

Qualification Name: NCFE Level 2 Certificate in Food and Cookery – October 2019

Task 1a.			
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.
Range:	Balanced diet: to include portion control, water intake and dietary fibre, RI/GDAs etc.		
1a. Explain the term balanced diet . Give examples to support your answer.			
NYA Inadequate explanation or misunderstanding e.g. “eating the right things”, “eating healthily”, “a balanced diet contains the nutrients we need”	Learners can explain what is meant by a balanced diet. A diet containing all the nutrients in the correct proportion for the person OR reference to Eatwell Guide (or Plate) with brief reference to e.g. food groups, amounts, proportions, variety. Learner’s explanation states that nutrients eaten in the correct proportion to each other, to meet their individual needs and keep them healthy. (Does not have to name all of the nutrients, but any of the following named nutrients Proteins, Carbohydrates, Fats, Vitamins and Minerals will contribute towards a Pass). May discuss the Eatwell Guide and Food groups.	Learners can explain in detail (thorough and in depth) what is meant by a balanced diet. A diet containing all the nutrients (will name one or more correctly) in the correct proportion for the person. Will also refer to water, dietary fibre and/or RI/GDA. OR reference to Eatwell Guide (or Plate) with examples of specific food groups, proportions, examples, reasons for eating. Learner’s explanation states one which provides a person with some of the nutrients shown in the Pass criteria plus either water and non-starch polysaccharide/dietary fibre in the correct proportion to meet their individual energy and health needs. It should include a variety of different foods and be in line with Reference Intake (or GDA) guidelines. If mention water but not dietary fibre or vice versa then still a Merit. May make reference to the food groups in the Eatwell Guide (or Eatwell Plate).	Learners can comprehensively explain (all encompassing) what is meant by a balanced diet. Learner’s explanation states one which provides a person with all of the nutrients as listed in the Pass criteria, i.e. chemicals found in food plus water and non-starch polysaccharide/dietary fibre in the correct proportion to meet their individual energy and health needs. It should contain a variety of different foods, be in line with Reference Intake (or GDA) guidelines and should normally meet but not exceed energy requirements by giving appropriate portion sizes. May include Reference Nutrient Intakes (RNI) for protein, vitamins and minerals. May make reference to the food groups and proportions of these in the Eatwell Guide (or Eatwell Plate).
Glossary of Terms:	Describe: Define, explain	Detailed: Thorough and in depth	Comprehensive: All-encompassing

Task 1b.			
Assessment criteria:	Pass:	Merit:	Distinction:
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 nutrients that make up a balanced diet.	Learners will comprehensively describe the nutrients that make up a balanced diet.
Range:	Nutrients: macro (carbohydrates, fats, proteins), micro (vitamins A, B group, C and D), minerals (iron and calcium), source, function, deficiency.		
<p>1b. Our bodies need macro and micro nutrients to ensure good health. Complete the information in the tables below. For each nutrient listed (Carbohydrate, Vitamin C, Calcium) provide:</p> <ul style="list-style-type: none"> ○ food sources where the nutrient is found ○ a description of the functions of the nutrient in the body ○ a description of the effects of not eating enough of that nutrient. 			
<p>NYA</p> <p>Inadequate or incorrect information given for two or more of the nutrients e.g. no or incorrect sources, functions or effects of deficiency so that the nutrients are not described.</p>	<p>Learners can describe the nutrients that make up a balanced diet. Learners will complete the table to show:</p> <p>Carbohydrate</p> <p>Good sources e.g. fruit, sugar, potatoes, breakfast cereals.</p> <p>Functions e.g. for energy.</p> <p>Effects of not eating enough e.g. lack of energy and weight loss.</p>	<p>Learners can describe in detail (thorough and in depth) nutrients that make up a balanced diet. Learners will complete the table to show:</p> <p>Carbohydrate</p> <p>Good sources e.g. Sugars e.g. fruit such as oranges and sugar such as sugar beet and sugar cane. Starches such as potatoes, breakfast cereals.</p> <p>Functions e.g. for energy to be used for the workings of the body and for activity.</p> <p>Effects of not eating enough e.g. hunger, lack of energy, weight loss. In severe cases e.g. in famine – starvation.</p>	<p>Learners can comprehensively describe (all encompassing) the nutrients that make up a balanced diet. Learners will complete the table to show:</p> <p>Carbohydrate</p> <p>Good sources e.g. – carbohydrate is a macro-nutrient. There are several types including: Sugars – monosaccharides such as fructose in fruit such as oranges and disaccharides such as sucrose in sugar such as sugar beet and sugar cane. Polysaccharides such as starch in potatoes and breakfast cereals.</p> <p>Functions e.g. for energy to be used for the workings of the body e.g. breathing and for activity e.g. walking.</p> <p>Effects of not eating enough e.g. a deficiency will lead to hunger, lack of energy, weight loss. Normally if carbohydrates are in short supply then fats and proteins are used for energy. When dieting the aim is to reduce total energy intake so</p>

