

Year 9

Not yet, expected,
beyond.

| <i>Knowledge</i> | <i>Developing</i> | <i>Secure</i> | <i>Extending</i> |
|--------------------------------|--|--|---|
| <p>Food safety and storage</p> | <p>Explain the importance of handling and storing food safely, linking to food poisoning and the symptoms.</p> <p>Explain bacterial growth at each key temperature.</p> | <p>Explain how to prevent bacterial growth considering temperature conditions and practice.</p> <p>Explain the difference between high and low risk foods.</p> <p>State 2 common food poisoning bacteria found in certain high risk foods. Describe symptoms associated with the food poisoning bacteria.</p> <p>Able to list methods other than temperature control for preserving high risk foods.</p> | <p>Technical language used and be able to explain preventative measures.</p> <p>Staphylococcus aureus and listeria monocytogenes - state food sources and symptoms.</p> <p>Explain how freezing can affect the structure of food. Explain how the different methods of preservation prevent bacteria from growing.</p> |
| <p>Healthy eating</p> | <p>Able to explain the function of 4 nutrients or substance. Explain why 4 food groups should be eaten in a particular proportion.</p> <p>State 3 micronutrients, one or two food sources and be able to explain their functions in the body. Describe the effect of deficiency.</p> | <p>Able to explain the function of 5 nutrients or substance in The Eatwell Guide. Explain why each food group should be eaten in a particular proportion</p> <p>State 4 micronutrients, two food sources for each nutrient and be able to explain their functions in the body.</p> | <p>Able to explain the function of all nutrients and the substance found in The Eatwell Guide. Explained why each food group should be eaten in a particular proportion.</p> <p>State 6 micronutrients, two food sources for each nutrient and be able to explain their functions in the body. Describe the effects of deficiency and excess.</p> |

| | Learning without Limits (LWL) – PRACTICAL SKILLS | | |
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| Knowledge | Developing | Secure | Extending |
| Organisation and cleaning procedure | Organised and satisfactory cleaning. | Very well organised. Competent cleaning. | Excellent organisation and cleaning. |
| Preparation of food | Need a little guidance for preparation or cooking. | Need minimal guidance for preparation or cooking. Show skill and flair. | Competent preparation or cooking. Multi-task with skill and flair. |
| Finishing techniques | Good finishing techniques with some skill and accuracy. | Very good finishing techniques with skill and flair. Good accuracy has been applied. | Excellent finishing techniques with skill and flair. A high level of accuracy has been applied. |