

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

#### Assessment window: November 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

The external assessment must be independent from the teaching of the unit. Work completed during the teaching of the unit cannot be used in the external assessment. Any stimulus materials used by the centre during the teaching of the unit cannot be used in the external assessment. Learners must complete all of the tasks independently.

The completion of the timed tasks 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 was generally consistent with the previous examination series, with a range of outcomes seen across the Distinction, Merit, Pass and NYA grading criteria in this third assessment window. There has been some exceptionally 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).

Where learners were well prepared for Unit 3, they could apply their knowledge and understanding to scenarios and make the links between the tasks work well. The variety of questions gave scope for support, stretch and challenge, with effective differentiation across the ability spectrum. However, there have also been some weak responses highlighting that some learners would be better placed accessing the level 1 course.

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. 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 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.

There was a range of work seen where learners had received reasonable adjustments mainly focused on the need for additional time and a reader/scribe, all within the guidance agreed for the qualification. Some examples of these were learners who have problems with their writing quality and speed who would benefit from more time to be able to make the writing legible without compromising on the quality. Centres must be reminded to take full advantage of the available support for learners when this is the learner’s normal way of working. All reasonable adjustments need to be requested in advance of the external assessment.

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 NCFE 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.

Some level 1 learner's had been entered for the level 2 paper, and as a result were unable to access the Pass criteria producing simplistic answers. As mentioned above, it is vital that centres are reminded of the importance of entering learners on the suitable level for the qualification. This is in the interest of the learners and the nature of their potential achievement. Centres should use the exemplar materials available on the website to ensure that they are as prepared as possible.

Teachers must ensure that learners understand what they need to produce in order to meet the criteria, they should also structure the teaching so that the externally assessed unit comes at an appropriate time in the course so learners can benefit from the holistic nature of all taught units.

### 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. Learners should use the answer booklet, using the space provided, to answer the questions. Where answers are typed or additional pages included, the learners name must be clearly visible and it must be clear which task the answer refers to.

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### Evidence creation

This qualification is aimed at learners aged 14-16 studying their Key Stage 4 curriculum and interested in any of the diet, nutrition and health contexts such as lifestyle, provenance and cookery. The qualification focuses on an applied study of the food and cookery sector and learners will gain a broad knowledge and understanding of working in the sector. This qualification has been designed to sit alongside the requirements of core GCSE subjects. It is appropriate for learners who are motivated and challenged by learning through hands-on experiences and content which is concrete and relates directly to those experiences.

The level 2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding and apply that knowledge in preparing, planning and developing a food and cookery programme. Successful completion of this qualification will enable learners to progress to level 3 qualifications in related subjects. The knowledge and skills gained will provide an introduction to those looking for careers in the food and nutrition industry.

For this paper there was a very broad range of evidence offered. The evidence was clearly referenced and identifiable to the relevant assessment criteria and centres had been effective in the teaching and learning of the unit.

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### Interpretation of the tasks and associated assessment criteria

#### Task 1

##### A.C 1.1 Explain what is meant by a balanced diet.

Many learners met this criterion well, with good references to nutrition, the Eatwell guide 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. References to accurate daily requirements for water and dietary fibre were credited, and additionally the effects these have on ensuring a healthy balanced diet.

##### A.C 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 AC as there was no reference to named nutrients, their function or source in the table format. There is still some confusion between nutrients and food groups – maybe even more so now we have Eatwell Guide than with Eatwell Plate. Many learners seemed to use these terms interchangeably eg nutrients such as fruit and vegetables. All learners shortened the titles of the food groups to the nutrient names (as applicable) which is not recommended – especially where they used carbohydrates rather than starchy carbohydrates – a crucial difference to understand. Many of the learners referred to dairy as a nutrient, and showed no knowledge or understanding that whilst dairy foods are high in fat, most also give us protein.

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#### Task 2

##### A.C 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. Knowledge of the excess and deficiencies over time of nutrients are needed within the range and learners need to be able to apply these to the given scenario/context of the question. For a Distinction, learners 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

##### A.C 1.5 Explain how nutritional information on food labels can inform healthy eating.

Most learners were able to identify the labelling 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 numerical data and the long term effect on health. Superficial comments about eating more or less of these foods limited the learners' ability to access the AC, and for some learners, this was the area which restricted the learner to a NYA grade. In the most articulate answers, learners were able to show critical judgment of the data and its use for healthy eating, and they were rewarded with a Distinction for this AC. The answers provided by learners in this AC were often the limiting factor in greater achievement for learners. It would greatly benefit learners if the information within the subject 'range' for this AC was used during teaching and learning activities.

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### Task 4,

#### A.C 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 qualification specification.

#### A.C 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 is the quality of the recommendations and the learners ability to apply this to the meal diary that determines the higher grades. The impact of the recommendations were generally poor, and there was very limited knowledge linked to dietary related medical conditions such as obesity, Type 2 diabetes, or why they could be potentially harmful.

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### Task 5

#### A.C 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 eg cooking methods, ingredients, portion control, and size, serving suggestions or cost. Annotated comments on the recipe were helpful to learners and many were able to show much critical understanding. Most learners gave recommendations; however, it is the quality of the recommendations and the learners' ability to apply this to the recipe that determines the higher grades.

#### A.C 2.2 Explain how the recipe could be changed to make the finished dish healthier.

Learners could demonstrate 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. Very low level answers concentrated on the removal of ingredients, with no named replacement eg remove the lard.

#### A.C 2.3 Describe other factors that could affect the finished dish.

There were a range of answers given to this question from NYA to Distinction, and the question fared better for learners where they could comment on taste, texture, moisture, appeal, appearance. However, many learners repeated the answers in AC2.2 or just 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 01, 02 and 04. Functions of ingredients and the working characteristics of primary foods are fundamental to this AC, and it would be beneficial to centres to build this into their schemes of learning across the practical work.

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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 is 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 quality assurance visit for the internally assessed units.

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**Date: 6.1.17**