	<p>Vitamin C</p> <p>Good sources</p> <p>Oranges, lemons. blackcurrants, kiwi fruit, tomatoes, green leafy vegetables.</p> <p>Functions: Prevents scurvy. Is an anti-oxidant.</p> <p>Effects of not eating enough: Your gums and mouth may bleed.</p> <p>Calcium</p> <p>Good sources</p> <p>Milk, cheese, yoghurts, green vegetables.</p> <p>Functions</p> <p>Makes bones and teeth strong.</p> <p>Effects of not eating enough</p> <p>Weak bones, rickets in children osteoporosis in adults.</p> <p>NB If learner has given two out of three in good detail but not responded to one this can be accepted.</p>	<p>Vitamin C</p> <p>Good Sources:</p> <p>Fruits, especially citrus fruits such as oranges and lemons Blackcurrants and kiwi fruits Tomatoes, green leafy vegetables, peas, new potatoes, broccoli</p> <p>Functions: Helps with absorption of iron from other foods Prevents scurvy and related skin and mouth problems It is an antioxidant.</p> <p>Effects of not eating enough:</p> <p>A severe deficiency leads to scurvy, which means you will have bleeding gums and may have anaemia.</p> <p>Calcium</p> <p>Good sources</p> <p>All dairy products such as milk, cheese, yoghurts. Oily fish and green leafy vegetables. Maybe added to soya products.</p> <p>Functions</p> <p>Works with Vitamin D to make bones strong. Helps with blood clotting.</p> <p>Effects of not eating enough</p> <p>Poor bone structure resulting in rickets in children and osteoporosis in adults. Blood will not clot properly.</p>	<p>that fat stores are used. In severe cases e.g. in famine – malnutrition and starvation can occur.</p> <p>Vitamin C</p> <p>Good sources</p> <p>Fruits, especially citrus fruits such as oranges and lemons Blackcurrants and kiwi fruits Tomatoes, green leafy vegetables, peas, new potatoes, broccoli.</p> <p>Functions:</p> <p>Helps with absorption of iron from other foods Prevents scurvy and related skin and mouth problems It is an antioxidant Produces a substance called collagen which makes connective tissue to bind cells in the body together</p> <p>Effects of not eating enough:</p> <p>A slight deficiency can cause anaemia due to poor iron absorption.</p> <p>A severe deficiency leads to scurvy, which means you will have tiredness, bleeding gums and anaemia as your body will not be able to absorb sufficient iron.</p> <p>Calcium</p> <p>Good sources</p> <p>Dairy products including milk, cheese, yoghurts, creme fraiche. Oily fish, green leafy vegetables. Added by law to white bread.</p>
--	---	--	--

			<p>Soya milk and fruit juices may have added calcium.</p> <p>Functions Works with phosphorus and Vitamin D for strong bone density and strong teeth. Helps with blood clotting Involved with nerve and muscle function.</p> <p>Effects of not eating enough Poor bone structure during bone development when we are young. This will result in rickets in young children where the bones are not strong enough to support the child's weight and they bend. Adults will get osteoporosis which means they will easily break bones if they fall. Babies bones will not form correctly if pregnant women lack calcium. Blood will not clot properly after injuries.</p> <p>All of this is not required for a distinction but learners may include in their response examples from this answer.</p>
Glossary of Terms:	Describe: Define, explain	Detailed: Thorough and in depth	Comprehensive: All-encompassing

Task 2a, b, c, d.			
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.
Range:	<i>Groups of people: age (babies and toddlers, pre-schoolers, children, teenagers, adults, older) gender, activity level, health conditions (lactose intolerance, nut allergy, coronary heart disease, vegans).</i>		
<p>2a. Identify the nutrients which are likely to be missing from Parvin's diet and explain your reasons.</p> <p>2b. Identify the nutrients which are likely to be in excess in Parvin's diet and explain your reasons.</p> <p>2c. Explain the impact this diet is likely to have on Parvin's health and well-being over time.</p> <p>2d. Young children are growing fast. They need to eat healthily to make sure that they develop properly.</p> <p>Explain the importance of good nutrition for young children and give suggestions as to how this can be achieved.</p>			
<p>NYA</p> <p>Inadequate or incorrect explanation given for one or more groups e.g. no or incorrect nutrient requirements given, response is very general to any diet rather than being specific to the group(s) set in the task.</p>	<p>Learners can explain nutrient requirements for different groups of people.</p> <p>e.g. Vitamins and minerals are likely to be missing from Parvin's diet due to a lack of fruit and vegetables.</p> <p>e.g. Parvin may have too much fat in her diet because she eats a lot of processed meats that tend to be high in fat.</p> <p>e.g. If Parvin is short of vitamins and minerals she may have poor skin, bones and teeth as well as general poor health and catch infections easily. If she has too much fat and sugar it will make her put on weight and will eventually be bad for her heart.</p> <p>Young children need:</p> <p>Proteins for growth.</p> <p>Fat for energy</p>	<p>Learners can explain in detail (thorough and in depth) nutrient requirements for different groups of people.</p> <p>e.g. Vitamins, especially Vitamin C, and minerals, especially calcium and iron are likely to be the nutrients missing from Parvin's diet due to a lack of fruit and vegetables. She will also probably be short of non-starch polysaccharide /dietary fibre because fruit and vegetables are a good source of this.</p> <p>Parvin could be missing protein as she only eats processed meats and no fish.</p> <p>e.g. Parvin may have too much fat in her diet because she eats a lot of burgers and pizza which tend to be high in these nutrients. She also eats cheese and crisps which are highly fatty foods. She is also likely to be eating too much salt, because this is often added as a flavour enhancer to processed foods.</p>	<p>Learners can comprehensively explain (all encompassing) nutrient requirements for different groups of people.</p> <p>e.g. Vitamins, especially Vitamin C, and minerals, especially calcium and iron are likely to be the nutrients missing from Parvin's diet due to a lack of fruit and vegetables. This will also probably make her short of non-starch polysaccharide /dietary fibre, which is not a actually a nutrient because it is not absorbed during digestion but is just as important in a balanced diet.</p> <p>e.g. Parvin may have too much fat because she eats a lot of burgers, pizza cheese and crisps which tend to be high in fat and salt. This will make her put on weight and will be bad for her heart as it can lead to coronary heart disease in the future., She is also likely to be eating too much salt because this is often added as a flavour enhancer, which is sodium chloride and can be bad for her blood pressure in the future</p>

