



Non-Exam Assessment (NEA)

NCFE Level 1/2 Technical Award in Food and Cookery (603/7014/2)

Learner version

October 2024 release

v1.0

Past paper

Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires you to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable you to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute **60%** towards the overall qualification grade; therefore, it is important that you produce work to the highest standard that you can. You must not start the NEA until you have been taught the full course, to ensure that you are in the best position to complete the NEA successfully.

What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows you have achieved a holistic understanding of the sector. It also shows that you can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives (AOs) in an integrated way. The Department for Education (DfE) has consulted with awarding organisations and agreed the following definition for synoptic assessment:

‘A form of assessment which requires a candidate to demonstrate that they can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.’

Synoptic assessment enables you to show that you can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages you to make links between elements of the course and to demonstrate how you have integrated and applied your increasing knowledge and skills.

As you progress through the course, you will use and build upon knowledge and skills learnt across units. The NEA will test your ability to respond to a real-world situation.

Information for learners

Introduction

The NEA will be assessed holistically using a levels of response marking grid and against five integrated AOs. These AOs and their weightings are shown below.

Assessment objectives (AOs)
AO1: Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 8 marks (8.3%)
AO2: Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. 12 marks (12.5%)
AO3: Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. 26 marks (27.1%)
AO4: Demonstrate and apply relevant technical skills, techniques and processes The emphasis here is for learners to demonstrate the essential technical skills, relevant to the vocational sector by applying the appropriate processes, tools and techniques. 36 marks (37.5%)
AO5: Analyse and evaluate the demonstration of relevant technical skills, techniques and processes. The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector. 14 marks (14.6%)

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Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each timed session.

Learner information

- This NEA will assess your knowledge and understanding from across the qualification.
- The maximum mark for this NEA is **96**.
- The maximum completion time for this NEA is **16 hours 30 minutes** (plus **2 hours** preparation and research time).
- All of the work you submit **must** be your own.

Resources

- The centre have been provided with the following documents to use during the NEA:
 - Record of Learner Observation (assessor) for Tasks 2 (a), 3 (b) and 4 (a)

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name

Centre name

Centre number

Learner number

Learner signature

Preparation and research task

Maximum time: 2 hours

In addition to the allocated assessment time for this NEA, you are permitted to spend a maximum of **2 hours** to undertake research and develop a research pack that you can refer to during the formal NEA assessment time. During this 2-hour period, you may access all learning materials, the internet and other published materials.

You should use this time to create your own research pack, and it is this pack alone that you may use during the allocated time given to the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each of the task instructions).

All research and data used in your final NEA **must** be referenced appropriately. As a minimum this **must** include the following:

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed (websites only)
- name of source / author.

Evidence requirements: research pack of no more than four sides of A4, font size 12 (if word-processed), to be returned to your assessor at the end of each task / session and submitted with the completed NEA.

Formal non-exam assessment (NEA)

Maximum completion time

You have been provided with a total of **16 hours and 30 minutes** to complete this NEA (plus **2 hours** for preparation and research).

You may use some or all of the time provided for each task.

You are allowed to use any remaining time allocated to one task to rework previous tasks up to the maximum time allowed.

You are not allowed to exceed the total number of hours.

You should not start your NEA until you have been taught the full course of study. This will ensure that you are in the best position to complete the NEA successfully.

Project brief

You are working with the chef at a residential, outdoor activity centre. The centre is open between April and July and caters for 50 secondary school aged pupils each week. Pupils take part in a range of high energy, intensive, outdoor activity training sessions. During the day, pupils are outside. They take part in hiking, swimming, climbing and canoeing. They only have a light packed lunch. They then return for their evening meal in the dining hall. Where possible, the centre buys all ingredients locally to reduce food miles and CO₂ emissions.

The chef would like you to adapt an old recipe. This is shown as 'the set dish recipe' on the next page. The chef wants you to adapt this recipe to one that provides the teenagers with more of their 5 a day and the necessary nutrients for their age and activity levels. Pupils only pay a small amount to attend the outdoor activity centre, so you will only have a small budget when you amend the recipe. You must still make sure that the recipe is appealing to the age group and will be a warm, filling and tasty dish.

One of the visiting instructors is a female vegetarian and the chef would like you to plan and prepare a two-course menu. The menu should contribute towards a healthy, balanced diet and be suitable for the instructor's dietary choices.

