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NCFE Level 1 Certificate in Health and Fitness (601/4662/X)

Unit 02 Understanding a healthy lifestyle (F/506/7538)

February 2020 (P000779)

Mark Scheme

Assessment criteria	Task No	NYA	Pass	Merit	Distinction
1.1 Identify what is meant by a healthy diet. *Range: Healthy diet: eating the right combination of different foods e.g. carbs, fats, minerals and proteins, five-a-day, eat well plate, food pyramid*	1a	NO healthy foods mentioned or only one food group identified. No balance or variety. Incorrect definition.	**Learners will identify what is meant by a healthy diet.**	**Learners will clearly identify what is meant by a healthy diet.**	**Learners will identify in detail what is meant by a healthy diet.**
			The first thing the Head of PE wants Chloe to do is, to make an information board in the Sports Hall entrance. Chloe wants to display information about what a healthy diet means. She has come to you for help. Explain to Chloe what is meant by the term **healthy diet**.			
			A basic definition. For example, a variety of foods in the right combination leads to a healthy lifestyle.	Definition showing clear knowledge. The Pass criteria plus examples e.g. carbohydrate, protein, fat, 5 fruit and vegetables a day and/ or the 'eat well plate'.	Detailed definition with examples. Examples might include a range of fruit and vegetables\chicken\balanced meal examples. Or a more detailed description showing clear knowledge e.g. the use of carbohydrates or proteins.
1.2 Give examples of an unhealthy diet. *Range: Unhealthy diet: e.g. not enough fruit and vegetables. Too much fat and sugar etc.*	1b	Not providing unhealthy examples.	**Learners will give a limited range of examples of an unhealthy diet.**	**Learners will give a range of examples of an unhealthy diet.**	**Learners will give a wide range of examples of an unhealthy diet.**
			Chloe has noticed a lot of the pupils in her school consuming unhealthy foods and drinks at breaks and lunchtimes. She is worried that this will have a negative effect on their health. She would like your help to make some posters to highlight which foods and drinks are healthy and which foods and drinks the pupils should avoid. The healthy foods and drinks have been completed for you. Using the space provided below, give examples of unhealthy foods and unhealthy drinks.			
			Basic suggestions from limited food groups. Be aware of cultural differences and experiences.	Range of foods from different food groups. **Example:** Sweet - Cakes, Savoury - Pasties, Drinks - Coke.	Wide range of foods from different food groups. Cooking methods might also be used. **Example:** fried chicken.

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1.3 Identify everyday factors that could affect diet. *Range: Factors: e.g. money, culture, religion, health, peer pressure, location, mobility, time*	3b	Only 1 factor with description/ incorrect factor or description.	**Learners will identify everyday factors that could affect diet.**	**Learners will clearly identify factors that could affect diet.**	**Learners will identify in detail factors that could affect diet.**
			The Head of PE is impressed with the work Chloe has completed so far. He now wants Chloe to highlight the **everyday factors that could affect a person's diet.** Help Chloe fill in the table below to identify everyday factors that could affect a person's diet and give reasons why. The first one has been done for you.		
			More than 1 factor identified with a basic description. **Example:** Time – if you do not have time to cook you may just snack.	Factors identified with some relevant detail. **Example:** Time – you are more likely to snack on the go and buy convenience foods that are high in fat and sugar.	Factors identified and described in detail. **Example:** Time – if you have less time you are more likely to order takeaways or if you have less time you might plan a weekly shop to ensure you have everything you need.
1.4 Outline how an unhealthy diet can affect health. *Range: Affect health: e.g. coronary heart disease, eating disorders, diabetes, prone to infection, obesity, cancer*	2	Correct medical condition but no reason.	**Learners will outline how an unhealthy diet can affect health.**	**Learners will outline how an unhealthy diet can affect health showing a clear understanding.**	**Learners will give a detailed Outline how an unhealthy diet can affect health.**
			Chloe knows that poor diet choices can affect health and lead to medical conditions. Help Chloe by completing the table below: In the first column make a list of **medical conditions** that can be caused by an unhealthy diet. In the second column state **how** an unhealthy diet can affect this condition. The first one has been done for you.		
			Basic description of one medical condition and limited other knowledge. **Example:** A diet high in fat can cause obesity.	More than one factor identified with a clear description or a detailed explanation of one medical condition. **Example:** A high fat and sugar diet can mean a person puts on weight leading to obesity.	Detailed description of more than one factor with consequences. Emphasis on higher level of detail or linking the medical conditions. **Example:** A high fat and sugar diet can mean a person puts on weight leading to obesity. This can lead to coronary heart disease due to the build-up of fat and cholesterol in the arteries.

