Examiners' Report
Lead Examiner Feedback

June 2023

Pearson BTEC Nationals
In Sport (31525H)
Unit 2: Fitness Training and Programming for Health, Sport and Well-being

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Grade Boundaries

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.

Grade boundaries for this, and all other papers, are on the website via this link

Introduction

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

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 taking into account the individuals training needs and would be awarded a total of 6 marks.

The final question looked at giving a justification of the design of the training programme that learners 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 now performing consistently well across the paper for each exam series. Learners are giving 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 an 18-year-old female (Anna) who enjoys playing tennis with her friends. Anna has potential in her Tennis ability and wishes to take it more seriously and enter more competitions to see how far she can go in the sport. A professional tennis coach offers to coach Anna to play in higher level competitions in the future. The tennis coach wants Anna to have a full health screening assessment before her next competition. Anna's aim is to win more competitions and to play at the highest possible level for Anna.

The individual within this scenario is not an elite athlete but wishes to take her sport more seriously and see how far she can go.

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 responded well with learners giving specific lifestyle modification techniques from the specification for the chosen individual. This series allowed the learners to give lifestyle modification techniques based around stress, exercise, smoking and alcohol. A large proportion of learners gave lifestyle modification techniques that were specific to these chosen lifestyle factors. The better responses linked the barriers to change to each lifestyle modification technique for each of the different targeted lifestyle factors for this individual.

Question 3 performed well again this series with learners justifying the type of nutritional guidance that should be proposed from the specification for the individual. Learners that proposed guidance around the recommended

daily allowance of calories, macronutrients, micronutrients, hydration and ergogenic aids would have gained the higher end marks.

Question 4 performed well this series as the scenario allowed for multiple training methods to be proposed from either Aerobic Endurance, flexibility, Core stability, Strength, Muscular Endurance, Power, Speed, Agility, Balance, Coordination and Reaction Time. If learners proposed at least one training method from the specification from at least four different components of fitness, then the response would fall into the higher mark bands.

Question 5 performed as expected with learners applying their knowledge to the training plan and the given scenario. If learners applied at least 3 different components of fitness that are relevant to the individual and applied the principles of training, then the response would fall into the higher mark bands.

Question 6 is consistently performing well each 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. The better responses saw learners justify in detail each of the principles of training, including the FITT principle, while making them relevant to the individual in the scenario. More learners are responding to the question by justifying the design of the programme with its aims and objectives, resources needed, the SMARTER principle and covering periodisation. However, there are still many learners that are not finishing question 6 due to time constraints on the paper.

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 each 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 popular 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.

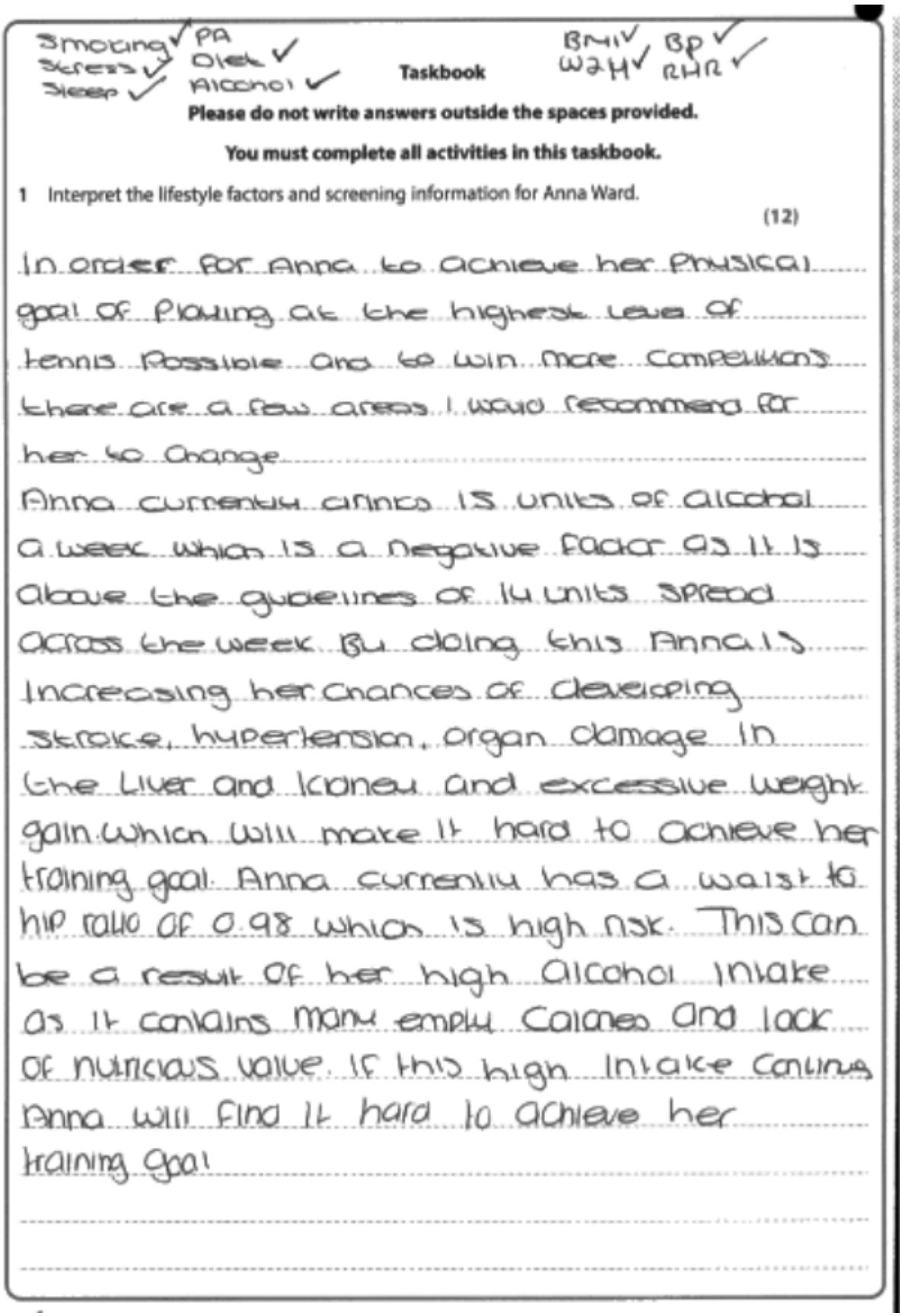
Question 1 – Interpret the lifestyle factors and screening information for Anna Ward.

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.



Smoking ✓ PA
Stress ✓ Diet ✓
Sleep ✓ Alcohol ✓

Taskbook

BMI ✓ BP ✓
W2H ✓ RHR ✓

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 Anna Ward.

