



Non-Exam Assessment: Internal Synoptic Project

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

Learner copy

SAMPLE

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Introduction

The internal, non-exam assessment (NEA) takes the form of an internal synoptic project. It is a formal 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, therefore, should not be entered for the internal synoptic project until they have been taught the full course of study, to ensure that they are in the best position to complete the internal synoptic project 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 s/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 internal synoptic project will test the learners' ability to respond to a real-world situation.

Information for learners

Introduction

The internal, non-exam assessment is a formal 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 should read all task instructions carefully before starting.

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

The non-exam assessment 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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Non-exam assessment: Internal Synoptic Project

Sample

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 internal synoptic project will assess your knowledge and understanding from across the qualification.
- The maximum mark for this assessment is **96**.
- The suggested completion time for this internal synoptic project is **16.5 hours**.
- All of the work you submit **must** be your own.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number

Learner number

Learner signature _____

Project brief

A local chef has asked for your help with updating the restaurant menu. The chef likes to use seasonal produce and is aware of the impact of environmental factors, nutrition, healthy eating and dietary needs. The chef has several regular customers who have a food related health condition and wants to increase their menu options. He is also trying to encourage a younger age group into the restaurant to help increase profit.

The chef would like you to take into consideration all these points and has asked you to plan, prepare, and cook a number of dishes, as well as providing the relevant nutritional information linked to each dish.

Lasagne is one of the most popular dishes and the chef would like you to adapt and amend it to create a healthier version (from the recipe provided) for adults aged 65 or over, who have a coronary heart disease. The recipe for the set dish can be found on the next page (Project brief: Set dish recipe – Lasagne).

The chef would also like you to create a new weekend two-course menu to attract young people aged 13–19 that enables you to demonstrate a range of cooking skills.

The restaurant has several regular customers who are lactose intolerant. You have been asked to create a suitable dessert for these customers, taking their dietary need into consideration.

Project brief: Set dish recipe – Lasagne

Lasagne

200 g/8 oz lasagne sheets (no need to pre-cook)
1 tablespoon of oil
25 g/1 oz of salted butter
25 g/1 oz of plain flour
50 g/2 oz of streaky bacon
100 g/4 oz of chopped onion
50 g/2 oz chopped carrot
50 g/2 oz of celery
250 g/10 oz of minced beef
50 g/2 oz of tomato puree
1 clove of garlic
A large pinch of salt and pepper
A pinch of marjoram
100 g/4 oz of mushrooms
1 tin of chopped tomatoes
120 ml red or white wine
125 ml/4 fl oz beef stock

For the bechamel sauce:

20 fl oz/575 ml of full fat milk
50 g 2 oz plain flour
50 g 2 oz salted butter
2 tablespoons of double cream
100 g/4 oz of parmesan cheese

Method

- Heat the 25 g butter and 1 tablespoon of the oil in pan, add the streaky bacon and cook for 2–3 minutes.
- Add the onion, carrot, celery and cover and cook for 5 minutes.
- Add the minced beef and increase the heat and stir until browned.
- Remove from the heat and add the tomato puree.
- Add the 25 g of flour on the heat and cook out the flour, stirring it so that the flour is combined with ingredients in the pan.
- Add the hot stock a little at a time, beating the mix so it thickens the sauce and there are no lumps.
- Add the wine.
- Add the tinned tomatoes and stir well.
- Add mushrooms, garlic, salt and pepper and marjoram and simmer for 20 minutes to reduce the meat sauce.

Make the bechamel sauce

- Melt the butter in the pan.
- Add the flour, beating it in.
- Cook for a few mins to form a roux.
- Gradually add the warm milk and stir until smooth.
- Simmer for 5 minutes.
- Add 25 g of the parmesan to the sauce and stir until melted.
- Add a little sauce to the double cream and return to the main pan, stirring well to enrich the mixture.

Assemble the lasagne

- Butter an oven proof dish.
- Add a layer of meat sauce.
- Add a layer of lasagne sheets.
- Add a layer of bechamel sauce.
- Repeat each layer.
- Sprinkle the remaining parmesan on top of the bechamel sauce.
- Place in preheated oven 190 °C (or 170 °C for fan ovens), gas mark 5, and bake for 25 minutes.
- Remove from the oven and place under a hot grill until cheese topping is golden brown.
- Serve with garlic bread (optional).