On the last night of the residential, pupils get together and plan something special for the instructors. As the instructors have been physically active all week, the pupils have decided on a sweet treat and want you to make a spectacular, layered dessert. One of the instructors has a nut allergy.

Plan and prepare a layered dessert suitable for a celebration that shows a range of cooking and preparation techniques as well as having good sensory properties.

Project brief: set dish recipe – pasta and mega meatballs in a sweet and spicy sauce

Ingredients

For the meatballs:

200 g organic beef steak mince
200 g organic pork mince
3 garlic cloves, very finely chopped or grated
a handful of fresh parsley leaves, finely chopped
1 organic free range egg, beaten
a grating of fresh nutmeg
50 g fresh grated parmesan, plus extra to serve
150 g fresh buffalo mozzarella, diced into 12 pieces
sea salt and freshly ground black pepper

For the sauce:

4 tbsp extra virgin olive oil
2 fresh garlic cloves, finely sliced
2 tbsp golden caster sugar
2 tbsp white wine vinegar
100 ml fresh chicken stock
1 can organic chopped tomatoes
1 tsp fresh oregano, finely chopped
1 tsp mild chilli powder
400 g fresh spaghetti or linguine
a small bunch of fresh basil to garnish

Method

- mix all the meatball ingredients in a large bowl, except for the diced mozzarella
- season generously with the sea salt and pepper, then scrunch the mixture together with your hands until combined
- roughly divide the meatball mixture into 12 portions
- use your hands to flatten one portion, then gently wrap it around a piece of the mozzarella and roll into a ball. Repeat with the remaining portions
- chill the meatballs in the fridge whilst preparing the sauce
- heat 2 tablespoons of the oil in a large frying pan, fry the meatballs in batches, browning them on all sides, then transfer to a plate and set aside
- pour the remaining oil into the pan and heat for 1 minute, then fry the sliced garlic for a few seconds
- tip in the sugar and vinegar and simmer for 1 minute, add the chopped tomatoes, then seasonings and cook over a medium heat for 10 minutes, reducing the sauce a little
- tip in the meatballs and gently stir to ensure they are fully coated in the sauce, cover the pan and simmer on a low heat for about 20 minutes, spooning the sauce over the meatballs occasionally
- meanwhile, cook the spaghetti
- to serve, divide the spaghetti between four bowls, top with three warm meatballs each, spoon over the sauce and scatter with the remaining parmesan
- garnish with fresh basil.

Serves 4

Assessment tasks

Task 1

Amending a recipe	
Maximum time	2 hours
Content areas assessed	3. Food groups, key nutrients and a balanced diet 6. Recipe amendment, development and evaluation
Assessment objectives (AOs)	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: plan the recipe amendments for a healthier pasta and meatballs recipe (as detailed in the project brief). Remember this is for active teenagers at the outdoor activity centre. You must consider the cost, taste and texture of the completed dish provide the chef with your amended recipe give reasons for your choices of alternative ingredients and for other changes explain how you have considered the cost explain how you have improved the nutritional content of the dish, including contributing to the 5 a day guidance. You are permitted to use the internet for this task to research alternative ingredients only. You must reference all sources used. [12 marks]	
Evidence	A word-processed document to be completed by the learner, which must include: - a revised healthier pasta and meatballs recipe suitable for active teenagers at the outdoor activity centre - reasons for choice of ingredients made when amending the recipe - nutritional information, relevant to the amended dish, making it clear why the amended recipe is more suitable for active teenagers at the outdoor activity centre - examples of how you have considered the cost, taste and texture of the amended pasta and meatballs recipe. You must also submit your internet browsing history of sites used to support your response to the task.

Task 2 (a)

Preparing and cooking an amended recipe	
Maximum cooking time	2 hours The cooking requirements of the task must be completed under controlled conditions of a set 2 hours only.
Time for annotations	30 minutes This is to complete the annotations on your images.
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 5. Food preparation, cooking skills and techniques
Assessment objectives (AOs)	AO4 – 12 marks
You are required to: Demonstrate your preparation, cooking techniques and methods, and presentation skills by creating your pasta and meatballs dish for active teenagers. You must also demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish. You are not permitted to use the internet for this task. Additional information: You will need to gather images of the key technical skills used to make the pasta and meatballs dish, your preparation, cooking techniques and methods as well as the final presentation. It is acceptable for you to ask someone else to take the pictures for you (such as another member of the class or teacher). For this part of the task, you are required to annotate the images with an explanation of what you were doing (and why) at that point in the process. They do not require any evaluation of your skills, as this is the key focus of the next task. [12 marks]	
Evidence	A word-processed document to be completed by the learner, which must include: - annotated images explaining what preparation, cooking techniques and methods, and presentation processes you were completing and why. These can be annotated after the pasta and meatballs dish is complete - an image of the completed dish. To be completed by the teacher: - Record of Learner Observation form.