	<p>Carbohydrates for energy</p> <p>Calcium for strong bones and teeth.</p> <p>Iron and Vitamin C for red blood cells</p> <p>B vitamins for digestion.</p> <p>Vitamin D for strong bones.</p> <p>When marking this question there are 4 aspects and it is important to look across the whole of the question when determining the grade.</p>	<p>e.g. If Parvin is short of vitamins, especially Vitamin C she may have poor skin, bones, gums and teeth as well as general poor health and lack of resistance to infection. She may also be depressed and irritable. If she is short of calcium this will affect her bones and teeth and if she is short of iron it may affect her blood causing tiredness. If she is short of fibre/NSP this may lead to constipation. Too much fat and sugar can lead to weight gain and could be bad for her heart in the future. Too much sugar can also lead to type 2 diabetes. Too much salt can be bad for her blood pressure and lead to strokes.</p> <p>Young children need:</p> <p>Proteins for growth and body repair. Also young children are growing fast and need to develop muscles.</p> <p>Fat for energy and fat soluble vitamins. Fat helps with brain and nerve development.</p> <p>Carbohydrates for energy, but limit the amount of fibre which could fill the child up too quickly.</p> <p>Calcium and Vitamin D for strong bones and teeth.</p> <p>Iron and Vitamin C for healthy red blood cell development.</p> <p>B vitamins for digestion and the nervous system development and muscle growth.</p>	<p>and contribute to the possibility of a stroke, especially in an inactive person.</p> <p>e.g. If Parvin is short of vitamins, especially vitamin C she may have poor skin, bones, gums and teeth as well as general poor health and lack of resistance to infection e.g. she may catch colds and flu easily, If she injures herself the wound may take a long time to heal. She may also become depressed and irritable due to the impact of a lack of vitamin C on the nervous system.</p> <p>If she is short of minerals such as calcium this will also affect her bones and teeth and could cause her muscular problems and if she is short of iron it may affect her blood, which could cause her to lack energy. If she is short of non-starch polysaccharide /dietary fibre this may lead to constipation in the short term and over time could lead to a serious illness like cancer of the bowel. If she has too much fat and sugar it will make her put on weight and can lead to coronary heart disease and heart attack, especially at her age. Too much sugar can also lead to Type 2 diabetes. Too much salt can be bad for her blood pressure and lead to strokes.</p> <p>Young children need:</p> <p>These children are very active and are growing quickly. They need small, regular meals to give them energy through the day. Children under 5 do not follow the Eatwell Guide, but from 5 years old the Eatwell Guide can be used.</p> <p>Proteins for growth, body repair and muscle development. Lack of protein will cause poor growth and lack of energy.</p> <p>Fat for energy and fat soluble vitamins. Fat helps with brain and nerve development. Whole milk rather than semi skimmed should be given.</p>
--	---	---	--

		<p>When marking this question there are 4 aspects and it is important to look across the whole of the question when determining the grade.</p>	<p>Young children need fat as an energy source as they are very active.</p> <p>Carbohydrates for energy. Wholemeal carbohydrates will provide fibre, but limit the amount of fibre as this could fill the child up too quickly and prevent them eating other nutrient rich foods.</p> <p>Calcium and Vitamin D for strong bones and teeth. Lack of these can cause rickets in children where the bones bend. Vitamin D is also involved in some brain functions.</p> <p>Iron and Vitamin C for healthy red blood cell development. Lack of these can cause thinning hair, split fingernails and anaemia.</p> <p>B vitamins for digestion, the nervous system development and muscle growth.</p> <p>When marking this question there are 4 aspects and it is important to look across the whole of the question when determining the grade.</p>
Glossary of Terms	Describe: Define, explain	Detailed: Thorough and in depth	Comprehensive: All-encompassing

Tasks 3a,b.

