

External Assessment

NCFE Level 2 Certificate in Food and Cookery (601/4533/X)

Unit 03 Exploring balanced diets (K/506/5038)

Paper number: **THIS IS A SAMPLE PAPER**

Assessment date: 20 January 2016

Centre number		Learner number	
Surname			
Other names			

Learner declaration:

I confirm that the work contained in this external assessment is all my own work.

I have not copied work from anyone else.

I have not copied work directly from handouts/internet/textbooks or any other publication.

If I have used a quote, then I have referenced this appropriately.

Learner's signature:

Date:

Grade achieved To be completed by the Examiner	
--	--

Time allowed:

2 hours to complete Tasks 1, 2, 3, 4 and 5.

Instructions for learners

- Complete your personal details on the first page
- You have 2 hours to complete Tasks 1, 2, 3, 4 and 5
- Write your responses to the tasks in the spaces provided. If you need more space you may use extra paper. Make sure that any extra paper is labelled clearly with your name, centre number and learner number and is securely attached to the appropriate answer booklet
- If you write your answers using a word processor, you must make sure that any printouts are labelled clearly with your name, centre number and learner number and are securely attached to the appropriate answer booklet
- If you write your answers using a word processor, you must make sure that you clearly record the relevant task along with your answer to ensure that the Examiner is able to grade it
- You **MUST** attempt all of the tasks to address all assessment criteria fully. You cannot achieve a pass grade unless you meet the required standard in all the tasks
- All of the work you submit must be your own
- You must sign the learner declaration on the front page of this assessment paper to declare that the work produced is your own
- At the end of the assessment hand all documents over to your Invigilator.

Guidance for learners

- Make sure you're familiar with the assessment criteria and grading descriptors for this unit. These are included along with the tasks in this external assessment paper. If you're aiming for a merit or distinction it's important that you're familiar with what these grades require as you work through the tasks
- Read the tasks carefully and make sure that you understand:
 - what you need to do to complete the assessment
 - what you need to submit
 - how much time you need to allow for each task.

Resources

- You may use all of the material given within the external assessment paper but no other resources should be taken into the examination room
- You're not allowed to use the internet during the external assessment
- All the evidence you submit must be your own work

External assessment - Task 1

You must ensure your work in Tasks 1 addresses assessment criteria 1.1 and 1.2. You can refer to the assessment criteria at the end of the task.

1a. Explain what you understand by the term **balanced diet**.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

1b. There are 5 nutrients needed for health and wellbeing. Identify 3 of these nutrients and describe their functions and food sources.

Nutrient

Functions:

.....

.....

.....

.....

Food sources:

.....

.....

Nutrient

Functions:

.....
.....
.....
.....

Food sources:

.....
.....

Nutrient

Functions:

.....
.....
.....
.....

Food sources:

.....
.....

Assessment criteria	Pass	Merit	Distinction
1.1. Explain what is meant by a balanced diet	Learners will explain what is meant by a balanced diet	Learners will explain in detail what is meant by a balanced diet	Learners will comprehensively explain what is meant by a balanced diet
1.2 Describe the nutrients that make up a balanced diet	Learners will describe the nutrients that make up a balanced diet	Learners will describe in detail the nutrients that make up a balanced diet	Learners will comprehensively describe the nutrients that make up a balanced diet

Task 2

You must ensure your work in Task 2 addresses assessment criterion 1.3. You can refer to the assessment criterion at the end of the Task.

Alicia is a 14 year old schoolgirl. She often finds she lacks energy and frequently feels tired. She is quite small for her age. She eats very few dairy products and no red meat or fish.

2a. Identify the nutrients that may be missing from Alicia's diet.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2b. What impact might a lack of these nutrients have on Alicia's health and wellbeing?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Kalem is a 30 year old male. He has recently become a vegan.

2c. Identify the nutrients that are most important to Kalem as he adapts to a vegan diet.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

2d. Explain the reasons why these nutrients are important to Kalem.

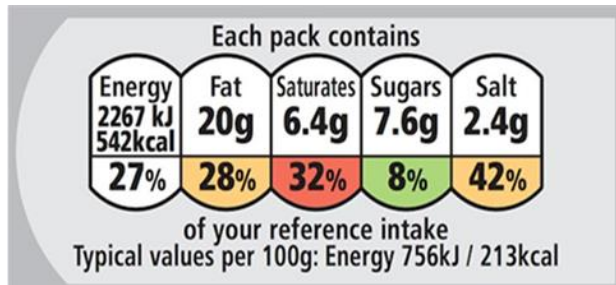
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Assessment criteria	Pass	Merit	Distinction
1.3. Explain nutrient requirements for different groups of people	Learners will explain nutrient requirements for different groups of people	Learners will explain in detail nutrient requirements for different groups of people	Learners will comprehensively explain nutrient requirements for different groups of people

Task 3

You must ensure your work in Task 3 addresses assessment criterion 1.5. You can refer to the assessment criterion at the end of the Task.

Read this food label. It is taken from a ready-made meal for one person.