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Assessment tasks

Task 1: Amending a recipe	
Recommended time:	2 hours
Content areas assessed:	3. Food groups, key nutrients and a balanced diet 6. Recipe development
Assessment objectives:	AO1, AO2, AO3
<p>You are required to:</p> <p>Plan the recipe amendments for the lasagne for an adult aged 65 or over, who have a coronary heart disease, which makes use of healthier ingredients and also considers the taste and texture of the completed dish.</p> <p>Provide the chef with your amended recipe and give reasons for your choice of alternative ingredients for the recipe amendments. You should also explain how you have improved the nutritional content of the dish to support a balanced diet.</p> <p>You are permitted to use the internet to research alternative ingredients only.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> • a revised healthy lasagne recipe suitable for someone aged 65 with coronary heart disease • reasons for the choice of ingredients made when amending the recipe • nutritional information, relevant to the amended dish, making it clear why the amended recipe is healthier and suitable for someone aged 65 with coronary heart disease and supports a balanced diet • examples of how you have considered the taste and texture of the amended lasagne • a copy of your internet browsing which shows the site visited during the task.

Task 2 (a): Preparing and cooking an amended recipe	
Recommended time:	2.5 hours
Content areas assessed:	1. Health and safety relating to food, nutrition and the environment 5. Preparation and cooking skills
Assessment objectives:	AO4
<p>You are required to:</p> <p>Demonstrate your preparation, cooking (techniques and methods) and presentation skills by creating your amended lasagne dish for an adult aged 65 or over, who has a coronary heart disease.</p> <p>You should also demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish.</p> <p>You are not permitted to use the internet whilst you complete this task.</p> <p>Additional information:</p> <p>You will need to take pictures for all stages of the lasagne (preparation, cooking techniques, methods and presentation). It is acceptable for you to ask someone else to take the pictures for you (such as another member of the class or tutor) as long as the annotations are only added by yourself.</p> <p>For this part of the task, the annotated images 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.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> • annotated images explaining what preparation, cooking (techniques and methods) and presentation processes you were completing and why. These can be annotated after the lasagne is complete • annotated images showing safe and hygienic working practices which can be annotated after the lasagne is complete • an image of the completed dish. <p>To be completed by the teacher:</p> <ul style="list-style-type: none"> • record of learner observation form.

Task 2 (b): Evaluating an amended recipe	
Recommended time:	1.5 hours
Content areas assessed:	3. Food groups, key nutrients and a balanced diet 5. Preparation and cooking skills 6. Recipe development
Assessment objectives:	AO3 AO5
<p>You are required to:</p> <p>Analyse and evaluate:</p> <ul style="list-style-type: none"> the preparation, cooking (techniques and methods) and presentation skills you have used to create the lasagne, including examples of how you could improve your completed, amended dish. <p>You are not permitted to use the internet whilst you complete this task.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> an annotated image 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 lasagne dish.

Task 3 (a): Menu and action planning for a two-course meal	
Recommended time:	2.5 hours
Content areas assessed:	1. Health and safety relating to food, nutrition and the 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 AO2
<p>You are required to:</p> <ul style="list-style-type: none"> • plan a menu for a two-course meal for young people aged 13 to 19 that you will go on to cook, which meets the requirements of the chef (as detailed in the project brief) • create an action plan for the two-course menu you have planned (this must be prepared and cooked within a set, continuous 2 hour period). <p>You are not permitted to plan and cook the same dish as you created for task 2 (a) and 4 (a). You are permitted to use the internet to research ingredients only.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	A word-processed document to be completed by the learner which includes: <ul style="list-style-type: none"> • a two-course menu which shows your selected dishes • a completed action plan • a copy of your internet browsing which shows the site visited during the task.