(12)

In order for Anna to achieve her physical goal of playing at the highest level of tennis possible and to win more competitions there are a few areas I would recommend for her to change

Anna currently drinks 15 units of alcohol a week which is a negative factor as it is above the guidelines of 14 units spread across the week. By doing this Anna is increasing her chances of developing stroke, hypertension, organ damage in the liver and kidneu and excessive weight gain which will make it hard to achieve her training goal. Anna currently has a waist to hip ratio of 0.98 which is high risk. This can be a result of her high alcohol intake as it contains many empty calories and lack of nutricious value. If this high intake continus Anna will find it hard to achieve her training goal

Anna also consumes a poor diet as it lacks the correct nutrients. BMI This is a negative factor as there is a high likelehood that she doesnt achieve the gavemments recommendation of her 5-a-day. This puts Anna at risk of developing type 2 diabetes, Canary heart disease and heart attacks. Anna has a BMI of 27 which labes her as overweight. There is a high chance that this is due to her poor diet choices. If this continues Anna will continue to put on weight which will stop her from achieving her physical goals of winning tennis competitions.

* of 115/74 mmHg

Anna smokes 3 cigarettes a day which is against the gavemment guidelines of not smoking at all which makes this a negative Lifestyle factor. Smoking can lead to heart attacks, hypertension and strokes, lower and damage to the respiratory system. Even though Anna has a good blood * Pressure this is at risk of going up if she continues smoking puting her at risks of strokes which can be fatal for her health and wellbeing. Smoking can



also stop Anna from reaching her Potential of Performing to the highest Level of Tennis as smoking will only continue to damage her respiratory health which can lead to asthma ~~Preventing her from~~ causing shortness of breath which can Prevent her from completing whole matches

experiences

Anna also admits she ~~expresses~~ stress on a daily basis from trying to meet work deadlines. High stress Levels can Lead to high blood Pressure, heart attack ~~diabetes~~ and disrupt sleep. As Anna is ~~experiencing~~ high Levels of stress it can cause an uptake in her blood pressure which can result of her good resting heart rate of 68 bpm to grow higher as her heart will be working harder to get blood around the body. High Levels of Stress can cause Anna to lose motivation to try and continue tennis as a career making it harder to achieve her fitness goal.

Despite Annas lifestyle containing many negative factors there are a few positives.

Anna gets 7.5 hours of sleep every night which is a positive factor as the NUS recommends between 7-8 hours every night. By sticking to this lifestyle it can help destress Anna as it gives her body enough time to remend herself and help her muscles recover. By sticking to this positive it also allows Anna to decrease her chances of developing high blood pressure, strokes, type 2 diabetes and heart attacks. Anna has a blood pressure of 113/74 which can is ideal blood pressure. This can be a result of Annas healthy sleeping amounts, it shows that Annas body is not under high demand to recover itself from short amounts of sleep.

Anna is also quite physically active as she achieves 4 hours a week which is more than the recommended.

However, another negative in Annas life style is her physical activity levels. In Annas age range she should achieve 60 minutes every day

which totals to 7 hours a week.
But Anna only acheives 4. Lack of
exercise can lead to weight gain which
increases the chances of stroke,
heart attack, high blood Pressure and
coronary heart disease Anna has a
BMI of 27 which is labbeled as
overweight. This can be due
to the lack of exercise, if this
continues Anna will find it hard to
achieve her training goal as she
will most likely put on more weight.
This will damage her health and
well being and increase her risk
of developing disease.

(Total for Activity 1 = 12 marks)

10

The learner has interpreted and comprehensively described 6 of the relevant lifestyle factors from the screening information. Alcohol, Diet, Smoking, Stress, Sleep and Physical Activity 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 a detailed 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 4 for trait 2 of the mark scheme.

There has also been an analytical approach leading to the interpretation of the health monitoring test results with the learner correctly interpreting all four. Resting Heart rate was correctly interpreted (Good) but could have been covered in greater detail and made more specifically relevant to the individual within the scenario. This part of the answer has fallen into the top of mark band 3 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 would have been awarded if the learner had provided more detail on the resting heart rate monitoring test score, analysing why this result had occurred for the individual.

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 2 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 Anna Ward.

(12)

Ana works as an office worker she works there for 8 hours a day which is a lot for 18 yeor old athlete.

Ana lives 6 miles away from work which is quiet for ~~which~~ and it has an impack on her time because of travelling.

Ana uses a car to get to work which decreases the durafion of her travelling to work.

Ana is not active during work which might reduce her potential of becoming a pro athlete.

Ana trains tennis 2 times a week, 4 hours a week

which means the training is 2 hours each.

Anna drinks 15 units of alcohol a week which is an unhealthy amount to drink, also ~~consider~~ considering Anna is an 18 years old.

She smokes daily, 5 cigarettes a day.

Anna said that she has a stressfull lifestyle and the reason for her to stress is to meetings for work deadlines.

Her blood pressure is 115/74 which is fine.

Anna resting heart rate is 68 which could be worse because she's a smoker.

Her body mass index is 27 which is a bit to high Anna

will need to decrease it.

Anna hip to waist ratio. is 0.98 is just about fine.

Anna ~~doesn't~~ does not take any supplements or drugs ~~to~~ for improvement in ~~potential~~ performance or handsome.

Anna sleeps 7.5 hours a day which is a healthy amount for 18 year old.

The learner has identified the lifestyle factors from the scenario and covered sedentary lifestyle, physical activity, alcohol, smoking, stress and sleep. This part of the answer has fallen into the bottom of mark band 2 for trait 1 of the mark scheme.

An interpretation of the impact of the lifestyle factors has been attempted by the learner but demonstrates 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 covered any of the health monitoring tests and therefore there is no rewardable material for trait 3 of the mark scheme.

Question 2 – Provide and justify lifestyle modification techniques for Anna Ward.

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

A learner should 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 stress, smoking, alcohol and how to embed physical activity into your lifestyle. Learners should be able to justify in detail one lifestyle modification technique for at least three lifestyle factors identified 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 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 Anna Ward.

(12)

one of Annas negative lifestyle factors is alcohol. the current recommendation is 14 units per week. Anna drinks over this at 15 units per week. one way to overcome this is counselling. this is when you go to a counsellor & talk about the problems that are going on & what led you to the problem. one barrier to this could be money. counselling sessions cost a lot of money so Anna may not be able to afford it. one way to overcome this is through going to self help groups. this is when you go to a meeting with others who have first hand experience & talk to eachother about life situations. this is better than counselling as it is free.

another one of Annas negative lifestyle factors is ~~smoking~~ stress. the recommendation is no stress at all but Anna is very stressed due to her job. one way she can overcome this is through goal setting. this is when you set SMART goals. these help to manage yourself & your

time better. one barrier to this is having the time to sit & plan out her goals. one way to overcome the barrier is to complete physical activity. physical activity releases endorphins which make you happier. this is better than goal setting as she is able to do this at the office during her lunch, Anna will also then be assisted towards her goal of competing in tennis.

another negative lifestyle factor for Anna is smoking. Anna currently smokes 5 a day which is over the recommendation of 0. to overcome this Anna could complete accupuncture. this is small needles that are inserted at certain sites in the body. one barrier to this is money. accupuncture treatment can be expensive so Anna may not be able to afford it. she could go to counselling to talk to a trained professional instead.

