



Internal assessment sample tasks

**NCFE Level 1 Certificate in Food and Cookery
Skills**

QN: 603/3909/3

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Introduction

NCFE has created a set of sample 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
- cover the required content.

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 QualHub - www.qualhub.co.uk.

There is also an assessment checking service. The Assessment Checking Service provides centres with the opportunity to have your assessments checked. For more information please visit www.qualhub.co.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 3 (page 38) of the qualification specification. Assessors should also refer to the explanation of terms which can be found in Section 5 (page 44) of the qualification specification. More information about internal assessment can be found in our qualification specification in Section 3 (page 33).

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.

Unit 01 Preparing to cook (H/506/7550)

Internal assessment tasks

This unit aims to introduce learners to safe preparation of themselves, the cooking environment and ingredients. Learners will be able to use basic cooking skills, equipment and utensils to produce a variety of dishes.

You have been asked to plan and make a number of dishes suitable to serve as part of a Food Awareness Day in your school.

Your Teacher will give you a selection of suitable recipes to make over a number of practical sessions.

Task 1 (AC 1.1)

Before you begin your cookery sessions you should carry out a risk assessment to identify possible:

- food safety hazards and risks when carrying out practical cookery in your school kitchen
- personal safety hazards and risks when carrying out practical cookery in your school kitchen.

Types of evidence:

- risk assessment report
- notes and diagrams.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Identify potential hazards and risks in the cooking environment	Learners will identify basic potential hazards and risks in the cooking environment	Learners will consistently identify potential hazards and risks in the cooking environment	Learners will consistently identify a wide range of potential hazards and risks in the cooking environment

Unit 01 Preparing to cook (H/506/7550) (cont'd)**Task 2 (AC 4.1)**

Produce a useful guide which identifies a range of cooking skills that you would find useful to refer to when planning, preparing and cooking food.

Types of evidence:

- poster
- leaflet
- notes
- booklet.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
4.1 Outline cooking skills	Learners will outline cooking skills	Learners will clearly outline cooking skills	Learners will outline cooking skills in detail

Unit 01 Preparing to cook (H/506/7550) (cont'd)**Task 3 (2.1, 4.2)**

For each practical session you should produce a plan for your practical work, which shows:

- the cooking equipment and utensils that you will use
- the cooking skills that you will use.

Types of evidence:

- learner planning document
- annotated recipes
- annotated photographs of equipment and utensils used.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
2.1 Identify cooking equipment and utensils	Learners will identify basic cooking equipment and utensils	Learners will identify a range of cooking equipment and utensils	Learners will identify a wide range of cooking equipment and utensils
4.2 Give examples of the uses of cooking skills	Learners will give a limited range of examples of the uses of basic cooking skills	Learners will give a range of examples of the uses of cooking skills	Learners will give a wide range of examples of the uses of cooking skills

Unit 01 Preparing to cook (H/506/7550) (cont'd)**Task 4 (1.2, 1.3, 2.2, 2.3, 2.4, 3.1–3.3, 4.3)**

Prepare and cook the dishes that you have been set, using your plans to help you. During each practical session you should demonstrate:

- safe and hygienic working practices when preparing yourself for cooking
- safe and hygienic working practices when preparing your work area for cooking
- correct selection of ingredients for your recipe
- appropriate preparation of the ingredients for your recipe
- cooking skills
- safe use of equipment and utensils
- safe cleaning of equipment and utensils
- safe storage of ingredients.

Types of evidence:

