



Non-Exam Assessment

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

Learner version

September 2023 release

Past paper

V1.0

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Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires the learner 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 them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute **60%** towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner must not start the NEA until they have been taught the full course, to ensure that they 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 that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives 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 she / he 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 learners to show that they 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 learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

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

Information for learners

Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that will contribute **60%** towards your overall qualification grade. It takes the form of a synoptic project that will require you to draw on your knowledge and understanding of the entire qualification, it is therefore important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world-situation.

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

Assessment objective (AO)
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 skills and 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 assessment is **96**.
- The maximum completion time for this NEA is **16 hours and 30 minutes** (plus **2 hours** preparation and research time).
- All of the work you submit **must** be your own.

Resources

- You have been provided with the following documents to use during the assessment:
 - 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 non-exam assessment (NEA), you are permitted to spend a maximum of **2 hours** to undertake research and develop a pack of resources 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 resource 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 task instructions).

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

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed
- 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 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 given to one task to rework previous tasks up to the maximum allowed time.

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.

Do not turn over until your assessor tells you to do so.

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Do not turn over until the assessor tells you to do so.

Project Brief

You work in the kitchen of a busy bakery and café, famous in the local area for the wide range of pies and tarts on its menu. The owners want to include more fresh, local, seasonal ingredients and to create links with farms in the area. They want to include as many of these seasonal ingredients into their featured recipes throughout the year.

The owners are concerned that pies are seen as not being a healthy food product. They have asked you to create a range of healthier pies to attract new customers. They would like you to focus on their best seller first, a creamy chicken and mushroom pie (recipe provided in Appendix 1). The owners want the recipe to be adapted to follow the 8 UK Government healthy eating tips where appropriate. The pie is still to have good sensory characteristics and visual appeal.

The owners are considering offering a 'Junior Diners' deal for groups of children due to a lack of child friendly restaurants in the area. There are so many fast food and finger foods on the market and the idea is to encourage sit down dining and healthier menu choices. You are being given **2 hours** in the kitchen to trial your ideas for a new 2 course menu. You need to plan and prepare either a starter and a main course or a main course and a dessert.

One of the owner's friends was diagnosed with type 2 diabetes, a health condition that affects their food choices and the owner would also like you to make a suitable cake or dessert that uses fruit or vegetables. They want this item to be on the menu all year round so are asking that you use canned, frozen or dried fruit and / or vegetables. This will make sure ingredients are available all year round and could also help to keep costs down as some fresh fruit and vegetables can be expensive and have a short shelf-life.

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	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: Plan the recipe amendments for the creamy chicken and mushroom pie: • for adults aged 20 to 65 • considering the 8 UK Government healthy eating tips where relevant • showing consideration of seasonal local ingredients. Provide the amended recipe, giving reasons for your choices of alternative ingredients and any other recipe amendments. You should also explain how you have improved the nutritional content of the dish to support a balanced diet. You are permitted to use the internet to research alternative ingredients only. [12 marks]	
Evidence	A word-processed or hand-written document which includes: • a revised healthier creamy chicken and mushroom pie recipe including any serving suggestions • reasons for choice of ingredients made when amending the recipe • nutritional information, relevant to the amended dish. Make it clear why the amended recipe is healthier and suitable for someone follows a balanced diet and the 8 UK Government healthy eating tips • examples of how you have considered the taste and texture of your amended recipe • a copy of your internet browsing which shows the sites visited during the task.

Task 2 (a)

Preparing and cooking an amended recipe	
Maximum time	2 hours and 30 minutes
Content areas assessed	1. Health and safety relating to food, nutrition and the environment 5. Food preparation, cooking skills and techniques
Assessment objectives	AO4 – 12 marks
You are required to: Demonstrate your preparation, cooking (techniques and methods) and presentation skills by creating your amended creamy chicken and mushroom pie: • for adults aged 20 to 65 • considering the 8 UK Government healthy eating tips where relevant • showing consideration of seasonal local ingredients for adults aged 20 to 65. You should also demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish. You are not expected to make any side dishes or serving suggestions. You are not permitted to use the internet whilst you complete this task. Additional information: You will need photographs for all stages of the creamy chicken and mushroom pie (preparation, cooking techniques, methods and presentation). You may ask someone else to take the photographs for you (such as another member of the class or tutor) as long as the annotations are only added by yourself. The annotated photographs only require 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 or hand-written document which includes: • annotated photographs explaining what preparation, cooking (techniques and methods) and presentation processes you were completing and why. These can be annotated after the creamy chicken and mushroom pie is complete • annotated photographs showing safe and hygienic working practices which can be annotated after the dish is complete • a photograph of the completed dish. To be completed by the assessor: • Record of Learner Observation form.