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another negative lifestyle factor for Anna is physical activity, she currently only does 4 hours a week. to overcome this she could either do exercises at home or she could do them at the office during lunch.

the final negative lifestyle factor for Anna is a balanced diet, she should follow the eatwell guide to overcome this, she will then be able to eat healthier.

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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 alcohol, stress, and smoking. The learner has given specific strategies taken from the specification to reduce alcohol, smoking, and stress. This part of the answer has fallen into the top of mark band 4 for trait 1 of the mark scheme as the learner has proposed at least one technique from the specification for at least three identified lifestyle factors.

The learner has also justified the proposed modification techniques making 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 as well as relating them to some of the barriers to change. This part of the learners' answer has fallen into the top of mark band 3 for trait 2 of the mark scheme.

The lifestyle modification proposals do systematically link to the individual's lifestyle factor analysis and the proposals demonstrate an understanding of significance. This part of the answer has fallen into the top of mark band 3 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 would have been awarded if the learner had justified each of the lifestyle modification techniques in greater detail considering why the technique (goal setting for example) had been chosen for this specific individual.

The learner also needed to give a prioritisation of the lifestyle modification techniques considering which one is the most important and why.

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 Anna Ward.

(12)

Her Physical activity levels are not the great so the the techiques I would give her would be physical task around the house eg being gardening. usie a step counter to try and achieve a 10,000 step per day. At work I would asked her to take the Stairs when possible I would asked her to exerise on her lunch break eg go to a leisure centre and join a gym or join a spin class.

Justification of this would be her mental + physical health would be good. I would help reduce risk of disease it will improve her psychological well being, weight lost It would give muscle and bone strengthening it would also help her make friends and forming healthy habits

The learner has proposed lifestyle modification techniques that demonstrate general relevance to the individual's lifestyle and their requirements from the targeted scenario. The learner has only proposed lifestyle modification techniques for physical activity.

This has been very briefly justified with the response needing to focus on more about why the technique has been chosen.

Question 3 – Provide and justify nutritional guidance for Anna Ward to meet her specific requirements.

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 and ergogenic aids that can help improve overall health and fitness. To make the nutritional guidance specifically relevant for Anna, learners should propose a decrease in calorie intake to allow for weight loss. When her training programme starts, calorie intake may want to increase slightly.

The proposed nutritional guidance should be justified making it specifically relevant to the individual's dietary requirements for their health and wellbeing. Anna needs to decrease the number of calories that she consumes as she is currently overweight. This will need to then increase slightly when she starts her fitness training programme.

This response gained 7 out of 8 marks.

3 Provide and justify nutritional guidance for Anna Ward to meet her specific requirements.

(8)

as a female Anna should be consuming 2000 calories she is currently having more than this amount I think anna should stick to eating this amount because she is going to be training alot and she will need ~~to~~ the extra carbs for energy and protein for muscle. However she should looks to swap unhealthy snacks for healthier alternatives, for example ~~Carbs~~ carbohydrates (2 types of carbs simple and complex), Anna should be having (50-60%) of diet 300g this will provide anna with extra energy She needs however she should look to swap potatoes (simple carb) to sweet potatoes including unsaturated fats. I also think She could swap pizza for chicken rice and brocolie so therefore she is getting rid of unhealthy fats, fats should contain 10-15% of diet (20-30g) unsaturated fats will decrease cholestrol levels such as avocados and nuts, I think for alternative for 2 slices of Jam on toast Anna should

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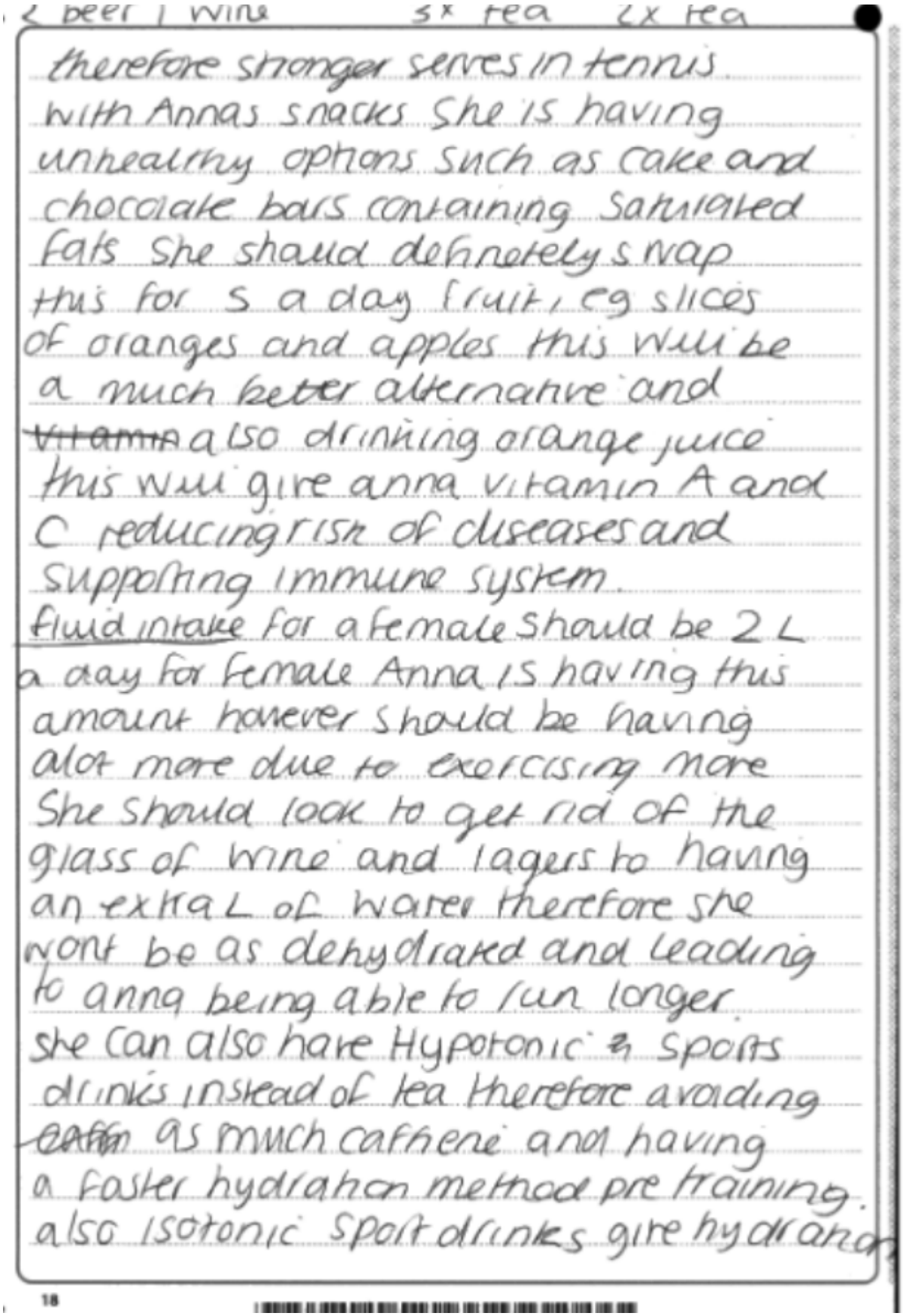
have avocado on toast this will ~~h~~ avoid the extra sugar and complex carb quick release unhealth and reduced chlorsterol levels therefore decreasing heart attack risk. She is also having a Ham and cheese sandwich, cheese is a saturated fat which is also on Annas pizza she is eating this will increase chlestrol level increasing risk of heart attack and she should look to swap pizza and cheese in sandwich for a protein based alternative such as a chicken sandwich for lunch and chicken rice brocdie for dinner which will help with building muscle and also added energy from carbs helping Anna to train longer in Tennis.