- Teacher assessment checklists
- Teacher or peer witness statements
- annotated photographs.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.2 Demonstrate safe and hygienic working practices to prepare self for cooking	Learners will demonstrate safe and hygienic working practices to prepare self for cooking	No Merit for this AC	No Distinction for this AC
1.3 Demonstrate safe and hygienic working practices to prepare the cooking environment	Learners will demonstrate safe and hygienic working practices to prepare the cooking environment	No Merit for this AC	No Distinction for this AC
2.2 Use equipment and utensils safely	Learners will identify basic cooking equipment and utensils	Learners will identify a range of cooking equipment and utensils	Learners will identify a wide range of cooking equipment and utensils
2.3 Demonstrate safe cleaning of equipment and utensils	Learners will demonstrate safe cleaning of basic equipment and utensils	Learners will demonstrate safe cleaning of a range of equipment and utensils	Learners will demonstrate safe cleaning of a wide range of equipment and utensils
2.4 Demonstrate safe storage of equipment and utensils	Learners will demonstrate safe storage of basic equipment and utensils	Learners will demonstrate safe storage of a range of equipment and utensils	Learners will demonstrate safe storage of a wide range of equipment and utensils
3.1 Select the correct ingredients for given recipes	Learners will select the correct ingredients for given recipes	Learners will confidently select the correct ingredients for given recipes	No Distinction for this AC
3.2 Demonstrate how to prepare ingredients for cooking	Learners will demonstrate how to prepare ingredients for cooking	Learners will confidently demonstrate how to prepare ingredients for cooking	Learners will effectively demonstrate how to prepare ingredients for cooking
3.3 Demonstrate the safe storage of ingredients	Learners will demonstrate the safe storage of ingredients	Learners will confidently demonstrate the safe storage of ingredients	Learners will effectively demonstrate the safe storage of ingredients
4.3 Demonstrate skills for cooking	Learners will demonstrate basic skills for cooking	Learners will confidently demonstrate skills for cooking	Learners will effectively demonstrate skills for cooking

Unit 02 Understanding food (K/506/7551)

Internal assessment tasks

This unit will provide learners with an understanding of factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes.

The school kitchen staff need to use fresh, seasonal ingredients from all of the main food groups to provide nutritious, well-balanced meals. They want to encourage healthy eating and to prepare meals that will appeal to both learners and staff.

The kitchen staff ask you to:

- prepare some materials to give them advice on food groups, seasonal foods and what affects people's food choices
- cook a range of dishes that could be added to the menu.

Task 1 (AC 1.1, 1.2)

Make a poster for the school kitchen wall to remind the kitchen staff about food groups.

On the poster you must:

- identify the main food groups
- give examples of fresh food from each group and where they come from.

Types of evidence:

- poster

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Identify the main food groups	Learners will identify the main food groups	No Merit for this AC	No Distinction for this AC
1.2 Give examples of foods from different sources	Learners will give a limited range of examples of food from different sources	Learners will give a range of examples of food from different sources	Learners will give a range of examples of food from different sources

Unit 02 Understanding food (K/506/7551) (cont'd)**Task 2 (AC 1.3)**

Produce a reference guide for the school kitchen staff to tell them about how seasons affect the availability of fresh foods.

Types of evidence:

- booklet
- leaflet
- handout.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.3 Give examples of how seasons affect food availability	Learners will give a limited range of examples of how seasons affect food availability	Learners will give a limited range of examples of how seasons affect food availability	Learners will give a limited range of examples of how seasons affect food availability

Unit 02 Understanding food (K/506/7551) (cont'd)**Task 3 (AC 2.1)**

Write a report to help the kitchen staff understand why people choose to eat the food that they do.

You could include the following:

- social factors
- environmental factors
- costs
- sensory factors.

Types of evidence:

- report
- notes.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
2.1 Outline factors affecting food choices	Learners will outline factors affecting food choices	Learners will outline factors affecting food choices showing clear understanding	Learners will outline factors affecting food choices showing a detailed understanding

Unit 02 Understanding food (K/506/7551) (cont'd)**Task 4 (AC 3.1–3.3)**

Cook a range of dishes which could be added to the lunchtime menu.

- choose a recipe to cook for each type of dish your Teacher sets you
- select the ingredients and prepare and cook these dishes
- arrange for the dishes to be tasted and reviewed by someone else (eg learner, Teacher, kitchen staff) as well as yourself
- record your review findings in a report for the kitchen staff.

Types of evidence:

- recipes
- annotated photographs
- witness statements
- peer reviews
- review notes
- Teacher observation report.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
3.1 Select ingredients for given dishes	Learners will select ingredients for given dishes	Learners will confidently select ingredients for given dishes	Learners will effectively select ingredients for given dishes
3.2 Use the ingredients to make given dishes	Learners will use the ingredients to make given dishes	Learners will confidently use the ingredients to make given dishes	Learners will effectively use the ingredients to make given dishes
3.3 Review the completed dishes	Learners will provide a basic review of the completed dishes	Learners will provide a clear review of the completed dishes	Learners will provide a detailed review of the completed dishes

Unit 03 Exploring balanced diets (M/506/7552)

Internal assessment tasks

In this unit learners will understand the importance of a balanced diet. They will learn about Reference Intake (RI)/Guideline Daily Amounts (GDAs) and how food labels can inform healthy eating. Learners will be able to change recipes to make them healthier.

