



| <b>Year 9</b>          | <b>Grade Descriptors for Food Preparation and Nutrition</b><br>Falls roughly on week 7-8 of a 12-week rotation so not all criteria is relevant at the time of the Data Drop   |
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| <b>Progress Grade</b>  | <b>Data Drop 1 – Autumn Term</b>  |
| <b>Working Towards</b> | A student can: <ul style="list-style-type: none"><li>• Produce task analysis but it is not always clear.</li><li>• Have some ideas of different international dishes.</li><li>• Produce research which is limited but they have chosen a country and a recipe they are going to make.</li><li>• Write down the basics but need to improve their presentation and use of spelling, punctuation and grammar.</li><li>• Select a dish to make but reasons for their choice is unclear.</li><li>• Include some ingredients from their research but not identify which are traditional to the country or cuisine.</li><li>• Write a simple time plan including a few steps.</li><li>• Use language which is simple with limited key words.</li><li>• Work with support to make a simple dish from the country of their choice.</li><li>• Demonstrate some basic skills.</li><li>• Cook a dish although they have not really followed their plan.</li><li>• Mostly follow hygiene and safety rules.</li><li>• Include some skills they used when making their dish in their evaluation.</li><li>• Describe what their dish looked and tasted like but use little sensory language from the word bank.</li><li>• Identify what they did well.</li><li>• Include a picture of their final dish.</li></ul> |
| <b>Expected</b>        | A student can: <ul style="list-style-type: none"><li>• Analyse the task and pick out all of the key words.</li><li>• Produce a mind map with a range of different international dishes that they could make.</li><li>• Choose a country and research linked ingredients they could use and a range of dishes that they could make from their research.</li><li>• Give a reason for their choice of recipe.</li><li>• Include all the ingredients and measurements and identify the traditional ingredients.</li><li>• Write a clear step by step time plan with mostly accurate timings and some key words.</li><li>• Use of key words and spelling is mostly accurate.</li><li>• Work mostly independently to produce a dish from the country of their choice using some traditional ingredients.</li><li>• Demonstrate a range of skills and can use a knife correctly.</li><li>• Follow their recipe and their dish matches their plan.</li><li>• Show some skill when presenting their dish.</li><li>• Follow hygiene and safety rules.</li><li>• Identify the skills they used when making their dish in their evaluation.</li></ul>   |

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|                    | <ul style="list-style-type: none"> <li>• Use sensory language to describe their dish.</li> <li>• Describe what went well in the process of making their dish and can suggest at least one improvement.</li> <li>• Write in complete sentences where applicable with mostly correct spelling.</li> </ul>  |
| <b>Above</b>       | <p>A student can:</p> <ul style="list-style-type: none"> <li>• Analyse the task and clearly understand what they have to do to complete this task by assessing the key words.</li> <li>• Create a detailed mind map with a range of countries and the ingredients used in traditional dishes.</li> <li>• Choose a country and research the ingredients that are used to make traditional dishes. They have looked at the country's climate and how this affects the food that is grown.</li> <li>• Include a good range of dishes with images giving them plenty of ideas of what to make.</li> <li>• Produce well-presented work with good use of spelling, punctuation and grammar.</li> <li>• Justify why they have chosen their dish and how it meets the task.</li> <li>• Include all the ingredients with accurate measurements.</li> <li>• Identify where the ingredients are sourced.</li> <li>• Produce a detailed step by step time plan with correct timings.</li> <li>• Use key words and included quality control and hygiene information whilst they make their dish.</li> <li>• Work independently to produce a good quality dish from their country of choice using traditional ingredients.</li> <li>• Demonstrate a wide range of skills to produce a more complex dish.</li> <li>• Use a range of equipment safely and can use precision and accuracy when using a knife.</li> <li>• Follow their recipe and their dish matches their plan.</li> <li>• Create a dish which is presented to a good standard with relevant garnish.</li> <li>• Work in a timely fashion and demonstrate good hygiene and safety.</li> <li>• Describe the skills they demonstrated when making their dish.</li> <li>• Use good sensory language to describe their dish and used comments from their taste testers.</li> <li>• Explain what went well in the making process and can suggest some improvements.</li> </ul> |
| <b>Exceptional</b> | <p>A student can:</p> <ul style="list-style-type: none"> <li>• Analyse the task by giving detailed assessment of the key words.</li> <li>• Produce a mind map which is complex with extensive information on different cuisines and cultures.</li> <li>• Carry out extensive research on the country of their choice including climate, ingredients, traditional dishes and special occasions.</li> <li>• Include a wide range of possible dishes which they could make with images.</li> <li>• Produce well-presented work with good use of spelling, punctuation and grammar.</li> <li>• Fully justify why they have chosen their dish and how it meets the task.</li> <li>• Include all the ingredients with accurate measurements.</li> <li>• Identify where the ingredients are sourced.</li> <li>• Produce a detailed step by step time plan with realistic timings.</li> <li>• Include detailed quality control and hygiene information whilst they make their dish.</li> <li>• Use key temperatures in their plan.</li> <li>• Make extensive use of key words which are spelt accurately.</li> <li>• Work independently to produce a high-quality dish from their country of choice using traditional ingredients.</li> <li>• Demonstrate a wide range of skills to produce a more complex dish.</li> <li>• Use a wide range of equipment safely and independently and can use precision and accuracy when using a knife.</li> </ul>   |

- Follow their recipe and is starting to problem solve by themselves.
- Their dish matches their plan.
- Their dish is presented to a very high standard with creativity and relevant garnish.
- Work in a timely fashion and demonstrate good hygiene and safety.
- Demonstrate good leadership skills within the kitchen.
- Describe the skills they demonstrated when making their dish.
- Use creative sensory language to describe their dish and use comments from their taste testers to inform their improvements.
- Explain what went well in the making process in detail.
- Produce work which is written and presented with excellent use of spelling, punctuation and grammar.
- Include very detailed comments from their taste testers.