<u>protein</u> ~~h~~ should be 20-40% of diet 45g this helps with growth and repair and ~~another protein examples for Anna to have~~ I have listed above.

<u>micronutrients</u> * improve immune system improved stronger bones for example Anna is having yogurt and milk with ceral containing ~~th~~ her vitamin D which will help having stronger bones



2 beer 1 wine 3x tea 2x tea

therefore stronger serves in tennis. With Annas snacks she is having unhealthy options such as cake and chocolate bars containing saturated fats she should definately swap this for 5 a day fruit, eg slices of oranges and apples this will be a much beter alternative and ~~vitamin~~ also drinking orange juice this will give anna vitamin A and C reducing risk of diseases and supporting immune system.

fluid intake for a female should be 2 L a day for female Anna is having this amount however should be having alot more due to exercising more she should look to get rid of the glass of wine and lagers to having an extra L of water therefore she wont be as dehydrated and leading to anna being able to run longer she can also have Hypotonic & sports drinks instead of tea therefore avoiding ~~caffe~~ as much caffeine and having a faster hydration method pre training. also isotonic sport drinks give hydration

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fuel and medium in carbs these are all nutritional Strategies for Anna to use before training to help her performance in tennis get better.

Strategies for improving Annas diet

She could look to eating breakfast earlier and could use fitness apps to track eating to therefore make improvements and also swapping unhealthy snacks cake and chocolate bars which is very important to healthy options like 5 a day

* for dinner Anna is also having Steak providing irons through red meat giving her better blood flow and preventing Anemic by adding more iron which is good.

(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 the recommended daily allowance of calories and that they should be maintaining this throughout the training programme to lose weight. The three macronutrients, their quantities and sources of food, micronutrients and sources of food, hydration and ergogenic aids have all been recommended. This part of the answer has fallen into the top of mark band 4 for trait 1 of the mark scheme.

The learner has also justified the proposed nutritional guidance in detail and made it relevant to the individual's dietary requirements and overall fitness goals. The justification has linked the nutritional guidance to the individual's goals and the individuals training. 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.

The extra one mark would have been awarded if the learner was able to justify in greater detail the nutritional guidance that has been recommended making it more specific to the scenario. Why have specific micronutrients been recommended here and how will they benefit the individual in the scenario to meet their overall fitness goal? The learner could have also made more relevance to Tennis and the nutritional guidance offered.

This response gained 1 out of 8 marks.

3 Provide and justify nutritional guidance for Anna Ward to meet her specific requirements.

(8)

Anna has a fairly balanced diet that includes a high level of carbohydrates and some fruit however within her diet there are very little amounts of protein this therefore has a negative impact on her ability to heal if an injury were to occur as a result of her training it would take longer to heal the timings of her meals overall are quite consistent with just a small difference at lunch.

Anna's lunch on Day 1 includes a ham and cheese sandwich as well as an apple. I would substitute the sandwich with a salad with either salmon or chicken. This therefore adds in a small amount more of protein to help with muscle and bone growth and the salad helps to add in some more micronutrients / vitamins and minerals to the diet. On day 2 has again another sandwich followed by a banana and a packet of crisps I would therefore suggest that there was either a pasta dish available that is full of complex carbohydrates that can help to provide the body with a slower release of energy to aid her within

her training. The other guidance and alternative would be to keep the bread as it is a good source of protein that can help however either change the bread to whole meal bread or add it with a baked potato instead to keep the carbohydrates however add it in a better way

The learner has proposed nutritional guidance that is generic with limited relevance to the individual's dietary requirements. The learner has not recommended specific micronutrients or the amount of recommended daily allowance of calories for the individual. The learner mentioned carbohydrates and protein but did not speak about fat to cover all the macronutrients. This part of the learner's response has fallen into mark band 1 for trait 1 of the mark scheme.

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

Question 4 – Propose and justify different training methods that meet Anna Ward'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 at least one training method from at least 4 different components of fitness, based around either Aerobic Endurance, flexibility, Core stability, Strength, Muscular Endurance, Power, Speed, Agility, Balance, Coordination and Reaction Time. If a learner proposes at least one training method from the specification for four different components of fitness identified above, then they would fall into the top of 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 7 out of 8 marks.

4 Propose and justify different training methods that meet Anna Ward's training needs. (8)

I believe there are 3 main components of fitness that Anna should focus her training on. They are, aerobic endurance, muscular endurance and flexability and core stability.

~~Aerobic endurance~~ The method of training I would recommend for aerobic endurance would be continuous training. It's completed in the aerobic zone of 60-80% max heart rate and will allow Anna to burn fat and calories aswell as improving aerobic endurance. Tennis needs a high level of aerobic endurance as matches can sometimes last a few hours. Other methods could be Fartlek training which involves training at different intensities to improve aerobic and anaerobic endurance. Interval training which involves periods of work followed by rest for example a 20 meter sprint with a walk back to the start repeated. Finally, circuit training which inlvolves a series of exercises that target different muscle groups

For Muscular endurance, I would recommend Circuit training as while it does train aerobic endurance it can be adapted to target Specific muscle groups that are needed for tennis. Anna would use fixed resistance machines and perform other weighted exercises using free weights to target important muscle groups for tennis such and muscular endurance of the muscles in the arms and legs. It will help Anna achieve her goal by turning fat into muscle by completing high numbers of repetitions with low weight. Improving her muscular endurance in her arms and legs are crucial due to the length of tennis matches and how Anna will need to be able to be able to maintain hitting powerful shots.

