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Changes to task and rubrics
We have made changes in response to DfE feedback.

The tasks have been redesigned and changed from being Part A and Part B to being a single part. The rubrics in this Sample Assessment Material have been updated to be in line with the changes made to the task and to provide clarity on the conditions under which the task should be taken. Centres should read the Instructions to teachers/tutors and Instructions to learners sections carefully to understand the full detail of the changes. These changes have been summarised below for ease of reference.

Summary of Pearson BTEC Level 3 National Extended Diploma in Sports and Exercise Science Sample Assessment Materials for Unit 13: Nutrition for Sport and Exercise Performance Issue 2 to 3 changes

<table>
<thead>
<tr>
<th>Summary of changes made between previous issues and this current issue</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>An introduction section has been added to clarify the:</td>
<td>Page 1</td>
</tr>
<tr>
<td>• purpose of the assessment</td>
<td></td>
</tr>
<tr>
<td>• availability and timings of the assessment</td>
<td></td>
</tr>
<tr>
<td>• requirements for formal supervision.</td>
<td></td>
</tr>
<tr>
<td>The task has been redesigned and changed from being a Part A and B task to being a Single part task.</td>
<td>Page 3</td>
</tr>
<tr>
<td>Wording in the Instructions for learners section has been changed for clarification, this includes:</td>
<td>Page 6</td>
</tr>
<tr>
<td>• hours to undertake the supervised assessment task have changed from 2 to 3 hours.</td>
<td></td>
</tr>
<tr>
<td>Extra information has been added to Activity 1 to give guidance on what the learner should cover in their answer. Advice has also been added on the time the learner should take in creating their answer.</td>
<td>Page 12</td>
</tr>
<tr>
<td>Extra information has been added to Activity 2 to give guidance on what the learner should cover in their answer. Advice has also been added on the time the learner should take in creating their answer.</td>
<td>Page 15</td>
</tr>
<tr>
<td>Extra information has been added to Activity 3 to give guidance on what the learner should cover in their answer. Advice has also been added on the time the learner should take in creating their answer.</td>
<td>Page 18</td>
</tr>
<tr>
<td>A Nutritional Principles information sheet has been added to give further understanding of the foods mentioned in the Current Typical Nutrition Programme table.</td>
<td>Page 21</td>
</tr>
</tbody>
</table>

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
Introduction

Teachers/tutors are asked to read this section to understand the structure of the assessment for this unit as illustrated in this sample assessment. This information will not appear in the text of the live assessments.

The key purpose of this assessment is to allow learners to demonstrate how nutrition can positively or negatively affect a sports participant’s performance.

This assessment will be offered twice a year.

This is a single task, undertaken in a single session of **3 hours**.

This does not include independent preparation.

Learners will be provided with information on a client, a nutrition programme and an information booklet giving the nutritional values of food. It is suggested that learners spend 30 minutes reading this information.

The assessment evidence submitted to Pearson is three written activities completed in a task and answer booklet. The assessment evidence is produced under full formal supervision to ensure that learner work is authentic and that all learners have had the same assessment opportunity.

**Formal supervision** is the equivalent of examination conditions. Learners must work independently, cannot work with other learners, cannot talk about their work to other learners and will only be able to access the materials specified in the assessment.
<table>
<thead>
<tr>
<th>Write your name here</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Forename</td>
</tr>
</tbody>
</table>

## Sport and Exercise Science

### Unit 13: Nutrition for Sport and Exercise Performance

**Extended Diploma**

**Sample assessment material for first teaching**

**September 2016**

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### Instructions

- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- This booklet must be kept securely until the start of the 3 hour supervised assessment session.
- This booklet must be issued to learners for the specified session.

### Information

- The total mark for this paper is 50.
- An information sheet is supplied on nutrition principles.
Instructions to Teachers/Tutors

The set task should be completed during the 3 hour session as timetabled by Pearson.

The set task must be carried out under supervised conditions.

Learners must complete this set task in the task and answer booklet.

Teachers/tutors should note that they are responsible for Maintaining security and for reporting issues to Pearson. In particular:

- only permitted materials for the set task can be brought into the supervised environment
- during any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment.

Maintaining security:

- During supervised assessment sessions, the assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- Only permitted materials for the set task can be brought into the supervised environment.
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment.
- Learners are not permitted to have access to the internet or other resources during the supervised assessment session.

After the session, the teacher/tutor will confirm that all learner work was be completed independently as part of the authentication sheet submitted to Pearson.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work.
Outcomes for Submission

Each learner must submit the following:

- a completed task and answer booklet.

