



NCFE Level 2 Certificate in Food and Cookery

(601/4533/X)

Unit 03 Exploring balanced diets

1 November 2017

Mark Scheme

| Assessment criteria | Task No | NYA | Pass | Merit | Distinction | |
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| <p>1.1 Explain what is meant by a balanced diet.</p> <p><i>Range</i> <i>Balanced diet: to include portion control, water intake and dietary fibre, RI/GDAs etc.</i></p> | 1a | <p>Inadequate explanation or misunderstanding e.g. “eating the right things”, “eating healthily”, “a balanced diet contains the nutrients we need”</p> | <p>Learners can explain what is meant by a balanced diet.</p> | <p>Learners can explain in detail what is meant by a balanced diet.</p> | <p>Learners can comprehensively explain what is meant by a balanced diet.</p> | |
| | | | <p>Explain what a balanced diet is, giving examples to support your answer.</p> | | | |
| | | | <p>Learner’s explanation states all the nutrients 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).</p> | <p>Thorough and in depth. Learner’s explanation states one which provides a person with all of the nutrients plus 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).</p> | <p>All encompassing. Learner’s explanation states one which provides a person with all of the nutrients, 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 (for energy intake, fat including saturated fat, salt and sugar), 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).</p> | |

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| <p>1.2 Describe the nutrients that make up a balanced diet</p> <p><i>Range</i> <i>Nutrients: macro (carbohydrates, fats, proteins), micro (vitamins A, B group, C and D), minerals (iron and calcium), source, function, deficiency</i></p> | <p>1b</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.</p> | <p>Learners can describe in detail nutrients that make up a balanced diet.</p> | <p>Learners can comprehensively describe the nutrients that make up a balanced diet.</p> | |
| | | | <p>Fill in the tables below to describe a number of nutrients needed in a balanced diet. For Protein, Carbohydrate, Vitamin D :</p> <ul style="list-style-type: none"> • Give examples of good sources for this nutrient • describe the functions of this nutrient in the body • describe the effects of not eating enough of this nutrient. | | | |
| | | | <p>E.g. Protein Good sources e.g. meat, fish, wheat and pulses. Functions e.g. for growth and repair; can be used for energy. Effects of not eating enough – e.g. poor growth and repair of cells throughout the body.</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>E.g Protein Good sources e.g. animal sources such as meat, fish, eggs, milk, cheese, and vegetable sources such as wheat and pulses. Functions e.g. used for growth and repair of cells, and can be used for energy if there is insufficient from fats and carbohydrates. Effects of not eating enough – e.g. poor growth and repair of cells throughout the body such as muscle wasting and loss of strength, changes to hair texture and increased infections.</p> | <p>E.g. Protein Good sources e.g. animal sources such as myosin in meat and fish, albumen in eggs, casein in milk, and cheese, and vegetable sources such as gluten in wheat flour and legumin in pulses (e.g. peas and beans). Functions used for growth and repair of all body cells, and can be used for energy if there is insufficient from fats and carbohydrates. Some protein foods should be eaten every day as it is not stored. Effects of not eating enough – e.g. a deficiency will lead to poor growth and repair of cells throughout the body such as muscle wasting and loss of strength, changes to hair texture and increased infections due to loss of immunity, impact on various body systems and functions due to changes in hormones, enzymes etc. In severe cases e.g. in famine, kwashiorkor or marasmus can occur. These are potentially fatal forms of malnutrition.</p> | |