Source: Food Agency

3a. Explain what the colour coded information shown on the label tells us about the nutritional content of the product.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3b. Explain how this information on the food label can be used to promote healthy eating.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Assessment criteria	Pass	Merit	Distinction
1.5 Explain how nutritional information on food labels can inform healthy eating	Learners will explain how nutritional information on food labels can inform healthy eating	Learners will explain how nutritional information on food labels can inform healthy eating showing critical understanding	Learners will explain how nutritional information on food labels can inform healthy eating showing critical judgement

Task 4

You must ensure your work in Task 4 addresses assessment criteria 1.4 and 1.6. You can refer to the assessment criteria at the end of the Task.

Jessica is 6 year old girl who has put on some weight since starting school. Her mother has asked you for some advice on how to improve Jessica’s diet.

You ask Jessica’s mother to keep a food diary of what Jessica eats every day. Below you can see a typical day from her food diary.

Breakfast	A bowl of sugar-coated cereal with semi-skimmed milk 2 slices of white toast with: - butter - chocolate spread A glass of fruit juice
Mid-morning snack	A chocolate biscuit bar A fruit squash drink
Packed lunch from home	2 sandwiches made with: - 4 slices of white bread - butter - cheese spread - tomatoes Chocolate mousse pot An apple

After school	A slice of homemade cake A fizzy drink
Evening meal	4 fish fingers Oven chips Tinned peas Meringue with ice cream A cup of tea with skimmed milk and one teaspoon of sugar
Bed time Snack	cup of hot chocolate with marshmallows on top

4a. Identify how Jessica's diet may be affecting her health and wellbeing.

.....

.....

.....

.....

.....

.....

.....

.....

4b. Describe the changes that could be made to provide Jessica with a healthy well balanced diet.

.....

.....

.....

.....

.....

.....

.....

.....

.....

4c. Explain the healthy eating advice you would give Jessica's mother about her daughter's diet.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Assessment criteria	Pass	Merit	Distinction
1.4 Explain healthy eating advice	Learners will explain healthy eating advice	Learners will explain healthy eating advice in detail	Learners will comprehensively explain healthy eating advice
1.6 Assess a food diary and make recommendations	Learners will assess a food diary and make recommendations	Learners will assess a food diary and make recommendations showing critical understanding	Learners will assess a food diary and make recommendations showing critical judgement

Task 5

You must ensure your work in Task 5 addresses assessment criteria: 2.1, 2.2 and 2.3. You can refer to the assessment criteria at the end of this Task.

Bread and Butter Pudding



Equipment needed: 1.2 litre oblong oven proof dish

Ingredients: (Serves 4 people)

- 8 slices of fruited bread
- 50 g butter
- 10 g candied lemon or orange peel, finely chopped
- 50 g sultanas
- 10 fl oz (275 ml) full fat milk
- 2½ fl oz (60 ml) double cream
- 50 g caster sugar
- grated zest ½ small lemon
- 3 free range eggs
- freshly grated nutmeg
- 25 g of icing sugar for dusting
- 5fl oz (120ml) lightly whipped double cream for serving

Method

Preheat the oven to 180C/400F/Gas 4.

Prepare the Bread

1. Grease the ovenproof dish with plenty of butter
2. Butter the fruited bread or panettone leaving the crusts on
3. Now arrange one layer of the buttered bread over the base of the oven proof dish
4. Sprinkle the candied peel and half the sultanas over the top
5. Cover with another layer of the buttered fruited bread or panettone and sprinkle on the remainder of the sultanas

To make the custard

6. In a measuring jug measure out the milk and add 60ml of double cream
7. Stir in the caster sugar and lemon zest
8. Whisk the eggs in a separate bowl then whisk them into the milk and cream mixture

To complete the pudding

9. Carefully pour over the bread and sprinkle some freshly grated nutmeg on the top
10. Bake in the oven for 30- 35 minutes
11. Dust with sieved icing sugar
12. Serve warm with lightly whipped double cream

5a. Identify the healthy and less healthy features of the bread and butter pudding recipe.

Complete the following table.

Healthy features	Unhealthy features

5b. Explain how the recipe could be changed to make the finished dish healthier.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5c. Describe how the changes you've suggested might affect the finished dish in other ways.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Assessment criteria	Pass	Merit	Distinction
2.1. Assess a recipe in terms of its contribution to healthy eating	Learners will assess a recipe in terms of its contribution to healthy eating	Learners will assess a recipe in terms of its contribution to healthy eating showing critical understanding	Learners will assess a recipe in terms of its contribution to healthy eating showing critical judgement
2.2. Explain how the recipe could be changed to make the finished dish healthier	Learners will explain how the recipe could be changed to make the finished dish healthier	Learners will explain in detail how the recipe could be changed to make the finished dish healthier	Learners will comprehensively explain how the recipe could be changed to make the finished dish healthier
2.3. Describe other factors that could affect the finished dish	Learners will describe other factors that could affect the finished dish	Learners will describe in detail other factors that could affect the finished dish	Learners will comprehensively describe other factors that could affect the finished dish

What you need to hand in after your external assessment

At the end of the timed external assessment you'll hand in the following work to your Invigilator:

- this external assessment paper
- any extra paper you have used and securely attached.

Make sure

- that all your work, including any extra paper, is clearly identified with your name, your centre number and your learner number
- you've signed the learner declaration on the front page of this external assessment paper.

Any remaining time left can be spent checking your responses to the Tasks.

This is the end of the assessment.

All the material in this publication is copyright