Assessment criteria	Pass	Merit	Distinction
<p>1.5 Explain how nutritional information on food labels can inform healthy eating</p>	<p>Learners will explain how nutritional information on food labels can inform healthy eating.</p>	<p>Learners will explain how nutritional information on food labels can inform healthy eating showing critical understanding.</p>	<p>Learners will explain how nutritional information on food labels can inform healthy eating showing critical judgement.</p>
<p>Range:</p>	<p>Nutritional information: e.g. fat content, calories content, serving size.</p>		
<p>Colour-coded food labels can help us make healthy choices for a balanced diet. Here is a label from a pack of readymade cherry pies.</p> <p>3a Explain how the colour-coded nutritional information on the label can help people to choose healthy options for their balanced diet. Use specific examples from the label.</p> <ul style="list-style-type: none"> • Green • Amber (orange) • Red <p>Here is the list of ingredients from the label on a chicken and vegetable pie.</p> <p>3b. Explain how the information on this label can help people who have food allergies to make safe choices.</p>			
<p>NYA</p> <p>Inadequate or incorrect explanation given e.g. amounts, Reference Intake (or GDA), healthy eating, energy content. Response only refers to other information found on labels e.g. preparation instructions, best before dates etc. Response only gives other advantages and disadvantages of the ready meal e.g. convenience or expensive rather than nutritional advantages and disadvantages.</p>	<p>Learners can explain how nutritional information on food labels can inform healthy eating.</p> <p>Green</p> <p>The label shows that each cherry pie is low in salt because it is shown in green meaning Go – only 0.2g per serving.</p> <p>Amber (orange)</p> <p>The label shows that each cherry pie is medium for fat and saturated fat because it is shown in amber meaning Take care as it has 8.4g of fat and 2.9g of saturated fat.</p> <p>Red</p>	<p>Learners can explain how nutritional information on food labels can inform healthy eating showing critical understanding (ability to deconstruct, analyse, evaluate and express an opinion).</p> <p>Green</p> <p>The label shows that each cherry pie is low in salt because it is shown in green meaning Go – only 0.2g which is 3% of the Reference Intake for a day.</p> <p>Amber (orange)</p> <p>The label shows that each cherry pie is medium in fat and saturated fat because it is shown in amber meaning Take care as it has 8.4g of fat which is 12% of the of the Reference Intake for a day and 2.9g of saturated fat which is 15% of the Reference Intake for the day. You could eat this but</p>	<p>Learners can explain how nutritional information on food labels can inform healthy eating showing critical judgement (application of a critical understanding informing decisions).</p> <p>Green</p> <p>The label shows that each cherry pie is low in salt because it is shown in green meaning Go – only 0.2g which is 3% of the Reference Intake for a day.</p> <p>This is a good choice for someone who is looking to reduce the amount of salt they eat.</p> <p>Amber (orange)</p> <p>The label shows that each cherry pie is medium in fat because it is shown in amber meaning Take care as it has 8.4g of fat which is 12% of the of the Reference Intake for a day and 2.9g of saturated fat which is 15% of the Reference Intake for the day You could eat this but would</p>

	<p>The label shows that each cherry pie is high in sugar because this is shown in red meaning Stop as it has 19.2g of sugar.</p> <p>e.g. The label on the Chicken and Vegetable Pie shows allergy advice – it says that allergens are shown in bold on the list of ingredients e.g. milk, wheat, egg and mustard seeds. Someone who has an allergy to one of these foods would know not to eat it.</p> <p>Data analysis is not required for a pass.</p>	<p>would need to think about the fat and saturated fat content of your other meals that day.</p> <p>Red</p> <p>The label shows that each cherry pie is high in sugar because this is shown in red meaning Stop as it has 19.2g of sugar which is 21% of the Reference Intake for the day.</p> <p>You could eat this but would need to think about the amount of sugar in other foods you consume during the day.</p> <p>e.g. The label on the Chicken and Vegetable Pie shows allergy advice – it says that allergens are shown in bold on the list of ingredients e.g. milk, wheat, egg and mustard seeds. An allergen is a food that people are known to have allergies to; there are 14 common allergens which need to be shown on food labels by law. Someone who has an allergy to one of these foods would know not to eat it or they can suffer from an allergic reaction.</p>	<p>need to think about the fat and saturated fat content of your other meals that day in order to stay within the Reference Intake guidance. RI is always given for an adult woman so a man might be able to exceed this a bit depending on his health, size, activity levels etc.</p> <p>Red</p> <p>The label shows that each cherry pie is high in sugar because this is shown in red meaning Stop as it has 19.2g of sugar which is 21% of the Reference Intake for the day.</p> <p>You could eat this but would need to think about the amount of sugar in other foods you consume during the day. You would need to avoid this product if you were a diabetic or were trying to lose weight.</p> <p>e.g. The label on the Chicken and Vegetable Pie shows allergy advice – it says that allergens are shown in bold on the list of ingredients e.g. milk, wheat, egg and mustard seeds. An allergen is a food that people are known to have allergies to; there are 14 common allergens which need to be shown on food labels by law. Someone who has an allergy to one of these foods would know not to eat it or they can suffer from an allergic reaction. This label also identifies that the allergens include cereals containing gluten – this is because it contains wheat flour in the pasta and is therefore high in gluten. Gluten is a common allergen; people with gluten intolerance and also those with coeliac disease need to know which products it is in so that they can be avoided.</p>
Glossary of Terms	Describe: Define, explain.	Critical understanding: ability to deconstruct, analyse, evaluate and express an opinion.	Critical judgement: application of a critical understanding informing decisions.

