

## External Assessment

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

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

**Paper number:** Past Paper

**Assessment date:** 28 February 2020

**Time:** 1:00 pm

#### Complete your details below:

<b>Centre name</b>		<b>Centre number</b>	
<b>Learner name</b>		<b>Learner number</b>	

#### Time allowed – 1 hour 30 minutes

#### Instructions for Learners

- Read all tasks carefully and make sure that you understand what you need to do.
- You **MUST** attempt **all** of the tasks to address all assessment criteria. You cannot achieve a Pass grade unless you meet the required standard in all of the tasks.
- Write your responses to the tasks in the spaces provided. If you need more space you may use extra paper.
- If you are using a word processor, you **must** make sure that all of your work is printed out.
- Make sure that any printouts or extra paper is securely attached to this assessment paper and labelled clearly with:
  - your name and learner number
  - your centre name and centre number
  - the task and question number.
- At the end of the assessment hand all documents over to your Invigilator.

You are **not** allowed to use the internet during this external assessment.

#### *Examiner use only*

AC	Grade
1.1	
1.2	
1.3	
1.4	
2.1	
2.2	
3.1	

**DO NOT TURN OVER UNTIL YOU ARE INSTRUCTED TO DO SO  
BY THE INVIGILATOR.**

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PAST PAPER

## Scenario

Chloe is a 15 year old girl.

Chloe's favourite subject at school is PE. She is a new member of a Young Leaders group in PE.

The Head of PE at Chloe's school has asked her to promote healthy lifestyles as part of her Young Leaders role. As you are an experienced Young Leader, you are going to help her do this.

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Chloe has noticed a lot of the pupils in her school consuming unhealthy foods and drinks during break and at lunch time. 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.

b. The healthy foods and drinks have been completed for you. Using the space provided below, give examples of unhealthy foods and unhealthy drinks.

Healthy foods and drinks	Unhealthy foods and drinks
<ul style="list-style-type: none"> <li>• Brown bread</li> <li>• Water</li> <li>• Tomatoes</li> <li>• Spinach</li> <li>• Turkey</li> <li>• Bananas</li> <li>• Carrots</li> <li>• Butternut squash</li> <li>• Avocado</li> <li>• Apples</li> <li>• Chicken</li> <li>• Unsalted nuts</li> <li>• Strawberries</li> <li>• Grilled chicken</li> </ul>	

Assessment criterion	Pass	Merit	Distinction
<b>1.2 Give examples of an unhealthy diet</b>	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

## Task 2

You **must** ensure your work in Task 2 addresses assessment criterion 1.4. You can refer to the assessment criterion at the end of the task.

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.

<b>Medical condition that can be caused by an unhealthy diet</b>	<b>How an unhealthy diet can affect this condition</b>
Coronary Heart Disease	A diet that is high in fat and sugar could mean that fat builds up in the arteries, which causes the blood supply to become blocked.

Assessment criterion	Pass	Merit	Distinction
<b>1.4 Outline how an unhealthy diet can affect health</b>	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

**Please turn over for the next question.**

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### Task 3

You **must** ensure your work in Task 3 addresses assessment criteria 3.1 and 1.3. You can refer to the assessment criterion at the end of each part of the task.

**Answer part a and part b.**

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 understand how healthy eating will help their performance in the Daily Mile.

a. Outline how diet can affect running performance in the Daily Mile.

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Assessment criterion	Pass	Merit	Distinction
<b>3.1 Outline how diet affects exercise performance</b>	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



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.

- b. 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.

Everyday factors that could affect Chloe's diet	This is why
Mobility	If you have mobility problems and struggle to get out of the house, you are less likely to go and do a weekly shop where healthy foods can be bought. Instead, you may order takeaways to be delivered directly to your door that are generally high in fat content.

Assessment criterion	Pass	Merit	Distinction
<b>1.3 Identify everyday factors that could affect diet</b>	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

#### Task 4

You **must** ensure your work in Task 4 addresses assessment criteria 2.1 and 2.2. You can refer to the assessment criterion at the end of each part of the task.

Answer part a, part b and part c.

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.

A diagram showing three empty rectangular boxes arranged horizontally. The first box is on the left, followed by a minus sign, then the second box, followed by an equals sign, and finally the third box on the right. This is intended for students to complete the energy balance equation.

b. Describe the energy balance equation.

A series of ten horizontal dotted lines provided for the student to write their description of the energy balance equation.

Assessment criterion	Pass	Merit	Distinction
<b>2.1 Define the energy balance equation</b>	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



## **What you need to hand in after your external assessment**

At the end of the timed external assessment you will hand in the following work to your Invigilator:

- this external assessment paper
- any extra paper you have used, securely attached.

Make sure that:

- any extra paper is clearly identified with:
  - your name
  - your learner number
  - your centre name
  - your centre number
  - the task and question number.

Any remaining time can be spent checking your responses to the tasks.

**This is the end of the assessment.**