



## External Assessment

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

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

**Paper number:** P000436

**Assessment Date:** 1 March 2017

**Assessment Time:** 9.30am

#### Complete your details below:

**Total Time allowed – 2 hours**

<b>Centre name</b>		<b>Centre number</b>	
<b>Learner name</b>		<b>Learner number</b>	
<b>Learner declaration:</b> I confirm that the work contained in this external assessment is all my own work. I have not copied work from anyone else. I have not copied work directly from handouts/internet/textbooks or any other publication. If I have used a quote, then I have referenced this appropriately. My full name above is my registered name with NCFE.			
<b>Learner signature:</b>		<b>Date:</b>	

**Instructions continue on the next page, please turn over.**

**This page is intentionally left blank**

Sample

## Instructions for learners

- Read the paper carefully and check
  - what you need to do to complete the assessment
  - what evidence you need to submit
  - how much time you need to allow for each Task.
- Write your responses to the Tasks in the spaces provided. If you need more space you may use extra paper. Make sure that any extra paper is labelled clearly with your name, centre name, centre number and learner number and is securely attached to this answer booklet.
- If you write your answers using a word processor, you **must** make sure that any printouts are labelled clearly with your name, centre name, centre number and your learner number and are securely attached to this answer booklet.
- You **MUST** attempt **all parts** of the Tasks to address the assessment criteria fully. You cannot achieve a Pass grade unless you meet the required standard in all parts of the Task.
- Make sure you use the assessment criteria and grading descriptors for this external assessment, these are included at the end of the Tasks in this external assessment paper. If you're aiming for a Merit or Distinction it's particularly important that you're familiar with what these grades require.
- All the work you submit for the external assessment **must** be:
  - your own work
  - clearly identified with your name, your centre name and number, your learner number and the Task number so that the Examiner is able to grade it.
- All work for this external assessment **must** be completed at your centre within the invigilated timed session.

## Resources

- No other resources can be taken into the examination room.
- You **cannot** use the internet in this assessment.

**DO NOT TURN OVER UNTIL YOU ARE INSTRUCTED TO DO SO BY THE INVIGILATOR.**

**Task 1**

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

You want your family to improve their eating habits and follow a balanced diet.

**1a.** Explain what is meant by the term **balanced diet** and what a balanced diet should include. Use examples to support your answer.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Sample

**1b.** There are macro and micro nutrients needed by the body for good health. Complete the tables below.

Macro

Name <b>one macro nutrient</b> :
Give examples of <b>food sources</b> for this macro nutrient.
Describe the <b>functions</b> in the body for this macro nutrient.
Describe the <b>effects of a diet lacking this macro nutrient</b> .

Name <b>one other macro nutrient</b> :
Give examples of <b>food sources</b> for this macro nutrient.
Describe the <b>functions</b> in the body for this macro nutrient.
Describe the <b>effects of a diet lacking this macro nutrient</b> .

Micro

Name <b>one micro nutrient</b> :
Give examples of <b>food sources</b> for this micro nutrient.
Describe the <b>functions</b> in the body for this micro nutrient.
Describe the <b>effects of a diet lacking this micro nutrient</b> .

Name <b>one other micro nutrient</b> :
Give examples of <b>food sources</b> for this micro nutrient.
Describe the <b>functions</b> in the body for this micro nutrient.
Describe the <b>effects of a diet lacking this micro nutrient</b> .

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

Sample

## Task 2

You **must** ensure your work in Tasks 2a, 2b, 2c and 2d addresses assessment criterion 1.3. You can refer to the assessment criteria at the end of the Tasks.

Sue is 13 years old. She does not eat a very varied or balanced diet. She does not eat red meat or oily fish. She eats very little cheese and very few eggs or green vegetables. She eats a lot of bread, potatoes, breakfast cereal, pastries and cakes.

**2a.** Identify the nutrients which are likely to be **missing** from Sue's diet.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**2b.** Identify the nutrients that Sue may be having **too much of** in her diet.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



**2c.** Explain the **impact** this diet is likely to have on Sue’s health and wellbeing.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Raj is 25 years old. He has recently been told by his doctor that he is lactose intolerant and has been advised to make changes to his diet.

**2d.** Explain how being lactose intolerant will affect Raj’s food choices, including which foods he will need to avoid.

.....

.....

.....

.....

.....

.....

.....

.....

.....

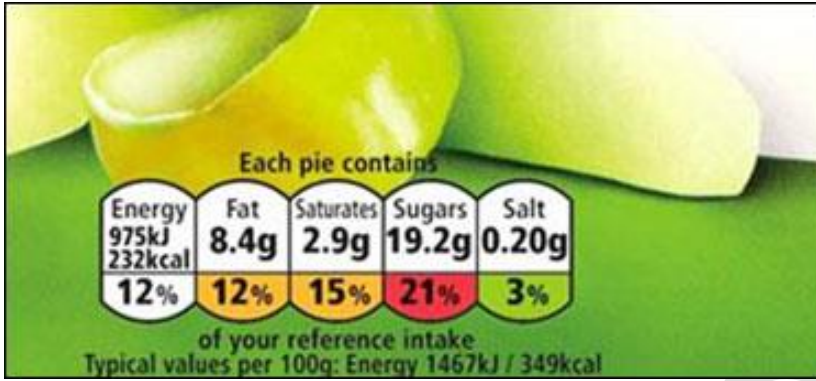
.....

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

### Task 3

You **must** ensure your work in Tasks 3a, 3b and 3c address assessment criterion 1.5. You can refer to the assessment criteria at the end of the Tasks.