Learners must complete a declaration that the work they submit is their own.
Instructions for Learners

Read the set task information carefully.

In this booklet you will be asked to carry out specific activities using the information given.

The supervised assessment task must be taken in a single session of **3 hours**. You may be provided with a supervised break during the assessment in addition to the specified hours.

Plan your time carefully.

There will be three activities to complete.

They will focus on:

- examining the current nutritional programme for an individual
- modifying the nutritional programme to link with a proposed event
- providing nutritional guidance for the individual.

You will complete the activities within the set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on completion of the task.

**Outcomes for Submission**

On completion of the supervised assessment period you should submit:

- a completed task and answer booklet.

You must complete a declaration that the work you submit is your own.
Assessments (ICEA) document to ensure that the preparatory period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Read the set task information carefully.

In this booklet you will be asked to carry out specific activities using the information given.

The supervised assessment task must be taken in a single session of 3 hours. You may be provided with a supervised break during the assessment in addition to the specified hours.

Plan your time carefully.

There will be three activities to complete. They will focus on:

- examining the current nutritional programme for an individual
- modifying the nutritional programme to link with a proposed event
- providing nutritional guidance for the individual.

You will complete the activities within the set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on completion of the task.

Outcomes for Submission

On completion of the supervised assessment period you should submit:

- a completed task and answer booklet.

You must complete a declaration that the work you submit is your own.

**Set task information**

You should read the case study carefully looking at the client’s personal information, their current typical nutritional programme and how they both relate to each other. You will need to spend at least **30 minutes** on this before you start the activities in the Set Task Brief.

The information/resource sheet provides additional information on nutritional principles which will assist you with activities 2 and 3. You should refer to this to support your answers.
Client information

Personal details

Hardeep is training for a sports event.

His nutritional programme represents what he typically consumes during a 7-day period.

He is 5 weeks away from taking part in the sports event.

<table>
<thead>
<tr>
<th>Age</th>
<th>32 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
</tr>
<tr>
<td>Height</td>
<td>1m 90 cm</td>
</tr>
<tr>
<td>Weight</td>
<td>85 kg</td>
</tr>
<tr>
<td>BIA</td>
<td>38%</td>
</tr>
<tr>
<td>Activity levels</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Performance details

Sporting Event

Your client is training for a 10k endurance running event.

His nutritional programme indicates what activities he is doing and at what time of the day.

Phase of Training

Your client is in the pre-event training phase.

The event takes place at 10am.

The event takes place on a Saturday.
# Client Information

## Personal Details

- **Age**: 32 years old
- **Gender**: Male
- **Height**: 1m 90 cm
- **Weight**: 85 kg
- **BIA**: 38%
- **Activity Levels**: Moderate

## Performance Details

- **Sporting Event**: 10k endurance running event
- **Phase of Training**: Pre-event training phase
- **Event Time**: 10am
- **Event Day**: Saturday

## Current Typical Nutrition Programme

<table>
<thead>
<tr>
<th>Day</th>
<th>Breakfast 7–8am</th>
<th>Lunch 12–1pm</th>
<th>Diner 6–7pm</th>
<th>Fluids Throughout the day</th>
<th>Snacks Throughout the day</th>
<th>Activity and timings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>Greek yogurt and muesli</td>
<td>Grilled salmon and spaghetti</td>
<td>White rice and Naan bread</td>
<td>3 cups of coffee, 1 litre of water, 1 glass of orange juice</td>
<td>3 cups of coffee, 1 litre of water, 3 chocolate biscuits, 1 cup of tea, 1 glass of orange juice</td>
<td>6k run at 6am</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>None</td>
<td>Pepperoni pizza and Tomato salad</td>
<td>Fried fish and Fried chips and Peas</td>
<td>3 cups of coffee, 1 litre of water, 1 can of cola</td>
<td>3 cups of coffee, 1 litre of water, 1 can of cola, 1 cup of tea</td>
<td>2k walk at 8pm</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>None</td>
<td>Bacon baguette and Chicken noodle ready meal</td>
<td>Fried egg, Fried bacon and sausage and 2 slices of white toast</td>
<td>3 cups of coffee, 0.5 litres of water, 3 cans of cola</td>
<td>3 cups of coffee, 0.5 litres of water, 3 cans of cola, 1 cup of tea</td>
<td>6k run at 6am</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>Fried egg and Fried bacon with cheese</td>
<td>Chicken toastie and Peperoni pizza</td>
<td>Fried chips</td>
<td>3 cups of coffee, 1 litre of water, 3 chocolate biscuits, 1 cup of tea</td>
<td>3 cups of coffee, 1 litre of water, 3 chocolate biscuits, 1 cup of tea</td>
<td>None</td>
</tr>
</tbody>
</table>

