

hello possibility.

Internal Assessment Sample Tasks

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

Issue 2 October 2016

Contents

Introduction	3
Unit 01 Preparing to cook (D/506/5036)	4
Unit 02 Understanding food (H/506/5037)	11
Unit 04 Plan and produce dishes in response to a brief (M/506/5039)	17

Please note: Unit 03 Exploring balanced diets (K/506/5038) is externally assessed.

Introduction

NCFE has created a set of sample tasks for each unit which you can contextualise to suit the needs of your learners to help them complete their internal assessment. The tasks have been designed to cover all the learning outcomes and assessment criteria for each unit and provide opportunities for stretch and challenge.

To allow you the freedom to apply local or topical themes appropriate to your learners, we've left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your learners and relates to local need.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- permit effective discrimination between learners operating at different levels
- cover the required content.

NCFE has provided guidance to help Teachers create valid and reliable internal assessment tasks. You must refer to this guidance when creating your own internal assessment tasks. The guidance can be found on our website [Internal assessment writing and delivery: Guidance for centres](#).

There is also an assessment checking service. The Assessment Checking Service provides centres with the opportunity to have your assessments checked. For more information please visit our website www.ncfe.org.uk.

Grading descriptors have been written for each assessment criterion within a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit as a whole.

The grading descriptors for each unit can be found in Section 4 (page 32) of the qualification specification. Assessors should also refer to the grading criteria glossary of terms which can be found in Section 8 (page 66) of the qualification specification.

Unit 01 Preparing to cook (D/506/5036)

Internal assessment tasks

This unit aims to introduce learners to the safe and hygienic preparation of the cooking environment and ingredients. Learners will understand the importance of how to prepare and store equipment and utensils. Learners will learn to understand and follow recipes to demonstrate their cooking skills to produce a variety of dishes.

You have volunteered to help out with a community education evening class for adults who want to learn to cook. This will be held in your school/college cooking environment.

Task 1 (AC 1.1, 1.2)

The Teacher in charge of the class has asked you to help by preparing some materials that describe to the adults:

- how they should prepare themselves for cooking in a safe and hygienic way
- how they should prepare their work area for cooking in a safe and hygienic way.

Types of evidence

Evidence could include:

- notes
- charts
- report
- annotated photographs
- annotated diagrams
- PowerPoint presentation.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Describe safe and hygienic working practices to prepare self for cooking	Learners will describe safe and hygienic working practices to prepare self for cooking	Learners will clearly describe safe and hygienic working practices to prepare self for cooking	Learners will perceptively describe safe and hygienic working practices to prepare self for cooking
1.2 Describe safe and hygienic working practices to prepare the cooking environment	Learners will describe safe and hygienic working practices to prepare the cooking environment	Learners will clearly describe safe and hygienic working practices to prepare the cooking environment	Learners will perceptively describe safe and hygienic working practices to prepare the cooking environment

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Internal assessment tasks (cont'd)

Task 2 (AC 1.3)

Before the adult students begin their cookery course the Teacher wants you to carry out a risk assessment on the cooking environment to identify potential food safety and personal safety risks and hazards.

Types of evidence

Evidence could include:

- health and safety risk assessment forms
- notes
- annotated photographs
- annotated diagrams.

Grading descriptors

Assessment criterion	Pass	Merit	Distinction
1.3 Assess potential risks and hazards in the cooking environment	Learners will assess potential risks and hazards in the cooking environment	Learners will clearly assess potential risks and hazards in the cooking environment	Learners will perceptively assess potential risks and hazards in the cooking environment

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Internal assessment tasks (cont'd)

Task 3 (AC 2.1 – 2.3)

The Teacher has planned for the adult class to make the following 6 dishes (minimum):

- winter vegetable soup
- spaghetti bolognaise
- apple pie
- vegetable curry with rice
- fish pie
- cauliflower cheese.

(Note to Teachers – replace these with dishes of your choice ensuring they enable learners to develop the cooking skills identified in the qualification specification)

You are going to help the Teacher with the planning by choosing 2 of the dishes and using the recipe to identify each piece of equipment and each utensil that will be required. You need to give:

- the names of the equipment and utensils
- a description of what each will be used for
- how each will be prepared before use
- how each will be cleaned and stored safely after use.

