Assessment in KS3 and KS4 Food Preparation and Nutrition

Assessment Year 7	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
1.Hygiene, measuring and nutrition	Health and Safety – personal hygiene	Flows through food practical's KS3/4	Personal Hygiene can be a cause of cross contamination	Good food hygiene and basic knowledge of eating for good health	Needed for all future studies at KS3 and KS4 theory and practical's
	Cross contamination	To avoid and identify potential risk areas that could affect food safety	Bacteria can easily be transferred	Learners can recognise cross contamination and how this affects food safety	
	Measuring Task	To ensure learners can accurately use liquids in a recipe	Liquids need to be accurate	Understanding accuracy of measuring of liquids.	Needed for food practical's
	Identifying areas of the oven to use for a variety of different dishes	Recognise and understand the different components to an oven	Three parts to a conventional hob	Food practical's throughout KS3/KS4	
	Identifying ingredients and spelling correctly	Learners throughout KS3 spell ingredients incorrectly	Certain words are spelt differently in food technology 'flour'/flower	Runs throughout KS3 and Ks4 when completing written work	Needed for all future studies at KS3 and KS4 theory and practical's
	The Eatwell Guide and Nutrition	Learners to understand food values and nutrition.	The Eatwell guide shows the correct balance of food types we should be eating over a period of time.	Learners need to be able to recognise the nutrients in food sources and why they are essential in our diet	

	Modifications to improve a recipe nutritionally.	To help make healthy food choices and understand the nutritional value of foods and proportions.	Vegetables and additional fibre can be added to improve the nutritional content.	Modifying future recipes	Needed for all future studies at KS3 and KS4 theory and practical's
2.Nutrition and Food Provenance	Kitchen Equipment	Able to recognise for a food practical	Basic kitchen uses - a colander is needed to wash vegetables and drain food	Able to use equipment correctly.	Needed for all future studies at KS3 and KS4 theory and practical's
	Nutrients needed in the body	Learners need to understand the importance of nutrition and recognise food sources	Fibre is needed for digestion and not a source of energy.	Understanding and recognising simple nutrients which will help them throughout KS3/4	Needed for all future studies at KS3 and KS4 theory
	Importance of breakfast	Part of the 8 dietary guidelines which work alongside the Eatwell guide	Breakfast sets you up for the day and contains slow-release energy	Part of the 8 dietary guidelines discussed in Year 8 and throughout.	Needed for all future studies at KS3 and KS4 theory
	Food miles, food waste and food packaging	Understanding how we can help the planet by not wasting food and creating pollution	Food miles and food waste can be prevented or lowered. We all need to do our bit to help save the planet.	Food waste and food provenance help with reducing a person's carbon footprint and help protect the environment	Awareness of environmental issues surrounding food and food waste. KS4 GCSE content

Assessment 3 Food Practical Pasta Bake	Able to follow a recipe and use basic equipment safely in a food room. Hob and Oven safety	Being able to follow a recipe and select correct equipment needed to complete the task. To weight and measure ingredients accurately. To build confidence for future practical lessons to build on confidence.	All ingredients need to be weighed and measured correctly otherwise the pasta bake will be too wet or too dry. The pasta bake needs to be of a golden-brown appearance once cooked in the oven.	Weighing and measuring Working in a safe environment Hob and oven safety Time management Organisation in the kitchen	For all future practical's and essential life skills
Assessment Year 8	**Essential Component Knowledge**	**Why is this essential knowledge?**	**Misconceptions Often Addressed**	**What are the essential skills?**	**Why is this an essential skill?**
Assessment 1 Food Practical Banana Muffins	Able to follow a recipe correctly and use basic equipment safely in a food room. Oven safety	Being able to follow a recipe and select correct equipment needed to complete the task. To weight and measure ingredients accurately. To build confidence for future practical lessons to build on confidence.	All ingredients need to be weighed and measured correctly otherwise the muffins will not rise in the oven. Creaming method is needed when making the muffin batter to ensure there are no lumps in the mix	Weighing and measuring Working in a safe environment Oven safety Time management Organisation in the kitchen	For all future practical's and essential life skills

