



External Assessment

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

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

Paper number: P000437

Assessment date: 1 March 2018 (Sample paper)

Time: 1.30pm

Complete your details below:

Centre name		Centre number	
Learner name		Learner number	

Time allowed – 2 hours

Instructions for learners

- Read all tasks carefully and make sure that you understand what you need to do.
- You **MUST** attempt **all** of the tasks to address all assessment criteria. You cannot achieve a Pass grade unless you meet the required standard in all of the tasks.
- Write your responses to the tasks in the spaces provided. If you need more space you may use extra paper.
- If you are using a word processor, you **must** make sure that all of your work is printed out.
- Make sure that any printouts or extra paper are securely attached to this assessment paper and labelled clearly with:
 - your name and learner number
 - centre name and centre number
 - task and question number.
- At the end of the assessment, hand all documents over to your Invigilator.

You are **not** allowed to use the internet during this external assessment.

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

Examiner use only

AC	Grade
1.1	
1.2	
1.3	
1.4	
1.5	
1.6	
2.1	
2.2	
2.3	

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Task 1

*You **must** make sure your work in Tasks 1a and 1b meets assessment criteria 1.1 and 1.2. which are shown at the end of each task.*

1a. Explain the term **balanced diet**. Give examples to support your answer.

EXAMPLE

Assessment criteria	Pass	Merit	Distinction
1.1. Explain what is meant by a balanced diet	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

1b. Our bodies need macro and micro nutrients to ensure good health.

Complete the information in the tables below.

For each nutrient listed provide:

- food sources where the nutrient is found
- a description of the functions of the nutrient in the body
- a description of the effects of not eating enough of that nutrient.

Carbohydrate	
Give examples of food sources for this nutrient.	
Describe the functions of this nutrient in the body.	
Describe the effects of not eating enough of this nutrient.	

Vitamin C

Give examples of food sources for this nutrient.

Describe the functions of this nutrient in the body.

Describe the effects of not eating enough of this nutrient.

Iron

Give examples of food sources for this nutrient.

Describe the functions of this nutrient in the body.

Describe the effects of not eating enough of this nutrient.

Assessment criteria	Pass	Merit	Distinction
1.2 Describe the nutrients that make up a balanced diet	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** make sure your work in Tasks 2a, 2b, 2c and 2d meets assessment criterion 1.3. which is shown at the end of the task.

Stephen is a 50-year-old man. He is a taxi driver and works long hours. This means he is sitting in his car for a lot of the time, driving customers around. He relies on takeaway foods for many of his meals and does not eat many fresh fruits or vegetables.

2a. Identify the nutrients which are likely to be **missing** from Stephen's diet **and** explain your reasons.

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2b. Identify the nutrients which are likely to be **in excess** in Stephen's diet **and** explain your reasons.

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2c. Explain the impact this diet is likely to have on Stephen's health and well-being over time.

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SAMPLE

Explain the importance of good nutrition for teenagers **and** give suggestions as to how this can be achieved.

SAMPLE

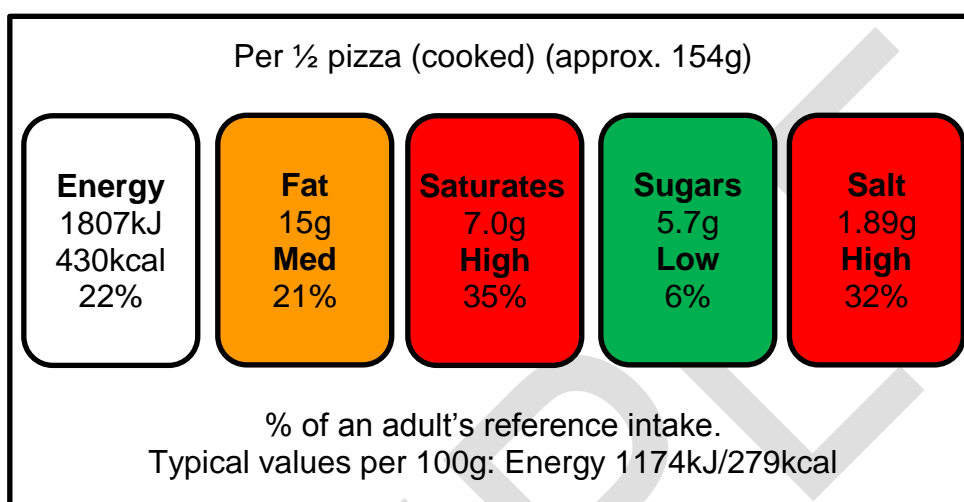
Assessment criteria	Pass	Merit	Distinction
1.3. Explain nutrient requirements for different groups of people	Learners will explain nutrient requirements for different groups of people	Learners will explain in detail nutrient requirements for different groups of people	Learners will comprehensively explain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

Task 3

You **must** make sure your work in Tasks 3a and 3b meets assessment criterion 1.5 which is shown at the end of the Task.