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| <p>1.3 Explain nutrient requirements for different groups of people</p> <p><i>Range</i> <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> | <p>2a, 2b, 2c, 2d</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>Learners can explain in detail nutrient requirements for different groups of people.</p> | <p>Learners can comprehensively explain nutrient requirements for different groups of people.</p> |
| | | | <p>2a. Identify the nutrients which are likely to be missing from Marco's diet and explain your reasons. 2b. Identify the nutrients which Marco may be having too much of in his diet and explain why. 2c. Explain the impact this diet is likely to have on Marco's health and wellbeing. 2d. Understand the nutritional needs for pre-school children is vital to their growth and development, health and well-being. Explain the importance of good nutrition for pre-school children and how this can be achieved.</p> | <p>Thorough and in depth.</p> | <p>All encompassing.</p> |
| | | | <p>(2a) e.g. Vitamins and minerals are likely to be missing from Marco's diet due to a lack of fruit and vegetables. (2b) e.g. Marco may have too much fat and too much sugar in his diet because he eats a lot of ready meals from the freezer. (2c) e.g. If Marco is short of vitamins and minerals he may have poor skin, bones and teeth as well as general poor health and catch infections easily. If he has too much fat and sugar it will make him put on weight and will be bad for his heart. (2d) e.g. Pre-school children particularly need: a good supply of protein for growth from eggs and beans, some carbohydrate for energy from cereals and bread and plenty of vitamins and plenty of minerals for healthy bones and teeth and for blood and general good health from fruit and vegetables.</p> | <p>(2a) e.g. Vitamins, especially Vitamin C, and minerals, especially calcium and iron are likely to be the nutrients missing from Marco's diet due to a lack of fruit and vegetables. He will also probably be short of non-starch polysaccharide /dietary fibre because fruit and vegetables are a good source of this. (2b) e.g. Marco may have too much fat and too much carbohydrate, especially sugar in his diet because he eats a lot of ready meals which tend to be high in these nutrients because they are cheaper ingredients than e.g. proteins so the food manufacturer can make more profit. He is also likely to be eating too much salt, because this is often added as a preservative. (2c) e.g. If Marco is short of vitamins, especially vitamin C he may have poor skin, bones, gums and teeth as well as general poor health and lack of resistance to infection. If he injures himself the wound may take a long</p> | <p>(2a) e.g. Vitamins, especially Vitamin C, and minerals, especially calcium and iron are likely to be the nutrients missing from Marco's due to a lack of fruit and vegetables. This will also probably make him short of non-starch polysaccharide /dietary fibre, which is not actually a nutrient because it is not absorbed during digestion but is just as important in a balanced diet. (2b) e.g. Marco may have too much fat and too much carbohydrate, especially sugar in his diet because he eats a lot of ready meals which tend to be high in these macro- nutrients because they are cheaper ingredients than e.g. proteins so the food manufacturer can make more profit and the shop keeper can sell them more cheaply but still make a profit. This will make him put on weight and will be bad for his heart as it can lead to coronary heart disease, especially in an older person. He is also likely to be eating too much salt because this is often added as a</p> |

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| | | | | <p>time to heal. He may also become depressed and irritable. If he is short of minerals such as calcium this will also affect his bones and teeth and could cause him muscular problems and if he is short of iron it may affect his blood, which could cause him to lack energy. This could cause Macro to have greater difficulty in walking. If he is short of non-starch polysaccharide /dietary fibre this may lead to constipation If he has too much fat and sugar it will make him put on weight and will be bad for his heart and can lead to coronary heart disease and heart attack, especially at his age. Too much sugar can also lead to Type 2 diabetes. Too much salt can be bad for his blood pressure and lead to strokes, especially at his age.</p> <p>(2d) e.g. Pre-school children particularly need: a good supply of protein as babies grow and develop quickly – they get some from milk but should also have e.g. eggs and pulse vegetables like beans, some carbohydrate in the form of starch e.g. from cereals and bread for energy for walking and playing but excess should be avoided as it can lead to obesity. They also need plenty of vitamins, especially Vitamin A, B group, C and D for growth and development e.g. from fruit, vegetables, cereals and plenty of minerals, especially calcium for the development of strong bones and teeth from milk and also from yoghurt</p> | <p>preservative, which is sodium chloride and can be bad for his blood pressure and contribute to the possibility of a stroke, especially in an older person.</p> <p>(2c) e.g. If Marco is short of vitamins, especially vitamin C he may have poor skin, bones, gums and teeth as well as general poor health and lack of resistance to infection e.g. he may catch colds and flu easily, which is more dangerous in a person aged 80. If he injures himself the wounds or broken bones may take a long time to heal and may cause him more difficulty in moving around. He may also become depressed and irritable due to the impact of a lack of vitamin C on the nervous system. If he is short of minerals such as calcium this will also affect his bones and teeth and could cause him muscular problems and if he is short of iron it may affect his blood, which could cause him to lack energy. If he 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.</p> <p>(2d) e.g. Pre-school children particularly need: a good supply of protein as this is a period of rapid growth and development in babies and protein is needed for every type of tissue in the body. They will get some from milk but should also have e.g. eggs and pulse vegetables like beans. They need</p> |

