

# all you need to know.

## **Qualification Specification**

NCFE Level 2 Certificate in Food and Cookery Skills  
(603/3911/1)

Version 1.0 February 2019

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# Section 1

## Qualification overview

## Qualification overview

### Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Food and Cookery Skills .

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification, please check the issue date in the page headers against that of the qualification specification on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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## Things you need to know

Qualification number (QN)	603/3911/1
Aim reference	60339111
Total Qualification Time (TQT)	180
Guided Learning Hours (GLH)	120
Level	2
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

### Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Teacher or other appropriate provider of education or training.

## About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/3911/1.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

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## Qualification purpose

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking skills and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

This qualification will:

- focus on an applied study of the food and cookery sector
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills.

## Qualification objectives

The objective of this qualification is to:

- prepare and cook using basic skills
- understand food and its functions in the body and in recipes
- understand balanced diets and modification of recipes for health
- plan and produce dishes for a purpose.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- planning
  - research skills
  - communication
  - problem solving skills
  - health and safety.
-

## Achieving this qualification

To be awarded the Level 2 Certificate in Food and Cookery Skills, learners are required to successfully complete 4 **graded** mandatory units.

### Mandatory units

Unit number	Unit title	Graded
Unit 01	Preparing to cook	Yes
Unit 02	Understanding food	Yes
Unit 03*	Exploring balanced diets	Yes
Unit 04	Plan and produce dishes in response to a brief	Yes

\*Please note: When claiming this unit on the Portal the unit code will be displayed as K/506/5038/1. This is for the purpose of our internal system only. The regulated unit code is K/506/5038.

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit [www.ncfe.org.uk/units](http://www.ncfe.org.uk/units) for further information.

To achieve the Level 2 Certificate in Food and Cookery Skills, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

This qualification is graded. For further information about grading and submitting these grades to NCFE, please see Section 3.

A partial certificate can be requested for learners who don't achieve their full qualification but have achieved at least one whole unit.

### Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills', such as team working, independent learning and problem solving, to more tricky-to-measure skills, such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.



## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

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## Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

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## Entry guidance

This qualification is designed for learners aged 14–16 in schools and colleges but is also accessible for learners post-16.

There are no specific recommended prior learning requirements for this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Progression opportunities

Learners could progress to this qualification from:

- other V Cert qualifications:
  - Level 1 Certificate in Food and Cookery Skills

Learners who achieve this V Cert qualification could progress onto further Level 3 qualifications and A levels, such as:

- Advanced GCE in Design and Technology: Food Technology
- Diploma in Advanced Professional Cookery (Preparation and Cooking)
- Certificate in Hospitality and Catering Principles
- Professional Cookery Studies

It may also be useful to those studying qualifications in the following sectors/subjects:

- catering
  - hospitality
  - food technology.
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## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications [register.ofqual.gov.uk](http://register.ofqual.gov.uk) and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

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## Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

## Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk) or can be requested from the Customer Support team on 0191 239 8822 or by emailing [schools@ncfe.org.uk](mailto:schools@ncfe.org.uk).

## Customer Support team

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact Customer Support on 0191 239 8822 or email [schools@ncfe.org.uk](mailto:schools@ncfe.org.uk).

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## Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

## Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels, from entry level right through to higher education or the workforce, with supporting qualifications along the way.

## Fees and Pricing

The current Fees and Pricing Guide is available on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

## Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information, please contact our Quality Assurance team on 0191 239 8000.

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## Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on our website for more information and to see what is available for this qualification.

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# Section 2

## Unit content and assessment guidance

## Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- guided learning hours
- level
- an indication of whether a unit is graded or not
- an indication of whether a unit is mandatory or optional.

Following the unit summary, there's detailed information for each unit containing:

- learning outcomes
- grading descriptors
- delivery and assessment information (including types of evidence for internal assessment/assessment guidance).

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification, please contact our Product Development team on 0191 239 8000.

