



<b>Year 7</b>	<b>Grade Descriptors for Food Preparation and Nutrition</b> Falls roughly on week 7-8 of a 12-week rotation so not all criteria is relevant at the time of the Data Drop
<b>Progress Grade</b>	<b>All Data Drops Covered</b>
<b>Working Towards</b>	A student can: <ul style="list-style-type: none"><li>• Present some ideas for healthy snacks on their ideas page.</li><li>• Research a recipe that would be suitable for a healthy snack.</li><li>• Select a dish but the reason for choosing this is unclear.</li><li>• Identify some of the ingredients and can write a simple time plan with a few steps.</li><li>• Use some key words or timings.</li><li>• Work with support to make a simple snack suitable for the Year 7 Café at Sir William Ramsay.</li><li>• Demonstrate some basic skills.</li><li>• Follow a plan to some degree.</li><li>• Mostly follow hygiene and safety rules.</li><li>• Include some skills they researched when making their dish.</li><li>• Describe what their dish looks and tastes like but used little sensory language from the word bank.</li><li>• Identify say 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>• Identify at least 5 ideas for healthy snacks and find 3 recipes that would be suitable for the Ramsay Café.</li><li>• Identify some of the skills in each recipe and say why it is healthy.</li><li>• Give a reason for their choice of recipe.</li><li>• Write a clear step by step time plan with mostly accurate timings and some key words.</li><li>• Use key words accurately.</li><li>• Work mostly independently to produce a healthy snack suitable for the Year 7 in the café.</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>• Thought about how they present their dish.</li><li>• Follow hygiene and safety rules.</li><li>• Identify the skills they used when making their dish.</li><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>	A student can: <ul style="list-style-type: none"><li>• Produce a detailed mind map of healthy dishes which has helped them find 3 suitable recipes for the task.</li></ul>

	<ul style="list-style-type: none"> <li>• Include an image and detailed explanation of the skills they will be using in each recipe.</li> <li>• Include some nutritional information.</li> <li>• Present their work very well.</li> <li>• Justify why they have chosen their dish and how it meets the task.</li> <li>• Use all of the ingredients with accurate measurements and produce a detailed step by step time plan with correct timings.</li> <li>• Use key words and include quality control and hygiene information whilst they make their dish.</li> <li>• Use key words accurately.</li> <li>• Work independently to produce a healthy snack which is suitable for the Year 7 Café.</li> <li>• Demonstrate a wide range of skills to produce a more complex dish.</li> <li>• Use a range of equipment safely and demonstrate precision and accuracy when using a knife.</li> <li>• Follow their recipe and their dish matches their plan.</li> <li>• Present their dish to a good standard with 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 use comments from their taste testers.</li> <li>• Explain what went well in the making process and can suggest some improvements.</li> <li>• Write in complete sentences where applicable with mostly correct spelling.</li> </ul>
<b>Exceptional</b>	<p>A student can:</p> <ul style="list-style-type: none"> <li>• Produce a very detailed mind map of healthy dishes which has helped them to find 3 suitable recipes.</li> <li>• Present work to a high standard with images and very detailed explanation of the skills used in each dish.</li> <li>• Identify the nutrients in each recipe and their function in the diet.</li> <li>• Say why these dishes are suitable for the Year 7 Café.</li> <li>• Fully justify why they have chosen this dish and how it meets the nutritional requirements of a Year 7 student as well as being a suitable and creative snack for the café.</li> <li>• Create a plan which includes accurate ingredients and a very clear time plan with accurate timings and evidence of understanding of key words and how to use them in a recipe.</li> <li>• Clearly demonstrate how to carry out hygiene and safety rules and check quality control when cooking by including these on their plan.</li> <li>• Use key words accurately.</li> <li>• Work independently to produce a high-quality healthy snack which is suitable for the Year 7 Café.</li> <li>• Demonstrate a wide range of skills to produce a complex dish.</li> <li>• Use a wide range of equipment safely and independently and can use precision and accuracy when using a knife.</li> <li>• Follow their recipe and are starting to problem solve by themselves to create a dish which matches their plan.</li> <li>• Create a dish is presented to a very high standard with creativity and relevant garnish.</li> <li>• Work in a timely fashion and demonstrate good hygiene and safety.</li> <li>• Demonstrate good leadership skills within the kitchen.</li> <li>• Describe the skills they demonstrated when making their dish.</li> <li>• Use creative sensory language to describe their dish and used comments from their taste testers to inform their improvements.</li> <li>• Explain what went well in the making process in detail.</li> <li>• Write in complete sentences where applicable with correct spelling.</li> <li>• Include very detailed comments from their taste testers.</li> </ul>