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Mark Scheme (Results)

January 2018

BTEC Level 3 National in Sport
Unit 2: Fitness Training and
Programming for Health, Sport and
Wellbeing



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Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

Activity 1

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

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. | <p>Proposed lifestyle modification techniques are generic, with limited relevance to the individual’s lifestyle or requirements.</p> <p>Justification for proposed modifications might be attempted, however has limited relevance to the individual’s lifestyle factors.</p> <p>Linkage between proposals and lifestyle factor analysis might be present.</p> | <p>Proposed lifestyle modification techniques demonstrate general relevance to the individual’s lifestyle and requirements.</p> <p>Justification for proposed modifications is often present and generally relevant to the individual’s lifestyle factors.</p> <p>Proposals link to lifestyle factor analysis, although there may be occasional lapses.</p> | <p>Proposed lifestyle modification techniques demonstrate relevance to the individual’s lifestyle and requirements.</p> <p>Justification for proposed modifications is present and relevant to the individual’s lifestyle factors.</p> <p>Proposals systematically link to lifestyle factor analysis; proposals demonstrate an understanding of significance.</p> | <p>Proposed lifestyle modification techniques demonstrate specific relevance to the individual’s lifestyle and requirements.</p> <p>Justification for proposed modifications is present and specifically relevant to the individual’s lifestyle factors.</p> <p>Proposals systematically and consistently link to lifestyle factor analysis; proposals may be prioritised, demonstrating thorough understanding of significance.</p> |

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. |

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. |

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. | <p>The training programme is generic, with limited relevance to the fitness requirements of the individual. Certain requirements may be omitted.</p> <p>The training programme demonstrates a limited understanding of the principles of fitness training, in the context of the individual's lifestyle or training requirements.</p> | <p>The training programme demonstrates relevance to the fitness requirements of the individual, although not all requirements are covered.</p> <p>The training programme demonstrates an understanding of the principles of fitness training, in the context of the individual's lifestyle or training requirements.</p> | <p>The training programme demonstrates specific relevance to all fitness requirements of the individual.</p> <p>The training programme demonstrates a thorough understanding of the principles of fitness training, in the context of the individual's lifestyle or training requirements.</p> |

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. | <p>The justification demonstrates a limited understanding of the principles of fitness training.</p> <p>The justification is generic with limited relevance to the design of the training programme, or the training requirements of the individual.</p> | <p>The justification demonstrates a limited understanding of the principles of fitness training applied to the training programme.</p> <p>The justification is generally relevant to the design of the training programme and the training requirements of the individual.</p> | <p>The justification demonstrates an understanding of the principles of fitness training applied to the training programme.</p> <p>The justification demonstrates relevance to the design of the training programme and the training requirements of the individual.</p> | <p>The justification demonstrates a thorough understanding of the principles of fitness training applied to the training programme.</p> <p>The justification demonstrates specific relevance to the design of the training programme and the training requirements of the individual.</p> |

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