



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

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

- Include all the ingredients with accurate measurements.
- Identify where the ingredients are sourced.
- Produce a detailed step by step time plan with realistic timings.
- Include detailed quality control and hygiene information whilst they make their dish.
- Use key temperatures in their plan.
- Make extensive use of key words which are spelt accurately.
- Work independently to produce a high-quality dish from their country of choice using traditional ingredients.
- Demonstrate a wide range of skills to produce a more complex dish.
- Use a wide range of equipment safely and independently and can use precision and accuracy when using a knife.
- 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.