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## Unit 01 Preparing to cook (D/506/5036)

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<b>Unit summary</b>	This unit aims to introduce learners to the safe and hygienic preparation of the cooking environment and ingredients. Learners will understand the importance of how to prepare and store equipment and utensils. Learners will learn to understand and follow recipes to demonstrate their cooking skills to produce a variety of dishes.
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Grading</b>	This unit is graded

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### Learning outcome 1

The learner will:

- 1 Understand how to prepare self and the environment for cooking

The learner can:

- 1.1 Describe safe and hygienic working practices to prepare self for cooking
  - 1.2 Describe safe and hygienic working practices to prepare the **cooking environment**
  - 1.3 Assess **potential risks and hazards** in the cooking environment
- 

### Learning outcome 2

The learner will:

- 2 Understand how to prepare and store equipment and utensils

The learner can:

- 2.1 Describe the uses of cooking equipment and utensils
  - 2.2 Describe how to prepare equipment and utensils for cooking
  - 2.3 Describe safe cleaning and storage of equipment and utensils
-

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

### Learning outcome 3

The learner will:

- 3 Understand recipes for cooking

The learner can:

- 3.1 Describe the purpose of a recipe  
3.2 Identify the **stages** of a recipe  
3.3 Describe the **purpose** of different ingredients in a recipe  
3.4 Describe **cooking skills**
- 

### Learning outcome 4

The learner will:

- 4 Be able to use skills for food preparation and cooking

The learner can:

- 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking  
4.2 Demonstrate how to follow recipes  
4.3 Demonstrate **cooking skills**  
4.4 Demonstrate safe use of equipment and utensils  
4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils
- 

## Range

- 1.2 **Cooking environment:** eg home, school, catering kitchen, food production factory
- 1.3 **Potential risks and hazards:** food safety eg bacteria and personal hygiene. Hazard safety eg cuts, burns, scalds, slips, trips and falls
- 3.2 **Stages:** eg ingredients, preparation, method, timings
- 3.3 **Purpose:** eg aeration, thickening, shortening, aesthetics, taste
- 3.4, 4.3 **Cooking skills:** in addition to basic skills the following could be evidenced eg roasting, steaming, poaching, sautéing, stewing, casserole, sauce making
-

## Assessment guidance

### Delivery and assessment

**Assessment criteria:** 1.1– 4.5

**Additional information:** the Teacher could provide recipes for the learner or these may be supplied by the learner. This can be the same recipe for the full group but each learner must provide evidence of how they've met the assessment criteria.

It's expected that learners will have the opportunity to demonstrate their practical skills across a minimum of 6 dishes during the course of the unit and the evidence provided must be from a range of the dishes produced.

Photographs used as evidence must be annotated and be clearly labelled and attributed to the learner. If a checklist is used, it could cover the whole practical experience across the unit. It's not necessary to have a checklist from every practical session.

If a witness statement is used, it should be coupled with other evidence to support the witness statement and not be used as the sole method of assessment.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

Evidence could include:

- learner notes, diagrams, annotated photographs, report, audio-visual evidence, witness statements, observation checklist, annotated recipes, learner-completed risk assessments, recipes, tasting review notes



**Grading descriptors – Unit 01 Preparing to cook (D/506/5036)**

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Describe safe and hygienic working practices to prepare self for cooking</b>	Learners will describe safe and hygienic working practices to prepare self for cooking	Learners will clearly describe safe and hygienic working practices to prepare self for cooking	Learners will perceptively describe safe and hygienic working practices to prepare self for cooking
<b>1.2 Describe safe and hygienic working practices to prepare the cooking environment</b>	Learners will describe safe and hygienic working practices to prepare the cooking environment	Learners will clearly describe safe and hygienic working practices to prepare the cooking environment	Learners will perceptively describe safe and hygienic working practices to prepare the cooking environment
<b>1.3 Assess potential risks and hazards in the cooking environment</b>	Learners will assess potential risks and hazards in the cooking environment	Learners will clearly assess potential risks and hazards in the cooking environment	Learners will perceptively assess potential risks and hazards in the cooking environment
<b>2.1 Describe the uses of cooking equipment and utensils</b>	Learners will describe the uses of cooking equipment and utensils	Learners will describe in detail the uses of cooking equipment and utensils	Learners will comprehensively describe the uses of cooking equipment and utensils
<b>2.2 Describe how to prepare equipment and utensils for cooking</b>	Learners will describe how to prepare equipment and utensils for cooking	Learners will describe in detail how to prepare equipment and utensils for cooking	Learners will comprehensively describe how to prepare equipment and utensils for cooking