(Note to Teachers – learners need to be mindful of which 2 dishes they choose because they must include a range of equipment and utensils that require varied preparation, cleaning and storage)

Types of evidence

Evidence could include:

- chart
 - notes
 - annotated recipe sheet
 - annotated photographs
 - annotated diagrams.
-

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Internal assessment tasks (cont'd)

Task 3 (AC 2.1 – 2.3) (cont'd)

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
2.1 Describe the uses of cooking equipment and utensils	Learners will describe the uses of cooking equipment and utensils	Learners will describe in detail the uses of cooking equipment and utensils	Learners will comprehensively describe the uses of cooking equipment and utensils
2.2 Describe how to prepare equipment and utensils for cooking	Learners will describe how to prepare equipment and utensils for cooking	Learners will describe in detail how to prepare equipment and utensils for cooking	Learners will comprehensively describe how to prepare equipment and utensils for cooking
2.3 Describe safe cleaning and storage of equipment and utensils	Learners will describe safe cleaning and storage of equipment and utensils	Learners will describe in detail safe cleaning and storage of equipment and utensils	Learners will comprehensively describe safe cleaning and storage of equipment and utensils

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Internal assessment tasks (cont'd)

Task 4 (AC 3.1 – 3.4)

Before helping the class with their practical cookery sessions you need to look at the recipes they will use. Show your understanding of recipes by:

- giving an explanation of the general purpose of any recipe
- annotating one of the set recipes to show the different stages it has
- describing the purpose (function) of each ingredient in 2 of the set recipes
- describing the basic and more advanced cooking skills that are needed to make 2 of the recipes.

(Note to Teachers – learners should be mindful of the 2 recipes they choose so they have the opportunity to describe ingredients that fulfil different purposes and include varied cooking skills in the recipes chosen)

Types of evidence

Evidence could include:

- reports
- notes
- annotated photographs
- annotated recipe sheets
- PowerPoint presentation.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
3.1 Describe the purpose of a recipe	Learners will describe the purpose of a recipe	Learners will describe in detail the purpose of a recipe	No Distinction for this AC
3.2 Identify the stages of a recipe	Learners will identify the stages of a recipe	No Merit for this AC	No Distinction for this AC
3.3 Describe the purpose of different ingredients in a recipe	Learners will describe the purpose of different ingredients in a recipe	Learners will describe in detail the purpose of different ingredients in a recipe	Learners will comprehensively describe the purpose of different ingredients in a recipe
3.4 Describe cooking skills	Learners will describe cooking skills	Learners will describe cooking skills in detail	Learners will comprehensively describe cooking skills

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Internal assessment tasks (cont'd)

Task 5 (AC 4.1 – 4.5)

Before working with the adult class you need to show that you can prepare and cook the dishes they will make. Make one dish in each of your practical lessons using the recipes given to you by your Teacher. Show that you can:

- prepare yourself and your work area safely and hygienically
- follow the recipes
- demonstrate cooking skills
- demonstrate safe use of equipment and utensils
- demonstrate safe and hygienic cleaning and storage of equipment and utensils.

Types of evidence

Evidence could include:

- Teacher practical observation checklists or record sheet
- witness statements
- action plan/time plans that may incorporate equipment lists, key health and safety points and skills needed
- annotated photographs of work in progress and completed dishes
- annotated recipe sheets
- notes
- report.

(Note to Teachers- Teacher observation checklists, record sheets and witness testimonies do not replace learner evidence, they substantiate it and would be insufficient without learner evidence).

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Internal assessment tasks (cont'd)

Task 5 (AC 4.1 – 4.5) (cont'd)

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking	Learners will demonstrate safe and hygienic working practices to prepare self and environment for cooking	No Merit for this AC	No Distinction for this AC
4.2 Demonstrate how to follow recipes	Learners will demonstrate how to follow recipes	Learners will confidently demonstrate how to follow recipes	Learners will skilfully demonstrate how to follow recipes
4.3 Demonstrate cooking skills	Learners will demonstrate cooking skills	Learners will confidently demonstrate cooking skills	Learners will skilfully demonstrate cooking skills
4.4 Demonstrate safe use of equipment and utensils	Learners will demonstrate safe use of equipment and utensils	No Merit for this AC	No Distinction for this AC
4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils	Learners will demonstrate safe and hygienic cleaning and storage of equipment and utensils	No Merit for this AC	No Distinction for this AC

Unit 02 Understanding food (H/506/5037)

Internal assessment tasks

This unit aims to provide learners with an understanding of food sources and the factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes.

You are going away on a residential trip with a local youth group, staying in a hostel that has a well equipped kitchen.

The youth leaders have asked you to give them some information to help them plan the food to serve during the trip.

Task 1 (AC 1.1 – 1.3)

Carry out some research to find out about the main food groups and their varied sources. Write this up so that you can show it to the youth leaders.

Include the following:

- a description of each of the main food groups
- a description of sources of foods from each main food group
- an explanation of how seasons can affect food availability.

(Note to Teachers – The Eatwell Plate has been replaced by the Eatwell Guide).