Task 3 (b): Preparing and cooking a two-course menu	
Set time	2 hours The cooking requirements of the task must be completed under controlled conditions of a set 2 hours only.
Recommended time	1 hour This is to complete the annotations on your images.
Content areas assessed:	1. Health and safety relating to food, nutrition and the environment 5. Preparation and cooking skills
Assessment objectives:	AO4
<p>You are required to:</p> <p>Follow your action plan to prepare, cook and present the two-course menu.</p> <p>You should demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish.</p> <p>If necessary, you should also demonstrate your ability to amend the sequence or timing of the action plan if this will lead to a better outcome for the two-course menu.</p> <p>You are not permitted to cook the same dish as you created for task 2(a) and 4(a).</p> <p>You are not permitted to use the internet whilst you complete this task.</p> <p>Additional information:</p> <p>You will need to gather your images for all stages of the two-course menu (preparation, cooking techniques, methods and presentation) but you are not required to annotate them during the set 2 hours. It is acceptable for you to ask someone else to take the pictures 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.</p> <p>After you have completed cooking the two-course menu, you will be provided with time to annotate your images. When you complete the annotations of your images, they do not require any evaluation of your skills, as this is the key focus of the following task. You are only required to annotate them with an explanation of what you were doing (and why) at that point in the process.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> • an amended action plan (if you make any changes) • annotated images explaining what preparation, cooking (techniques and methods) and presentation processes you were completing and why. These will be annotated after the two-course menu is complete

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| | <ul style="list-style-type: none">• annotated images showing safe and hygienic working practices• images of the completed dishes. <p>To be completed by the teacher:</p> <ul style="list-style-type: none">• record of learner observation form |
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Task 3 (c) Evaluating a two-course menu	
Recommended time:	1.5 hours
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 5. Food preparation and cooking skills 7. Menu and action planning for completed dishes
Assessment objectives:	AO3 AO5
<p>You are required to:</p> <p>Analyse and evaluate your:</p> <ul style="list-style-type: none"> • application of menu and action planning (including any changes made to your action plan if required) • application of preparation, cooking (methods and techniques) and presentation skills, including examples of how to improve • the overall outcome of completed dishes. <p>You are not permitted to use the internet whilst you complete this task.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> • annotated images 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 two-course menu.

Task 4 (a): Preparing and cooking a dish suitable for someone with a food-health related condition	
Recommended time:	2.5 hours
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 and cooking skills
Assessment objectives:	AO4
<p>You are required to:</p> <p>Choose, prepare, cook and present a dessert suitable for the chef's customers who are lactose intolerant.</p> <p>You should also demonstrate safe and hygienic working practices for yourself and the cooking environment throughout the completion of the dish.</p> <p>You are not permitted to prepare and cook the same dish as you created for task 2 (a) and 3 (b).</p> <p>You are permitted to use the internet to research ingredients only.</p> <p>Additional information:</p> <p>You will need to gather images for all stages of the dessert (preparation, cooking techniques, methods and presentation). It is acceptable for you to ask someone else to take the pictures for you (such as another member of the class or tutor) as long as the annotations are only added by yourself.</p> <p>For this part of the task, the annotated images 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.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<p>A word-processed document to be completed by the learner which includes:</p> <ul style="list-style-type: none"> • annotated images explaining what preparation, cooking (techniques and methods) and presentation processes you were completing and why. These can be annotated after the dessert is complete • annotated images showing safe and hygienic working practices which can be annotated after the dessert is complete. • an image of the completed dish • a copy of your internet browsing which shows the site visited during the task. <p>To be completed by the teacher:</p> <ul style="list-style-type: none"> • record of learner observation form

Task 4 (b): Evaluating a dish suitable for someone with a food-health related condition	
Recommended 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
<p>You are required to:</p> <p>Analyse and evaluate your dessert created for customers who are lactose intolerant.</p> <p>This should include both:</p> <ul style="list-style-type: none"> • an evaluation of the nutritional content of the dish and its suitability for lactose intolerant customers • an evaluation of the outcome of the completed dish in terms of the other requirements of the chef (as detailed in the project brief). <p>You are not permitted to use the internet whilst you complete this task.</p> <p>Additional information:</p> <p>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 dessert for lactose intolerant customers and other requirements of the chef.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	A word-processed evaluation to be completed by the learner.

This is the end of the internal synoptic project.

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 internal synoptic project 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: