements of the individual. Certain requirements have been omitted as the learner has only included activities to improve the individual's aerobic endurance. This part of the learner response has fallen into mark band 1 for trait 1 of the mark scheme.

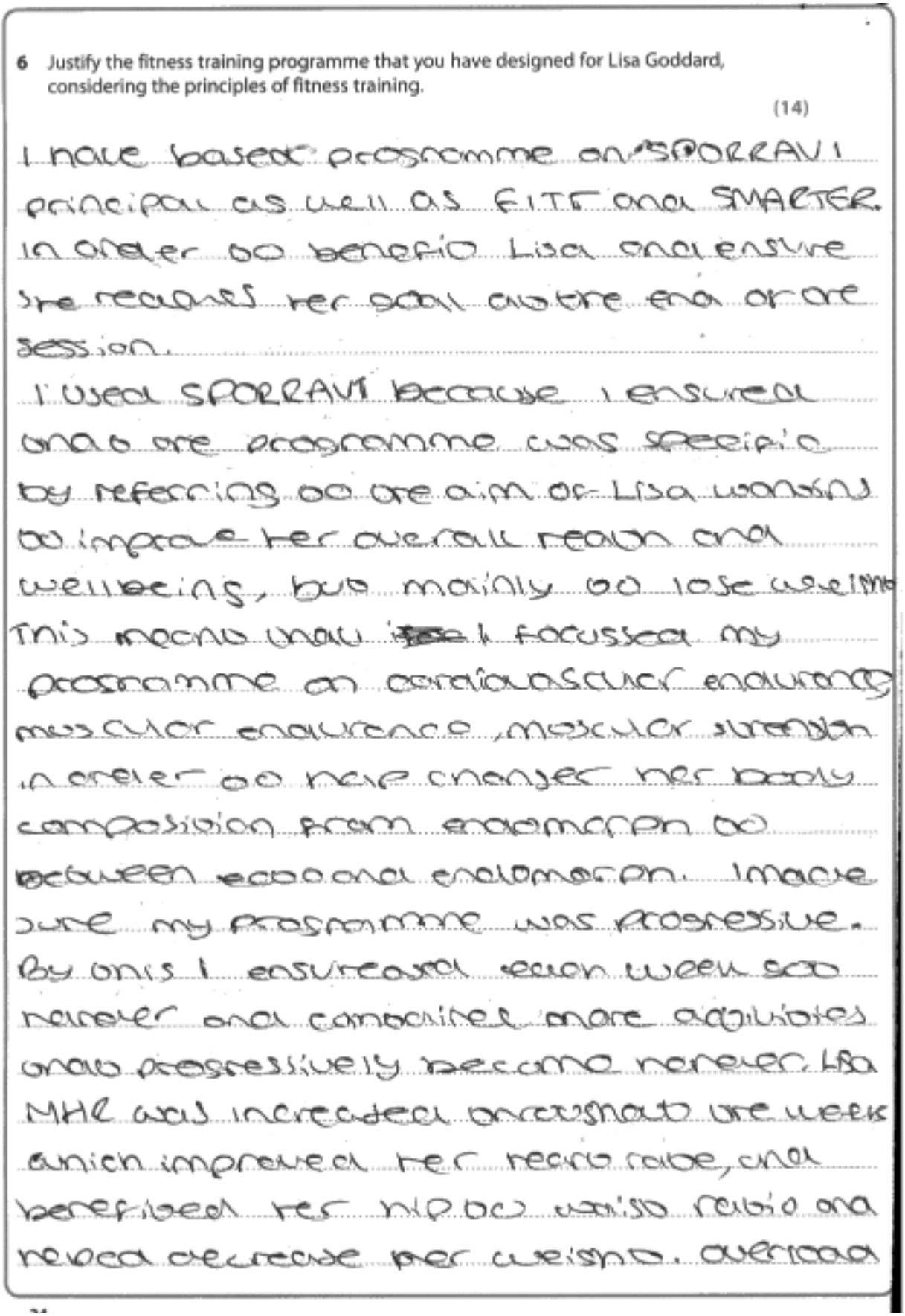
The training programme demonstrates a limited understanding of the principles of fitness training, in the context of the individual's lifestyle or training requirements. The learner has not included any intensity values towards the FITT principle, variation is also poor as it's the same activity each day and the individuals need have not been considered. This part of the learner response has fallen into mark band 1 for trait 2 of the mark scheme.

Question 6 – Justify the fitness training programme that you have designed for Lisa Goddard considering the principles of fitness training.

A learner should be able to give a justification that demonstrates a thorough understanding of the principles of fitness training applied to their training programme. The FITT principle must be justified in relation to their training programme and again majority of the additional principles of fitness training should be justified such as specificity, overload, progression, reversibility, rest and recovery, adaptation, variation and individual needs in terms of the training programme that has been designed. If learners justify correctly and in detail the FITT principle plus at least 6 additional principles of training, then their response would fall into mark band 4 for trait 1 of the mark scheme.

A learner should be able to give a justification that demonstrates relevance to the design of the training programme and the training requirements of the individual. Learners should be able to justify the aims and objectives of the training programme for the chosen individual as well as any personal goals (SMARTER) and resources required. Periodisation should also be mentioned in the context of the design of the 6-week fitness training programme. If a learner justifies the client's aims of the programme, their goals using the SMARTER acronym, Periodisation and resources required then their answer would fall into mark band 4 for trait 2 of the mark scheme.

This response gained 13 out of 14 marks

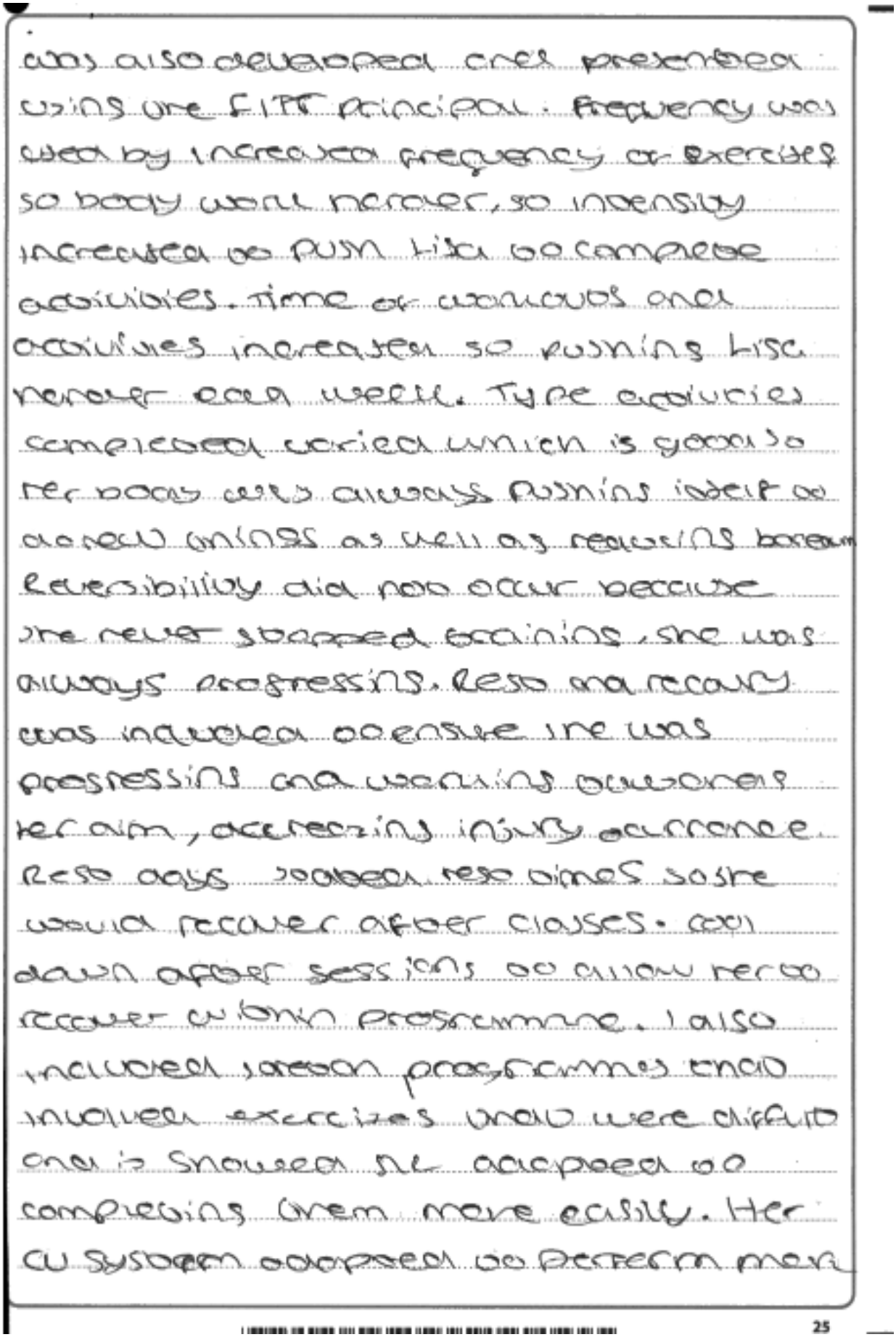


6 Justify the fitness training programme that you have designed for Lisa Goddard, considering the principles of fitness training.

(14)