Your friend is concerned about the diet of his parents. Both parents eat an unhealthy amount of fat, sugar, salt and insufficient fibre and want to lose some weight.

You have suggested that they alter some of the ingredients in the recipes they use to reduce or replace the unhealthy ingredients.

Task 1 (AC 1.1–1.4)

Produce a poster or leaflet that lists the key nutrients in our diet. The poster/leaflet should:

- define what is meant by a balanced diet
- identify the key nutrients that make up a balanced diet
- give examples of foods high in these nutrients.
- give examples of ways that a balanced diet can contribute to staying healthy.

Types of evidence

- Poster or leaflet.

Grading descriptors

Assessment Criteria	Pass	Merit	Distinction
1.1 Define what is meant by a balanced diet	Learners will provide a basic definition of what is meant by a balanced diet	Learners will provide a clear definition of what is meant by a balanced diet	No Distinction for this AC
1.2 Identify nutrients that make up a balanced diet	Learners will identify a limited range of nutrients that make up a balanced diet	Learners will identify a range of nutrients that make up a balanced diet	Learners will identify a wide range of nutrients that make up a balanced diet
1.3 Give examples of foods high in these nutrients	Learners will give a limited range of examples of foods high in these nutrients	Learners will give a range of examples of foods high in these nutrients	Learners will give a wide range of examples of foods high in these nutrients
1.4 Give examples of ways that a balanced diet can contribute to staying healthy	Learners will give a limited range of examples of ways that a balanced diet can contribute to staying healthy	Learners will give a range of examples of ways that a balanced diet can contribute to staying healthy	Learners will give a wide range of examples of ways that a balanced diet can contribute to staying healthy

Unit 03 Exploring balanced diets (M/506/7552) (cont'd)**Task 2 (AC 2.1, 2.2)**

Write an explanation of what the traffic light symbols on food packaging mean. Include information about the definition of RI. Also add information about the listing of ingredients that will identify any of the known allergens.

This should:

- include an example of a food label with traffic light symbols and ingredients listings
- outline the meaning of each colour of the traffic light system used on food label
- explain how an understanding of Reference Intake can help us to make healthy food choice
- explain how listing ingredients on a food label can help people with allergies
- give an explanation of how these symbols and ingredients can help people to eat healthily.

Types of evidence

- Annotated food labels.

Grading descriptors

Assessment Criteria	Pass	Merit	Distinction
2.1 Outline the meaning of RI/GDA	Learners will provide a basic outline of what is meant by RI/GDA	Learners will provide a clear outline of what is meant by RI/GDA	No Distinction for this AC
2.2 Outline how food labels can inform healthy eating for different groups of people	Learners will provide a basic outline of how food labels can inform healthy eating for different groups of people	Learners will provide a clear outline of how food labels can inform healthy eating for different groups of people	Learners will provide a detailed outline of how food labels can inform healthy eating for different groups of people

Unit 03 Exploring balanced diets (M/506/7552) (cont'd)**Task 3 (A.C 3.1, 3.2)**

Select two recipes that your friend's parents use.

Identify all the unhealthy ingredients in the recipes and explain why they are not suitable for someone who is trying to lose weight.

Make some suggestions for replacement ingredients that will make the final dishes healthier.

Types of evidence

- Annotated recipes showing suggested alternative ingredients
- Explanations of how the suggested changes will make the recipe healthier.

Grading descriptors

Assessment Criteria	Pass	Merit	Distinction
3.1 Identify healthy and less healthy features of a given recipe	Learners will identify a limited range of healthy and less healthy features of a given recipe	Learners will identify a range of healthy and less healthy features of a given recipe	Learners will identify a wide range of healthy and less healthy features of a given recipe
3.2 Give examples of how a given recipe could be changed to make it healthier	Learners will give a limited range of examples of how a given recipe could be changed to make it healthier	Learners will give a range of examples of how a given recipe could be changed to make it healthier	Learners will give a wide range of examples of how a given recipe could be changed to make it healthier

Unit 04 Plan and produce dishes in response to a brief (T/506/7553)

Internal assessment tasks

This unit will give learners the opportunity to bring together their learning and skills developed throughout the course to produce a menu in response to a brief. Learners will plan, make and review their completed dishes.

