**NCEF Level 2 Award in Nutrition and Health**

**Candidate Assessment – Part A / Assessment 1**

**Candidate Details**

Please complete all of the following in BLOCK CAPITALS and in BLACK PEN

Name:

Address:

Post Code:

Mobile Number

Work Number:

Home Number:

Preferred Number:

Preferred contact time(s): Morning 🞏 Late afternoon 🞏 Anytime 🞏

Early afternoon 🞏 Evening 🞏

E-mail (please print clearly):

Employer:

College:

**Candidate Statement**

I have completed the following assessment and confirm all the work is my own.

Signed:

Date:

**TO BE COMPLETED BY THE TUTOR**

Tutor Name: Date:

Signature:

Pass 🞏 Refer 🞏

**ASSESSMENT QUESTIONS**

**Please complete ALL the answers to the questions in each of the sections and submit these together.  
This assessment workbook contains questions in relation to the information provided in your learning resource pack.  
Please:**

* Read your learning resource before attempting to answer these assessment questions
* Fully complete, sign and date the candidate information on the front sheet overleaf
* Answer **ALL** questions **IN FULL**
* Check you have answered each question fully before submitting to your tutor for marking
* Make sure you supply any research materials together with your assessment.

**(Please note: read each question carefully as there may be more than one answer required).  
Tips for understanding how to answer the questions**

**Describe**If you are asked to describe something you should state the features in such a way that another person could recognise what you are describing if they saw it.

An example might be: **Describe a donkey**. It would be insufficient to state “has four legs and a back” as this could be a chair. A description stating “a four legged animal, long tail, mane, similar to a horse but generally smaller, makes a unique sound like “eeyor” often repeatedly.” Would probably allow another person to recognise your description as a donkey.

**Explain / discuss**Give details which make what you are trying to say clear to the reader. As a general rule, this type of question requires the most in depth answer.

**State**  
Usually requires a shortened answer, which could be a list or a single sentence. Several questions take the form of “state what the letters ‘BBC’ stand for”. The answer would simply be “British Broadcasting Corporation”.

**Outline**  
This type of question needs a brief answer which does not include much detail, but covers all steps, stages or parts involved. A question asking you to outline how to catch a train would require an answer along the lines of “check train times, choose train, go to station, buy ticket and board train”. It would not expect you to include the detail of **how** you would do these things.

**Identify**  
This means to give sufficient detail so that someone else can recognise your description. This is sometimes used instead of “state”, so think what the question is asking for.

**Demonstrate**Means just that. Show someone what you do.

|  |
| --- |
| UNIT 1: Exploring the Principles of Healthy Eating |

**Q1. Define the term ‘healthy diet’.**

**Q2. Describe the difference between a healthy diet for an adult and a healthy diet for a child.**

**Q3. Outline the lifestyle diseases associated with an unhealthy diet.**

**Q4. Which three nutrients provide the body with energy?**

**1.**

**2.**

**3.**

**Q5. Energy is measured in kilocalories. Identify the amount of energy supplied by 1 gram of the three main nutrients you have identified in Q4.**

|  |  |
| --- | --- |
| Nutrient | Amount of energy supplied by this nutrient (in calories) |
|  |  |
|  |  |
|  |  |

**Q6. Using the two charts below and the space on the opposite page, estimate:**

1. **Your estimated Basal Metabolic Rate (BMR) in kilocalories**
2. **Your estimated Physical Activity Level (PAL) in kilocalories**
3. **Your estimated total daily energy requirement in kilocalories**

**(If your activity is not listed, use a similar activity in its place).**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 120lbs |  | 140lbs |  | 160lbs |  | 180lbs |  | 200lbs |  |
|  | **Male** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** | **Female** |
| 10 to 18 years | **1650** | **1450** | **1730** | **1500** | **1860** | **1560** | **1990** | **1660** | **2140** | **1770** |
| 19 to 30 years | **1600** | **1400** | **1680** | **1450** | **1750** | **1500** | **1920** | **1615** | **2070** | **1720** |
| 31 to 60 years | **1450** | **1300** | **1530** | **1350** | **1650** | **1400** | **1780** | **1515** | **1930** | **1620** |
| 61 to 80 years | **1270** | **1185** | **1350** | **1240** | **1485** | **1290** | **1620** | **1400** | **1770** | **1500** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity | Energy needed | (kcal – PAL - | Per hour) |  |
|  | **120lbs** | **140lbs** | **160lbs** | **180lbs** |
| Aerobics (high intensity) | **440** | **500** | **580** | **660** |
| Badminton (leisure) | **250** | **290** | **330** | **370** |
| Cycling (moderate intensity) | **330** | **380** | **440** | **500** |
| Gardening (general) | **220** | **250** | **290** | **330** |
| Golf | **280** | **320** | **370** | **420** |
| Housework (moderate tasks) | **190** | **220** | **250** | **280** |
| Jogging (moderate intensity) | **560** | **650** | **750** | **840** |
| Resistance training (moderate) | **160** | **190** | **220** | **250** |
| Squash | **550** | **660** | **770** | **880** |
| Swimming (moderate pace) | **480** | **540** | **620** | **700** |
| Tennis | **360** | **400** | **460** | **520** |
| Walking | **380** | **440** | **500** | **580** |