Task 4a.			
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.
Range:	Healthy eating advice: current UK government guidelines on e.g. fat, sugar, salt, fibre, and fruit and vegetables.		
4a. Explain the current UK government healthy eating advice and outline how it could help improve Jake's diet.			
<p>NYA</p> <p>No, or inappropriate recommendations are given or the recommendations do not relate to the diary and the person.</p>	<p>Learners will explain healthy eating advice.</p> <p>e.g. current healthy eating advice that Jake could use to improve his diet:</p> <ol style="list-style-type: none"> 1. reduce the amount of fat you eat, especially saturated fats as excess could lead to coronary heart disease. It will also make you overweight if you are taking in excess energy but not using it up in activity or exercise 2. reduce the amount of sugar you eat as excess will make you overweight if you are taking in excess energy but not using it up in activity or exercise 3. increase the amount dietary fibre you eat as this will prevent constipation and diseases linked with this 4. cut down on salt as diets high in salt can give you high blood pressure and increase your likelihood of stroke 5. eat more fruit and vegetables – you should eat at least five portions a day of different fruits and vegetables for dietary fibre and also a good supply of different vitamins and minerals 6. have plenty of water in hot and cold drinks every day for hydration 7. limit your daily energy intake to 2500 kcal per day for men. 	<p>Learners will explain healthy eating advice in detail (thorough and in depth).</p> <p>e.g. current healthy eating advice that Jake could use to improve his diet:</p> <ol style="list-style-type: none"> 1. reduce the amount of fat you eat, especially saturated fats which are mainly in animal fat, as excess could lead to coronary heart disease later in life due to raised cholesterol levels. It will also make you overweight if you are taking in excess energy but not using it up in activity or exercise 2. reduce the amount of sugar you eat as excess will make you overweight if you are taking in excess energy but not using it up in activity or exercise. Sugar can also lead to tooth decay 3. increase the amount of polysaccharide/dietary fibre you eat as this will prevent constipation and diseases linked with this. You should eat more wholegrains like wholemeal bread and brown rice 4. cut down on salt as diets high in salt can give you high blood pressure which may make your coronary heart disease worse and increase your likelihood of stroke. You can do this by not adding it to food and watching out for it in food products, often unexpected ones like breakfast cereals 5. eat more fruit and vegetables – you should eat at least five portions a day of different fruits and vegetables for non-starch polysaccharide/dietary fibre and also a good 	<p>Learners will comprehensively explain (all encompassing) healthy eating advice.</p> <p>e.g. current healthy eating advice that Jake could use to improve his diet:</p> <ol style="list-style-type: none"> 1. reduce the amount of fat you eat, especially saturated fats mainly animal fat, as excess could lead to coronary heart disease later in life due to raised cholesterol levels. It will also make you overweight if you are taking in excess energy but not using it up in activity or exercise. Avoiding processed foods and cooking foods yourself will help you to reduce your fat intake; also choose lower fat options when buying dairy foods, oils and spreads and processed foods 2. reduce the amount of sugar you eat as excess will make you overweight if you are taking in excess e activity or exercise. Sugar can also lead to tooth decay. Avoiding processed foods and cooking foods yourself will also help you to reduce your sugar intake. Also choose lower sugar options when buying dairy foods and processed foods 3. you are also advised to base your meals around starchy foods, with about one third of your total food being starchy carbohydrates like potatoes (not chips or roast), cereals, rice, pasta and bread, especially wholemeal. Starchy foods are filling and give fewer kilojoules of energy than fats so they are less likely to lead to obesity and do not contribute to heart disease 4. increase the amount of non-starch polysaccharide/dietary fibre you eat as this will

	<p>Look across the paper for additional evidence such as 1.1.</p>	<p>supply of different vitamins especially vitamins A and C and minerals such as calcium and iron. You can include one portion of pulses in your 5 a day</p> <p>6. have plenty of water in hot and cold drinks every day for hydration; 6-8 glasses are recommended but do not have more than 150ml of fruit juice or smoothies.</p> <p>Look across the paper for additional evidence such as 1.1</p> <p>The higher grades will show better application of the guidelines to enable improvement to Jake’s diet.</p>	<p>prevent constipation and diseases linked with this such as bowel cancer and diverticulitis and also encourage weight loss by giving the feeling of fullness. You should eat more wholegrains like wholemeal bread and brown rice</p> <p>5. cut down on salt as diets high in salt can give you high blood pressure which may make your coronary heart disease worse and increase your likelihood of stroke. You can do this by not adding it to food and watching out for it in food products, often unexpected ones like breakfast cereals. Avoiding processed foods and cooking foods yourself will also help you to reduce your salt intake</p> <p>6. eat more fruit and vegetables – you should eat at least five portions a day of different fruits and vegetables for non-starch polysaccharide/dietary fibre and also a good supply of different vitamins especially vitamins A and C and minerals such as calcium and iron. You can include one portion of pulses; tinned (avoid ones with added sugar and salt) and frozen fruits and vegetables also count</p> <p>7. have plenty of water in hot and cold drinks every day for hydration; 6-8 glasses are recommended but do not have more than 150ml of fruit juice or smoothies as these are high in natural sugar</p> <p>8. look at food labels and be aware of the daily Reference Intake for fats, including saturated fat, sugar and salt. The adult Reference Intake shown on most food packages relates to the average intake for a woman so men can generally exceed this just a little).</p> <p>Look across the paper for additional evidence such as 1.1.</p> <p>The higher grades will show better application of the guidelines to enable improvement to Jake’s diet.</p>
Glossary of Terms	Describe: Define, explain.	Detailed: Thorough and in depth.	Comprehensive: All-encompassing.