Types of evidence

Evidence could include:

- notes
 - annotated diagrams
 - annotated photographs
 - report
 - PowerPoint presentation.
-

Unit 02 Understanding food (H/506/5037) (cont'd)

Internal assessment tasks (cont'd)

Task 1 (AC 1.1 – 1.3) (cont'd)

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the main food groups	Learners will describe the main food groups	Learners will clearly describe the main food groups	Learners will comprehensively describe the main food groups
1.2 Describe sources of foods from each main food group	Learners will describe sources of foods from each main food group	Learners will clearly describe sources of foods from each main food group	Learners will comprehensively describe sources of foods from each main food group
1.3 Explain how seasons affect food availability	Learners will explain how seasons affect food availability	Learners will explain in detail how seasons affect food availability	No Distinction for this AC

Unit 02 Understanding food (H/506/5037) (cont'd)

Internal assessment tasks (cont'd)

Task 2 (AC 2.1 – 2.4)

Carry out some research into the factors that determine and affect the food choices we make on a daily basis. Present this information so that you can help the young people and youth leaders better understand the factors that determine their food choices.

You should include:

- how social factors affect food choices
- how environmental factors affect food choices
- how cost factors affect food choices
- how sensory factors affect food choices.

Types of evidence

Evidence could include:

- notes
 - report
 - charts
 - annotated diagrams
 - annotated photographs.
-

Unit 02 Understanding food (H/506/5037) (cont'd)

Internal assessment tasks (cont'd)

Task 2 (AC 2.1 – 2.4) (cont'd)

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
2.1 Describe how social factors affect food choices	Learners will describe how social factors affect food choices	Learners will describe in detail how social factors affect food choices	Learners will comprehensively describe how social factors affect food choices
2.2 Describe how environmental factors affect food choices	Learners will describe how environmental factors affect food choices	Learners will describe in detail how environmental factors affect food choices	Learners will comprehensively describe how environmental factors affect food choices
2.3 Describe how cost factors affect food choices	Learners will describe how cost factors affect food choices	Learners will describe in detail how cost factors affect food choices	Learners will comprehensively describe how cost factors affect food choices
2.4 Describe how sensory factors affect food choices	Learners will describe how sensory factors affect food choices	Learners will describe in detail how sensory factors affect food choices	Learners will comprehensively describe how sensory factors affect food choices

Unit 02 Understanding food (H/506/5037) (cont'd)

Internal assessment tasks (cont'd)

Task 3 (AC 3.1 – 3.3)

Using your research the youth leaders have selected the 6 types of dishes that will be on the menu:

- pasta dish
- meat (or meat substitute) dish
- pastry dish
- vegetarian dish
- dish served with rice
- fruit dish.

(Note to Teachers – replace these with dishes of your choice ensuring they are suitably varied and develop the cooking skills learned in unit 01).

For each dish compare the ingredients that could be used, taking into account your research findings for task 1 and task 2 then decide on one suitable recipe for each dish that could be included on the menu during the trip. You should:

- explain how you compared the ingredients in different recipes and why you chose the recipes you did
- make each of the 6 recipes that you have chosen in your practical lessons to test them out
- evaluate your completed dishes.

Types of evidence

Evidence could include:

- Teacher practical observation checklists or record sheet
- learner or peer taste charts
- personal review or evaluation sheets
- annotated photographs of work in progress and completed dishes
- annotated recipe sheets
- notes
- report.

(Note to Teachers- Teacher observation checklists, record sheets and witness testimonies do not replace learner evidence, they substantiate it and would be insufficient without learner evidence)

Unit 02 Understanding food (H/506/5037) (cont'd)

Internal assessment tasks (cont'd)

Task 3 (AC 3.1 – 3.3) (cont'd)

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
3.1 Compare ingredients to inform choice of recipes for given dishes	Learners will compare ingredients to inform choice of recipes for given dishes	Learners will compare ingredients to inform choice of recipes for given dishes with critical understanding	Learners will compare ingredients to inform choice of recipes for given dishes with critical judgement
3.2 Apply choices of ingredients to make given dishes	Learners will apply choices of ingredients to make given dishes	Learners will apply choices of ingredients to confidently make given dishes	Learners will apply choices of ingredients to skilfully make given dishes
3.3 Evaluate completed dishes	Learners will evaluate completed dishes	Learners will evaluate completed dishes with critical understanding	Learners will evaluate completed dishes with critical judgement

Unit 04 Plan and produce dishes in response to a brief (M/506/5039)

Internal assessment tasks

This unit will give learners the opportunity to bring together their learning and skills developed throughout the course to produce a menu in response to a brief. Learners will plan, make and review their completed dishes.

The childcare class at your school/college is holding a party for children aged 5-6 years.

They have asked you to plan, cook and serve at least 2 dishes for the party. Each dish should be suitable for children of this age group, healthy to eat and show a range of preparation and cooking skills.

You will have 2 hours in which to prepare, cook and serve your choice of dishes and to wash up and clear away.

Task 1 (AC 1.1, 1.2)

You should first think about the set brief and consider a range of factors that will help you decide how you will meet its requirements.

