



## External Assessment

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

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

**Paper number:** P000660

**Assessment date:** 19 March 2019

**Time:** 1:30pm

**Time allowed:** 2 hours

**Complete your details below:**

<b>Centre name</b>		<b>Centre number</b>	
<b>Learner name</b>		<b>Learner number</b>	

#### 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 where appropriate.

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Assessment criteria	Pass	Merit	Distinction
<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

**1b.** Our bodies need macro and micronutrients 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.

<b>Fat</b>
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.

<b>Vitamin A</b>
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.

<b>Iron</b>
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
<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

## 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.

Sally is a 9 year old girl. She is a very fussy eater and will not eat many fruits or vegetables. She refuses to eat fish, and likes processed foods such as burgers and sausages. She has sugary cereals and white toast for breakfast.

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

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

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

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Aarav is 19 years old. He has decided to become a vegan.

**2d.** Identify ways how Aarav can obtain all the necessary nutrients in his vegan diet to keep him healthy.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

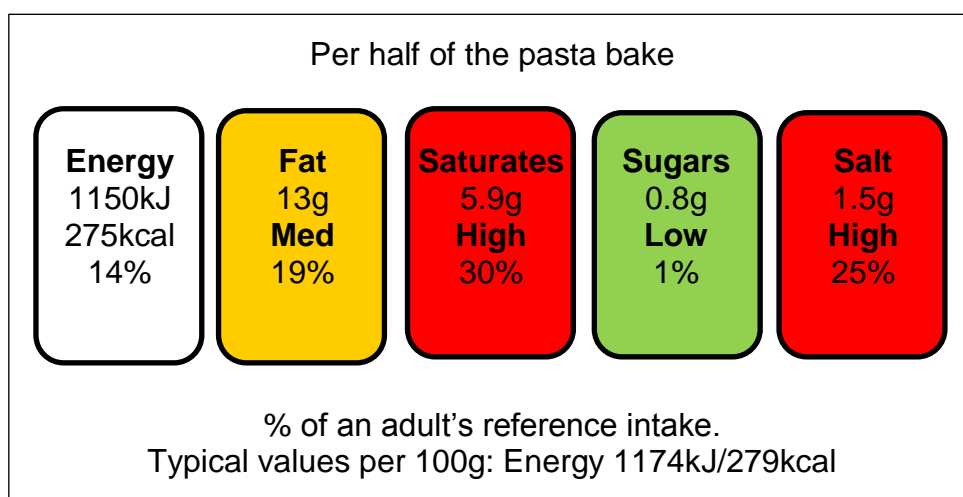
Assessment criteria	Pass	Merit	Distinction
<b>1.3 Explain nutrient requirements for different groups of people</b>	Learners will explain nutrient requirements for different groups of people	Learners will explain in detail nutrient requirements for different groups of people	Learners will comprehensively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

### Task 3

You **must** 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 cheese and tomato pasta bake:



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

**Green**

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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 breaded salmon fillet with a cream cheese sauce:

**Ingredients:**

Oatmeal bread (51%) (**Wheat flour, Oatmeal, Wheat bran**, Yeast, Sugar), **Malted Barley Flour**, Full Fat Soft Cheese (made from **Milk**), Salmon Fillet, Single Cream (made from **Milk**), Lemon Juice, Black Pepper, Salt

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

Made in a factory where nuts are used.

**NO ARTIFICIAL COLOURS OR FLAVOURS.**

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

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<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<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** 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 Tasks 4a and 4d.

Ben is 8 years old. He has started to put on weight. His mother does not know about the current UK government healthy eating advice.

**4a.** Explain the current UK government healthy eating advice and outline how it could help improve Ben's diet.

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Assessment criteria	Pass	Merit	Distinction
<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

Here is Ben's food diary for an average day:

<b>Breakfast</b>	Rice Krispies and whole milk Orange juice White toast, butter and jam
<b>Mid-morning snack</b>	Can of Cola A doughnut
<b>Lunch</b>	Pizza and chips Glass of water
<b>Mid-afternoon snack</b>	Bread and peanut butter Glass of orange juice
<b>Evening meal</b>	Chicken curry, rice and poppadoms Piece of chocolate cake
<b>Evening snack</b>	Packet of crisps Can of Coke



**4b.** Identify the healthy and less healthy foods in Ben's food diary.

**Healthy foods**

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**Less healthy foods**

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**4c.** Explain how Ben's diet may be affecting his future health.

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[illegible]

Assessment criteria	Pass	Merit	Distinction
<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

## Task 5

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

Here is a recipe for a mixed berry crumble with custard:

### Mixed berry crumble with custard

#### For the crumble

300g mixed berries, which could include strawberries, raspberries, blackberries, blueberries (frozen or fresh)  
200g caster sugar  
180g butter  
250g plain flour

#### For the custard

250ml milk  
25ml single cream  
2 egg yolks  
30g caster sugar  
1 tablespoon of cornflour



#### Method

##### Make the crumble

1. Preheat the oven to 200°C/gas mark 6.
2. Put the flour and sugar into a bowl.
3. Cut the butter into cubes, place in the flour mixture and rub in until the mixture looks like fresh breadcrumbs.
4. Wash the fruit if it is fresh, and place into a crumble dish.
5. Sprinkle the crumble mix evenly over the fruit.
6. Cook for 30 minutes until the top is golden brown.

##### Make the custard

1. Whisk the egg yolks, sugar and cornflour in a bowl until well mixed with no lumps.
2. Place the milk and cream in a saucepan and bring to simmering point.
3. Pour the hot milk mixture into the egg mixture, whisking all the time.
4. Return the mixture to the pan and slowly heat, whisking all the time until the custard thickens.
5. Serve with the crumble.

**5a.** Explain the healthy **and** less healthy features of the mixed berry crumble with custard recipe.

### Healthy features

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### Less healthy features

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Assessment criteria	Pass	Merit	Distinction
<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

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Assessment criteria	Pass	Merit	Distinction
2.2 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

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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
- you have signed the learner declaration on the front page of this external assessment paper.

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