Tasks 4b, c, d.			
Assessment criteria	Pass	Merit	Distinction
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 .
Range:	Recommendations: including current healthy eating advice, individual requirements for a balanced diet, RI/GDAs		
<p>4b. Identify the healthy and less healthy foods in Jake’s food diary. 4c. Explain how Jake’s diet may be affecting his future health 4d. Using examples from the food diary, describe some changes that Jake could make to his food choices to make his diet healthier.</p>			
<p>NYA</p> <p>The food diary is inadequately or incorrectly assessed. Comments are general about balanced diets rather than referring specifically to this food diary and the needs of the person who it is for. No or inappropriate recommendations are given or the recommendations do not relate to the diary and the person.</p>	<p>Learners can assess a food diary and make recommendations.</p> <p>Examples:</p> <p>Healthy Jake has some protein in his breakfast in the eggs and sausages. Baked beans also contain some protein.</p> <p>He also has chicken for his evening meal which contains protein.</p> <p>Jake is eating pasta which contains carbohydrates.</p> <p>He has tomatoes and a banana which are two of his five a day.</p> <p>Less healthy Jake’s diet seems to be high in fat from the cake, crisps and chocolate bar. He has a fried breakfast which is also very fatty. This will contribute to making him prone to coronary heart disease later in life.</p> <p>It is quite high in salt from the cheese and the sausage which could causes high blood pressure</p>	<p>Learners will identify healthy and less healthy foods to include an explanation that is mostly accurate of how the food choices may be affecting health and wellbeing.</p> <p>Using examples from the food diary, learners will provide some descriptions that are mostly accurate of some of the changes that could be made to include some analysis and/or evaluation and/or opinion, and or reasons why.</p> <p>Examples:</p> <p>Healthy Jake has some protein in the eggs, sausages and beans he eats for breakfast and the cheese in his sandwich. He also has chicken for his evening meal which he needs for growth and repair of his body cells and tissues e.g. muscles.</p> <p>He has plenty of carbohydrates in the form of starch from bread and pasta and he has some milk and also cheese which will give him calcium for strong bones and teeth.</p> <p>He has tomato and a banana which provides two portions of fruit and vegetables and gives Vitamin C in the tomato.</p>	<p>Learners will identify healthy and less healthy foods to include an explanation that is fully accurate of how the food choices may be affecting health and wellbeing.</p> <p>Using examples from the food diary, learners will provide some descriptions that are fully accurate of many of the changes that could be made by providing and using some analysis and/or evaluation and/or opinion, and or reasons to inform the accurate changes to food choices.</p> <p>Examples:</p> <p>Healthy Jake has protein in the egg and sausage which he has for his breakfast, and the baked beans also provide some protein. The milk and the cheese in his sandwich, and the chicken in the pasta bake also give protein for growth and repair of his body cells and tissues e.g. muscles</p> <p>He has plenty of carbohydrates in the form of starch from bread, and pasta for energy. These foods also give Vitamin B group, which contribute to good health and assist in energy release.</p> <p>He has some milk and cheese which will give him calcium for strong bones and teeth.</p>

<p>It is also high in sugar from the cola and the sugar in his tea and coffee, as well as the slice of cake and the doughnut. This is the cause of him becoming overweight.</p> <p>A comprehensive list is sufficient for a pass.</p> <p>4(c)</p> <p>Jake does not have 5 portions of fruit and vegetables every day though he does have tomato in his sandwich and a banana. This may mean he is short of vitamins and minerals, which can give him e.g. poor skin, bones and teeth and poor general health</p> <p>4(d)</p> <p>Instead of frying the breakfast foods he could grill them.</p> <p>Change the sugar in his tea to sweeteners.</p> <p>Have fruit instead of a doughnut.</p> <p>Have brown bread instead of white for his sandwich.</p> <p>Eat more fruit instead of cake and chocolate.</p> <p>Have milk instead of cola at night.</p>	<p>Less healthy Jake's diet seems to be high in fat from the fried breakfast, cheese, chocolate bar and the slice of cake, the doughnut and crisps. This will contribute to making him prone to coronary heart disease later in life and is probably making him gain weight now. It is quite high in salt from the cheese and the sausage which could cause his high blood pressure later in his life. The baked beans also contain some salt.</p> <p>It is also high in sugar from the cola and the chocolate bar, the doughnut and the slice of cake which will cause tooth decay and this may also lead to him being overweight.</p> <p>4(c)</p> <p>Jake does not drink any water which means he could be dehydrated.</p> <p>Jake does not have 5 portions of fruit and vegetables every day. This may mean he is short of vitamins and minerals, such as Vitamin A and C which can give him e.g. poor skin, bones and teeth and low energy levels as well as resistance to infection and have poor general health.</p> <p>Jake is eating lots of fatty and sugary foods which is why he may be gaining weight.</p> <p>He will be at risk of type 2 diabetes in the future if he continues to eat lots of sugary foods.</p> <p>Jake may also be getting tooth decay.</p> <p>His lack of fruit and vegetables means he is missing vitamins and minerals which may affect his skin, gums, digestions and nerves.</p>	<p>He has tomato and a banana which provide two portions of fruit and vegetables and give Vitamin C in the tomato.</p> <p>Less healthy Jake's diet seems to be high in fat from the fried breakfast, the cheese in his sandwich and the slice of cake and crisps. This will contribute to making him prone to raised cholesterol levels which can lead to coronary heart disease later in life, and is probably making him gain weight now.</p> <p>It is quite high in salt from the cheese in the sandwich and the crisps which can cause high blood pressure later in life leading to stroke and heart disease. The baked beans also contain some salt.</p> <p>It is also high in sugar from the cola, the doughnut and the slice of cake which will cause tooth decay and this may also lead to him being overweight.</p> <p>Jake does not have 5 portions of fruit and vegetables every day. This may mean he is short of vitamins and minerals, such as Vitamin A and C which can give him e.g. poor skin, bones and teeth and low energy levels as well as resistance to infection and have poor general health.</p> <p>Because Jake's diet is high in fat and sugar he is gaining weight, which may develop into obesity later in life, causing further joint problems.</p> <p>Jake may suffer from depression and isolation if he becomes obese.</p> <p>His sugar intake will be affecting his teeth, giving him dental caries.</p> <p>His lack of vitamins means he may suffer from poor night vision, poor skin health, increase in infections and poor healing of cuts.</p>	
--	--	--	--