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

Assessment criteria	Pass	Merit	Distinction
<b>2.3 Describe safe cleaning and storage of equipment and utensils</b>	Learners will describe safe cleaning and storage of equipment and utensils	Learners will describe in detail safe cleaning and storage of equipment and utensils	Learners will comprehensively describe safe cleaning and storage of equipment and utensils
<b>3.1 Describe the purpose of a recipe</b>	Learners will describe the purpose of a recipe	Learners will describe in detail the purpose of a recipe	No Distinction for this AC
<b>3.2 Identify the stages of a recipe</b>	Learners will identify the stages of a recipe	No Merit for this AC	No Distinction for this AC
<b>3.3 Describe the purpose of different ingredients in a recipe</b>	Learners will describe the purpose of different ingredients in a recipe	Learners will describe in detail the purpose of different ingredients in a recipe	Learners will comprehensively describe the purpose of different ingredients in a recipe
<b>3.4 Describe cooking skills</b>	Learners will describe cooking skills	Learners will describe cooking skills in detail	Learners will comprehensively describe cooking skills

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

Assessment criteria	Pass	Merit	Distinction
4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking	Learners will demonstrate safe and hygienic working practices to prepare self and environment for cooking	No Merit for this AC	No Distinction for this AC
4.2 Demonstrate how to follow recipes	Learners will demonstrate how to follow recipes	Learners will confidently demonstrate how to follow recipes	Learners will skilfully demonstrate how to follow recipes
4.3 Demonstrate cooking skills	Learners will demonstrate cooking skills	Learners will confidently demonstrate cooking skills	Learners will skilfully demonstrate cooking skills
4.4 Demonstrate safe use of equipment and utensils	Learners will demonstrate safe use of equipment and utensils	No Merit for this AC	No Distinction for this AC
4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils	Learners will demonstrate safe and hygienic cleaning and storage of equipment and utensils	No Merit for this AC	No Distinction for this AC

## Unit 02 Understanding food (H/506/5037)

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<b>Unit summary</b>	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.
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Grading</b>	This unit is graded

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### Learning outcome 1

The learner will:

- 1 Understand the sources of food

The learner can:

- 1.1 Describe the **main food groups**
  - 1.2 Describe **sources** of foods from each main food group
  - 1.3 Explain how seasons affect food availability
- 

### Learning outcome 2

The learner will:

- 2 Understand factors affecting food choices

The learner can:

- 2.1 Describe how **social factors** affect food choices
  - 2.2 Describe how **environmental factors** affect food choices
  - 2.3 Describe how **cost factors** affect food choices
  - 2.4 Describe how **sensory factors** affect food choices
-

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

Learning outcome 3

The learner will:

3 Be able to make informed choices when using food for cooking

The learner can:

- 3.1 Compare ingredients to inform choice of recipes for **given dishes**
- 3.2 Apply choices of ingredients to make given dishes
- 3.3 **Evaluate** completed dishes

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### Range

#### 1.1 Main food groups:

- bread, potato, rice, pasta and other starchy foods
- meat, fish, eggs, beans and other non-dairy sources of protein
- fruit and vegetables
- milk and dairy foods
- food and drinks high in fat and/or sugar

1.2 **Sources:** eg farm-grown, reared, country of origin, processed, manufacturing

2.1 **Social factors:** eg cultural, locality, accessibility, Fairtrade, personal

2.2 **Environmental factors:** eg food miles, carbon footprint, pesticides, weather, organic

2.3 **Cost factors:** eg availability, quality, varieties, brands, composition

2.4 **Sensory factors:** eg taste, texture, appearance, smell

3.1 **Given dishes:** eg pasta dish, fruit dish, meat dish

3.3 **Evaluate:** eg choices of ingredients and their effect, cost, taste, appearance, smell, texture, ways to improve the dish

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## Assessment guidance

### Delivery and assessment

**Assessment criteria:** 1.1–3.3

**Additional information:** the Teacher must suggest a different dish, eg pasta, fruit, meat, for each practical session. This can be the same suggestion for the full group but each learner must provide evidence of how they've individually met the assessment criteria.

Learners are expected to make their own choices of recipe and ingredients. Learners should be encouraged to taste their own dishes to inform their review using appropriate terminology.

Learners should have the opportunity to demonstrate their practical skills across a minimum of 6 dishes during the course of the unit and the evidence provided must be from a range of the dishes produced.

Photographs used as evidence must be annotated and be clearly labelled and attributed to the learner.