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| | | | | <p>and dark green vegetables and iron for blood from egg yolk, whole meal bread and lean red meat.</p> | <p>some carbohydrate in the form of starch for energy e.g. from cereals and bread to help growth and body actions and will need an increasing amount as they crawl and begin to walk. Sugar should be avoided as this has no other nutritional value and is also harmful to developing teeth; excess fat should also be avoided this may be hard for babies to digest. Excess intake of all energy rich foods should be avoided as this can lead to obesity. They need plenty of vitamins, especially Vitamin A e.g. from carrots, B group e.g. from bread and cereals, C e.g. from oranges and blackcurrants and D from dairy foods and sunlight for growth and development of all tissues in the body and plenty of minerals, especially calcium from dairy foods and dark green vegetables which, along with Vitamin D and phosphorous, allows for the development of strong bones and teeth. Also iron from egg yolk, whole meal bread and lean red meat for red blood cells which carry oxygen around to all tissues of the body and help to supply energy from food.</p> |

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| <p>1.4 Explain healthy eating advice.</p> <p><i>Range</i> <i>Healthy eating advice: current UK government guidelines on e.g. fat, sugar, salt, fibre, and fruit and vegetables</i></p> | 4a | No, or only one or inappropriate recommendations are given or the recommendations do not relate to the diary and the person. | Learners will explain healthy eating advice. | Learners will explain healthy eating advice in detail. | Learners will comprehensively explain healthy eating advice. | | |
| | | | 4a. Explain the UK government's current healthy eating advice and how it can be used by Tom to improve his diet. | | | Thorough and in depth. e.g. 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. | All encompassing. e.g. 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. |
| | | | e.g. 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. | | | | |

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| <p>1.5 Explain how nutritional information on food labels can inform healthy eating.</p> <p><i>Range Nutritional information: e.g. fat content, calories content, serving size</i></p> | <p>3a, 3b</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>Learners can explain how nutritional information on food labels can inform healthy eating showing critical understanding.</p> | <p>Learners can explain how nutritional information on food labels can inform healthy eating showing critical judgement.</p> | |
| | | | <p>3a. Explain how the colour coded nutritional information on the label can help people make sensible food choices for healthy eating. 3b. Explain how the information on this label will help someone who has a food allergy.</p> | <p>3a. Explain how the colour coded nutritional information on the label can help people make sensible food choices for healthy eating. 3b. Explain how the information on this label will help someone who has a food allergy.</p> | | <p>Application of a critical understanding informing decisions.</p> |
| | | | <p>(3a) e.g. Green The label shows that this salad is low in sugar because it is shown in green meaning Go – only 7.6g.</p> <p>(3b) e.g. The label on the sandwich shows allergy advice – it says that allergens are shown in bold on the list of ingredients e.g. milk, wheat, egg. Someone who has an allergy to one of these foods would know not to eat it.</p> | <p>Ability to deconstruct, analyse, evaluate and express an opinion.</p> <p>(3a) e.g. Green The label shows that this salad is low in sugar because it is shown in green meaning Go – only 7.6g, which is 8% of the Reference Intake for a day. This is still quite a lot of sugar to find in a salad.</p> <p>(3b) e.g. The label on the sandwich shows allergy advice – it says that allergens are shown in bold on the list of ingredients e.g. milk, wheat, egg. 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>Application of a critical understanding informing decisions.</p> <p>(3a) e.g. Green The label shows that this salad is low in sugar because it is shown in green meaning Go – only 7.6g, which is 8% of the Reference Intake for a day. This is still quite a lot of sugar to find in a salad; some people call this “hidden sugar” and shows how useful food labels are as if you are watching your sugar intake you would probably avoid this salad – it would be better to make your own as you can avoid sugar altogether.</p> <p>(3b) e.g. The label on the sandwich shows allergy advice – it says that allergens are shown in bold on the list of ingredients e.g. milk, wheat, egg. 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</p> | |

