

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

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

19 March 2019 (P000650)

Mark Scheme

Version 1.1 Post Standardisation

Assessment criteria	Task No	NYA	Pass	Merit	Distinction
1.1 Identify what is meant by a healthy diet. <i>Range:</i> Healthy diet; eating the right combination of different foods eg 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.
			Jack has seen adverts on the TV about having a 'healthy diet' and would like to know more about what a healthy diet means. a. 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, such as carbohydrate, protein, fat, five 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 eg the use of carbohydrates or proteins.
1.2 Give examples of an unhealthy diet. <i>Range:</i> Unhealthy diet; eg not enough fruit and vegetable, 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.
			Jack is worried that lots of his friends have unhealthy diets. He would like to make some posters to put in the school canteen. These posters will say which foods and drinks people should try to avoid. b. To help Jack, make a list below of unhealthy foods and drinks. The list has already been started for you.		
			Basic suggestions from limited food groups. Be aware of cultural differences and experiences.	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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1.3 Identify everyday factors that could affect diet. <i>Range:</i> <i>Factors; eg money, culture, religion, health, peer pressure, location, mobility, time</i>	2	Only one 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.
			Jack wants to make a display about what different factors can affect a person's diet. Help Jack fill in the table below. Identify some of these factors and explain the ways they could affect a person's diet. The first one has been done for you. Complete at least two more.		
			More than one factor identified with a basic description eg if you do not have a car you are more likely to rely on local shops including a takeaway; this means that you might buy less healthy food.	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.
1.4 Outline how an unhealthy diet can affect health <i>Range:</i> <i>Affect health; eg coronary heart disease, eating disorders, diabetes, prone to infection, obesity, cancer</i>	3	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.
			Jack has done some research on the Internet about possible medical conditions that an unhealthy diet can cause. Jack would like some more information about these medical conditions. In the tables below, name some medical conditions and outline how an unhealthy diet could cause these conditions. 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 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, 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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2.1 Define the energy balance equation. <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>	5a & 5b	Incorrect information used in the equation. Nothing that can be used from 2.2 (5c).	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.
			Jack has heard about the energy balance equation and would like more information about it. a. Complete the energy balance equation using the boxes below: b. In your own words describe the energy balance equation.		
			Basic definition eg food in minus exercise/energy out gives a 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.	Detailed description with correct definition in either 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. Potential to positive mark from 2.2.		
.2 Apply knowledge of the energy equation to a specific purpose.	5c	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.
			Jack would like to know how the energy balance equation could help him to lose weight. c. Apply your knowledge of the energy balance equation to give advice to Jack about 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. 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 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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3.1 Outline how diet affects exercise performance. <i>Range: Performance; how effectively an exercise activity is carried out.</i>	4	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.
			Jack is a keen footballer and he plays for his local team. Jack is looking to improve his performances, particularly his running during the game. Outline how diet can affect Jack's running performance in a game of football.		
			Brief/basic link of giving the advice that diet does affect performance/ importance of monitoring diet, eg more energy.	Detailed outline with examples identified, eg eating pasta or carbohydrates gives more energy.	Distinction – detailed outline with developed example(s) including reasons. Reference to food such as carbohydrates for energy or protein for muscle repair/build. This gives more energy. This helps a footballer because they can run for longer. Or if the participant eats a lot before a game he might feel heavy or too little will mean less energy.