If a witness statement is used, it should be coupled with other evidence to support the witness statement and not be used as the sole method of assessment.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

Evidence could include:

- learner notes, diagrams, annotated photographs, report, audio-visual evidence, witness statements, recipes, tasting review notes

Grading descriptors – Unit 02 Understanding food (H/506/5037)

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Describe the main food groups</b>	Learners will describe the main food groups	Learners will clearly describe the main food groups	Learners will comprehensively describe the main food groups
<b>1.2 Describe sources of foods from each main food group</b>	Learners will describe sources of foods from each main food group	Learners will clearly describe sources of foods from each main food group	Learners will comprehensively describe sources of foods from each main food group
<b>1.3 Explain how seasons affect food availability</b>	Learners will explain how seasons affect food availability	Learners will explain in detail how seasons affect food availability	No Distinction for this AC
<b>2.1 Describe how social factors affect food choices</b>	Learners will describe how social factors affect food choices	Learners will describe in detail how social factors affect food choices	Learners will comprehensively describe how social factors affect food choices
<b>2.2 Describe how environmental factors affect food choices</b>	Learners will describe how environmental factors affect food choices	Learners will describe in detail how environmental factors affect food choices	Learners will comprehensively describe how environmental factors affect food choices

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

Assessment criteria	Pass	Merit	Distinction
<b>2.3 Describe how cost factors affect food choices</b>	Learners will describe how cost factors affect food choices	Learners will describe in detail how cost factors affect food choices	Learners will comprehensively describe how cost factors affect food choices
<b>2.4 Describe how sensory factors affect food choices</b>	Learners will describe how sensory factors affect food choices	Learners will describe in detail how sensory factors affect food choices	Learners will comprehensively describe how sensory factors affect food choices
<b>3.1 Compare ingredients to inform choice of recipes for given dishes</b>	Learners will compare ingredients to inform choice of recipes for given dishes	Learners will compare ingredients to inform choice of recipes for given dishes with critical understanding	Learners will compare ingredients to inform choice of recipes for given dishes with critical judgement
<b>3.2 Apply choices of ingredients to make given dishes</b>	Learners will apply choices of ingredients to make given dishes	Learners will apply choices of ingredients to confidently make given dishes	Learners will apply choices of ingredients to skilfully make given dishes
<b>3.3 Evaluate completed dishes</b>	Learners will evaluate completed dishes	Learners will evaluate completed dishes with critical understanding	Learners will evaluate completed dishes with critical judgement



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

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<b>Unit summary</b>	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.
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Grading</b>	This unit is graded

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#### Learning outcome 1

The learner will:

- 1 Understand the importance of a **balanced diet**

The learner can:

- 1.1 Explain what is meant by a balanced diet
- 1.2 Describe the **nutrients** that make up a balanced diet
- 1.3 Explain nutrients requirements for different **groups of people**
- 1.4 Explain **healthy eating advice**
- 1.5 Explain how **nutritional information** on food labels can inform healthy eating
- 1.6 Assess a food diary and make **recommendations**

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The learner will:

- 2 Be able to change recipes to make them healthier

The learner can:

- 2.1 Assess a **recipe** in terms of its contribution to healthy eating
  - 2.2 Explain how the recipe could be changed to make the finished dish healthier
  - 2.3 Describe **other factors** that could affect the finished dish
-

## Range

- 1.1 **Balanced diet:** to include portion control, water intake and dietary fibre, RI/GDAs etc
  - 1.2 **Nutrients:** macro (carbohydrates, fats, proteins), micro (vitamins A, B group C and D), minerals (irons and calcium), source, function, deficiency
  - 1.3 **Groups of people:** age (babies and toddlers, pre-schoolers, children, teenagers, adults, older), gender, activity level, health conditions (lactose intolerance, nut allergy, coronary heart disease, vegans)
  - 1.4 **Healthy eating advice:** current UK government guidelines on, for example, fat, salt, fibre, and fruit and vegetables.
  - 1.5 **Nutritional information:** eg fat content, calorie content, serving size
  - 1.6 **Recommendations:** including current healthy advice, individual requirements for a balanced diet, RI/GDAs
  - 2.1 **Recipe:** eg, cooking method, ingredients, portion size, serving suggestion, cost
  - 2.3 **Other factors:** eg taste, texture, moisture, appeal, appearance
-

## Assessment guidance

### Delivery and assessment

**Assessment criteria:** 1.1–2.3

**Additional Information:** learners are expected to choose their own dishes and ingredients, and should be encouraged to do so, but they may be guided by Teachers. They should demonstrate understanding of the assessment criteria for this unit by their explanations of the choice of ingredients for their dishes and any amendments made to the recipes. Learners should also be encouraged to taste their own dishes to inform their review of the final outcome that uses their suggested amendments, and compare it to the original recipe.