**Q6a. State your estimated Basal Metabolic Rate (BMR) in kilocalories and how you came to this estimation.**

**Estimated BMR:**

**How you came to this estimation:**

**Q6b. State your estimated Physical Activity Level (PAL) in kilocalories and how you came to this estimation.**

**Estimated PAL:**

**How you came to this estimation:**

**Q6c. State your estimated total daily energy requirement in kilocalories (BMR+PAL).**

**Q7. What three factors will affect the amount of energy a person requires?**

**1.**

**2.**

**3.**

**Q8. Outline the relationship between energy intake, energy expenditure and weight.**

**Q9. Explain why it is important to control salt intake.**

**Q10. Complete the following table by stating the five food groups and by providing examples of foods that belong to each group.**

|  |  |
| --- | --- |
| Food Group | Examples of foods from this group |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Q11. Give six current examples of healthy eating advice.**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**Q12. Explain why it is important that we eat a wide variety of foods to provide a healthy diet.**

**Q13. What are nutrients?**

**Q14. There are seven essential nutrients needed by the body, identify them and describe what each of them do in the table below.**

|  |  |
| --- | --- |
| Nutrient | Description |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Q15a. Identify two vitamins and two minerals. State the foods that they are found in, what they are needed for in the body and any problems that are associated with their deficiency.**

|  |  |  |  |
| --- | --- | --- | --- |
| Vitamin | Foods it is found in | What it is used for in the body | Problems associated with deficiency |
|  |  |  |  |
|  |  |  |  |
| Mineral | Foods it is found in | What it is used for in the body | Problems associated with deficiency |
|  |  |  |  |
|  |  |  |  |

**Q15b. Which nutrient matches the description of its role in maintaining health?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Description | Carbohydrate | Fat | Protein | Vitamins | Minerals | Fibre | Water |
| I am an energy source for low intensity, long duration activity |  |  |  |  |  |  |  |
| I provide a quick source of energy |  |  |  |  |  |  |  |
| I help resist infections and diseases |  |  |  |  |  |  |  |
| I help reduce the risk of bowel problems and high cholesterol |  |  |  |  |  |  |  |
| I can provide energy but only in extreme cases such as famine |  |  |  |  |  |  |  |
| I help build strong bones and teeth |  |  |  |  |  |  |  |
| I protect internal organs |  |  |  |  |  |  |  |
| I help maintain the digestive system and move waste through the intestine |  |  |  |  |  |  |  |
| I repair body tissue and keep you warm |  |  |  |  |  |  |  |
| I build cells, make blood and develop muscles, internal organs, skin, hair and nails |  |  |  |  |  |  |  |
| I provide a slow, sustained source of energy |  |  |  |  |  |  |  |
| I help make muscles work efficiently and prevent cramp |  |  |  |  |  |  |  |
| I help to break down food in order to release its energy |  |  |  |  |  |  |  |
| I help to regulate body temperature |  |  |  |  |  |  |  |

**Q15c. For each nutrient given in the table below, identify as many good food sources as you can. The first one has been completed for you.**

|  |  |
| --- | --- |
| Nutrient | Examples of good food source |
| Carbohydrates | ***(Complex) Bread, pasta, rice, potatoes, cereal, couscous, oats.***  ***(Simple) Fresh and dry fruit, sugar, honey.*** |
| Fats |  |
| Proteins |  |
| Vitamins |  |
| Minerals |  |
| Fibre |  |
| Water |  |

**Q16. Describe how the following factors can influence how much of each nutrient a person needs in their diet.**

|  |  |
| --- | --- |
| Factor | How it can influence how much of each nutrient a person needs in their diet |
| Age |  |
| Gender |  |
| Level of Activity |  |
| Medical History |  |

**Q17. It is recommended that we drink eight glasses of water per day. Explain why it is important to have adequate fluid intake.**

**Q18. What is fibre?**

**Q19. List five different factors that could be considered when planning a healthy meal.**

**1.**

**2.**

**3.**

**4.**

**5.**

**Q20. Explain how the following cooking methods can affect the nutritional values of food.**

|  |  |
| --- | --- |
| Cooking method | How can it affect the nutritional value of food |
| Boiling |  |
| Grilling |  |
| Roasting |  |

**Your friend is organising a buffet for her son’s birthday. She asks you for advice on how she could prevent it from being unhealthy.**

**Q21. Give your friend two healthy food preparation tips for the types of food found in the following food groups.**

|  |  |
| --- | --- |
| Food group | Preparation tips |
| Bread, cereals and potatoes | **1.**  **2.** |
| Fruit and vegetables | **1.**  **2.** |
| Meat, fish and alternatives | **1.**  **2.** |
| Milk and dairy foods | **1.**  **2.** |
| Foods containing fats and sugars | **1.**  **2.** |

**Assessment Checklist**

**Now you have completed this assessment booklet, please now complete the final checklist:**

**I have answered all of the assessment questions 🞏**

**I can confirm all the work in the assessment is my own 🞏**

**Name:**

**Signed**

**CONGRATULATIONS!**

**You have now completed your Part A Assessment. Please make sure you have completed all questions fully and you have filled in the front cover page with your personal details.**

**You now need to submit your answers to be marked. Please follow the instructions as detailed in your induction.**

**Your tutor will mark your mark and provide robust feedback. Should your paper be referred, you will be required to resubmit answers until you have passed.**

**Please contact our support team if you require any further advice or guidance.**