Task 2 (b)

Evaluating an amended recipe	
Maximum time	1 hour and 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. Food recipe development
Assessment objectives	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 creamy chicken and mushroom pie. This should include examples of how you could improve your completed, amended dish and any chosen serving suggestions. You are not permitted to use the internet whilst you complete this task. [12 marks]	
Evidence	A word-processed or hand-written document which includes: - an annotated photograph of the completed dish which evaluates the presentation - an evaluation of your preparation and cooking (techniques and methods) skills, and the overall outcome of the completed creamy chicken and mushroom pie.

Task 3 (a)

Menu and action planning a 2-course menu	
Maximum time	2 hours and 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	AO1 – 4 marks AO2 – 8 marks
You are required to: Plan a 2-course menu items for the proposed ‘Junior Diners’ deal for children aged 5 to 10 years old. This must be completed in the time you have been allocated for trialling your ideas. You will need to: • plan two courses and each course must: ○ contain at least one of the five a day ○ demonstrate a range of preparation and cooking skills ○ show consideration of nutritional needs of the age group • create an action plan for the 2-course menu you have chosen (this must be prepared and cooked within a set, continuous 2-hour period). You are not permitted to plan and cook the same dish as you created for Task 2 (a). You are permitted to use the internet to research ingredients only. [12 marks]	
Evidence	A word-processed or hand-written document which includes: • a 2-course menu which shows your selected dishes • a completed action plan • a copy of your internet browsing which shows the sites visited during the task.

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Please turn over for the next task.

Task 3 (b)

Preparing and cooking a 2-course menu	
Set time for cooking	2 hours The cooking requirements of the task must be completed under controlled conditions of a set 2 hours only.
Maximum time for annotation	1 hour This is to complete the annotations on your photographs.
Content areas assessed	1. Health and safety relating to food, nutrition and the cooking environment 5. Food preparation, cooking skills and techniques
Assessment objectives	AO4 – 12 marks
You are required to: • follow your action plan to prepare, cook and present the 2-course menu • demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish • demonstrate your ability to amend the sequence or timing of the action plan if necessary and only if it will lead to a better outcome for the 2-course menu. You are not permitted to use the internet whilst you complete this task. Additional information: You will need photographs for all stages of the menu (preparation, cooking techniques, methods and presentation) but you are not required to annotate them during the set 2 hours. You can ask someone else to take the photographs for you (such as another member of the class or tutor). This is to allow you to focus on completing the preparation, cooking and presentation of the dishes. After you have completed cooking the 2-course menu, you will have time to annotate your photographs. For your annotations for the photographs, you only need to explain what you were doing (and why) at that point in the process. You do not need to evaluate your skills, as this is the key focus of the next task. [12 marks]	
Evidence	A word-processed or hand-written document which includes: • an amended action plan (if you make any changes)

	• annotated photographs explaining what preparation, cooking (techniques and methods) and presentation processes you were completing and why. These will be annotated after the 2-course menu is complete • annotated photographs showing safe and hygienic working practices • photographs of the completed dishes. To be completed by the assessor: • Record of Learner Observation form.
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Task 3 (c)

Evaluating a 2-course menu	
Maximum time	1 hour and 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	AO3 – 4 marks AO5 – 8 marks
You are required to: Analyse and evaluate: • your application of menu and action planning (including any changes made to your action plan if any were made) • your application of preparation, cooking (methods and techniques) and presentation skills, including examples of how to improve • the overall outcome of your completed dishes. You are not permitted to use the internet whilst you complete this task. [12 marks]	
Evidence	A word-processed or hand-written document which includes: • annotated photographs of the completed dishes which evaluates the presentation of the dishes • an evaluation of your preparation and cooking (techniques and methods) skills, and the overall outcome of the completed 2-course menu.

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Please turn over for the next task.