Colour-coded food labels can help us make healthy choices for a balanced diet.

Here is a label from a margherita pizza.



3a. Explain how the colour-coded nutritional information on the label can help people to choose healthy options for their balanced diet.

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Amber (orange)

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Red

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Here is the list of ingredients from the label on a pea, courgette and ricotta quiche.

Ingredients

Whole milk, Peas, Courgettes, Vegetable oils,

Wholemeal wheat flour, Onions, **Pasteurised whole egg**,

Ricotta cheese (from **Milk**), Maize flour, Single cream (from **Milk**),

Cornflour, Dijon mustard (from **Black mustard seeds**),

Mint, Unsalted butter (from **Milk**), Salt and Pepper.

Allergy advice: for allergens, including cereals containing gluten,
see ingredients in bold.

May contain nuts.

NO ARTIFICIAL COLOURS OR FLAVOURS.

3b. Explain how the information on this label can help people with food allergies to make safe choices.

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Assessment criteria	Pass	Merit	Distinction
1.5 Explain how nutritional information on food labels can inform healthy eating	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** make sure your work in Task 4a meets assessment criterion 1.4 and make sure your work in Tasks 4b, 4c and 4d meets assessment criterion 1.6. These assessment criteria are shown at the bottom of Task 4a and 4d.

Your aunt has been diagnosed with coronary heart disease.

She has asked you to help her change her diet to be more healthy.

4a. Your aunt does not know about the UK government's current healthy eating advice.

Explain the UK government's current healthy eating advice to your aunt.

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Assessment criteria	Pass	Merit	Distinction
1.4 Explain healthy eating advice	Learners will explain healthy eating advice	Learners will explain healthy eating advice in detail	Learners will comprehensively explain healthy eating advice

SAMPLE

You ask your aunt to keep a food diary.

Here is your aunt's food diary for an average day.

Breakfast	A bowl of whole wheat cereal with sugar and whole milk A piece of white toast, butter and marmalade Cup of tea with whole milk and sugar
Mid-morning snack	1 chocolate biscuit Cup of coffee with whole milk and sugar
Lunch	A bowl of tinned tomato soup A cheese and pickle sandwich made with white bread A slice of fruit cake Cup of tea with whole milk and sugar
Mid-afternoon snack	1 chocolate biscuit Cup of tea with whole milk and sugar
Evening meal	Spaghetti bolognese with garlic bread Rice pudding made with whole milk Glass of water
Evening snack	Cup of cocoa made with whole milk and sugar Chocolate bar

4b. Identify the healthy and less healthy foods in your aunt's food diary.

Healthy foods

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Less healthy foods

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4c Explain how your aunt's food choices may be affecting her health and well-being, now she has been identified as having coronary heart disease.

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SAMPLE

4d. Using examples from the food diary, describe some changes that your aunt could make to her food choices to make her diet healthier.

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Assessment criteria	Pass	Merit	Distinction
1.6 Assess a food diary and make recommendations	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

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 relevant assessment criterion at the end of each task.

Here is a recipe for home-made salmon fish fingers

Ingredients

Fish fingers

220g salmon fillets
2 slices of bread
1 teaspoon of rosemary
1 teaspoon of parsley
1 red chilli, deseeded and sliced
1 egg



To cook

25ml oil

To serve

1 tablespoon of tomato ketchup
2 tablespoons of mayonnaise
Worcester sauce to taste
2 handfuls of mixed salad
Salt and pepper
2 lemon wedges

Method

1. Skin the salmon and cut into finger sized pieces.
2. Put the bread, chilli and herbs in a food processor and process until breadcrumbs are formed.
3. Whisk the egg in a bowl and put the breadcrumb mix into another shallow bowl.
4. Dip the salmon pieces into the egg then into the breadcrumbs so they are coated.
5. Heat the oil in a frying pan and fry the fish fingers, for about 10 minutes, until they are golden brown, turning them so they brown evenly.
6. Mix together the ketchup, mayonnaise and Worcester sauce to taste.
7. Place the salad on a plate, put a spoonful of sauce and lemon wedges on the plate and place the fish fingers next to the salad.

5a. Explain the healthy **and** less healthy features of the home-made salmon fish fingers recipe.

Healthy features

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Less healthy features

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Assessment criteria	Pass	Merit	Distinction
2.1. Assess a recipe in terms of its contribution to healthy eating	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

APLE

Assessment criteria	Pass	Merit	Distinction
1. Explain how the recipe could be changed to make the finished dish healthier	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

SAMPLE

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What you need to hand in after your external assessment

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

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

Make sure that:

- any extra paper is clearly identified with your:
 - name
 - learner number
 - Centre name
 - Centre number

This is the end of the assessment.