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| | | | | | the allergens include cereals containing gluten – this is because it is a sandwich, made from bread 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. |
| 1.6 Assess a food diary and make recommendations. <i>Range Recommendations : including current healthy eating advice, individual requirements for a balanced diet, RI/GDAs</i> | 4b, 4c, 4d | 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. | Learners can assess a food diary and make recommendations. | Learners can assess a food diary and make recommendations showing critical understanding. | Learners can assess a food diary and make recommendations showing critical judgement. |
| | | | 4b. Assess the healthy and less healthy features of Tom’s food diary. 4c. Explain how Tom’s food choices may be affecting his health and well-being. 4d. Using examples from his food diary, describe the changes Tom could make to his food choices in order to make his diet healthier. | | |
| | | | (4b) Healthy e.g. - Tom eats some fibre because he has whole wheat cereal with raisins for his breakfast, an apple and banana as snacks during the day and some onions in his lunch and supper. This will help him to avoid constipation. Less healthy e.g. - Tom’s diet seems to be high in fat from the whole milk with his cereal and in his coffees, cheese in his sandwich, crisps, chocolate biscuit, tomato and cheese pizza, garlic bread, ice cream and fried onion bhajis. This may contribute to him developing coronary heart disease and also could make him overweight. | Ability to deconstruct, analyse, evaluate and express an opinion. (4b) Healthy e.g. - Tom eats some dietary fibre because he has whole wheat cereal with raisins for his breakfast, an apple and banana as snacks during the day and some onions in his lunch and supper. This will help him to digest his food, give bulk to his waste products and avoid constipation. Less healthy e.g. - Tom’s diet seems to be high in saturated fat from the whole milk with his cereal and in his coffees, cheese in his sandwich, crisps, chocolate biscuit, tomato and cheese pizza, garlic bread, ice cream and fried onion bhajis. This may contribute to him developing | Application of a critical understanding informing decisions. (4b) Healthy e.g. - Tom eats some non-starch polysaccharides/dietary fibre because he has whole wheat cereal with raisins for his breakfast, an apple and banana as snacks during the day and some onions in his lunch and supper. This will help him to digest his food, give bulk to his waste products by retaining water and avoid constipation. Less healthy e.g. - Tom’s diet seems to be high in saturated fat from the whole milk with his cereal and in his coffees, cheese in his sandwich, crisps, chocolate biscuit, tomato and cheese pizza, garlic bread, ice cream and fried onion bhajis. This |

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| | | | <p>(4c) Tom's diet could be affecting his health and well-being by e.g. He may become overweight</p> <p>(4d) Tom could make his diet healthier by e.g. - reducing the amount of fat, that he is eating e.g. he could have skimmed or semi-skimmed milk with his cereal and in his coffee, he could cut down on biscuits and ice cream. He should also choose a lower fat pizza and not eat the onion bhajis as these will be very fatty. He could use a lower fat cheese for his rolls for lunch. - he should reduce the amount of sugar in his diet; he could do this by cutting down on sugar in coffee or using a sweetened and by cutting out biscuits and ice cream. He could eat more fruit instead. He could make sure that the cola he drinks is the light kind with no sugar. - he could increase the amount of dietary fibre by eating wholemeal bread rolls instead of white bread rolls and by eating more fruit and vegetables.</p> | <p>coronary heart disease later in life by increasing his cholesterol level and also could make him overweight.</p> <p>(4c) Tom's diet could be affecting his health and well-being by e.g. He may become overweight or obese and this can affect his breathing, ability to exercise and put a strain on the organs of his body. It can also make him feel self-conscious and bad about his appearance.</p> <p>(4d) Tom could make his diet healthier by e.g. - reducing the amount of fat, that he is eating e.g. he could have skimmed or semi-skimmed milk with his cereal and in his coffee, he could cut down on biscuits and ice cream. He should also check the label of the pizza for the fat content and choose a lower fat one. He should avoid the onion bhajis for his supper as these will be very fatty and may also cause him to sleep badly as fat is hard to digest. If he is hungry at supper time he would be better to have some wholemeal toast with low fat spread. He could use a lower fat cheese such as Edam for his rolls for lunch or maybe have some mixed salad. - he should reduce the amount of sugar in his diet; she could do this by cutting down on sugar in coffee or using a sweetened and by cutting out biscuits and ice cream except as an occasional treat. He could eat more fruit instead which would also add</p> | <p>may contribute to him developing coronary heart disease later in life by increasing his cholesterol level which will result in blocking of the arteries and can cause heart attacks. It could also make him overweight, especially if he spends a lot of time studying and is not very active physically to burn off any extra kilocalories. The body does need a little fat for health but this should be unsaturated fat from plant sources e.g. olive oil.</p> <p>(4c) Tom's diet could be affecting his health and well-being by e.g. He may become overweight or obese and this can affect his breathing, ability to exercise and put a strain on the organs of his body. It can also make him feel self-conscious and have low self – esteem due to his appearance. This can lead to mental health problems and to eating disorders.</p> <p>(4d) Tom could make his diet healthier by e.g. - reducing the amount of fat, that he is eating e.g. he could have skimmed or semi-skimmed milk with his cereal and in his coffee, he could cut down on biscuits and ice cream. He should also check the label of the pizza for the fat content and choose a lower fat one. He should avoid the onion bhajis for his supper as these will be very fatty and may also cause him to sleep badly as fat is hard to digest. If he is hungry at supper time he would be better to have some wholemeal toast with low</p> |