## Nutritional Breakdown

### Calories

- **Monday**: 2888 kcals
- **Tuesday**: 2800 kcals
- **Wednesday**: 2560 kcals
- **Thursday**: 4320 kcals

### Macros

- **Monday**: Carbs 502g, Fat 90g, Protein 40g
- **Tuesday**: Carbs 450g, Fat 100g, Protein 50g
- **Wednesday**: Carbs 390g, Fat 100g, Protein 50g
- **Thursday**: Carbs 700g, Fat 150g, Protein 80g
<table>
<thead>
<tr>
<th>Day</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Greek yogurt and muesli</td>
<td>Bacon baguette</td>
<td>Spaghetti bolognaise</td>
</tr>
<tr>
<td></td>
<td>3 cups of coffee</td>
<td>Ice cream</td>
<td>Sweet and sour chicken</td>
</tr>
<tr>
<td></td>
<td>0.5 litres of water</td>
<td>1 cup of tea</td>
<td>White rice Prawn crackers</td>
</tr>
<tr>
<td></td>
<td>3 pints of beer</td>
<td>3 cups of coffee</td>
<td>2 slices of white toast</td>
</tr>
<tr>
<td></td>
<td>Crisps</td>
<td>Crisps</td>
<td>Roast chicken</td>
</tr>
<tr>
<td></td>
<td>Apple</td>
<td>Apple</td>
<td>Roast potatoes</td>
</tr>
<tr>
<td></td>
<td>4840 kcals</td>
<td>4040 kcals</td>
<td>Carrots</td>
</tr>
<tr>
<td></td>
<td>Carbs 800g</td>
<td>Carbs 600g</td>
<td>Broccoli</td>
</tr>
<tr>
<td></td>
<td>Fat 189g</td>
<td>Fat 175g</td>
<td>Peas</td>
</tr>
<tr>
<td></td>
<td>Protein 50g</td>
<td>Protein 60g</td>
<td>Gravy</td>
</tr>
<tr>
<td></td>
<td>6k run at 4pm</td>
<td>7k run at 11am</td>
<td>Apple pie</td>
</tr>
<tr>
<td>Saturday</td>
<td>None</td>
<td>Crisps</td>
<td>Boiled egg</td>
</tr>
<tr>
<td></td>
<td>3 cups of coffee</td>
<td>Apple</td>
<td>3 slices of white toast</td>
</tr>
<tr>
<td></td>
<td>0.5 litres of water</td>
<td>Peanuts</td>
<td>Cream cheese</td>
</tr>
<tr>
<td></td>
<td>3 pints of beer</td>
<td>2 cups of coffee</td>
<td>Cheese</td>
</tr>
<tr>
<td></td>
<td>Crisps</td>
<td>Crisps Chocolate bar</td>
<td>Apple</td>
</tr>
<tr>
<td></td>
<td>Apple</td>
<td>4 glasses of wine</td>
<td>2760 kcals</td>
</tr>
<tr>
<td></td>
<td>4040 kcals</td>
<td>Carbs 400g</td>
<td>Carbs 600g</td>
</tr>
<tr>
<td>Sunday</td>
<td>Bagel</td>
<td>Smoked salmon</td>
<td>Fat 120g</td>
</tr>
<tr>
<td></td>
<td>Roast chicken</td>
<td>Cream cheese</td>
<td>Protein 50g</td>
</tr>
<tr>
<td></td>
<td>Roast potatoes</td>
<td>Cheese</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carrots</td>
<td>Gravy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Broccoli</td>
<td>Peas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peas Gravy</td>
<td>Apple pie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cream cheese</td>
<td>4 glasses of wine</td>
<td></td>
</tr>
</tbody>
</table>

**Total for Activity 1 = 20 marks**

**Activity 2**

Modify the nutritional programme based on nutritional strategies in relation to the individual's sports event. Use the nutritional principles information sheet to refer to support your answer.

**Total for Activity 2 = 20 marks**

**Activity 3**

Recommend nutritional guidance for the individual based on their phase of training. Use the nutritional principles information sheet to refer to support your answer.

**Total for Activity 3 = 10 marks**
Set task

You must read the information carefully
Complete all your work in the task and answer booklet in the space provided.

Activity 1
Interpret the individual’s current nutritional programme, in relation to nutritional intake for health and wellbeing.

Activity 2
Modify the nutritional programme based on nutritional strategies in relation to the individual’s sports event.
Use the nutritional principles information sheet to refer to support your answer.

