

# Food

Year 9 Level	BELOW	WORKING TOWARDS EXPECTED	EXPECTED STANDARD	ABOVE EXPECTED	OUTSTANDING
Practical Skill	<ul style="list-style-type: none"> <li>Has an understanding of the purpose of an extensive range of equipment and tools and can use with direction.</li> <li>Follows most hygiene routines with minimal prompts</li> <li>Recognises the importance of preparing and cooking food safely and hygienically, e.g. hand washing, cleaning up.</li> <li>Can use basic finishing techniques to increase the visual appeal of my dishes if demonstrated by another.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly uses equipment safely, for consistency and accurately.</li> <li>Understands the difference between high/medium/low risk foods and where to store them.</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 but does not always finish on time.</li> </ul>	<ul style="list-style-type: none"> <li>Able to explain the process and reason behind the choice 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>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> </ul>	<ul style="list-style-type: none"> <li>Is highly competent at using all available equipment and tools efficiently.</li> <li>Can identify high risk foods and understands the food safety principles. Understands that some foods have a higher risk of food poisoning than others, e.g. raw chicken.</li> <li>Uses a wide range of cooking methods to prepare and cook a dish from a recipe and is good at completing practical tasks on time.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to translate what equipment would be used for mass production rather than test kitchen.</li> <li>Can explain symptoms of food poisoning and practices and explain prevention methods.</li> <li>Uses a range of fine skills to create high quality finishing techniques to increase the visual appeal of dishes and always finishes on time.</li> </ul>
Theory	<ul style="list-style-type: none"> <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 identify different requirements for individuals with allergens and suggest some alternatives.</li> </ul>	<ul style="list-style-type: none"> <li>Has understanding of 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 which ingredients to use when 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>Shows advanced understanding why people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices.</li> <li>Can explain the chemical and physical changes in properties of food due to cooking and can use appropriate vocabulary when discussing issues.</li> </ul>	<ul style="list-style-type: none"> <li>Explains in detail factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and sustainability.</li> </ul>
Create & Analyse	<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 others.</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>	<ul style="list-style-type: none"> <li>Can design recipes with multiple options for changes to nutritional and sensory aspects to suit the consumer.</li> <li>When evaluating a dish can explain in detail linking the issues identified to processes or functions of ingredients comparing to products on the market.</li> </ul>