Task 2 (b)

Evaluating an amended recipe	
Maximum time	1 hour 30 minutes
Content areas assessed	2. Food legislation and food provenance 3. Food groups, key nutrients and a balanced diet 5. Food preparation, cooking skills and techniques 6. Recipe amendment, development and evaluation
Assessment objectives (AOs)	AO3 – 6 marks AO5 – 6 marks
You are required to: Analyse and evaluate: - the preparation, cooking techniques and methods, and presentation skills you have used to create the pasta and meatballs dish, including examples of how you could improve - how you demonstrated safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish - your completed, amended pasta and meatballs dish, including how the choice of ingredients has impacted upon the nutritional and sensory properties of your dish. You are not permitted to use the internet for this task. [12 marks]	
Evidence	A word-processed document to be completed by the learner, which must include: - an annotated image of the completed dish that evaluates the presentation - an evaluation of your preparation, cooking techniques and methods, skills and the overall outcome of the completed pasta and meatballs dish.

Task 3 (a)

Menu and action planning for a two-course menu	
Maximum time	2 hours 30 minutes
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 3. Food groups, key nutrients and a balanced diet 4. Factors affecting food choice 7. Menu and action planning for completed dishes
Assessment objectives (AOs)	AO1 – 4 marks AO2 – 8 marks
You are required to: plan a two-course menu that would be suitable for an active, female adult who follows a vegetarian diet create an action plan that will allow you to prepare and cook your two-course menu within a set continuous period of 2 hours 30 minutes. You are not permitted to plan and prepare any of the same dishes that you created in previous tasks. You are permitted to use the internet for this task to research ingredients only. You must reference all sources used. [12 marks]	
Evidence	A word-processed document to be completed by the learner, which must include: - a two-course menu that shows your selected dishes and how it meets the requirements of the brief - a completed action plan detailing all appropriate considerations. You must also submit your internet browsing history of sites used to support your response to the task.

Task 3 (b)

Preparing and cooking a two-course menu	
Maximum cooking time	2 hours 30 minutes The cooking requirements of the task must be completed under controlled conditions of a set 2 hours 30 minutes only.
Time for annotations	1 hour This is to complete the annotations on your images.
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 5. Food preparation, cooking skills and techniques
Assessment objectives (AOs)	AO4 – 12 marks
You are required to: Follow your action plan to prepare, cook and present the two-course menu. You must demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish but will not need to evidence this. If necessary, you must also demonstrate your ability to amend the sequence or timing of the action plan if this will lead to a better outcome for the two-course menu. You are not permitted to plan and prepare any of the same dishes that you created in previous tasks. You are not permitted to use the internet for this task. Additional information: You will need to gather images of the key technical skills used to produce the two-course menu, your preparation, cooking techniques and methods as well as the final presentation, but you are not required to annotate them during the set 2 hours 30 minutes. It is acceptable for you to ask someone else to take the pictures for you (such as another member of the class or teacher). This is to allow you to focus on completing the preparation, cooking and presentation of the dishes. After you have completed cooking the two-course menu, you will be provided with time to annotate your images. When you complete the annotations of your images, they do not require any evaluation of your skills, as this is the key focus of the next task. You are only required to annotate them with an explanation of what you were doing (and why) at that point in the process. [12 marks]	

Evidence	A word-processed document to be completed by the learner, which must include: • an amended action plan (if you make any changes) • comments on any changes to your action plan (if you made any changes) • annotated images explaining what preparation, cooking techniques and methods, and presentation processes you were completing and why. These will be annotated after the two-course menu is complete • images of the completed dishes. To be completed by the teacher: • Record of Learner Observation form.
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Task 3 (c)

Evaluating a two-course menu	
Maximum time	1 hour 30 minutes
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 2. Food legislation and food provenance 3. Food groups, key nutrients and a balanced diet 4. Factors affecting food choice 5. Food preparation, cooking skills and techniques 7. Menu and action planning for completed dishes
Assessment objectives (AOs)	AO3 – 4 marks AO5 – 8 marks
You are required to: Analyse and evaluate your: - choice of menu and action planning (including any changes made to your action plan if required) - application of preparation, cooking techniques and methods, and presentation skills, including examples of how to improve - overall outcome of completed dishes. You are not permitted to use the internet for this task. [12 marks]	
Evidence	A word-processed document to be completed by the learner, which must include: - annotated images of the completed dishes that evaluate the presentation of the dishes - an evaluation of your preparation, cooking techniques and methods, skills, and the overall outcome of the completed two-course menu.