Activity 3
Recommend nutritional guidance for the individual based on their phase of training.
Use the nutritional principles information sheet to refer to support your answer.

Total for Activity 1 = 20 marks
Total for Activity 2 = 20 marks
Total for Activity 3 = 10 marks
Activity 1. Interpret the individual’s current nutritional programme, in relation to nutritional intake for health and wellbeing (suggested timing 60 minutes).

Use the nutritional principles information sheet to support your answer.

Your answer will focus on the following points:

a) food intake

b) fluid intake

c) factors affecting digestion and absorption of nutrients and fluids.
c) factors affecting digestion and absorption of nutrients and fluids.

a) food intake

Your answer will focus on the following points:

Use the nutritional principles information sheet to support your answer.

(suggested timing relation to nutritional intake for health and wellbeing

Interpret the individual’s current nutritional programme, in

Task and answer booklet

S50447A

Final Sample Assessment Materials - Issue 3 – August 2018 © Pearson Education Limited 2015
c) the impact of factors affecting digestion and absorption of nutrients and
b) justifying the modification
a) modifications are relevant to the sporting event

60 minutes)

Activity 2.
Modify the nutritional programme, based on nutritional
fluids.
Activity 2. Modify the nutritional programme, based on nutritional strategies in relation to the individual’s sports event (suggested timing 60 minutes).

Use the nutritional principles information sheet to refer to support your answer.

Your answer will focus on the following points:

a) modifications are relevant to the sporting event

b) justifying the modification

c) the impact of factors affecting digestion and absorption of nutrients and fluids.

20 marks
**Activity 3.** Recommend nutritional guidance for the individual based on their phase of training (*suggested timing 30 minutes*).

Use the nutritional principles information sheet to support your answer.

Your answer will focus on the following points:

a) links to the phase of the training

b) impact of factors affecting digestion and absorption of nutrients and fluids.
b)  impact of factors affecting digestion and absorption of nutrients and

a) links to the phase of the training

Use the nutritional principles information sheet to support your answer.

Activity 3.
Nutritional principles information sheet

**Nutritional Programme food groups**

The table below places some of the foods from the nutritional programme into their most appropriate food groups.

<table>
<thead>
<tr>
<th>Food</th>
<th>Food group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek Yogurt</td>
<td>Milk and dairy.</td>
</tr>
<tr>
<td>Muesli</td>
<td>Grains – breakfast cereal with nuts and dried fruits</td>
</tr>
<tr>
<td>Salmon</td>
<td>Protein – fish</td>
</tr>
<tr>
<td>Spaghetti</td>
<td>Grains - Pasta</td>
</tr>
<tr>
<td>Chicken Curry</td>
<td>Protein - chicken Fruits and vegetables</td>
</tr>
<tr>
<td>Naan</td>
<td>Grains - bread</td>
</tr>
<tr>
<td>Pepperoni</td>
<td>Protein - Cured pork meat</td>
</tr>
<tr>
<td>Tomato salad</td>
<td>Fruits and vegetables - tomatoes, lettuce and cucumber</td>
</tr>
<tr>
<td>Flapjack</td>
<td>Fat and sugar - biscuit made from oats, sugar and butter</td>
</tr>
<tr>
<td>Baguette</td>
<td>Grains - bread</td>
</tr>
<tr>
<td>Chicken noodle ready meal</td>
<td>Dehydrated food containing thin strips of pasta, dried vegetables and flavourings</td>
</tr>
</tbody>
</table>

**Energy Content of Macronutrients**

1g protein provides 4 kcal
1g carbohydrate provides 4 kcal
1g of fat provides 9 kcal

**Harris Benedict equation to calculate Basal Metabolic Rate (BMR)**

Males = 66.5 + (13.75 x weight in kg) + (5.003 x height in cm) - (6.755 x age in years)

Females = 655.1 + (9.563 x weight in kg) + (1.85 x height in cm) - 4.676 x age in years

**Activity levels**

Sedentary: BMR x 1.2
Moderately active: BMR x 1.55
Very active: BMR x 1.725
Extra active: BMR x 1.9

**Body Mass Index equation**

Body Mass Index (BMI) = \( \frac{\text{Weight in kg}}{\text{Height in m} \times \text{Height in m}} \)
Unit 13: Nutrition for Sport and Exercise Performance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark 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 mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark 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 mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a mark 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.
Unit 13: Nutrition for Sport and Exercise Performance – Sample mark grid