Include:

- an explanation of exactly what you are required to do to meet the brief
- a menu of dishes that meet the requirements of the brief.

Types of evidence

Evidence could include:

- notes
- report
- menu
- annotated recipe sheets.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Assess the requirements of a set brief	Learners will assess the requirements of a set brief	Learners will assess in detail the requirements of a set brief	Learners will comprehensively assess the requirements of a set brief
1.2 Select a menu of dishes for the brief	Learners will select a menu of dishes for the brief	Learners will select a menu of dishes for the brief showing initiative	Learners will inventively select a menu of dishes for the brief

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Internal assessment tasks (cont'd)

Task 2 (AC 1.3, 1.4)

You should produce an action plan for making your chosen menu. Ask others to review your action plan (eg other students, your Teacher, parents with children aged 5-6 years). Revise your plan to take account of their feedback.

(Note to Teachers – ask learners to include the original plan as well as the revised plan in their portfolio as evidence).

Types of evidence

Evidence could include:

- action plan
- notes
- annotated recipes
- review feedback
- revised menu
- revised action plan.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.3 Develop a plan of action for making the dishes	Learners will develop a plan of action for making the dishes	Learners will develop a detailed plan of action for making the dishes	Learners will develop a comprehensive plan of action for making the dishes
1.4 Review and revise plan from feedback	Learners will review and revise plan from feedback	Learners will review and revise plan from feedback with critical understanding	Learners will review and revise plan from feedback with critical judgement

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Internal assessment tasks (cont'd)

Task 3 (AC 2.1 – 2.4)

Prepare, cook and serve the dishes on your menu, showing that you can:

- prepare yourself and your work area in readiness for cooking
- apply your action plan to help you make the dishes on the menu
- demonstrate your cooking skills
- demonstrate safe and hygienic working practices throughout.

Types of evidence

Evidence could include:

- action/time plan
- notes
- annotated recipes
- Teacher practical observation checklist or record sheet
- annotated photographs of work in progress and completed dishes.

(Note to Teachers – Teacher observation checklists, record sheets and witness testimonies do not replace learner evidence, they substantiate it and would be insufficient without learner evidence)

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Internal assessment tasks (cont'd)

Task 3 (AC 2.1 – 2.4) (cont'd)

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
2.1 Demonstrate how to prepare themselves and environment for cooking	Learners will demonstrate how to prepare themselves and environment for cooking	Learners will confidently demonstrate how to prepare themselves and environment for cooking	Learners will skilfully demonstrate how to prepare themselves and environment for cooking
2.2 Apply the plan to make the dishes on the menu	Learners will apply the plan to make the dishes on the menu	Learners will confidently apply the plan to make the dishes on the menu	Learners will apply the plan to make the dishes on the menu with sophistication
2.3 Demonstrate cooking skills to make the dishes on the menu	Learners will demonstrate cooking skills to make the dishes on the menu	Learners will confidently demonstrate cooking skills to make the dishes on the menu	Learners will skilfully demonstrate cooking skills to make the dishes on the menu
2.4 Demonstrate safe and hygienic working practices throughout	Learners will demonstrate safe and hygienic working practices throughout	No Merit for this AC	No Distinction for this AC

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Internal assessment tasks (cont'd)

Task 4 (AC 3.1– 3.4)

Review your menu and your completed dishes. Include:

- an assessment of the strengths and weaknesses of the following:
 - the menu
 - the planning and preparation process
 - the completed dishes
- an evaluation of how well you met the requirements of the brief.

Types of evidence

Evidence could include:

- notes
 - personal review or evaluation sheet
 - annotated menu
 - annotated action plan
 - annotated recipes
 - evaluation feedback from others.
-

Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Internal assessment tasks (cont'd)

Task 4 (AC 3.1– 3.4) (cont'd)

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
3.1 Assess the strengths and weaknesses of the menu	Learners will assess the strengths and weaknesses of the menu	Learners will assess in detail the strengths and weaknesses of the menu	Learners will comprehensively assess the strengths and weaknesses of the menu
3.2 Assess the strengths and weaknesses of the planning and preparation process	Learners will assess the strengths and weaknesses of the planning and preparation process	Learners will assess in detail the strengths and weaknesses of the planning and preparation process	Learners will comprehensively assess the strengths and weaknesses of the planning and preparation process
3.3 Assess the strengths and weaknesses of the completed dishes	Learners will assess the strengths and weaknesses of the completed dishes	Learners will assess in detail the strengths and weaknesses of the completed dishes	Learners will comprehensively assess the strengths and weaknesses of the completed dishes
3.4 Evaluate how the brief has been met	Learners will evaluate how the brief has been met	Learners will evaluate in detail how the brief has been met	Learners will comprehensively evaluate how the brief has been met