Learners should demonstrate a wider range of practical skills using their knowledge of different skills learned in Units 01 and 02, and the accompanying written work should show indications of prior knowledge from the first two units.

Photographic evidence of their completed dishes must be included in the completed work, and these should be annotated and be clearly labelled and attributed to the learner. The photographs should be complemented with other forms of evidence and not be used as the sole type of evidence.

If a witness statement is used it should be coupled with further evidence to support the witness statement.

The learner can use one of the sample tasks provided by NCFE which will cover all the learning outcomes and assessment criteria for this unit, or the Teacher can set their own internally assessed task. If the Teacher decides to write their own assessment they should refer to the 'Internal Assessment Writing and Delivery: Guidance for Centres' document produced by NCFE.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

Evidence could include:

- Learner notes, diagrams, annotated photos, reports, audio-visual evidence, witness statements, tasting review notes.

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

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Explain what is meant by a balanced diet</b>	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
<b>1.2 Describe the nutrients that make up a balanced diet</b>	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
<b>1.3 Explain nutrient requirements for different groups of people</b>	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
<b>1.4 Explain healthy eating advice</b>	Learners will explain healthy eating advice	Learners will explain healthy eating advice in detail	Learners will comprehensively explain healthy eating advice
<b>1.5 Explain how nutritional information on food labels can inform healthy eating</b>	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

Grading descriptors – Unit 03 Exploring balanced diets (K/506/5038) (cont'd)

Assessment criteria	Pass	Merit	Distinction
<b>1.6 Assess a food diary and make recommendations</b>	Learners will assess a food diary and make recommendations	Learners will assess a food diary and make recommendations showing critical understanding	Learners will assess a food diary and make recommendations showing critical judgement
<b>2.1 Assess a recipe in terms of its contribution to healthy eating</b>	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
<b>2.2 Explain how the recipe could be changed to make the finished dish healthier</b>	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
<b>2.3 Describe other factors that could affect the finished dish</b>	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

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

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<b>Unit summary</b>	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.
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Grading</b>	This unit is graded

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### Learning outcome 1

The learner will:

- 1 Be able to plan a menu for a set brief

The learner can:

- 1.1 Assess the requirements of a **set brief**
  - 1.2 Select a menu of dishes for the brief
  - 1.3 Develop a **plan** of action for making the dishes
  - 1.4 Review and revise plan from **feedback**
- 

### Learning outcome 2

The learner will:

- 2 Be able to prepare and make the dishes on the menu

The learner can:

- 2.1 Demonstrate how to prepare themselves and environment for cooking
  - 2.2 Apply the plan to make the dishes on the menu
  - 2.3 Demonstrate cooking skills to make the dishes on the menu
  - 2.4 Demonstrate safe and hygienic working practices throughout
-

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

### Learning outcome 3

The learner will:

- 3 Be able to review the menu and completed dishes

The learner can:

- 3.1 Assess the strengths and weaknesses of the menu
  - 3.2 Assess the strengths and weaknesses of the planning and preparation process
  - 3.3 Assess the strengths and weaknesses of the completed dishes
  - 3.4 **Evaluate** how the brief has been met
- 

### Range

- 1.1 **Set brief:** this can be created by the Teacher or use the produced internal assessment
  - 1.3 **Plan:** to include timings, ingredients, equipment, utensils, order of work, health and safety considerations and skills used
  - 1.4 **Feedback:** eg Teacher, peer, target audience
  - 3.4 **Evaluate:** to include what the learner would change
-

## Assessment guidance

### Delivery and assessment

**Assessment criteria:** 1.1–3.4

**Additional information:** learners are expected to design their own menu and select their own choices of recipes and ingredients without Teacher guidance. Learners should be encouraged to taste their own dishes to inform their review. The brief set by the Teacher must include a minimum of 2 dishes for the menu, which should be produced within approximately 2 hours and give the learner the opportunity to demonstrate a range of cooking skills.

