

bring out your best.

Internal Assessment Sample Tasks

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

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Please note: Unit 03 Exploring balanced diets (K/506/5038) is externally assessed.

Introduction

NCFE has created a set of exemplar tasks for each unit which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes and assessment criteria for each unit and provide opportunities for stretch and challenge.

To allow you the freedom to apply local or topical themes appropriate to your learners, we've left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your learners and relates to local need.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged.
- permit effective discrimination between learners operating at different levels.

NCFE has provided guidance to help Teachers create valid and reliable internal assessment tasks. For further information please see Internal assessment tasks: guidance for centres on our website www.ncfe.org.uk.

Grading descriptors have been written for each assessment criterion within a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit as a whole.

The grading descriptors for each unit can be found in Section 4 (page 31) of the qualification specification. Assessors should also refer to the grading criteria glossary of terms which can be found in Section 8 (page 66) of the qualification specification. More information about internal assessment can be found in our qualification specification in Section 2 (page 17).

Supervision of learners

Teachers are expected to supervise and guide learners when carrying out work that is internally assessed.

Teachers should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

Any work submitted for assessment must be authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

Supporting learners

Teachers/Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Teachers/Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
 - help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
 - help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
 - motivate the learner to work consistently through the programme, including helping them work to deadlines
 - encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
 - provide reference material however, model or worked answers should not be copied by the learner.
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Unit 01 Preparing to cook (D/506/5036)

Internal assessment tasks

A local chef has given you the opportunity to work in a professional kitchen. Whilst you are there you want to show your existing knowledge, understanding and skills in the hope that you will be offered a holiday job.

Task 1 (AC 1.1, 1.2, 3.1, 3.2)

Prepare for your work experience by putting together a portfolio to use whilst you are there and to show to the chef. This should contain sections on:

- safe and hygienic working practices when preparing yourself for cooking
- safe and hygienic working practices when preparing your work area for cooking
- the purposes and stages of a recipe.

Types of evidence:

- notes
 - charts
 - portfolio.
-

Task 2 (AC 1.3)

Before you begin to cook in the restaurants kitchen you should carry out a risk assessment to identify potential food safety and personal safety risks and hazards (this can be carried out in your school kitchen).

Types of evidence:

- health and safety risk assessment
 - notes
 - annotated photographs.
-

Unit 01 Preparing to cook (D/506/5036) (cont'd)

Internal assessment tasks (cont'd)

Task 3 (AC 2.1–2.3, 3.3, 3.4)

During your work experience the chef has asked you to plan and cook a range of different dishes to demonstrate your practical cookery skills. For each dish you are going to cook you should complete an action plan to include:

- a description of the cooking equipment and utensils you will use, how you will prepare them and how you will clean and store them after use
- a description of the purpose of the ingredients in the recipe you have chosen or been given
- a description of the cooking skills you will use.

Types of evidence:

- action plans
 - annotated recipes
 - notes
-

Task 4 (AC 4.1–4.5)

Prepare and cook your range of dishes, using your action plans to help you demonstrate that you can:

- prepare yourself and your work area safely and hygienically
- follow recipes
- demonstrate cooking skills
- demonstrate safe and hygienic working practices when using equipment and utensils
- demonstrate safe and hygienic cleaning and storage of equipment and utensils.

Types of evidence:

- Teacher observation checklists
 - annotated photographs
 - witness statements.
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Unit 02 Understanding food (H/506/5037)

Internal assessment tasks

A café in your area is not attracting many customers and may have to close. A survey has shown that people do not like the menu for a number of reasons.

You have been asked to carry out some research and write a report on the sources of food and choices available.

The cafe owner would like you to test a range of dishes that might be more popular with customers and encourage them to use the café.

Task 1 (AC 1.1–1.3)

Carry out some research into the available sources of food the café owner could access when choosing the menu and explain how seasons may influence their choice.

Include the following:

- a description of the main food groups
- a description of sources of foods from each main food group
- an explanation of how seasons affect food availability.

Types of evidence:

- notes
 - diagrams
 - fact sheet
 - report.
-

Unit 02 Understanding food (H/506/5037) (cont'd)

Internal assessment tasks (cont'd)

Task 2 (AC 2.1–2.4)

Carry out some research into the factors that affect the customers' choice of dishes and include the following in your report:

- how social factors affect food choices
- how environmental factors affect food choices
- how cost factors affect food choices
- how sensory factors affect food choices.

Types of evidence:

- notes
 - report
 - fact sheet.
-

Task 3 (AC 3.1–3.3)

Compare ingredients when selecting suitable recipes for dishes (suggested by your Teacher) that the café owner may wish to include on the menu.

- Explain how you chose your range of recipes and the ingredients in them.
- Make the range of recipes that you have chosen
- Evaluate the completed dishes.

Types of evidence:

- learner or peer taste charts
 - witness statements
 - annotated photographs
 - annotated recipes
 - report.
-

Unit 04 Plan and produce dishes in response to a brief (M/506/5039)

Internal assessment tasks

Your Teacher will provide you with a brief to plan and cook a meal for a special occasion or event.

Task 1 (AC 1.1, 1.2)

- Assess the requirements of the brief.
- Select a menu of dishes that meet the brief.

Types of evidence:

- notes
 - annotated recipes
 - menu.
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Task 2 (AC 1.3, 1.4)

- Produce an action plan for your chosen menu.
- Ask others to review your plan (eg learners, Teacher, target group).
- Revise your plan to take account of their feedback.

Types of evidence:

- notes
 - annotated recipes
 - review feedback
 - revised menu
 - revised action plan.
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Task 3 (AC 2.1–2.4)

- Prepare yourself and the work environment in readiness for cooking.
- Apply your action plan to help you make the dishes on the menu.
- Demonstrate your cooking skills to make the dishes on the menu.
- Demonstrate safe and hygienic working practices throughout.

Types of evidence:

- witness statements with evidence
 - annotated photographs.
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**Unit 04 Plan and produce dishes in response to a brief
(M/506/5039) (cont'd)**

Internal assessment tasks (cont'd)

Task 4 (AC 3.1– 3.4)

Assess the strengths and weaknesses of the following, describing any improvements you could make to:

- the menu
- the planning and preparation process
- the completed dishes
- evaluate how the brief was met.

Types of evidence:

- witness statement
 - notes
 - annotated menu
 - annotated action plan
 - evaluation feedback from other learners, Teachers or target group.
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