



**NCFE Level 1 Certificate in Health and Fitness**

**(601/4662/X)**

**Unit 02 Understanding a healthy lifestyle**

**17 October 2017**

**Mark Scheme**

| Assessment criteria   | Task No   | NYA  | Pass   | Merit  | Distinction  |  |
|---|-----------|--|--|--|--|--|
| <b>1.1</b> Identify what is meant by a healthy diet.<br><br><i>Range: Healthy diet: eating the right combination of different foods eg carbs, fats, minerals and proteins, five-a-day, eat well plate, food pyramid</i> | <b>2a</b> | NO healthy foods mentioned or only one food group identified. No balance or variety. Incorrect definition. | <b>Candidates will identify what is meant by a healthy diet.</b>   | <b>Candidates will clearly identify what is meant by a healthy diet.</b>   | <b>Candidates will identify in detail what is meant by a healthy diet</b>  |  |
|   |           |  | After explaining what might happen if someone has an unhealthy diet. John wants to provide his customers with some information on what is meant by a healthy diet. Outline what the term healthy diet means. |  |  |  |
|   |           |  | A basic definition. For example, variety of foods leads to a healthy lifestyle, right combination.   | Definition showing clear knowledge. The Pass criteria plus examples eg. carbohydrate, protein, fat, 5 fruit and vegetables a day and/ or the Eat Well plate. | Detailed definition with examples. Examples might include eg. range of fruit and vegetables/ chicken/ balanced meal examples. Or a more detailed description showing clear knowledge eg. the use of carbohydrates or proteins. |  |
| <b>1.2</b> Give examples of an unhealthy diet.<br><br><i>Range: Unhealthy diet: eg not enough fruit and vegetables. Too much fat and sugar etc</i>  | <b>1a</b> | Incorrect healthy items.   | <b>Candidates will give a limited range of examples of an unhealthy diet.</b>  | <b>Candidates will give a range of examples of an unhealthy diet.</b>  | <b>Candidates will give a wide range of examples of an unhealthy diet</b>  |  |
|   |           |  | John is worried that a lot of people do not know which foods are healthy and which are unhealthy. Make a list below of unhealthy foods and drinks.   |  |  |  |
|   |           |  | Basic suggestions from limited food groups.  | Range of foods from different food groups.   | Wide range of foods from different food groups. Cooking methods might also be used.  |  |

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| <b>1.3</b> Identify everyday factors that could affect diet<br><br><i>Range: Factors: eg money, culture, religion, health, peer pressure, location, mobility, time</i>                    | <b>2b</b> | Only 1 factor with description/ incorrect factor or description | <b>Candidates will identify everyday factors that could affect diet.</b>  | <b>Candidates will clearly identify factors that could affect diet.</b>   | <b>Candidates will identify in detail factors that could affect diet.</b>   |  |
|   |           |   | There are a variety of different factors that can affect a person's diet. John would like some more information to give to his new customers. Help John by identifying some of the different factors and stating why they could affect someone's diet. Fill in the table below. The first one has been done for you. Give up to three more. |   |   |  |
|   |           |   | More than 1 factor identified with a basic description eg. time – if you have less time you are more likely to order take away.   | Factors identified with some relevant detail. eg. 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 eg. time – if you have less time you are more likely to order take away or if you have less time you might plan a weekly shop to ensure you have everything you need. May include positives and negatives. |  |
| <b>1.4</b> Outline how an unhealthy diet can affect health<br><br><i>Range: Affect health: eg coronary heart disease, eating disorders, diabetes, prone to infection, obesity, cancer</i> | <b>1b</b> | Correct medical condition but no reason.                        | <b>Candidates will outline how an unhealthy diet can affect health.</b>   | <b>Candidates will outline how an unhealthy diet can affect health showing a clear understanding.</b>   | <b>Candidates will give a detailed outline how an unhealthy diet can affect health.</b>   |  |
|   |           |   | John wants his customers to be aware of how some medical conditions can be affected by eating an unhealthy diet. In the tables below, name some of these medical conditions and outline how an unhealthy diet can affect them. The first one has been done for you. Fill in up to four more.  |   |   |  |
|   |           |   | Basic description of one medical condition and limited other knowledge. eg. poor diet leads to diabetes.  | More than one factor identified with a clear description or a detailed explanation of one medical condition. eg. 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 eg. similar effects for coronary heart disease and obesity.  |  |

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| <b>2.1</b> Define the energy balance equation<br><br><i>Range: Energy balance equation: energy intake (food intake) minus energy used (number of calories burned through Active Daily Living (ADL), physical activity, exercise etc)</i> | <b>4a &amp; 4b</b> | Incorrect information used in the equation.       | <b>Candidates will give a basic definition of the energy balance equation.</b>  | <b>Candidates will confidently define the energy balance equation.</b>  | <b>Candidates will give a detailed definition of the energy balance equation.</b>   |
|  |                    |   | a. Complete the energy balance equation using the boxes below:<br>b. In your own words describe the energy balance equation.  |   |   |
|  |                    |   | Basic and fixed definition eg. energy intake minus energy used equals energy balance.   | Clear definition with some detail. eg. energy intake (the food and drink you consume) minus the energy used (for daily activities and exercise) equals energy balance.  | Correct definition in either a or b or combination of both eg. 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. knowledge from c can also be used. Candidates can pass with a completed and nothing in b, however, due to the detail needed you cannot achieve higher if b is left blank. You can get pass, merit, distinction with only answering b. |   |   |
| <b>2.2</b> Apply knowledge of the energy equation to a specific purpose  | <b>4c</b>          | Incorrect information showing incorrect analysis. | <b>Candidates will apply knowledge of the energy equation to a specific purpose.</b>  | <b>Candidates will confidently apply knowledge of the energy equation to a specific purpose.</b>  | <b>Candidates will effectively apply knowledge of the energy equation to a specific purpose.</b>  |
|  |                    |   | Apply your knowledge of the energy balance equation to give advice to the customer on losing weight.  |   |   |
|  |                    |   | Basic knowledge of energy balance linked to the customer. Can also give one side of the equation with basic knowledge. eg. exercising will mean losing weight (in this scenario obviously if diet is kept the same but do not necessarily need this for the pass).                      | Clear application with knowledge linked to the scenario eg. 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. eg. 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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| <b>3.1</b> Outline how diet affects exercise performance<br><br><i>Range:</i><br><i>Performance: how effectively an exercise activity is carried out</i> | 3       | No link shown between diet and exercise performance. | <b>Candidates will outline how diet affects exercise performance.</b>                                    | <b>Candidates will clearly outline how diet affects exercise performance.</b>  | <b>Candidates will effectively outline how diet affects exercise performance.</b>   |
|  |         |  | Help the club attract new customers by outlining how diet will affect a netball player's performance.    |  |   |
|  |         |  | Brief/ basic link of giving the advice that diet does affect performance/ importance of monitoring diet. | Detailed description with advice given. For example, eating the correct food gives more energy and improved performance. | Detailed outline with developed example(s). Reference to food such as carbohydrates for energy or protein for muscle repair/ build. Or if the participant eats a lot before a game he might feel heavy or too little will mean less energy. Some reference to types of foods. |