

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

#### Assessment window: 20 January 2016

This report contains general information from the Chief Examiner. The aim is to point out the positives and negatives of the scripts in the assessment window to guide you to areas that are doing well and not so well.

#### Key points:

- administering the external assessment
- standard of learner work
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria
- planning in the external assessment.

It's important to note that learners shouldn't sit the external assessment until they've taken part in the relevant teaching of the unit to ensure they are well prepared for the external assessment.

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#### Administering the external assessment

NCFE set the date and time for the externally assessed unit for this qualification. The details for future assessments can be found on our website [www.ncfe.org.uk/](http://www.ncfe.org.uk/). The external assessment must be invigilated and sat in accordance with the [Regulations for the Conduct of External Assessment – V Certs](#).

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#### Standard of learner work

The quality and standard of the work varied enormously between learners and a range of outcomes were seen across the Distinction, Merit, Pass and Not Yet Achieved grading criteria in this first assessment window. There has been some high level 2 responses demonstrating effective teaching and learning at this level and clear knowledge of the NCFE Level 2 Certificate in Food and Cookery (601/4533/X).

However there have also been some weak responses highlighting that some learners may be working at the wrong level. Centres are reminded that they “are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria of this qualification”, as per the NCFE Level 2 Certificate in Food and Cookery (601/4533/X) qualification specification Issue 4, October 2015, page 6. Most learners are attempting every question and higher performing learners are using the grading criteria to access the grade descriptors for higher levels.

Any unanswered assessment criteria (AC) will result in a Not Yet Achieved for that assessment criteria and an overall Not Yet Achieved awarded for the unit.

Some learners in this assessment window answered the questions generically. At Level 2 learners must be able to demonstrate skills such as describe, explain, evaluate and compare as per the assessment criteria.

It was evident that some learners were under prepared for the external assessment as the quality of their answers did not reflect a secure understanding of the range, which is published in the [qualification specification](#). Where learners could apply their knowledge and understanding to the assessment criteria, and write coherently with depth and detail, they were rewarded with success. Evidently, some Level 1 learners had been entered for the Level 2 paper, and as a result were unable to access the pass criteria producing simplistic answers.

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### Referencing of external assessment tasks

The assessment criteria are clearly visible for each task and learners must be encouraged to refer to the grading criteria throughout the assessment to ensure that their answer fully meets this. This is especially important for learners hoping to achieve Merit and Distinction grades.

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### Evidence creation

Learners should use the answer booklet, using the space provided, to answer questions. Where answers are typed or additional pages included, the learners name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

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### Interpretation of the tasks and associated assessment criteria

#### Task 1

##### AC 1.1 Explain what is meant by a balanced diet

Many learners met this criterion well, with good references to nutrition, the eatwell plate and the need for the correct proportion of nutrients to be available in a healthy balanced diet. Links to 'how and why', were often more limited in the weaker responses, and for some learners they were unable to provide a coherent answer.

##### AC 1.2 Describe the nutrients that make up a balanced diet

This was generally answered with good subject knowledge, but where learners misread the question and focused purely on food groups, they were unable to access the assessment criteria as there was no reference to named nutrients, their function or source.

### **Task 2**

#### **AC 1.3 Explain nutrient requirements for different groups of people**

This assessment criterion focuses on the learner's ability to explain. It's recommended that learners are taught the full range, with specific focus on the nutritional needs for different groups of people. Learners should be aware of both the limitations of specific diets, as well as positive ways of meal planning to ensure the nutritional status is maintained. For distinction, students need to comprehensively explain and apply their subject knowledge, and this should include examples and references to named nutrient function, source, deficiencies and excesses.

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### **Task 3**

#### **AC 1.5 Explain how nutritional information on food labels can inform healthy eating**

Many learners were able to identify the traffic light coding system and how this informs healthy eating. However, some learners struggled to link this to named food groups, and were unable to make the connection between the colour code and the long term effect on health. Superficial comments about eating more or less of these foods limited the learner's ability to access the AC, and for some learners, this was the area which restricted the learner to a Not Yet Achieved grade.

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### **Task 4**

#### **AC 1.4 Explain healthy eating advice**

For this assessment criterion, learners must be able to make links and connections between a meal diary and the health of an individual. To do this, learners should be taught to apply their subject knowledge to different contexts of meal planning, identifying cause and effect of excess or insufficient nutrients, linked to healthy eating, which is identified in the range on page 48 of the specification.

#### **AC 1.6 Assess a food diary and make recommendations**

For this assessment criterion, learners must be able to assess and make recommendations. Most learners have been able to give one or two recommendations; however it's the quality of the recommendations and the learner's ability to apply this to the meal diary that determines the higher grades.

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### **Task 5**

#### **AC 2.1 Assess a recipe in terms of its contribution to healthy eating**

For this assessment criterion, learners must be able to assess a recipe and its contribution to healthy eating. This could include any factors from the range (cooking methods, ingredients, portion control, and size, serving suggestions or cost). Some learners annotated comments on the recipe to refer to in their answer and many were able to show much critical understanding. Most learners have been able to give many recommendations; however it's the quality of the recommendations and the learner's ability to apply this to the recipe that determines the higher grades.

### **AC 2.2 Explain how the recipe could be changed to make the finished dish healthier**

Learners demonstrated some interesting recipe adaption ideas, which included references to lowering the fat, sugar and salt content, increasing the fibre content, promoting the 5 a day concept and making changes to cooking and preparation methods. Access to the Distinction needed to comprehensively explain and be all encompassing.

### **AC 2.3 Describe other factors that could affect the finished dish**

For many learners, this question was very poorly answered and was the limiting factor for their overall achievement in this unit. The range specifically states taste, texture, moisture, appeal, appearance. However, many learners repeated their answers for assessment criterion 2.2, or indeed merely listed the factors identified in the range with no further discussion linked to how or why. This is one area of the unit that requires thoughtful planning when teaching the unit, and making the link to practical work in units 1, 2 and 4.

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### **Planning in the external assessment**

Centres are reminded to give due attention to the assessment windows of the external assessment. It's not advisable for learners to sit the external assessment early in their programme. It's far more appropriate to enter learners once they have taken part in the relevant teaching to ensure they are well prepared. Centres would be in a better position to prepare their learners for the external assessment following the support of an external moderation visit for the internally assessed units.

**Chief Examiner:** A Woodman

**Date:** 21 February 2016

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