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

You should:

- plan, prepare and cook a meal to meet the set brief
- demonstrate safe and hygienic working practices
- when you have finished, review the menu and the dishes and give examples of how you met the brief.

Task 1 (AC 1.1–1.3)

- state what you have to do to meet the brief
- identify a suitable menu
- write an action plan to make the dishes.

Types of evidence:

- notes
- action plan.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Identify the requirements of a set brief	Learners will identify the requirements of a set brief	Learners will identify the requirements of a set brief showing a clear understanding	Learners will identify the requirements of a set brief showing a detailed understanding
1.2 Identify a menu of dishes for the brief	Learners will identify a menu of dishes for the brief	Learners will identify a menu of suitable dishes for the brief	Learners will identify a menu of realistic dishes for the brief
1.3 Identify a plan of action for making the dishes	Learners will identify a basic plan of action for making the dishes	Learners will identify a clear plan of action for making the dishes	Learners will identify a detailed plan of action for making the dishes

Unit 04 Plan and produce dishes in response to a brief (T/506/7553) (cont'd)**Task 2 (AC 2.1–2.5)**

- prepare yourself for cooking
- prepare your work area for cooking
- prepare and use your ingredients to cook your menu
- demonstrate good health and safety working practices throughout.

Types of evidence:

- annotated action plan
- annotated photographs
- witness statements
- Teacher observation checklist
- annotated recipes.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
2.1 Demonstrate how to prepare themselves for cooking	Learners will demonstrate how to prepare themselves for cooking	No Merit for this AC	No Distinction for this AC
2.2 Demonstrate how to prepare the environment for cooking	Learners will demonstrate how to prepare the environment for cooking	No Merit for this AC	No Distinction for this AC
2.3 Demonstrate how to prepare ingredients	Learners will demonstrate how to prepare ingredients	Learners will demonstrate how to prepare ingredients with confidence	Learners will demonstrate how to prepare ingredients effectively
2.4 Use ingredients to make dishes on the menu	Learners will use ingredients to make dishes on the menu	Learners will confidently use ingredients to make dishes on the menu	Learners will effectively use ingredients to make dishes on the menu
2.5 Demonstrate health and safety working practices throughout	Learners will demonstrate health and safety working practices throughout	No Merit for this AC	No Distinction for this AC

Unit 04 Plan and produce dishes in response to a brief (T/506/7553) (cont'd)**Task 3 (AC 3.1–3.4)**

Once the meal has been served, review your work and produce a report.

You should identify:

- strengths and weaknesses of your menu
- strengths and weaknesses of your planning and preparation process
- strengths and weaknesses of your completed dishes
- examples of how the brief has been met.

Types of evidence:

- report
- annotated menu
- annotated action plan
- peer review
- tasting review notes.

Grading descriptors

Assessment criteria	Pass	Merit	Distinction
3.1 Identify the strengths and weaknesses of the chosen dishes on the menu	Learners will identify the basic strengths and weaknesses of the chosen dishes on the menu	Learners will clearly identify the strengths and weaknesses of the chosen dishes on the menu giving reasons	Learners will fluently identify the strengths and weaknesses of the chosen dishes on the menu justifying reasons
3.2 Identify the strengths and weaknesses of the planning and preparation process	Learners will identify the basic strengths and weaknesses of the planning and preparation process	Learners will clearly identify the strengths and weaknesses of the planning and preparation process	Learners will clearly identify the strengths and weaknesses of the planning and preparation process justifying reasons
3.3 Identify the strengths and weaknesses of the completed dishes	Learners will identify the basic strengths and weaknesses of the completed dishes	Learners will clearly identify the strengths and weaknesses of the completed dishes	Learners will clearly identify the strengths and weaknesses of the completed dishes justifying reasons
3.4 Give examples of how the brief has been met	Learners will give basic examples of how the brief has been met	Learners will give clear examples of how the brief has been met	Learners will give detailed examples of how the brief has been met

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