

External Assessment

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

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

Paper number: This is not a live paper

Assessment date: Sample

Assessment time: Sample

Centre number		Learner number	
Surname			
Other names			

Learner declaration:

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.

Learner's signature:

Date:

Time allowed:

2 hours to complete Tasks 1, 2, 3, 4 and 5.

Instructions for learners

- Complete your name, your centre number and your learner number on the front of this external assessment paper.
- 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 number and learner number and is securely attached to the appropriate answer booklet.
- You must complete **all** parts within each task in order to address all the assessment criteria. You cannot achieve a Pass grade unless you meet the required standard for **all** the assessment criteria.
- Once you've completed your external assessment you must sign the learner declaration on the front of this booklet, to declare that the work produced is your own.

Guidance for learners

- Make sure you're familiar with the assessment criteria for this unit. These are included with 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.
- Read through all the tasks before you start writing your answers and make sure that you understand what you need to do to complete the assessment.

Resources

- You may use all of the material given within the external assessment paper but no other resources should be taken into the examination room.
- You're **not** allowed to use the internet during the external assessment.

External assessment - Task 1

Your work in Task 1 must address assessment criteria 1.1 and 1.2 which are given at the end of the task.

1a. Explain what you understand by the term **balanced diet**, giving examples where appropriate.

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Sample

1b. Complete the information in the table below. For each nutrient listed:

- give examples of **food sources**
- describe the **functions** in the body
- describe the **effects of a diet lacking the nutrient**.

Carbohydrates	Food sources
	Functions
	Effects

Calcium	Food sources
	Functions
	Effects

Vitamin A	Food sources
	Functions
	Effects

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
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

Task 2

Your work in Task 2 must address assessment criterion 1.3 which is given at the end of the task.

Peter is a four year old boy who leads a very active lifestyle. He is a very fussy eater. He refuses to eat fruit and vegetables and enjoys snacking on crisps, fizzy drinks and chocolate.

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

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2b. Identify the nutrients which are likely to be **in excess** in Peter's diet.

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2c. Explain the impact this diet may have on Peter's health and wellbeing over time.

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Mira is a 75 year old woman who has just been diagnosed with coronary heart disease. She needs to think more carefully about her diet.

2d. Explain how having coronary heart disease will affect Mira's nutritional requirements.

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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

Your work in Task 3 must address assessment criterion 1.5 which is given at the end of the task.

Here is the nutritional information from the label on the front of a packet of whole wheat and oat breakfast cereal.

30g serving				
Energy 488 kJ 116 kcal	Fat 0.9g	Saturates 0.3g	Sugar 6.9g	Salt 0.3g
6%	1.3%	1.5%	7.7%	5%

% of an adult's reference intake
Typical values (as sold) per 100g:
Energy 1627 kJ, 385 kcal

Source: www.dwf.co.uk

3a. Explain how the **nutritional information** given in red, amber (orange) and green on this label will help someone who is trying to eat healthily.

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Here is some of the nutritional information from the label on a loaf of white bread.

Nutrition				
Typical values	100g contains	Each slice (typically 44g) contains	% RI*	RI* for an average adult
Energy	985kJ 235kcal	435kJ 105kcal	5%	8400kJ 2000kcal
Fat	1.5g	0.7g	1%	70g
of which saturates	0.3g	0.1g	1%	20g
Carbohydrate	45.5g	20.0g		
of which sugars	3.8g	1.7g	2%	90g
Fibre	2.8g	1.2g		
Protein	7.7g	3.4g		
Salt	1.0g	0.4g	7%	6g

This pack contains 16 servings
*Reference intake of an average adult (8400kJ / 2000kcal)

Source: www.nhs.uk/Livewell/Goodfood

3b. Describe how the nutritional content on this label is helpful to a consumer who wants to eat healthily.

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3c. Explain how you would change this bread product so that it could be a more effective part of a healthy diet.

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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

Your work in Task 4 must address assessment criteria 1.4 and 1.6 which are given at the end of the task.

Your cousin Ben is 27 years old and wants you to advise him on how to improve his diet and eat more healthily.

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

Breakfast	A bowl of cereal with whole milk 2 slices of white toast with butter and strawberry jam A cup of coffee with whole milk and 2 sugars
Mid-morning snack	A small apple pie A fizzy drink
Lunch	2 sandwiches made with: – 4 slices of white bread – butter – bacon (fried) – tomato – lettuce Fruit yogurt An apple
After work	A packet of salted peanuts 2 pints of beer
Evening meal	A meat pasty Chips A slice of chocolate cake A cup of tea with whole milk and 2 sugars
Bedtime snack	A chocolate bar A cup of tea with whole milk and 2 sugars

Task 5

Your work in Task 5 must address assessment criteria 2.1, 2.2 and 2.3 which are given at the end of this task.

Here is a recipe for Apple and Blackberry Crumble with custard.

Apple and Blackberry Crumble with custard

Ingredients (serves 4)

For the crumble layer

- 100g butter plus extra for greasing
- 75g caster sugar
- 200g plain white flour

For the fruit layer

- 500g apple and blackberries
- 25g caster sugar



Source: www.recipehubs.com

For the custard

- 25g custard powder
- 25g caster sugar
- 250 ml whole milk

Method

1. Preheat the oven to 190°C/Gas 5.
2. Grease an ovenproof dish with butter.
3. For the crumble: rub the butter, and flour together until the mixture resembles fine breadcrumbs.
4. Add the 75g sugar and mix well.
5. For the fruit layer: peel and slice the apples and place into ovenproof dish; stir in the blackberries and sugar, then top with the crumble mixture.
6. Transfer to the oven and bake for 20-25 minutes, until the topping is crisp and golden brown.
7. For the custard: place the custard powder and 25g sugar in a basin. Add a little of the 250ml milk and stir to make a thin paste. Pour the rest of the milk in to a saucepan and bring to the boil, then pour over the custard mix in the basin, stirring well.
8. Return the custard mixture to the milk saucepan and bring to the boil, stirring constantly, until the custard thickens and coats the back of a spoon.
9. Serve each portion of the crumble into a bowl and pour over some custard.

5a. Assess this **recipe** for Apple and Blackberry Crumble with custard, to show the healthy and less healthy features of it.

Healthy features:

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Less healthy features:

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5b. Explain how this recipe could be changed to make the finished dish healthier.

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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
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
2.3 Describe other factors that could affect the finished dish	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 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 your name, your 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 assessment.
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