Task 4 (a)

Preparing and cooking a dish suitable for someone with a food related health condition	
Maximum time	2 hours and 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. Preparation, cooking skills and techniques
Assessment objectives	AO4 – 12 marks
One of the owner's friends was diagnosed with type 2 diabetes, a health condition that affects their food choices. You are required to: choose, plan and prepare a suitable cake or dessert that: • uses canned, frozen or dried fruit and / or vegetables • is suitable for someone with type 2 diabetes • has good sensory properties whilst being easy to incorporate into their diet. You should also demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish. You are not permitted to prepare and cook the same dishes created for Task 2 (a) and 3 (b). You are permitted to use the internet to research ingredients only. Additional information: You will need photographs for all stages of the cake or dessert (preparation, cooking techniques, methods and presentation). You can ask someone else to take the photographs for you (such as another member of the class or tutor) as long as the annotations are only added by yourself. The annotated photographs only need 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 or hand-written document which includes: • annotated photographs explaining what preparation, cooking (techniques and methods) and presentation processes you were completing and why. These can be annotated after the cake or dessert is complete

	• annotated photographs showing safe and hygienic working practices which can be annotated after the cake or dessert is complete • photographs of the completed dish • a copy of your internet browsing which shows the sites you visited during the task. To be completed by the assessor: • Record of Learner Observation form.
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Past paper

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	AO3 – 12 marks
You are required to: Analyse and evaluate your cake or dessert suitable for someone with type 2 diabetes. This should include both: • an evaluation of the nutritional content of the cake or dessert suitable for someone with type 2 diabetes • an evaluation of the outcome of the completed dish in terms of the other requirements of the café owner (as detailed in the project brief). You are not permitted to use the internet whilst you complete this task. Additional information: You are not required to evaluate your preparation, cooking (techniques and methods) and presentation skills for this task. The focus is on the suitability of the cake or dessert for type 2 diabetic customers and other requirements of the café owner. [12 marks]	
Evidence	A word-processed or hand-written evaluation.

This is the end of the Non-Exam Assessment.

Appendix 1

Set dish recipe - Creamy chicken and mushroom pie

Filling

50g salted butter (plus extra to grease the dish)
1 onion, finely sliced
1 clove of fresh garlic, crushed
250g diced chicken thighs
50g streaky bacon, diced
50g mushrooms, quartered
2 tablespoons of plain flour
150ml chicken stock (made with boiling water and a chicken stock cube)
75ml double cream
50g mascarpone cheese
1 tablespoon of wholegrain mustard
Fresh parsley or thyme
Salt and black pepper

Pastry

150g plain flour
¼ teaspoon of salt
50g cold salted butter, diced
25g cold lard, diced
3-5 tablespoons of ice cold water
Sea salt for decoration
1 beaten egg to glaze

Method

1. Pre heat the oven to 220°C / gas 7.
2. Melt the butter in a pan over a low heat. Add the chicken and cook for 5 minutes then add the onion, garlic, bacon, mushrooms, salt and pepper. Cook for 10-15 mins until the chicken and bacon are fully cooked and the onions have softened.
3. Stir in the flour and cook for 3 mins until the mix resembles a paste.
4. Pour in the hot chicken stock, cream, mustard and mascarpone. Bring to a simmer. Add fresh herbs. Season to taste, remove from the heat and leave to cool.
5. To make the pastry, rub the butter and lard into the flour with a large pinch of salt until completely combined.
6. Add 3-5 tbsp ice-cold water, and bring together into a dough using your hands, adding a little more water if needed. Chill / rest the pastry for 5 minutes.
7. Butter a deep pie dish or 20cm loose-bottomed cake tin.
8. Roll two-thirds of the pastry out until large enough to line the tin with some pastry overhanging. Line the tin with the pastry, then spoon in the cooled filling.
9. Roll out the remaining pastry until large enough to cover the pie. Brush the edge of the pastry with water, then drape over the pie to close it. Trim the edge, then press with a fork to seal. Add any desired finish and glaze the top with beaten egg. Sprinkle sea salt over the top of the crust.
10. Bake for 35 - 40 minutes until deep golden colour.
11. Serving suggestion; serve hot or cold with a side dish of potato wedges. Serves 4.

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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:	
Task(s) 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:	

NB: Once completed, the declaration of authenticity must be stored securely within the centre, in line with the following NCFE Regulations for Conduct of NEA. 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 read more www.ncfe.org.uk/legal-information.

Please tick the option that applies, sign and date in the box 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

- 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

- 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 signature	Date

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