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.
- Mark 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 mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark 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 mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner’s response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners’ work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a mark 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.
<table>
<thead>
<tr>
<th>Assessment focus</th>
<th>Band 0</th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation of individual’s current nutritional programme in relation to nutritional intake for health and wellbeing</td>
<td>0</td>
<td>1–5</td>
<td>6–10</td>
<td>11–15</td>
<td>16–20</td>
</tr>
<tr>
<td>No rewardable material</td>
<td>• An interpretation of the food intake is attempted with limited relevance to the requirements for health and wellbeing for the individual.</td>
<td>• An interpretation of the food intake is attempted with some relevance to the requirements for health and wellbeing for the individual.</td>
<td>• An interpretation of the fluid intake is attempted with some relevance to the requirements for health and wellbeing for the individual.</td>
<td>• An interpretation of the fluid intake with relevance to the requirements for health and wellbeing for the individual.</td>
<td>• A detailed interpretation of the food intake with sustained relevance to the requirements for health and wellbeing for the individual.</td>
</tr>
<tr>
<td></td>
<td>• An interpretation of the fluid intake is attempted with limited relevance to the requirements for health and wellbeing for the individual.</td>
<td>• An interpretation of the fluid intake is attempted with some relevance to the requirements for health and wellbeing for the individual.</td>
<td>• An interpretation of the nutritional programme, making some reference to factors affecting digestion and absorption of nutrients and fluids.</td>
<td>• An interpretation of the nutritional programme, making reference to factors affecting digestion and absorption of nutrients and fluids.</td>
<td>• A detailed interpretation of the fluid intake with specific relevance to the requirements for health and wellbeing for the individual.</td>
</tr>
<tr>
<td></td>
<td>• An interpretation of the nutritional programme, making limited reference to factors affecting digestion and absorption of nutrients and fluids.</td>
<td></td>
<td></td>
<td></td>
<td>• A detailed interpretation of the nutritional programme, making specific reference to factors affecting digestion and absorption of nutrients and fluids.</td>
</tr>
<tr>
<td>Assessment focus</td>
<td>Band 0</td>
<td>Band 1</td>
<td>Band 2</td>
<td>Band 3</td>
<td>Band 4</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Modifications of the nutritional programme, based on nutritional strategies, in relation to the individual's sporting event</td>
<td>No rewardable material</td>
<td>• Proposed nutritional modifications are generic and have limited relevance to nutritional strategies for the individual's sporting event.</td>
<td>• Proposed nutritional modifications and strategies demonstrate some relevance to the individual's sporting event.</td>
<td>• Proposed nutritional modifications and strategies demonstrate relevance to the individual's sporting event.</td>
<td>• Proposed nutritional modifications and strategies demonstrate specific relevance to the individual's sporting event.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Justifications for proposed modifications are attempted but not always relevant to individual's sporting event.</td>
<td>• Justifications for proposed modifications are attempted and are generally relevant to the individual's sporting event.</td>
<td>• Justifications for proposed modifications are present and are generally relevant to the individual's sporting event.</td>
<td>• Justifications for proposed modifications are present and are entirely relevant to the individual's sporting event.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Proposed modifications of nutritional programme, making limited reference to the impact of factors affecting digestion and absorption of nutrients and fluids.</td>
<td>• Proposed modifications of nutritional programme, making some reference to the impact of factors affecting digestion and absorption of nutrients and fluids.</td>
<td>• Proposed modifications of nutritional programme, making reference to the impact of factors affecting digestion and absorption of nutrients and fluids.</td>
<td>• Proposed modifications of nutritional programme making, specific reference to the impact of factors affecting digestion and absorption of nutrients and fluids.</td>
</tr>
<tr>
<td>Assessment focus</td>
<td>Band 0</td>
<td>Band 1</td>
<td>Band 2</td>
<td>Band 3</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
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<td>---------</td>
<td></td>
</tr>
<tr>
<td>Nutritional guidance for an individual based on their phase of training</td>
<td>0</td>
<td>1–3</td>
<td>4–7</td>
<td>8–10</td>
<td></td>
</tr>
<tr>
<td>• No rewarding material</td>
<td>• The nutritional guidance demonstrates limited relevance to the phase of the individual’s sporting event.</td>
<td>• The nutritional guidance for phase of training makes limited reference to the impact of factors affecting digestion and absorption of nutrients.</td>
<td>• The nutritional guidance demonstrates relevance to the phase of the individual’s sporting event.</td>
<td>• The nutritional guidance for phase of training makes specific reference to the impact of factors affecting digestion and absorption of nutrients and fluids.</td>
<td></td>
</tr>
</tbody>
</table>