I have based programme on SPORRAVI principal as well as FITT and SMARTER. In order to benefit Lisa and ensure she reaches her goal at the end of the session.

I used SPORRAVI because I ensured that the programme was specific by referring to the aim of Lisa wanting to improve her overall health and wellbeing, but mainly to lose weight. This meant that I focussed my programme on cardiovascular endurance, muscular endurance, muscular strength in order to help changes her body composition from endomorph to between ecto and endomorph. I made sure my programme was progressive. By this I ensureased each week got harder and combined more activities that progressively become harder. Lisa MHR was increased throughout the weeks which improved her heart rate, and benefited her hip to waist ratio and helped decrease her weight. Overload



was also developed and presented using the FITT principal. Frequency was used by increased frequency of exercises so body work harder, so intensity increased to push Lisa to complete activities. Time of workouts and activities increased so pushing Lisa harder each week. Type activities completed varied which is good so her body was always pushing itself to do new things as well as reducing boredom. Reversibility did not occur because she never stopped training, she was always progressing. Rest and recovery was included to ensure she was progressing and working towards her aim, decreasing injury occurrence. Rest days scaled rest times so she would recover after classes. Cool down after sessions to allow her to recover within programme. I also included sorteen programmes that involved exercises that were difficult and is showed she adapted to completing them more easily. Her CV system adapted to perform more

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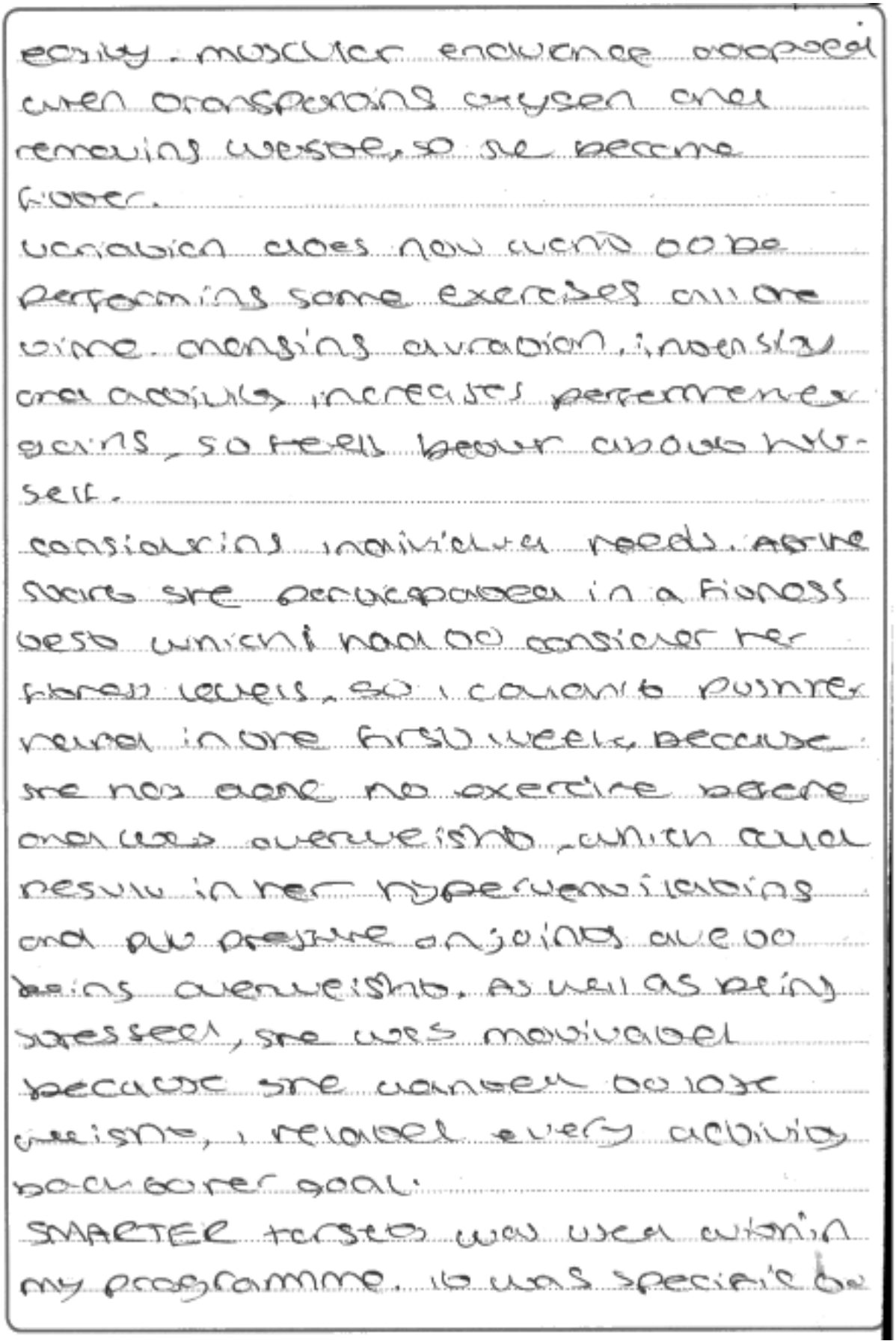