Finally, flexibility and core stability. Anna Active should complete Static and ~~passive~~ Stretches. Static stretches will help Anna reduce her risk of injury to and should be completed before and after training to warm up the muscles. It's important she does this as injury could set back her progress significantly

and reduce her chances of reaching the highest level possible for her in tennis. Active stretches push joints beyond their resistance to lengthen the muscle and her enhance flexibility. Flexibility is very important in tennis as there is many changed in speed and direction so its important the body is able to cope without getting injured. As for core stability, Anna can complete yoga or pilates. Not only will it relax her and help with her stress but it will help her improve her posture and balance. It's important for Anna to have good balance as she may have to hit shots while stretching and off-balance to reach them.

The learner has proposed at least one training method for Aerobic Endurance, Muscular Endurance, Flexibility and Core Stability from the specification showing specific relevance to the individuals training requirements and the scenario. The learner has proposed at least four training methods from different components of fitness that are specifically relevant to Anna and her sport. 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 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 justified the training method in relation to tennis. This part of the answer has fallen into the top of mark band 3 for trait 2 of the mark scheme.

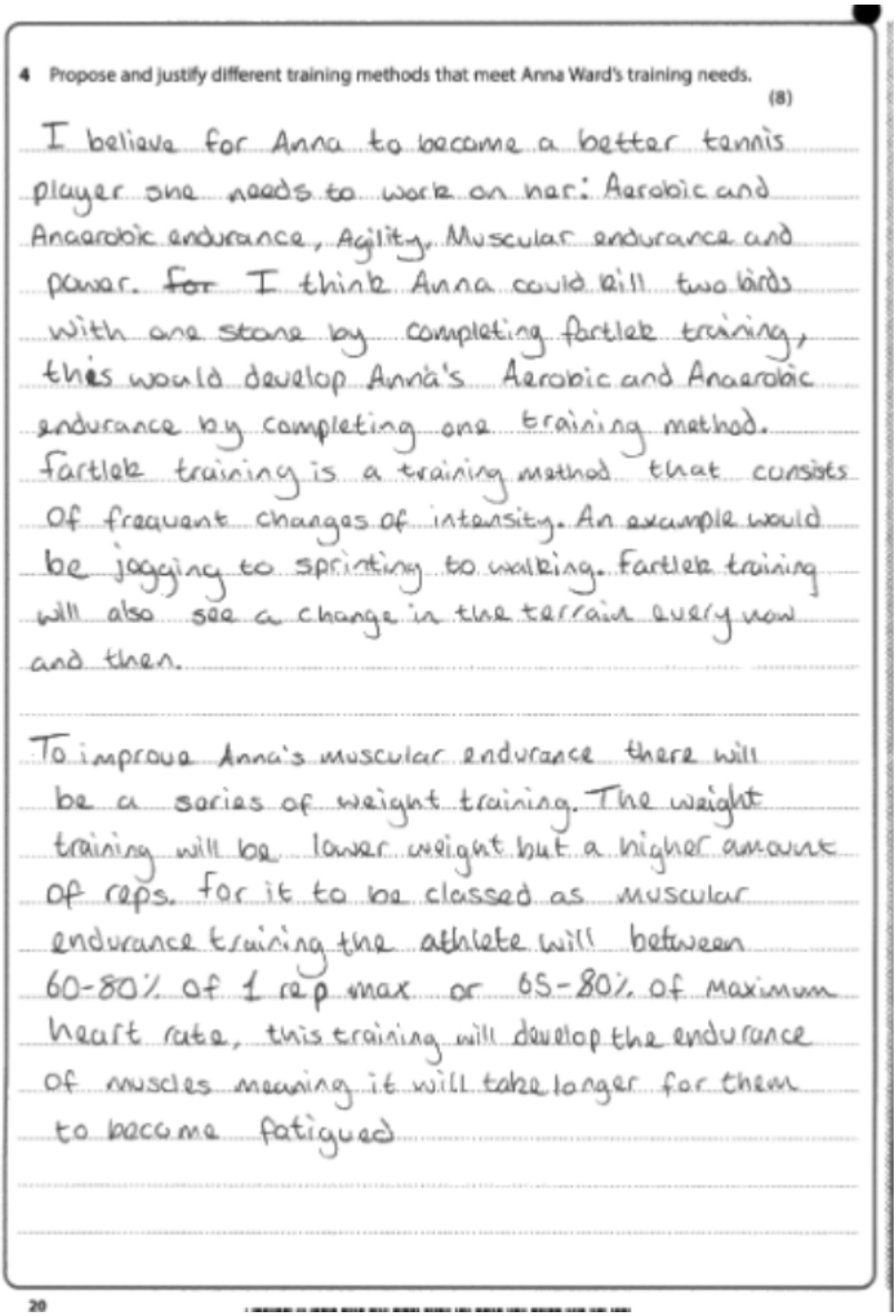
Activity 4

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.

The extra one mark would have been awarded if the learner had given more justification for each of the training methods that were proposed. These needed to be made more specific to the individual in the scenario and their specific requirements.

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 each 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 2 out of 8 marks.



4 Propose and justify different training methods that meet Anna Ward's training needs. (8)

I believe for Anna to become a better tennis player she needs to work on her: Aerobic and Anaerobic endurance, Agility, Muscular endurance and power. ~~For~~ I think Anna could kill two birds with one stone by completing fartlek training, this would develop Anna's Aerobic and Anaerobic endurance by completing one training method. Fartlek training is a training method that consists of frequent changes of intensity. An example would be jogging to sprinting to walking. Fartlek training will also see a change in the terrain every now and then.

To improve Anna's muscular endurance there will be a series of weight training. The weight training will be lower weight but a higher amount of reps. For it to be classed as muscular endurance training the athlete will between 60-80% of 1 rep max or 65-80% of maximum heart rate, this training will develop the endurance of muscles meaning it will take longer for them to become fatigued

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The learner has proposed one training methods for one component of fitness, Aerobic Endurance. The learner has proposed training methods for Muscular Endurance, but these are not from the specification and therefore cannot be awarded. The learner has covered one component of fitness and therefore this part of the learner response has fallen into mark band 1 for trait 1 of the mark scheme.

The justification for the proposed training methods is generic, with limited relevance to Anna's training requirements. 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 Anna Ward.