		<p>He lacks calcium so may get weak bones or osteoporosis in later in life.</p> <p>4(d)</p> <p>Instead of frying the breakfast items he could grill them to reduce the amount of fat. He could have porridge and fruit for breakfast to give starchy carbohydrates and vitamins.</p> <p>Change the sugar in his tea to sweeteners to reduce his sugar intake.</p> <p>Instead of a doughnut for his mid morning snack he could have a cereal bar to give fibre and B vitamins.</p> <p>Swap the cheese and tomato sandwich for a wholemeal wrap with tuna or chicken and salad to reduce the amount of fat and increase the fibre content. Have an apple instead of a chocolate bar. Drink water or orange juice instead of cola.</p> <p>Instead of cake in the afternoon have a piece of fruit to add to the recommended five a day.</p> <p>Don't have the chocolate bar in the evening, use the banana to make a fruit salad with some extra portions of fruit and add the yoghurt on top to make a dessert.</p> <p>Have milk instead of coca cola at night with a piece of wholemeal toast instead of the packet of crisps.</p>	<p>His lack of calcium means he will be at risk of rickets and osteoporosis later in life.</p> <p>His lack of iron may mean he will become anaemic and very tired.</p> <p>He needs to eat plenty of protein for growth and repair in his body.</p> <p>Jake needs to eat more fruit and vegetables for his five a day minimum requirement.</p> <p>4(d)</p> <p>His breakfast could be swapped for a poached egg and grilled sausage to reduce the fat, or he could have wholegrain cereal and milk or porridge to give him some starchy carbohydrates to fill him up and provide slow release energy.</p> <p>His mid morning snack needs to be changed as it is fatty and sugary, so he could swap for a piece of fruit to give extra fruit and carbohydrates, with a glass of milk for calcium.</p> <p>His lunch is very fatty, so can be swapped for a wholemeal bread sandwich with tuna and salad. He can have milk or water as a drink.</p> <p>His afternoon snack needs to be swapped for a healthier option such as a cereal bar or another piece of fruit.</p> <p>He could add extra vegetables to the pasta bake to increase the intake.</p> <p>His evening snack is also full of fat and sugar, so should be swapped for a slice of toast and jam, preferably wholemeal toast with a glass of milk. This will keep him full for the rest of the evening.</p>
Glossary of Terms	No glossary	Critical understanding: ability to deconstruct, analyse, evaluate and express an opinion.	Critical judgement: application of a critical understanding informing decisions.

Task 5a.

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 .
Range:	Recipe: e.g. cooking method, ingredients, portion size, serving suggestion, cost.		

5a. Explain the healthy and less healthy features of the creamy fish pie.

<p>NYA The recipe is inadequately or incorrectly assessed. Comments are general about healthy eating rather than referring specifically to the ingredients and method for this recipe.</p>	<p>Learners will assess a recipe in terms of its contribution to healthy eating.</p> <p>Healthy features e.g. The white fish contains protein. The white fish is low in fat. The potatoes are a source of carbohydrate. The peas are one of the recommended five a day and contain some vitamins. The cheese contains protein. The milk contains protein and calcium.</p> <p>Less healthy features e.g. The whole milk is quite high in fat. The cheese is high in fat. There is quite a lot of butter used, which is fat.</p> <p>Not all ingredients listed need clarification to achieve a pass.</p>	<p>Learners will assess a recipe in terms of its contribution to healthy eating showing critical understanding (ability to deconstruct, analyse, evaluate and express an opinion).</p> <p>Healthy features e.g. The white fish contains protein for growth and repair. The white fish is low in fat. The milk and cheese will provide calcium for strong bones and teeth. It will also provide protein for growth and repair in the body.</p> <p>The potatoes are a good source of carbohydrate which is needed for energy.</p> <p>The peas are one of the recommended five a day and provide Vitamin C which is needed for iron absorption and to prevent scurvy.</p> <p>Less healthy features e.g. The whole milk contains fat which can contribute to high cholesterol.</p> <p>The cheese is also full fat.</p> <p>The recipe uses 50g of butter for the white sauce and also butter and full fat milk are added to the mashed potato adding further saturated fat to the pie.</p>	<p>Learners will assess the recipe to identify most of the healthy and less healthy features. Learners will provide an explanation that is fully accurate of many healthy and less healthy features by providing and using some analysis and/or evaluation and/or opinion, and or reason that informs their explanation.</p> <p>Healthy features e.g. The white fish is a good source of HBV protein which is needed for growth and repair of the body, and the production of hormones and enzymes.</p> <p>The milk and cheese are a source of fat, and protein which will help the body grow and repair any cuts. The fat is used for energy and to help protect the bodies organs as well as providing warmth and insulation for the body.</p> <p>The calcium in the milk helps with healthy bone and teeth growth, preventing rickets and osteoporosis.</p> <p>The potatoes are a good source of carbohydrate which is needed for energy.</p> <p>The peas are one of the recommended five as day and provide Vitamin C which is needed for iron absorption and to prevent scurvy as well as being an anti-oxidant. The peas are also a source of LBV protein.</p>
---	---	---	---

