

# Food

Year 8 Level	BELOW	WORKING TOWARDS EXPECTED	EXPECTED STANDARD	ABOVE EXPECTED	OUTSTANDING
Practical Skill	<ul style="list-style-type: none"> <li>With occasional guidance can select and use appropriate tools and equipment safely.</li> <li>Can name different methods of storing foods and give good examples of which foods to store where.</li> <li>When asked can get ready to cook: tie back long hair, wash hands, wear a clean apron, keep hands clean.</li> <li>Follows a recipe but may need refer to the skills from a demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Has an understanding of the purpose of an extending range of equipment and tools and can use with little direction.</li> <li>Understands the use of date-marks and storage instructions on food and drink labels.</li> <li>Follows most hygiene routines with minimal prompts.</li> <li>I can use basic finishing techniques to increase the visual appeal of dishes if demonstrated but may not keep to deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Selects and uses appropriate tools and equipment safely.</li> <li>Understands the difference between high/medium/low risk foods and where to store them and show good hygiene practice in lessons.</li> <li>Recognises the importance of preparing and cooking food safely and hygienically, e.g. hand washing, cleaning up.</li> <li>Shows confidence when following a recipe and finishes on time.</li> </ul>	<ul style="list-style-type: none"> <li>Uses equipment safely, for increased consistency and accurately.</li> <li>Can explain the consequences of not following good food hygiene and link it to food spoilage and contamination.</li> <li>Shows confidence when following a recipe and can recognise when stages may need to be adapted.</li> <li>Prompts others who have not followed good hygiene practices stating why it is necessary to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Able to name the process and reason behind an extensive range of tools and equipment.</li> <li>Understands the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot.</li> <li>Uses a wide range of cooking methods to prepare and cook a dish from a recipe and completes dishes on time.</li> <li>Uses a variety of finishing techniques when presenting dishes.</li> </ul>
Theory	<ul style="list-style-type: none"> <li>Can identify major sections of labels and link to the reason why it is law to display them.</li> <li>Know that some people avoid certain foods due to religion allergies/intolerances or special diets.</li> <li>Demonstrates sound knowledge of contributing factors of a healthy lifestyle and the Eatwell guide.</li> </ul>	<ul style="list-style-type: none"> <li>Reads and makes use of the main information on food and drink labels.</li> <li>Know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade and free range.</li> <li>Could explain the function and nutritional properties of main ingredients in key products.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the chemical and physical changes in properties of specific food due to cooking and can use limited vocabulary when discussing issues.</li> <li>Makes suggestions of ingredients to use considering environmental, social, sustainable and moral issues.</li> </ul>	<ul style="list-style-type: none"> <li>Makes food choices based on the current healthy eating advice and understand that a healthy diet is made up from a variety and balance of different food and drinks as shown in the Eatwell guide.</li> <li>Able to identify groups of people who avoid certain foods according to religion, culture, ethical belief or personal choices.</li> </ul>	<ul style="list-style-type: none"> <li>Able to make informed choices based on food labels, ingredients lists, nutrition information and health claims.</li> <li>Understands the chemical and physical changes in properties of food due to cooking and can use appropriate vocabulary when discussing issues.</li> </ul>
Create & Analyse	<ul style="list-style-type: none"> <li>Needs support to use the nutritional program.</li> <li>Can select suitable alternative ingredients to alter the sensory appeal to a dish.</li> <li>Explains strengths and weaknesses of sensory testing.</li> </ul>	<ul style="list-style-type: none"> <li>Can input information to nutritional programme and print relevant information.</li> <li>Changes recipes and dishes to make them healthier and more appealing by altering ingredients.</li> <li>Interprets the results of sensory tests accurately and explains giving examples of what aspects to change.</li> </ul>	<ul style="list-style-type: none"> <li>Able to record the nutritional values using the Explore food programme and modify the product to meet the needs of other users.</li> <li>Changes recipes and dishes to make them healthier and more appealing by altering ingredients.</li> <li>Links strengths of a sensory test to key processes and functions of ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>Able to analyse dishes using a nutritional programme and modify the product to meet the needs of other users.</li> <li>Confidently changes recipes and dishes to make them healthier and more appealing by altering ingredients, and/or by using different cooking methods.</li> </ul>	<ul style="list-style-type: none"> <li>Shows creativity when changing recipes and dishes to make them healthier and more appealing by altering ingredients, and/or by using different cooking methods.</li> <li>Applies knowledge of nutrition when analysing results of Explore food linking areas of macro and micro nutrients to ingredients.</li> </ul>