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, Core stability, Strength, Muscular Endurance, Power, Speed, Agility, Balance, Coordination and Reaction Time 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 5 out of 6 marks.

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

Week 1

	Physical activity		
Monday	Cycle to work	PNF 60% of VO_2 max 5 reps 10 sets Legs - hamstrings quadriceps	Free weights 70% of 1RM 15 reps 5 sets Legs - hamstrings - quadriceps
Tuesday	Rest day		
Wednesday	Cycle to work	Circuit training 15 minute session 90 second rest 70% of 1RM ~~Arms~~ Full body 5 sets	Dynamic stretching Hold 45 seconds Full body 50% VO_2 max
Thursday	Cycle to work	Rest	Resistance Machines 70% of 1RM 15 reps 5 sets Arms - bicaps - tricaps
Friday	Cycle to work	Dynamic stretching Hold 45 seconds Full body 50% VO_2 Max	Circuit training 15 minute session 90 second rest 70% of 1RM Full body 5 sets
Saturday	~~circuit~~ PNF ~~training~~ 60% of VO_2 max 5 reps 10 sets ~~Legs - hamstrings~~ Legs - hamstrings - quadriceps	Free weights 70% of 1RM 15 reps 5 sets ~~Arms~~ - bicaps - tricaps	Plyometrics 2 min rest box jumps 15 reps 5 sets
Sunday	Rest day		

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Week 3

	Physical activity		
Monday	cycle to work	Dynamic Stretching 55% VO_2 max Hold 45 seconds Legs - Quadriceps - hamstrings	Resistance Machines 70% of 1RM 15 reps 5 sets Legs - Quadriceps - hamstrings
Tuesday	cycle to work	Rest	circuit training 8 sets 20 minute session 70% of 1RM 20 second rest Full body
Wednesday	cycle to work	Free weights 70% of 1RM 15 reps 5 sets Legs - hamstrings - Quadriceps	plyometrics 1 minute rest box jumps 15 reps 5 sets
Thursday	cycle to work	circuit training 20 minute session 70% of 1RM 20 second rest Full body 8 sets	PNF 60% of VO_2 max Legs - hamstrings - Quadriceps 15 reps 10 sets
Friday	cycle to work	Dynamic stretching 55% of VO_2 max hold 45 seconds Arms - bicep - tricep	Resistance Machines 70% of 1RM 15 reps 5 sets ~~Legs~~ Arms - bicep - tricep
Saturday	plyometrics 1 minute rest box jumps 15 reps 5 sets	circuit training 20 minute session 70% of 1RM 20 second rest Full body 8 sets	PNF 60% of VO_2 max Legs - hamstrings - quadriceps 15 reps 10 sets
Sunday	Rest day		

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Week 6

	Physical activity		
Monday	cycle to work	Dynamic Stretching 60% VO_2 max hold 45 seconds Arms - biceps - triceps	Free weights 70% of 1RM 20 reps 6 sets Arms - biceps - triceps
Tuesday	cycle to work	plyometrics 20 reps 5 sets 45 second rest	PNF 60% of VO_2 max 20 reps 10 sets legs - hamstrings - quadriceps
Wednesday	cycle to work	10 sets Full body Circuit training ~~[illegible]~~ ~~20 reps 6 sets~~ ~~legs - hamstrings~~ ~~[illegible]~~ 30 min session 70% of 1RM [illegible]	Dynamic Stretching 60% VO_2 max Full body hold 45 seconds
Thursday	cycle to work	Plyometrics 20 reps 5 sets 45 second rest	Resistance Machines 70% of 1RM 20 reps 6 sets Arms - biceps - triceps
Friday	cycle to work	PNF 60% of VO_2 max 20 reps 10 sets legs - hamstrings - quadriceps	Circuit training Full body 30 minute session 20 second rest 70% of 1RM 10 sets
Saturday	cycle to work	Free weights 70% of 1RM 20 reps 6 sets legs - quadriceps - hamstrings	Dynamic Stretching 60% VO_2 max legs - hamstrings - quadriceps hold 45 seconds
Sunday	Rest day		

(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, Muscular Endurance, Flexibility and Power. The learner has included at least one training method or training session for three different components of fitness that are specifically relevant to Anna and her fitness goal. This part of the answer has fallen into the top of 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 is specific to Anna as it considers her overall fitness goal. 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.

The extra one mark would have been awarded if the learner had taken the scenario and Anna's sport into consideration more. The 3-week plan did not have any tennis specific training sessions embedded.

Many learners did not state an intensity value 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.

This response has gained 2 out of 6 marks.

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

Week 1

	Physical activity
Monday	Circuit training 8 - 10 stations (different muscle groups Sit ups, Lunges, Squat, Wall sit, Bicep extensions.
Tuesday	Rest
Wednesday	~~Continuous~~ ~~Training~~ Interval Training Jog for 1min, Run for 1min repeat 3x
Thursday	Rest
Friday	~~Interval~~ ~~Training~~ Continuous training 30mins of moderate intensity without rest..
Saturday	Rest
Sunday	Rest

Week 3

	Physical activity
Monday	Circuit training 12 stations 30/30
Tuesday	Continuous training 25 mins running
Wednesday	Weights 3-4 reps Set of 8
Thursday	Rest
Friday	Interval [redacted] 3mins run 1min rest 60-85%
Saturday	Rest
Sunday	Rest

Week 6

	Physical activity
Monday	Continuous 30 mins Light jog
Tuesday	Furtlek 25min Continuous Running
Wednesday	Rest
Thursday	Weights 5 sets of 15 reps.
Friday	Rest
Saturday	Circuit training 2 ~~sets~~ Circuits 8 16 stations
Sunday	Rest

(Total for Activity 5 = 6 marks)

The training programme that has been designed demonstrates relevance to the fitness requirements of the individual, as muscular endurance and aerobic endurance have been covered. This part of the learner response has fallen into the bottom of mark band 2 for trait 1 of the mark scheme.

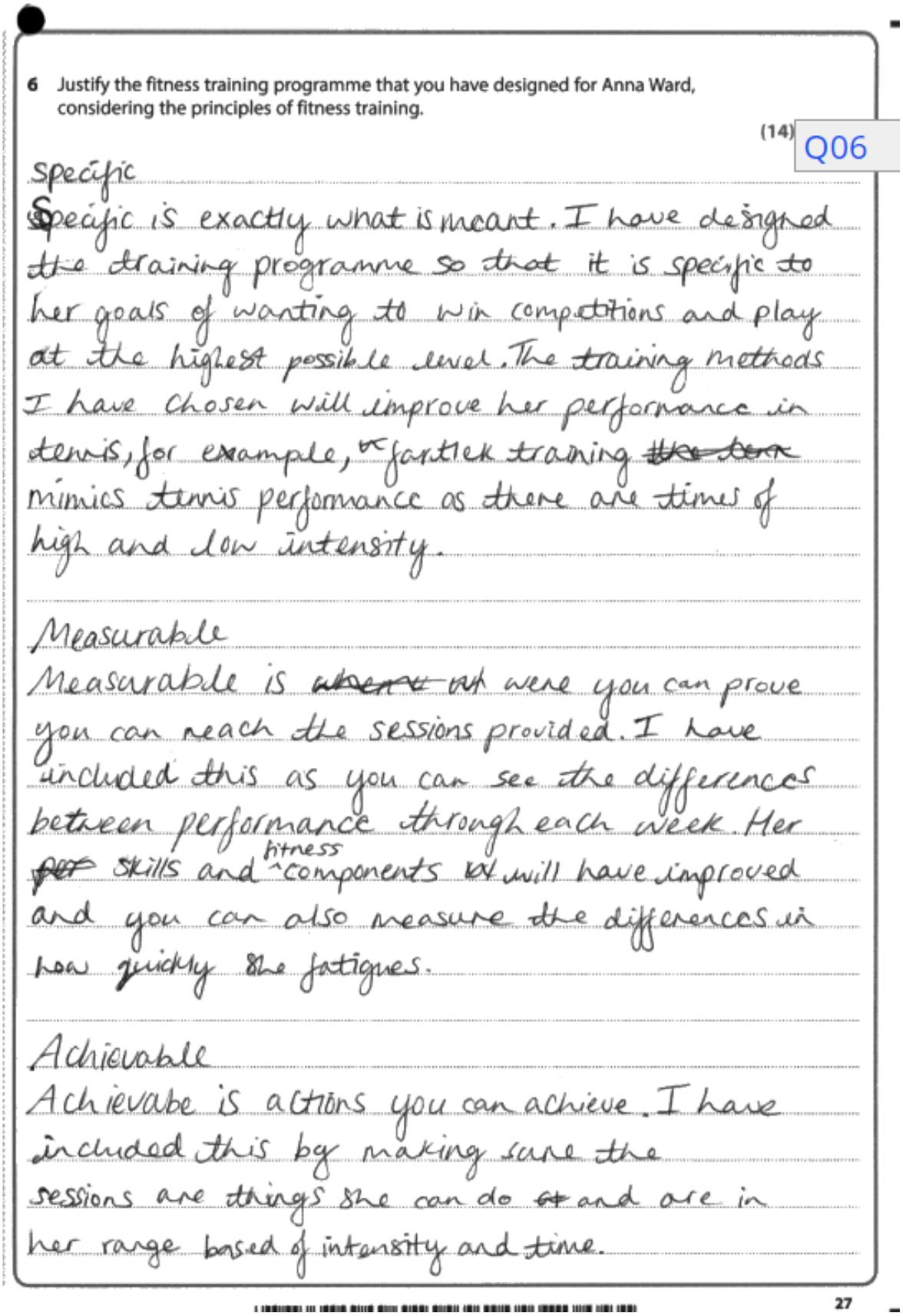
The training programme demonstrates a limited understanding of the principles of fitness training, in the context of the individual's lifestyle or training requirements. The learner has not included the FITT principle as there are no intensity values stated on any of the sessions. This part of the learner response has fallen into the bottom of mark band 1 for trait 2 of the mark scheme.

Question 6 – Justify the fitness training programme that you have designed for Anna Ward, 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 11 out of 14 marks.



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

(14) Q06

Specific

Specific is exactly what is meant. I have designed the training programme so that it is specific to her goals of wanting to win competitions and play at the highest possible level. The training methods I have chosen will improve her performance in tennis, for example, ~~or~~ fartlek training ~~the tennis~~ mimics tennis performance as there are times of high and low intensity.

Measurable

Measurable is ~~where~~ and were you can prove you can reach the sessions provided. I have included this as you can see the differences between performance through each week. Her ~~per~~ skills and fitness components will have improved and you can also measure the differences in how quickly she fatigues.

Achievable

Achievabe is actions you can achieve. I have included this by making sure the sessions are things she can do ~~at~~ and are in her range based of intensity and time.

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Realistic

Realistic is ~~where~~ when you can achieve something but it is still challanging. I have included ~~this~~ by making sure the sessions are within her range and ~~the~~ with progression to help her improve.

Timed

Timed is ~~the~~ deadlines. I have included this through periodisation. The macro cycle is the full 6 weeks were the main goal is to help her ~~achieve~~ win more competitions and improve her performance to the highest possible level. The mesocycle is 2 weeks x 3 and the microcycle is each week.

Exciting

Exciting is making sure the training plan is never boring and is something the athlete looks forward to. I have included this by making sure the sessions have variation and are not just the same each week and each day.

Recordable

Recordable is recording what you do in training sessions. To include this Anna can keep a diary of what

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she does in the training programme to measure the differences/improvements in performance and skills like reaction time.

Frequency

Frequency is the number of training sessions per week. I have made sure that the amount of sessions is achievable for Anna. 10 sessions ~~before~~ for week 1, 11 for week 3~~3~~, and 12 for week 6 is right for her schedule and abilities as she can do these sessions before and after work.

Intensity.

Intensity is how hard you ~~work~~ work during training. The intensity changes each week on my training programme to ensure her performance and abilities are improving. The intensities will help her improve her fitness levels to achieve her aims.

Time

Time is the length of ~~the~~ the training sessions. I have made sure each session on the training programme is timed and the times also increase with each mesocycle.

Type

Type is the type of exercise. I have chosen to give Anna weight training, fartlek training, yoga, interval training, circuit training, agility training, coordination training, and reaction time training. These will all improve Anna's tennis performance and help her play at the highest possible level.

Specificity

Specificity is planning the training programme around the athlete's needs. I have made sure to do this by giving her sessions that will help with her goals to win competitions and improve her performance to the highest possible level. I have also included sessions with the tennis coach that Anna is getting trained by.

Progression

Progression is when the body only adapts if the programme gets harder progressively. I have included this by ensuring after each mesocycle there is an increase in time, intensity, and sometimes reps.

Overload

Overload is stretching the body systems beyond the norm. I have ensured that the training programme

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pushes Anna to progress whilst being challanging but kept to intensities and sessions that are achievable for Anna without overloading too much.

Reversibility

Reversibility is the loss of benefits and adaptations from stopping training. I have stopped this from occuring through progressive overload.

Rest and Recovery

Rest and recovery is the time needed to recover. I have included this by adding 2 rest days in week 1, 1.5 rest days in week 3, and 1 rest day total in week 6.

