**Unit 2: Healthy lifestyles (H/506/5250)**

**Assessment**

This **Unit 2 Assessment** counts towards the learners overall qualification. It is broken down into **3 Tasks**.

When the learner has completed all of the Tasks, they will need to submit their work to the teacher for marking. They can do this by clicking the **Submit** button on their **iAchieve** dashboard.

In these guidelines, text in red provides suggested responses from learners, and indicates what may need to be done to achieve each mark. The wording in these marking guidelines is often lifted directly from the course materials. Learners should not simply replicate content from the course materials.

For each question, the location of relevant course content is also indicated.

Tasks will often include words such as ‘Describe’, ‘Explain’, ‘Identify’, ‘Assess’, ‘Demonstrate’ and ‘Evaluate’. What is required of the learner in each instance is listed below.

**Describe** – give a detailed account in words about a particular topic or activity.

**Explain** – make answers clear by describing them in more detail and include any relevant facts/examples/reasons.

**Identify** – provide brief information about a subject, process or activity.

**Assess** – consider information/facts in order to make a decision.

**Demonstrate** – apply skills in a practical situation in order to show understanding of a particular topic/activity.

**Evaluate** – judge or calculate the quality, importance or value of something, taking into account different factors and making points for and against.

**Task 1**

Course content relating to this Task can be found in Unit 2, Session 1, pages 2 – 8.

**Grading information**

This Task covers the following assessment criteria:

**1.1** Describe how each of the main food groups contribute to a healthy lifestyle

**1.2** Describe what is meant by a balanced diet

**1.3** Describe how non-nutrients contribute to a healthy diet.

The information in the table below shows what you will need to do in order to achieve a **pass**, **merit** or **distinction** grade for these assessment criteria.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment criteria** | **Pass** | **Merit** | **Distinction** |
| **1.1** Describe how each of the main food groups contribute to a healthy lifestyle | Learners will describe how each of the main food groups contribute to a healthy lifestyle | Learners will describe in detail how each of the main food groups contribute to a healthy lifestyle | Learners will comprehensively describe how each of the main food groups contribute to a healthy lifestyle |
| **1.2** Describe what is meant by a balanced diet | Learners will describe what is meant by a balanced diet | Learners will describe in detail what is meant by a balanced diet | There is no distinction grade for this assessment criterion |
| **1.3** Describe how non-nutrients contribute to a healthy diet | Learners will describe how non-nutrients contribute to a healthy diet | Learners will describe in detail how non-nutrients contribute to a healthy diet | Learners will comprehensively describe how non-nutrients contribute to a healthy diet |

Your teacher has asked you to prepare some resources that can be used to help school pupils understand the importance of healthy lifestyles. The first resource you are going to prepare will be all about how a balanced diet and good nutrition contributes to a healthy lifestyle.

Your information/resources can be presented in a range of different ways – for example, you might choose to design a poster, create a presentation, write a report, etc.

The information you produce for this Task will need to:

* Describe how each of the main food groups contribute to a healthy lifestyle.
* Describe what is meant by a balanced diet.
* Describe how non-nutrients (such as fibre and water) contribute to a healthy diet.

You may wish to include specific examples that will help to support your answers.

Remember to make your resources as interesting as possible!

Here, the learner needs to prepare some resources that can be used to help school pupils understand the importance of healthy lifestyles. This resource must consider both how a balanced diet, and how good nutrition contributes to a healthy lifestyle.

Learners must describe how each of the main food groups contributes to a healthy lifestyle, what is meant by a balanced diet, and how non-nutrients contribute to a healthy diet. Learners may present their findings in diverse ways.

More detail on how each of the main food groups contribute to a healthy lifestyle can be found in Unit 2, Session 1, page 2 – 4.

More detail on what is meant by a balanced diet can be found in Unit 2, Session 1, page 5 – 7.

More detail on how non-nutrients can contribute to a healthy diet can be found in Unit 2, Session 1, page 8.

You have now completed Task 1 of 3 for this Assessment. Well done!

**Task 2**

Course content relating to this Task can be found in Unit 2, Session 2, pages 2 – 11.

**Grading information**

This Task covers the following assessment criteria:

**2.1** Describe lifestyle diseases related to lack of physical activity and poor diet

**2.2** Explain the effects of a long-term sedentary lifestyle on health and well-being

**2.3** Explain reasons why people do not take part in physical activity.

The information in the table below shows what you will need to do in order to achieve a **pass**, **merit** or **distinction** grade for these assessment criteria.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment criteria** | **Pass** | **Merit** | **Distinction** |
| **2.1** Describe lifestyle diseases related to lack of physical activity and poor diet | Learners will describe lifestyle diseases related to lack of physical activity and poor diet | Learners will describe in detail lifestyle diseases related to lack of physical activity and poor diet | Learners will comprehensively describe lifestyle diseases related to lack of physical activity and poor diet |
| **2.2** Explain the effects of a long-term sedentary lifestyle on health and well-being | Learners will explain the effects of a long-term sedentary lifestyle on health and well-being | Learners will explain in detail the effects of a long-term sedentary lifestyle on health and well-being | Learners will comprehensively explain the effects of a long-term sedentary lifestyle on health and well-being |
| **2.3** Explain reasons why people do not take part in physical activity | Learners will explain reasons why people do not take part in physical activity | Learners will explain in detail reasons why people do not take part in physical activity | Learners will comprehensively explain reasons why people do not take part in physical activity |

The next resource you have been asked to prepare is all about lifestyle choices and the impact they can have on health and fitness.