Task 4 (a)

Preparing and cooking a dish suitable for someone with a food-related health condition	
Maximum research and planning time	30 minutes
Maximum cooking time	1 hour 30 minutes
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 3. Food groups, key nutrients and a balanced diet 5. Food preparation, cooking skills and techniques
Assessment objectives (AOs)	AO4 – 12 marks
You are required to: Choose, prepare, cook and present a celebration, layered dessert. An additional requirement is that the dish must be completely free of nuts and traces of nuts to ensure two members of staff with a nut allergy will not be affected. You must also demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish. Your tutor will evidence this through observation during the task. You are not permitted to plan and prepare any of the same dishes that you created in previous tasks. You are permitted to use the internet for this task to research ingredients only. You must reference all sources used. Additional information: You will need to provide an image of the final dish. It is acceptable for you to ask someone else to take the picture for you, such as another member of the class or teacher. [12 marks]	
Evidence	A word-processed document to be completed by the learner, which must include: • an image of the completed dish • a copy of the recipe you used. To be completed by the teacher: • Record of Learner Observation form. You must also submit your internet browsing history of sites used to support your response to the task.

Task 4 (b)

Evaluating a dish suitable for someone with a food-related health condition	
Maximum time	1 hour
Content areas assessed	3. Food groups, key nutrients and a balanced diet 4. Factors affecting food choice 7. Menu and action planning for completed dishes
Assessment objectives (AOs)	AO3 – 12 marks
You are required to: Analyse and evaluate your celebration, layered dessert created for someone with a nut allergy. This must include: - an evaluation of the nutritional content of the dish and its suitability for people who might have it as a treat as part of an otherwise healthy, balanced diet and an active lifestyle - an evaluation of the control measures taken to ensure the dish is suitable for someone with a nut allergy and the likely consequences of contamination - an evaluation of the outcome of the completed dish in terms of the other requirements (as detailed in the project brief). You are not permitted to use the internet for this task. Additional information: You are not required to evaluate your preparation, cooking techniques and methods, or presentation skills for this task. The focus of this evaluation is on the suitability of the dish, both for people with nut allergies and as a celebration dessert. [12 marks]	
Evidence	A word-processed evaluation to be completed by the learner, which must include: - an evaluation of the nutritional content of the dish and its suitability - an evaluation of the control measures taken to ensure the dish is suitable for people with a nut allergy - an evaluation of the outcome of the completed dish, as detailed above.

Documentation

Declaration of authenticity

The learner and assessor **must** complete the form at the end of the assessment and before any marking takes place. The assessor **must** check the number of tasks submitted by the learner is accurate.

The completed form **must** be retained within the centre and is not to be sent to the moderator or NCFE unless specifically requested.

Learner name:	
Tasks submitted:	
Learner declaration:	
I certify that the work submitted for this NEA is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

Note: once completed, the declaration of authenticity **must** be stored securely within the centre, in line with NCFE Regulations for the Conduct of NEA – Non-Exam Assessment. A copy of this declaration form **must** be made available to NCFE upon request.

GDPR consent

Section A: this section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required.
- NCFE may select your work at some point in the future for use in teaching and learning resources published on the NCFE website. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required.
- You understand that this agreement may be terminated at any time through written request.
- For further details about how we process your data, please refer to the [legal information section on the NCFE website](#).

Please tick the option that applies, and sign and date the boxes below:

		Tick one only
I consent to my work being used in the manner detailed in section A		
I do not consent to my work being used in the manner detailed in section A		
Learner signature:		
Date:		

Section B: this section must be completed by any participants who feature in the work

Over 13 years old

- I am over 13 and I give my permission for my video and / or photographic image to be used as detailed in section A (above).

Under 13 years old

- I give my permission for my child's video and / or photographic image to be used as detailed in section A (above).

Name of participant (printed)	Participant / Parent / Carer signature	Date

If any of the participants have declined permission, please tick here: ☐