			<p>Less healthy features e.g.</p> <p>The whole milk contains fat which can contribute to high cholesterol in the blood, leading to a possible heart attack or stroke in the future, as well as weight gain, which can eventually lead to obesity and problems with joints and also low self esteem.</p> <p>The cheese is also full fat and contributes to weight gain.</p> <p>The recipe uses 50g of butter for the white sauce and also butter and full fat milk are added to the mashed potato adding further saturated fat to the pie.</p>
Glossary of Terms	No glossary	Critical understanding: ability to deconstruct, analyse, evaluate and express an opinion.	Critical judgement: application of a critical understanding informing decisions.

Task 5b.			
Assessment criteria	Pass	Merit	Distinction
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.
5b. Explain how you could change the recipe to make the finished creamy fish pie healthier to eat.			
NYA No or inappropriate recommendations are given or the recommendations do not relate to this specific recipe or to making the dish healthier e.g. if answer concentrates on making it look or taste better.	Learners will explain how the recipe could be changed to make the finished dish healthier. e.g. The creamy fish pie could be changed by: Using low fat spread instead of butter. Using semi skimmed milk instead of whole milk. Using low fat cheese instead of full fat cheddar cheese. Using wholemeal flour instead of white flour. Adding extra vegetables. Not all changes need clarification for a pass.	Learners will explain in detail (thorough and in depth) how the recipe could be changed to make the finished dish healthier. e.g. The creamy fish pie could be changed by: Using an oily fish such as salmon to add Omega 3 to the dish. Using low fat spread instead of butter to reduce the fat content of the sauce and the mashed potato. Using semi skimmed milk instead of whole milk. Use reduced fat cheese instead of full fat cheddar cheese. Using wholemeal flour instead of white flour to add fibre. Adding extra vegetables to the dish, such as carrots or broccoli. Swapping the mashed potato for mashed sweet potatoes to add Vitamin A.	Learners will comprehensively explain (all encompassing) how the recipe could be changed to make the finished dish healthier. e.g. The creamy fish pie could be changed by: Using an oily fish such as salmon to replace some of the white fish to add Omega 3 to the dish. Using low fat spread instead of butter to reduce the fat content of the white sauce and the mashed potato. Using semi skimmed milk instead of whole milk will also reduce the fat content. Use reduced fat cheese instead of full fat cheddar cheese. Using wholemeal flour instead of white flour to add fibre which will help with digestion and add extra fibre. Add extra vegetables to the dish to give a variety of vitamins and fibre. Swapping the mashed potato for mashed sweet potatoes to add Vitamin A to the dish, or swap half the potato for sweet potato.
Glossary of Terms	Describe: Define, explain	Detailed: Thorough and in depth	Comprehensive: All-encompassing

Task 5c.			
Assessment criteria	Pass	Merit	Distinction
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 describe comprehensively other factors that could affect the finished dish.
Range:	Other factors: e.g. taste, texture, moisture, appeal, appearance.		
5c. Describe how the changes you have suggested to the recipe could affect the sensory features of the finished creamy fish pie, such as taste, texture, moisture, appeal and appearance.			
NYA No or incorrect factors are identified as potentially affecting the dish. Inadequate or incorrect description of these factors and their effects are given. The factors do not relate to the specific recipe or dish.	Learners can describe other factors that could affect the finished dish. e.g. Low fat spread and semi skimmed milk will make the white sauce less creamy. The mashed potato will not taste as smooth and rich. Low fat cheese does not melt as well as full fat cheese and the topping may be less brown on the pie. Using wholemeal flour will change the colour of the sauce to a browner colour. Adding extra vegetables will add more colour.	Learners can describe in detail (thorough and in depth) other factors that could affect the finished dish. e.g. Using an oily fish such as salmon will change the colour and texture of the pie filling to a more fatty and chewy texture. Low fat spread and semi skimmed milk will make the white sauce less creamy and maybe slightly more watery. The mashed potato will not taste as smooth and rich, and will be a less yellowy colour. Low fat cheese does not melt as well as full fat cheese and the topping may be less brown on the pie. Using wholemeal flour will change the colour of the sauce to a browner colour. Using sweet potato will add a bright orange topping to the pie. Adding extra vegetables will add different colours and a more crunchy texture to the filling.	Learners can describe comprehensively (all encompassing) other factors that could affect the finished dish. e.g. Using an oily fish such as salmon will change the colour to a pink hue, and the texture of the pie filling will be a more fatty and chewy texture. The filling will taste richer due to the added oil from the salmon. Low fat spread and semi skimmed milk will make the white sauce less creamy and maybe slightly more watery. The taste will be less rich. The mashed potato will not taste as smooth and rich, and will be a less yellowy colour as lower fat spreads are a lighter colour than butter. Low fat cheese does not melt as well as full fat cheese and the topping may be less brown and crunchy on the pie. Using wholemeal flour will change the colour of the sauce to a browner colour. Using sweet potato instead of normal potatoes will add a bright orange topping to the pie. Adding extra vegetables will add different colours and a more crunchy and chewy texture to the filling.
Glossary of Terms	Describe: Define, explain .	Detailed: Thorough and in depth.	Comprehensive: All-encompassing.