easily. muscular endurance adapted when transporting oxygen and removing waste, so she became fitter.
variation does not want to be performing same exercises all the time. changing duration, intensity and activity increases performance gains, so feels better about hot-self.
considering individual needs. At the start she participated in a fitness test which I had to consider her fitness levels, so I couldn't push her hard in the first week, because she has done no exercise before and was overweight, which could result in her hyperventilating and put pressure on joints due to being overweight. As well as being stressed, she was motivated because she wanted to lose weight, I related every activity back to her goal.
SMARTER targets was used within my programme. It was specific to

her needs and specifically focused on cardio, muscular and strength which all changed her body composition to help her lose weight and improve wellbeing. measurable, fitness tests go the beginning and end of programme showed how she developed and reached goal. Reliable, considered her age, fitness level and goal. Timed, the programme involved a medium goal because it was 1-3 months. programme was 6 weeks which is over a ~~[illegible]~~ month. programme is a mesocycle which lasts 4-24 weeks with microcycle within it. individual weeks were microcycles. 6 weeks in a good amount to see her progress. Exciting, during week 3 and 6, at the weekend, made her complete a park run with people or circuits to make friends and to relieve stress, and gain sense of achievement from crossing line.

Activities varied and involved her interacting with friends to look forward to exercise. Training programme was 6 weeks long so was realistic fitness tests before and after helped record progress, as well as measuring her weight and hip ration. Programme was made considering SMARTER, FIT and SPORRAV principals.

(Total for Activity 6 = 14 marks)

TOTAL FOR TASK = 60 MARKS

27

The learner's justification has demonstrated a thorough understanding of the principles of fitness training that have been applied to the training programme. The learner has justified the FITT principle in relation to the training programme and they have also included majority of the additional principles of fitness training from the specification. They have commented on specificity, progression, overload, rest, adaptation, variation and individual needs. The learner has justified correctly the FITT principle, plus at least 6 additional principles of fitness training to allow this response to fall into mark band 4 for trait 1 of the mark scheme.

The justification given demonstrates relevance to the design of the training programme and the training requirements of the individual. The learner has included the SMARTER acronym in relation to the individual and the training programme as well as the individual's goals. They have also covered Periodisation and its relevance to the training programme. This part of the answer has fallen into mark band 3 for trait 2 of the mark scheme.