As before, your information/resources can be presented in a range of different ways – for example, you might choose to design a poster, create a presentation, write a report, etc.

The information you produce for this Task will need to:

* Describe lifestyle diseases related to a lack of physical activity and poor diet.
* Explain the effects of a long-term sedentary lifestyle on health and well-being (remember to also explain what is meant by a sedentary lifestyle, in case this term is not familiar to the pupils you will be sharing your information with).
* Explain a range of reasons why people do not take part in physical activity.

You may wish to include specific examples that will help to support your answers.

Remember to make your resources as interesting as possible!

Here, the learner must produce a resource about lifestyle choices and the impact that they can have on health and fitness. This must include information about lifestyle diseases related to a lack of physical activity and poor diet, the effects of long-term sedentary lifestyle on health and well being, an explanation of the term ‘sedentary lifestyle’, and a discussion of some reasons why people do not take part in physical activity.

Information related to lifestyle diseases and a lack of physical activity and poor diet can be found in Unit 2, Session 2, pages 2 – 8.

Information relating to the effects of a sedentary lifestyle on health and wellbeing, as well as a definition of a sedentary lifestyle, can be found in Unit 2, Session 2, page 9.

Information relating to why some people may not take part in physical exercise can be found in Unit 2, Session 2, pages 10 – 11.

You have now completed Task 2 of 3 for this Assessment. Well done!

**Task 3**

Course content relating to this Task can be found in Unit 2, Session 3, pages 2 – 7.

**Grading information**

This Task covers the following assessment criteria:

**3.1** Explain reasons why people are motivated to take part in physical activity

**3.2** Describe ways to improve individual motivation

**3.3** Demonstrate ways to improve individual motivation

**3.4** Review ways to improve individual motivation.

The information in the table below shows what you will need to do in order to achieve a **pass**, **merit** or **distinction** grade for these assessment criteria.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment criteria** | **Pass** | **Merit** | **Distinction** |
| **3.1** Explain reasons why people are motivated to take part in physical activity | Learners will explain reasons why people are motivated to take part in physical activity | Learners will explain in detail reasons why people are motivated to take part in physical activity | Learners will comprehensively explain reasons why people are motivated to take part in physical activity |
| **3.2** Describe ways to improve individual motivation | Learners will describe ways to improve individual motivation | Learners will describe in detail ways to improve individual motivation | Learners will thoroughly describe ways to improve individual motivation |
| **3.3** Demonstrate ways to improve individual motivation | Learners will demonstrate ways to improve individual motivation | Learners will confidently demonstrate ways to improve individual motivation | Learners will skilfully demonstrate ways to improve individual motivation |
| **3.4** Review ways to improve individual motivation | Learners will review ways to improve individual motivation | Learners will review ways to improve individual motivation showing critical understanding | Learners will review ways to improve individual motivation showing critical judgement |

The final resource you have been asked to prepare will be used in a session all about motivation in relation to physical activity.

For this session, you will need to prepare the following information:

* Explain a range of reasons why people are motivated to take part in physical activity (try to include as many different examples as possible).
* Describe ways to improve individual motivation.

To help you prepare for this motivation session, you will also need to carry out the following practical exercise to test out different ways of improving individual motivation.

Working with a partner, spend some time working to improve motivation (this could be either your own motivation or your partner’s…or both!) For example, you might choose to set some SMART goals or use visualisation/incentives to try and improve motivation towards achieving a particular target.

In the space below, explain the method(s) you used to try to improve motivation and review the work you have done.

For example:

* How successful were your methods in improving motivation?
* What worked well?
* What could you improve next time?

You should also ask your teacher to write a witness statement outlining the work you do demonstrating and reviewing these methods of improving motivation.

Here, learners must prepare information that explains a range of reasons why people are motivated to take place in physical activity, and describe some ways to improve individual motivation.

Learners will work with a partner to work to try and improve their own motivation or that of others, and will then assess how successful their methods of improving motivation were, as well as how well they worked and what could be improved next time.

Learners will also ask their teacher to write a witness statement outlining the work they have done in demonstrating and reviewing these methods of improving motivation.

Information about the motivation for physical activity can be found in Unit 2, Session 3, pages 2 – 3.

Information about describing and demonstrating ways to improve individual motivation can be found in Unit 2, Session 3, pages 4 – 6.

Information about reviewing the different ways to improve individual motivation can be found in Unit 2, Session 3, page 7.

You have now completed Task 3 of 3 for this Assessment. Well done!