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| | | | | <p>vitamins and minerals and dietary fibre. He could make sure that the cola he drinks is the light kind with no sugar or drink more water instead.</p> <ul style="list-style-type: none"> - he could increase the amount of dietary fibre by eating wholemeal bread rolls instead of white bread rolls and by eating more fruit and vegetables. - He might also cut down on the coffee and cola as both will give him caffeine, this might make him hyperactive and stop him sleeping well. He could choose decaffeinated types or drink more water. | <p>fat spread. He could use a lower fat cheese such as Edam for his rolls for lunch or maybe have some mixed salad.</p> <ul style="list-style-type: none"> - he should reduce the amount of sugar in his diet; she could do this by cutting down on sugar in coffee or using a sweetened and by cutting out biscuits and ice cream except as an occasional treat. He could eat more fruit instead which would also add vitamins and minerals and dietary fibre. He could make sure that the cola he drinks is the light kind with no sugar or drink more water instead. - he could increase the amount of dietary fibre by eating wholemeal bread rolls instead of white bread rolls and by eating more fruit and vegetables. - he might also cut down on the coffee and cola as both will give him caffeine, this might become addictive, make him hyperactive and result in him finding it difficult to study and stop him sleeping well. He could choose decaffeinated types or drink more water. - he might find it helpful to eat some dark green vegetables such as spinach or broccoli every day to increase his iron intake. He could have soup containing these instead of rolls at lunch time – or he could have rolls with egg as there is a fair supply of iron in egg yolk. Eating more fruit containing Vitamin C e.g. oranges and blackcurrants would help him to absorb the iron. |

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| | | | | | - he should also be aware that he needs plenty of Vitamin D to work with calcium for strong teeth and bones so he should get outside every day as a break from studying., because the body can manufacture Vitamin D from sunlight. | |
| 2.1 Assess a recipe in terms of its contribution to healthy eating <i>Range</i> <i>Recipe: e.g., cooking method, ingredients, portion size, serving suggestion, cost</i> | 5a | 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. | 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 | |
| | | | Explain the healthy and less healthy features of this home-made Burgers recipe. | | | |
| | | | Healthy features e.g. - it contains meat, egg and cheese for protein. Less healthy features e.g. - it contains salt. | Ability to deconstruct, analyse, evaluate and express an opinion. Healthy features e.g. - it contains meat, egg and cheese for protein for growth and repair. Less healthy features e.g. - it contains salt, which can contribute to high blood pressure. | Application of a critical understanding informing decisions. Healthy features e.g. - it contains meat, egg and cheese for protein for growth and repair of all body cells and may be used for energy. Less healthy features e.g. - it contains salt, which can contribute to high blood pressure if eaten in excess, although we do need a small amount (max 6 g per day) of sodium and chlorine in our diets for the correct composition of our body fluids. | |

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| 2.2 Explain how the recipe could be changed to make the finished dish healthier | 5b | 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. | 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. | |
| | | | Explain how you could change the recipe to make the finished home-made Burgers healthier to eat. | | | |
| | | | The recipe for home-made burgers could be changed by: e.g. missing out the salt from the burger mix. | Thorough and in depth. The recipe for home-made burgers could be changed by: e.g. missing out the salt from the burger mix and adding herbs for flavour. | All encompassing. The recipe for home-made burgers could be changed by: e.g. missing out the salt from the burger mix and adding herbs such as parsley or oregano for flavour; alternately you could use low sodium salt which is better for health but still gives a salty taste. Chilli peppers or chilli powder could also be added for a spicy hot flavour. | |
| 2.3 Describe other factors that could affect the finished dish. <i>Range</i> <i>Other factors: e.g. taste, texture, moisture, appeal, appearance</i> | 5c | 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. | Learners can describe in detail other factors that could affect the finished dish. | Learners can describe comprehensively other factors that could affect the finished dish. | |
| | | | Describe how the changes you have suggested to the recipe could affect the finished home-made Burgers in other ways, such as taste, texture, moisture, appeal and appearance. | | | |
| | | | e.g. - Having no salt would also reduce the taste. | Thorough and in depth. e.g. - Having no salt would also reduce the taste because salt tends to bring out the taste of other foods. | All encompassing. e.g. - Having no salt would also reduce the taste because salt tends to bring out the taste of other foods but the pepper and herbs should make up for this. You could also add some chilli which would give plenty of flavour. | |