Photographs used as evidence must be annotated, clearly labelled and attributed to the learner.

If a witness statement is used, it should be coupled with other evidence to support the witness statement and not be used as the sole method of assessment.

Where learners review and evaluate their work, they should identify where there is room for improvement. At this level learners should be able to respond to feedback and identify where further improvements are required in the planning, preparation and practical process. Learners should justify their suggested improvements, which could be supported by video.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

Evidence could include:

- learner notes, diagrams, annotated photographs, report, audio-visual evidence, witness statements, observation checklist, annotated photographs, recipes, menu, action plan



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

Assessment criteria	Pass	Merit	Distinction
1.1 Assess the requirements of a set brief	Learners will assess the requirements of a set brief	Learners will assess in detail the requirements of a set brief	Learners will comprehensively assess the requirements of a set brief
1.2 Select a menu of dishes for the brief	Learners will select a menu of dishes for the brief	Learners will select a menu of dishes for the brief showing initiative	Learners will inventively select a menu of dishes for the brief
1.3 Develop a plan of action for making the dishes	Learners will develop a plan of action for making the dishes	Learners will develop a detailed plan of action for making the dishes	Learners will develop a comprehensive plan of action for making the dishes
1.4 Review and revise plan from feedback	Learners will review and revise plan from feedback	Learners will review and revise plan from feedback with critical understanding	Learners will review and revise plan from feedback with critical judgement

Grading descriptors – Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criteria	Pass	Merit	Distinction
<b>2.1 Demonstrate how to prepare themselves and environment for cooking</b>	Learners will demonstrate how to prepare themselves and the environment for cooking	Learners will confidently demonstrate how to prepare themselves and the environment for cooking	Learners will skilfully demonstrate how to prepare themselves and the environment for cooking
<b>2.2 Apply the plan to make the dishes on the menu</b>	Learners will apply the plan to make the dishes on the menu	Learners will confidently apply the plan to make the dishes on the menu	Learners will apply the plan to make the dishes on the menu with sophistication
<b>2.3 Demonstrate cooking skills to make the dishes on the menu</b>	Learners will demonstrate cooking skills to make the dishes on the menu	Learners will confidently demonstrate cooking skills to make the dishes on the menu	Learners will skilfully demonstrate cooking skills to make the dishes on the menu
<b>2.4 Demonstrate safe and hygienic working practices throughout</b>	Learners will demonstrate safe and hygienic working practices throughout	No Merit for this AC	No Distinction for this AC

Grading descriptors – Unit 04 Plan and produce dishes in response to a brief (M/506/5039) (cont'd)

Assessment criteria	Pass	Merit	Distinction
<b>3.1 Assess the strengths and weaknesses of the menu</b>	Learners will assess the strengths and weaknesses of the menu	Learners will assess in detail the strengths and weaknesses of the menu	Learners will comprehensively assess the strengths and weaknesses of the menu
<b>3.2 Assess the strengths and weaknesses of the planning and preparation process</b>	Learners will assess the strengths and weaknesses of the planning and preparation process	Learners will assess in detail the strengths and weaknesses of the planning and preparation process	Learners will comprehensively assess the strengths and weaknesses of the planning and preparation process
<b>3.3 Assess the strengths and weaknesses of the completed dishes</b>	Learners will assess the strengths and weaknesses of the completed dishes	Learners will assess in detail the strengths and weaknesses of the completed dishes	Learners will comprehensively assess the strengths and weaknesses of the completed dishes
<b>3.4 Evaluate how the brief has been met</b>	Learners will evaluate how the brief has been met	Learners will evaluate in detail how the brief has been met	Learners will comprehensively evaluate how the brief has been met

# Section 3

## Assessment and grading

## Assessment and grading

### How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The assessment for the Level 2 Certificate in Food and Cookery Skills consists of an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE

Learners must be successful in **all** components to gain this qualification.

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### Internal assessment

NCFE has created some sample tasks for the internally assessed units. You can contextualise these tasks 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 for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Teacher. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and 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.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each unit of the qualification is internally assessed.

There is compensation built into the calculation of the overall grade of the internally assessed units. This ensures that learners will achieve a grade for each unit that reflects their performance across all Assessment Criteria within that unit. See '*Calculating the unit grade*' for further information.

If a centre chooses to create their 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
- refer to the 'Internal Assessment Tasks: Guidance for Centres' document on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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## Grading information

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction.

### Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each assessment criterion in 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 each assessment criterion. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

The internal assessment component is based on performance of open-ended tasks which are assessed holistically against the grading descriptors to achieve a grade for each assessment criterion. Each unit of the qualification is internally assessed.

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## Calculating the unit grade

To calculate the overall grade for each unit follow these 2 steps:

- Step 1: Award a suitable grade for each Assessment Criteria after selecting the descriptor that best reflects the learner's evidence.
- Step 2: Once the whole unit has been assessed and appropriate grades for each Assessment Criteria selected, the overall grade for the unit can be calculated using the unit grade calculator. The unit grade calculator can be accessed via our website on the qualification page.

The overall grade for the unit is based on the combination of grades awarded for each Assessment Criteria.

Learners must achieve at least a minimum of a pass grade for each Assessment Criteria to pass each unit. An award of a Not Yet Achieved will result in a unit fail.

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## Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards. See our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk) for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit, the unit grades will either be accepted and banked by your External Quality Assurer, or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work, and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

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### Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently, or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

### Awarding the final grade

The final grade for the qualification will be aggregated by combining the grades achieved for each unit. The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction\*.

A Distinction\* grade will be awarded to learners who have consistently achieved a Distinction grade in every unit, which demonstrates the learners' high standard of knowledge, understanding and skill at Level 2.

Learners are required to successfully achieve **4** mandatory units. This equates to **4** grades to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit grades				Final qualification grade
P	P	P	P	P
M	M	M	M	M
D	D	D	D	D*
P	P	P	M	P
P	P	P	D	P
P	M	M	M	M
M	M	M	D	M
P	D	D	D	D
M	D	D	D	D
P	P	M	M	M
P	P	D	D	M
M	M	D	D	D
P	P	M	D	M
P	M	M	D	M
P	M	D	D	M



## Level 2 Overall Qualification Level Grading Descriptors

At Level 2 learners will be given overall direction and guidance but will be able to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. They must be able to understand theories and ideas and be aware of different sources of information that are relevant to the subject.

### Tasks

At Level 2 tasks should be well defined and generally routine, allowing learners to address straightforward problems. They should require a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study and need some technical skills or understanding for their completion.

Learners will take responsibility for completing generally routine tasks and procedures. They will exercise autonomy and judgement with overall direction and guidance. They will be able to identify how effective actions have been and take responsibility for analysis and evaluation.

#### Not Yet Achieved

The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a Pass.

#### Level 2 Pass

The learner will have a detailed understanding of the key concepts but may not be able to make links between them. They will demonstrate some application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a minimum standard with some errors and learners will select and use some appropriate skills and processes.

A range of strengths and weaknesses will be identified, with supporting evidence, and straightforward ways to improve the outcome or process. Evidence will show planning, organisational and investigatory skills in a clear and logical way.

### Level 2 Merit

The learner will have a detailed understanding of the key concepts and will be able to make some links between them. They will demonstrate effective application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that exceeds the minimum standard with few errors and learners will select and use some appropriate skills and processes, giving some explanation for their choices.

The importance of strengths and weaknesses to the overall outcome will be described and the learner will state effective ways to improve the outcome or process.

Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines.

### Level 2 Distinction

The learner will have a detailed understanding of the key concepts and how they interlink. They will demonstrate originality in the consistent, effective application of technical processes, resources, techniques and materials relevant to the vocational area and level of study. Tasks will be completed to a level that far exceeds the minimum standard with few or no errors and learners will select and use appropriate skills and processes, justifying their choices.

Learners will recognise the varying impact of different strengths and weaknesses to overall outcomes and explain effective ways to improve the outcomes or processes.

Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines and to review plans.

### Level 2 Distinction\*

To be awarded a Distinction\* grade learners must have consistently achieved a Distinction grade in every unit. Learners must demonstrate high standards of knowledge, understanding and skills at Level 1.

# Section 4

## Quality assurance

## Quality assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

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### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

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### Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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### Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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## Presenting evidence

### Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly, but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating, we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

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### **Late submissions**

Teachers and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

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# Section 5

## Explanation of terms

## Explanation of terms

This table explains how the terms used at **Level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points...)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Provide</b>	Give relevant information about a subject.



<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# Section 6

## General information

## General information

### Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities policy is available on request.

### Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Teacher, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***