Adaptation

Adaptation is when the body programmes muscles to remember movements to encourage the body to adapt so movements become easier. I have included this by adding progressions so that ~~the~~ Anna's ~~body~~ performance improves, and her body adapts so her reaction time, coordination, cardiovascular endurance, and muscular endurance improve.

(Total for Activity 6 = 14 marks) Q06_

TOTAL FOR TASK = 60 MARKS

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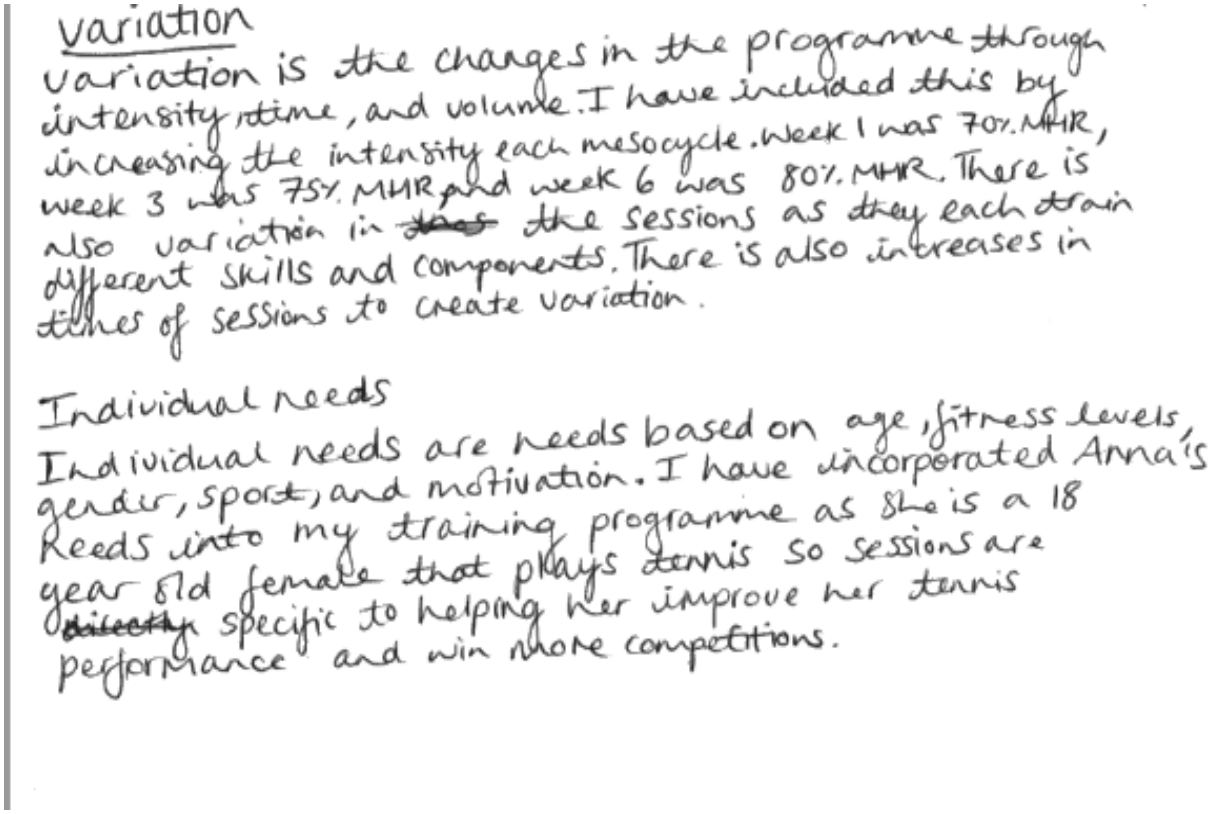

Variation

Variation is the changes in the programme through intensity, time, and volume. I have included this by increasing the intensity each mesocycle. Week 1 was 70% MHR, week 3 was 75% MHR and week 6 was 80% MHR. There is also variation in ~~these~~ the sessions as they each train different skills and components. There is also increases in times of sessions to create variation.

Individual needs

Individual needs are needs based on age, fitness levels, gender, sport, and motivation. I have incorporated Anna's needs into my training programme as she is a 18 year old female that plays tennis so sessions are ~~directly~~ specific to helping her improve her tennis performance and win more competitions.

The learner's justification has demonstrated an 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 justified 7 of the additional principles of fitness training from the specification. They have commented on specificity, progression, reversibility, rest and recovery, adaptation, variation and individual needs. The learner has correctly justified at least six principles of fitness training plus the FITT principle to allow this response to fall into mark band 4 for trait 1 of the mark scheme.

The justification demonstrates general relevance to the design of the training programme and the training requirements of the individual. The learner has included the SMARTER acronym and periodisation. This part of the answer has fallen into the top of mark band 2 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 three marks would have been awarded if the learner had justified the aims and objectives of the training programme and the resources required.

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 1 out of 14 marks.

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

(14)

[redacted]

SMARTER

The programme I have designed for Anna Ward is specific for her as she needs muscular endurance within tennis matches as they could last for a long time and her muscles are needed the whole way throughout as she will be constantly hitting the ball back to her opponent.

The programe is also measurable for Anna as when she is completing the cardiovascular endurance tasks throughout the weeks the pace gets higher however she should feel it getting easier as she will be getting fitter and this will allow her to perform easier in matches and fatigue less.

The programme is Acheivable for Anna as its slowly building up to the harder activities so therefore she can acheive them but also have preperation for them.

The programme is realistic because it is set up specifically per Anna and to her needs and what she wants to achieve from it.

28

The learner has only justified one of the principles of fitness training in relation to the training programme (Specificity). The learner has started to justify the SMARTER acronym but did not complete this. Specificity has been awarded from this part of the answer. This part of the learner's response falls into mark band 1 for trait 1 of the mark scheme.

The learner has not included any rewardable material that justifies the design of the training programme. This part of the learner's response has fallen into mark band 0 for trait 2 of the mark scheme.

Summary

- The scenario will always allow for all seven lifestyle factors to be commented on from the specification in question 1. These are diet, exercise, smoking, alcohol, stress, exercise, sleep and sedentary lifestyle. All four health monitoring tests can also be interpreted by the learner on each exam series. Learners should ensure that they interpret these correctly and in line with normative data.
- 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 be justified in terms of the individual within the scenario as well as commenting on the common barriers to change.
- Question 3 responses should see learners propose nutritional guidance that is based around the recommended daily allowance of calories, macronutrients, micronutrients, and hydration and justify these accordingly. If the scenario is sport specific, then including ergogenic aids would also be rewardable material here.
- Question 4 should see learner responses that give specific training methods that are taken from the specification and are relevant to the individual within the scenario. The chosen training methods should then be justified in relation to the scenario and lifestyle of the individual.
- 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 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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