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2.1 Define the energy balance equation. *Range: Energy balance equation: energy intake (food intake) minus energy used (number of calories burned through Active Daily Living (ADL), physical activity, exercise etc.)*	**4a and 4b**	Incorrect information used in the equation. Nothing that can be used from 2.2 (4c).	**Learners will give a basic definition of the energy balance equation.**	**Learners will confidently define the energy balance equation.**	**Learners will give a detailed definition of the energy balance equation.**

			The Head of PE has asked Chloe to produce some information about the energy balance equation. Help her define and explain it in more detail.
			    a. Complete the energy balance equation using the boxes below.
			    b. Describe the energy balance equation.		

			Basic definition. **Example:** Food in minus exercise\energy out gives a balance	Clear definition with some detail. **Example:** Energy intake (the food and drink you consume) minus the energy used (for daily activities and exercise) equals energy balance.	Detailed description with correct definition in either. **Example:** if you take in too much energy intake you are likely to put on weight if energy output is the same.
			This task is marked holistically between a and b. Potential to positive mark from 2.2.		
2.2 Apply knowledge of the energy equation to a specific purpose.	**4c**	Incorrect information showing incorrect analysis.	**Learners will apply knowledge of the energy equation to a specific purpose.**	**Learners will confidently apply knowledge of the energy equation to a specific purpose.**	**Learners will effectively apply knowledge of the energy equation to a specific purpose.**
			A Year 7 pupil has seen the information about the energy balance equation and would like some more information about how it could help them to lose weight. Apply your knowledge of the energy balance equation to give advice to this pupil about losing weight.		
			Basic knowledge of energy balance linked to the pupil. Can also give one side of the equation with basic knowledge. **Example:** Exercising will mean losing weight. Can be marked holistically with 2.1 - if in the description for 2.1, they answer this task, award the Pass.	Clear application with knowledge linked to the scenario. **Example:** Energy intake is important to monitor to lose weight or energy expenditure needs to increase and be monitored. (One side given of the equation but with more detail).	Detailed description with application of knowledge. **Example:** Energy intake and energy expenditure need to be monitored to lose weight. Energy intake needs to be lower or energy expenditure needs to be higher.

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3.1 Outline how diet affects exercise performance. *Range:* *Performance: how effectively an exercise activity is carried out*	**3a**	No link shown between diet and exercise performance.	**Learners will outline how diet affects exercise performance.**	**Learners will clearly outline how diet affects exercise performance.**	**Learners will effectively outline how diet affects exercise performance.**
			Chloe wants to introduce the Daily Mile to all Year 7 pupils. They will do this during registration time with their form tutor. Chloe wants you to help them improve their performance in the Daily Mile. Outline how diet can affect running performance in the Daily Mile.		
			Brief/ basic link of giving the advice that diet does affect performance/ importance of monitoring diet. **Example:** More energy.	Detailed outline with examples identified. **Example:** Eating pasta or carbohydrates gives more energy.	Detailed outline with developed example(s) including reasons. **Example:** Eating food high in carbohydrates like pasta, will give the pupils more energy in order to run for longer without stopping. Or Eating food high in protein like chicken, will allow the muscles to repair / recover quicker. Or If the pupil eats a lot before the Mile Run they might feel heavy and struggle to finish the mile or too little will mean less energy and not being able to complete the mile.