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

**Candidate Assessment – Part C / Assessment 3**

**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 4: The principles of weight management |

**(Please note: The numbers in brackets refer to the assessment criteria for each activity and are for your tutor’s use.)**

**Q1a. Define the following terms: (1.1)**

1. **Obese:**
2. **Emaciated:**
3. **Malnourished:**

**Q2. Describe three health risks associated with obesity. (1.2)**

|  |  |
| --- | --- |
| Risk | Description |
| 1. |  |
| 2. |  |
| 3. |  |

**Q3. Describe three health risks associated with emaciation. (1.3)**

|  |  |
| --- | --- |
| Risk | Description |
| 1. |  |
| 2. |  |
| 3. |  |

**Q4. Identify three signs and symptoms of malnourishment. (1.4)**

**i)**

**ii)**

**iii)**

**Q5. Explain what is meant by ‘body image’, including reference to positive and negative body image. (2.1)**

**Q6a. Explain how the media portrays body image and how this could have an impact on someone’s weight management. (2.2)**

**Q6b. Outline three examples of research findings that suggest there is a link between the content of the media and people’s weight management behaviour. (2.2)**

**1)**

**2)**

**3)**

**Q7. Describe the role of a balanced diet in weight management. (3.1)**

**Q8. Explain the term ‘energy balance’. (3.2)**

**Q9. Explain the implications of energy balance in weight management. (3.3)**

**Q10. Outline three lifestyle choices that have an impact on people’s weight management, including reference to ways to increase activity and lowering blood pressure and cholesterol levels. (3.4)**

**1)**

**2)**

**3)**

**Q11. List six common weight loss myths. (3.5)**

**1)**

**2)**

**3)**

**4)**

**5)**

**6)**

**Q12. Describe six characteristics of an effective weight management programme. (3.6)**

|  |  |
| --- | --- |
| Characteristic | Description |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |

**Q13. Use the following table to plan a short-term, healthy weight management programme in which you collect information and identify suitable goals for an individual. You should consider the nutritional and activity guidelines to help you make your choices, and record any websites you use or information you collect to help you with this task.**

**Once you have collected all of the necessary information, use the food diaries which appear on the following pages to plan your short-term weight management programme for an individual for one week. (4.1) (4.2) (4.3)**

|  |  |
| --- | --- |
| Information you might want to collect | Notes |
| * Weight * Height * BMI * Gender * Age * Special dietary requirements * Work patterns * Stress levels * Holidays and events |  |

|  |  |
| --- | --- |
| Goals | Description |
| Specific  Measurable  Achievable  Realistic  Timed |  |

|  |  |  |
| --- | --- | --- |
| Day 1 | Food plan | Record your planned intake and activity levels here |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Breakfast |  | Your five a day:  → | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  |  |  |  | |
| Lunch |  | **Your water intake:**  **→** |  |
| Dinner |  | **Your aerobic activity:**  **→** | Activity:  Duration: |
| Snacks and drinks |  | **Your strength activity:**  **→** | Activity:  Duration: |

|  |  |
| --- | --- |
| Planned calorie intake for the day: |  |

|  |  |  |
| --- | --- | --- |
| Day 2 | Food plan | Record your planned intake and activity levels here |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Breakfast |  | Your five a day:  → | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  |  |  |  | |
| Lunch |  | **Your water intake:**  **→** |  |
| Dinner |  | **Your aerobic activity:**  **→** | Activity:  Duration: |
| Snacks and drinks |  | **Your strength activity:**  **→** | Activity:  Duration: |

|  |  |
| --- | --- |
| Planned calorie intake for the day: |  |

|  |  |  |
| --- | --- | --- |
| Day 3 | Food plan | Record your planned intake and activity levels here |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Breakfast |  | Your five a day:  → | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  |  |  |  | |
| Lunch |  | **Your water intake:**  **→** |  |
| Dinner |  | **Your aerobic activity:**  **→** | Activity:  Duration: |
| Snacks and drinks |  | **Your strength activity:**  **→** | Activity:  Duration: |

|  |  |
| --- | --- |
| Planned calorie intake for the day: |  |

**Unit 5: Understanding eating disorders**

**Q1. Give a definition of the term ‘eating disorder’. (1.1)**

**Q2. Describe possible types of eating disorders. (1.2)**

**Q3. Describe possible causes of eating disorders, including reference to psychological, environmental and biological factors. (2.1)**

1. **Psychological:**
2. **Environmental:**
3. **Biological:**

**Q4. Give examples of the signs and symptoms associated with eating disorders. (3.1)**

**Q5. Describe the feelings an individual with an eating disorder may experience. (3.2)**

**Q6. Describe some of the ways an eating disorder may affect the individual and their life. (3.3)**

**Q7. Explain how an individual’s eating disorder may affect others. (3.4)**

**Q8. Describe different approaches to the treatment of eating disorders. (4.1)**

**Q9. Explain what others could do to help an individual recover from a specific eating disorder. (4.2)**

**Q10. Describe local resources and treatments that would be available to an individual experiencing an eating disorder. (4.3)**

**Unit 6: Principles of food safety for the home environment**

**Q1. Explain why it is important to handle food safely. (1.1)**

**Q2. Identify hazards relating to food safety under the following headers: (1.2)**

1. **Microbiological:**
2. **Chemical:**
3. **Physical:**

**Q3. Identify ways in which food should be handled safely to avoid contamination during the following processes: (1.3)**

1. **Storing:**
2. **Preparing:**
3. **Cooking:**
4. **Serving:**
5. **Reheating:**

**Q4. Explain ways of maintaining personal hygiene when handling food that helps to reduce the risk of contamination. (2.1)**

**Q5. Identify when and how to wash hands. (2.2)**

1. **When to wash hands:**
2. **How to wash hands:**

**Q6. Describe potential problems that can result from not maintaining personal hygiene when handling food. (2.3)**

**Q7. Explain how to store the following types of food correctly in order to avoid contamination: (3.1)**

1. **Fresh:**
2. **Convenience:**
3. **High risk:**
4. **Low risk:**

**Q8. Explain why it is important to follow food storage instructions. (3.2)**

**Q9. Outline how storage methods can affect the nutritional value of food. (4.1)**

**Q10. Describe why it is important to keep the food work area clean, hygienic and disinfected. (5.1)**

**Q11. Outline ways of keeping the food work area clean, hygienic and disinfected. (5.2)**

**Q12. Describe why it is important to ensure that food is cooked to the correct temperature. (6.1)**

**Q13. Give examples of ways to check food is cooked to the correct temperature. (6.2)**

**Q14. Describe why it is important to dispose of food waste safely. (7.1)**

**Q15. Outline how to dispose of food waste safely. (7.2)**

**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 C / Assessment 3. 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.**