The purpose of colour coded food labels is to help us make healthy food choices. Here is an example of a colour coded label from a packet of fruit pies:



**3a.** Taking each colour in turn, explain how the colour coded nutritional information on the label can help consumers make sensible food choices for healthy eating.

#### Green

.....

.....

.....

.....

.....

.....

#### Amber

.....

.....

.....

.....

.....

.....

Red

.....

.....

.....

.....

.....

.....

Food labelling helps to inform healthy eating. If a product contains allergens this must be clearly stated on the label and shown in the list of ingredients. Below is a list of ingredients from the label on a can of Chicken and Noodle soup.

<p><b>INGREDIENTS</b></p> <p>CHICKEN STOCK, COOKED ENRICHED EGG NOODLES WITH ADDED CALCIUM (WHEAT FLOUR, CALCIUM CARBONATE*, EGGS, EGG WHITES, NIACIN, FERROUS SULFATE, THIAMINE MONONITRATE, RIBOFLAVIN, FOLIC ACID), WATER, COOKED CHICKEN MEAT, CONTAINS LESS THAN 2% OF: SALT, VEGETABLE OIL, POTATO STARCH, CHICKEN FAT, MONOSODIUM GLUTAMATE, DEHYDRATED COOKED CHICKEN, ONION POWDER, MODIFIED FOOD STARCH, YEAST EXTRACT, SPICE EXTRACT, SOY PROTEIN ISOLATE, SODIUM PHOSPHATES, CHICKEN FLAVOR (CONTAINS CHICKEN STOCK, CHICKEN POWDER, CHICKEN FAT), DEHYDRATED GARLIC, BETA CAROTENE.</p>
--

**3b.** Identify in the table below any ingredients from the can of soup that are classed as known allergens.

List of Allergens from the can of Chicken and Noodle Soup

**3c.** Describe the common symptoms that may result if a person has an allergic reaction to any of the known allergens present in the soup.

.....

.....

.....

.....

.....

.....

.....

.....

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

## Task 4

You **must** ensure your work in Tasks 4a, 4b and 4c address assessment criteria 1.4 and 1.6. You can refer to the assessment criteria at the end of the Tasks.

Lisa is 55 years old and has recently retired from a very active job. She has put on weight and has asked you for some advice about changes she might make to her diet so that she can return to her previous weight and eat a healthy balanced diet.

You ask her to keep a food diary. Below you can see a typical day from her food diary.

<b>Breakfast</b>	A large glass of orange juice A bowl of muesli with red berries and whole milk 2 slices of white toast with butter and jam A cup of black coffee with 2 sugars
<b>Mid-morning snack</b>	A cup of black coffee with 2 sugars A bar of chocolate
<b>Lunch</b>	A large jacket potato served with butter and tuna mayonnaise (full fat) A bottle of cola 2 individual apple pies A cup of tea with whole milk and 1 sugar
<b>Mid-afternoon snack</b>	A cup of tea with whole milk and 1 sugar A piece of lemon sponge cake
<b>Evening meal</b>	Lasagne 4 slices of garlic bread Mixed salad served with mayonnaise  Tinned fruit Custard  A cup of tea with whole milk and 1 sugar
<b>Bedtime snack</b>	A cup of cocoa made with whole milk and 1 sugar 2 ginger nut biscuits

**4a.** Lisa is not aware of the **Government's current healthy eating advice**. Explain the current healthy eating advice guidelines to Lisa so that she can use them to help her maintain a healthy diet.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**4b.** Identify how Lisa’s food choices may be affecting her health and wellbeing.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**4c.** Using examples from the food diary, describe the changes Lisa could make to her food choices in order to make her diet healthier and help her return to her previous weight.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.4 Explain healthy eating advice</b>	Learners will explain healthy eating advice	Learners will explain healthy eating advice in detail	Learners will comprehensively explain healthy eating advice
<b>1.6 Assess a food diary and make recommendations</b>	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

**This page is intentionally left blank**

Sample



## Task 5

You **must** ensure your work in Tasks 5a, 5b and 5c address assessment criteria 2.1, 2.2 and 2.3. You can refer to the assessment criteria at the end of the Tasks.

Here is a recipe for Fish Cakes.

### Fish Cakes

**Ingredients** (serves 4)

#### Fish Cakes

200g cooked white fish flaked  
½ tsp salt  
200g mashed potato  
50g butter  
1tbsp double cream  
½ tsp pepper  
1 egg



#### Coating

25g plain white flour seasoned with salt and pepper  
1 egg  
50g of white breadcrumbs

#### To deep fry

Deep fat fryer heated to 185C

#### Method

1. Season the mashed potato
2. Add the butter, cream and beaten egg to the potato
3. Add the flaked fish mixing all ingredients to form a stiff consistency
4. Divide into eight equal pieces and mould into fish cakes
5. Roll each fish cake in the seasoned flour, beaten egg and breadcrumbs
6. Deep fry in hot fat (185C) for 3 minutes
7. Garnish with parsley and lemon wedges

Serve the fish cakes with chips and a tomato and red onion salsa.

5a. Explain the healthy and less healthy features of the Fish Cake recipe.

**Healthy features**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Less healthy features**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**5b.** Explain how you could change the recipe to make the finished Fish Cake recipe healthier.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**5c.** Describe how the changes you have suggested to the recipe for the Fish Cakes could affect the sensory features of the food product.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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

## **What you need to hand in after your external assessment**

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

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

Make sure that:

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

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

**This is the end of the external assessment.**