Activity 6

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Provide a justification for the training programme that has been produced for an individual	0	1–4	5–7	8–10	11–14
	No rewardable material	The justification demonstrates a limited understanding of the principles of fitness training. The justification is generic with limited relevance to the design of the training programme, or the training requirements of the individual.	The justification demonstrates a limited understanding of the principles of fitness training applied to the training programme. The justification is generally relevant to the design of the training programme and the training requirements of the individual.	The justification demonstrates an understanding of the principles of fitness training applied to the training programme. The justification demonstrates relevance to the design of the training programme and the training requirements of the individual.	The justification demonstrates a thorough understanding of the principles of fitness training applied to the training programme. The justification demonstrates specific relevance to the design of the training programme and the training requirements of the individual.

The extra one mark could have been awarded if the learner had given further justification around the training programme design making it specifically relevant to the chosen individual in the scenario. The learner could have added the resources to be used in the training programme making the justification relevant to Lisa. This would have allowed the learners response to fall into mark band 4 for trait 2 and gain full marks.

There are still learners that do not include any principles of fitness training when it comes to their justification. Learners spoke about their fitness training programme but only in terms of what they had included for each of the 3 weeks, making their justification show a limited understanding of the principles of fitness training.

This response gained 4 out of 14 marks

6 Justify the fitness training programme that you have designed for Lisa Goddard, considering the principles of fitness training.

(14)

I have tried to make sure that the training programme I have designed for Lisa that is specific and progression and overload can be made.

Before stareing the training programme fitness tests were done to assess where Lisa's fitness is at and goals can be set. I have made sure that the goals are SMARTER. Specific, measurable, achievable, Realistic, timed, exciting and Recordable.

When setting out the training programme I have made sure that it follows the FITT principles. Because Lisa is new to training week 1 was easing her into it performing at a MHR not too strenuous but making her work. I have included two rest days for her and a day of recovery when she shall swim, the swim is at a lower MHR as it is meant for reccuery. Also I have made sure that I have variety of activities so it is not strenuous and boring. I have

chosen training methods that can be modified, increased so that progression can be made. I have made sure that either rest time is reduced, reps increased but normally intensity increased. For Lisa to be in burning fat which is her goal she needs to be working at 70% MHR and above.

Therefore week 1 I used the intensity so that Lisa is being pushed but left the rest periods and a recovery day. I also included core training to help with posture and the body. Furthermore, I included speed training where she will have train more anaerobically creating variation.

Finally, week 6 I reduced the rest days so that it pushes her, I kept a recovery day as its important to recover but used the intensity to create progression. After all another fitness test should be done to see how effective the training was and how much progress was made.

The learner has given a justification that demonstrates a limited understanding of the principles of fitness training. The learner has only justified rest and recovery and variation as the principles of training. While the learner has stated others, they have not fully justified these and therefore shown knowledge in this area. This part of the learner's response has fallen into mark band 1 for trait 1 of the mark scheme.

The justification given is generic with limited relevance to the design of the training programme, or the training requirements of the individual. The learner has only stated the individual's goals for the programme. They have not mentioned the SMARTER acronym, periodisation or the resources and equipment that is needed for the training programme. This part of the learner's response has also fallen into mark band 1 for trait 2 of the mark scheme.

Summary

- Please make sure that all centres read the Administrative Support Guide document for BTEC National in Sport that can be found on the Pearson Website at; https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments
- The scenario will always allow for all seven lifestyle factors to be commented on from the specification with regards to question 1. These are diet, exercise, smoking, alcohol, stress, exercise, sleep and sedentary lifestyle.
- Question 2 should see learners giving lifestyle modification techniques that are taken from the unit specification and that are relevant to the chosen individual within the scenario. These lifestyle modification techniques should then be justified taking the individual into content as well as the common barriers to change.
- Question 3 answered better this series as more learners gave responses based around the unit specification. If learners propose nutritional guidance that is based around the recommended daily allowance of calories, macronutrients, micronutrients and hydration and justified accordingly, then the learner's response would be aiming towards the higher mark bands.
- For question 5, ensure the FITT principle is fully applied to the training programme including the intensity. For any aerobic based activity, the intensity values must include either MHR (Maximal Heart Rate) or BPM (Beats per Minute). For any strength or muscular endurance based activities, the intensity must be in %1RM (One Rep Max). RPE would also be acceptable here for an intensity value.
- For question 6, ensure that the learners are justifying the design of their training programme through the application of the principles of fitness training. Some learners are only commenting on what they have planned for on specific days and weeks instead of demonstrating their knowledge around all of the principles of fitness training.
- Centres should not be submitting the learner's notes with the booklet as these must be retained and stored by the Centre.

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