



Westfield Academy KS3 step descriptors for Year 8 (Food preparation & Nutrition)

Year 8 FPN

Step No.	Step name	Step descriptor			Assessment
		<p>Practical – Ability to plan, prepare, cook and present dishes, combining appropriate techniques, working safely and in an organised manner within time frameworks. 50%</p>	<p>Theory – Demonstrate and apply knowledge and understanding of the function of ingredients, good nutrition and health, food provenance, food science and food choice. 25%</p>	<p>Create and Analysis – Ability to show creativity when planning and presenting dishes, analysing and evaluating aspects of nutrition, food, cooking and preparation including food made by themselves and others. 25%</p>	<p>Year 7 Food Exam (End of term) Consolidation questions & review. Quizzes. Participation in class discussions. Written evidence in student folders. Teacher observations & assessment during practical lessons. Feedback on practical outcomes. Targeted questions during practical & theory lessons.</p>

					Investigation outcomes (planning & evaluation). Structured product evaluations & analysis (sensory evaluation). My practical log sheets to log skills used. Printed certificates.
Step 5	Excelling	<ul style="list-style-type: none"> • Able to name the process and reason behind an extensive range of tools and equipment. • Understands the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot. • Uses a wide range of cooking methods to prepare and cook a dish from a recipe and completes dishes on time. • Uses a variety of finishing techniques when presenting dishes. 	<ul style="list-style-type: none"> • Able to make informed choices based on food labels, ingredients lists, nutrition information and health claims. • Understands the chemical and physical changes in properties of food due to cooking and can use appropriate vocabulary when discussing issues. 	<ul style="list-style-type: none"> • Shows creativity when changing recipes and dishes to make them healthier and more appealing by altering ingredients, and/or by using different cooking methods. • Applies knowledge of nutrition when analysing results of Explore food linking areas of macro and micro nutrients to ingredients. 	Same as above.
Step 4	Mastering	<ul style="list-style-type: none"> • Uses equipment safely, for increased consistency and accurately. • Can explain the consequences of not following good food hygiene and link it to food spoilage and contamination. • Shows confidence when following a recipe and can recognise when stages may need to be adapted. 	<ul style="list-style-type: none"> • 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. • Able to identify groups of people who avoid certain foods according to religion, culture, ethical belief or personal choices. 	<ul style="list-style-type: none"> • Able to analyse dishes using a nutritional programme and modify the product to meet the needs of other users. • Confidently changes recipes and dishes to make them healthier and more appealing by altering ingredients, and/or by using different cooking methods. 	Same as above.

		<ul style="list-style-type: none"> Prompts others who have not followed good hygiene practices stating why it is necessary to do so. 			
Step 3	Securing	<ul style="list-style-type: none"> Selects and uses appropriate tools and equipment safely. Understands the difference between high/medium/low risk foods and where to store them and show good hygiene practice in lessons. Recognises the importance of preparing and cooking food safely and hygienically, e.g. hand washing, cleaning up. Shows confidence when following a recipe and finishes on time. 	<ul style="list-style-type: none"> Understands the chemical and physical changes in properties of specific food due to cooking and can use limited vocabulary when discussing issues. Makes suggestions of ingredients to use considering environmental, social, sustainable and moral issues. 	<ul style="list-style-type: none"> Able to record the nutritional values using the Explore food programme and modify the product to meet the needs of other users. Changes recipes and dishes to make them healthier and more appealing by altering ingredients. Links strengths of a sensory test to key processes and functions of ingredients. 	Same as above.
Step 2	Developing	<ul style="list-style-type: none"> Has an understanding of the purpose of an extending range of equipment and tools and can use with little direction. Understands the use of date-marks and storage instructions on food and drink labels. Follows most hygiene routines with minimal prompts. I can use basic finishing techniques to increase the visual appeal of dishes if demonstrated but may not keep to deadlines. 	<ul style="list-style-type: none"> Reads and makes use of the main information on food and drink labels. Know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade and free range. Could explain the function and nutritional properties of main ingredients in key products. 	<ul style="list-style-type: none"> Can input information to nutritional programme and print relevant information. Changes recipes and dishes to make them healthier and more appealing by altering ingredients. Interprets the results of sensory tests accurately and explains giving examples of what aspects to change. 	Same as above.

Step 1	Establishing	<ul style="list-style-type: none"> • With occasional guidance can select and use appropriate tools and equipment safely. • Can name different methods of storing foods and give good examples of which foods to store where. • When asked can get ready to cook: tie back long hair, wash hands, wear a clean apron, keep hands clean. • Follows a recipe but may need refer to the skills from a demonstration. 	<ul style="list-style-type: none"> • Can identify major sections of labels and link to the reason why it is law to display them. • Know that some people avoid certain foods due to religion allergies/intolerances or special diets. • Demonstrates sound knowledge of contributing factors of a healthy lifestyle and the Eatwell guide. 	<ul style="list-style-type: none"> • Needs support to use the nutritional program. • Can select suitable alternative ingredients to alter the sensory appeal to a dish. • Explains strengths and weaknesses of sensory testing. 	Same as above.
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Grade Boundaries

Step 5 = 95

Step 4 = 80

Step 3 = 65

Step 2 = 45

Step 1 = 25