Assessment 2 The Eight Dietary Guidelines and Nutrition	Personnel Hygiene and safe handling of food	Flows through kS3/4 for food practical's	Hygiene is about keeping yourself and food clean. This is not about kitchen rules	To have a good understanding of the importance of safe food handling to avoid cross contamination	Able to cook and store food safely
	The 8 dietary guidelines and diet related illnesses	Able to Modify recipes based around the 8 dietary guidelines to promote good health.	Consumers need to cut back on fat, sugar and salt in the diet. Learners need to recognise how recipes can be modified. This can be done with changing cooking methods or ingredients.	Awareness of how menus can be modified. Health issues which surround and can lead to certain health risks	Needed for all future studies at KS3 and KS4 Able to know how to create and feed themselves nutritiously.
	Sources and functions of nutrients.	The importance of eating for good health	Fibre is needed for good digestion. RDA 30g and salt can be hidden in processed foods	We need to be aware of RDA allowances of certain nutrients	
	Sensory descriptive terminology to describe an apple crumble	Evaluating dishes through sensory analysis based on taste, texture and appearance	'Nice' or 'pleasant' is not a descriptive word to describe food	Understanding the senses To describe food	Food evaluation Needed for all future studies at KS3 and KS4
	Functions of water in the diet	KS3/4 Factors affecting and Contributors to an unhealthy diet.	Water needs replacing daily 6-8 glasses, foods contain water. Body temperature is 37 degrees	Water is vital for life and has many other functions than keeping us hydrated	Nutrition and good health KS3/4 and recognising good life choices

	Issues concerning childhood obesity	Future health issues relating to a poor diet	Children are not doing enough exercise at present and are not eating enough fibre and consuming diets high in sugar and fat which is contributing to diabetes type 2 and obesity.	Recognising food choices and why certain foods are bad for the diet. Implications of a poor diet	Nutrition and good health KS3/4 and recognising good life choices
Assessment Year 9	**Essential Component Knowledge**	**Why is this essential knowledge?**	**Misconceptions Often Addressed**	**What are the essential skills?**	**Why is this an essential skill?**

1. Food Safety	Key temperatures for food safety	Food needs to be cooked to a minimum of 75 degree to be safe and food needs to be defrosted slowly in the fridge to be safe.	Food needs to be defrosted in the fridge overnight to be safe.	Understanding the importance of food safety	Safe food handling throughout life and KS4
	Food hygiene, safe handling of food and food storage	To ensure food is safe for consumption and cross contamination is prevented to avoid illnesses when working with raw meat eg chicken	Raw meat is on the bottom shelf and cooked meat above it in the fridge. Contaminants can be harmful and not always visible	To have a good understanding of the importance of safe food handling to avoid cross contamination	Flows through all KS3/4 for food practical's
	'Use by' and 'best before' dates	Food safety of high-risk foods	'Use by' is about food safety and 'best before' is about quality of food.	Understanding food safety and food quality Awareness of food dates and fridge storage procedures	Needed for all future studies at KS4 and general food storage and safety
	How to store a cooked meat curry after a food practical	Understanding that food needs to be stored correctly to avoid it going into the danger zone, when bacteria multiply r.	A Chicken curry needs to cool down for a minimum of 90 minutes before being put in the fridge. The danger zone is when food bacteria are most active.	To be aware of the danger zone in food safety and other key temperatures	Needed for all future studies at KS4 and general food storage and safety

			Food should not be carried in the school bag as this will be perfect conditions for bacteria.		

2.Food Practical Pear Marble Cake	Able to follow a recipe correctly using the correct techniques To produce a product by selecting the correct tools and equipment needed. Oven safety	Being able to follow a recipe and select correct equipment needed to complete the task. To weight and measure ingredients accurately. To build confidence for future practical lessons to build on confidence.	All ingredients need to be weighed and measured correctly otherwise the cake will not rise in the oven. When marbling the cake it needs to be put in the cake tray in blobs and then mixed. Hygiene and safety including washing up and cleaning down need to be completed throughout	Weighing and measuring Working in a safe environment Oven safety Time management Organisation in the kitchen	For all future practical's and an essential life skills when following recipes Able to test for readiness. NEA2 Year 11 three-hour food practical
3. Nutrition, Health and Food choice	Functions and excesses of nutrients	Nutrients play a vital role in building, repairing and providing energy. Understanding why they are needed they will not be able to analyse diets, deficiencies and recognise symptoms of diet related health issues.	Food hygiene is about keeping food safe. This is not about personal hygiene. Amino acids are only provided through the foods we eat. Combining two Low biological value proteins provides all essential amino acids needed in the body	Learners need to be aware of the importance of nutrition and understand the role they have in our bodies. Identifying the nutrients needed for good health and vitality Function, deficiencies and excesses of nutrition	Flows through all KS3/4 for food practical's Needed for all future studies at KS4

	Percentage of daily macro nutrients	Understanding diets and eating for good health	Protein is the smallest macro nutrient and only valued at 15% of our daily diet	Understanding the importance and balance of macro nutrients	Needed for all future studies at KS4
	Evaluation of a food diary	Recognising a poor diet and what the implications of a poor diet are.	Carbohydrates can lead to diabetes type 2 and diets high in fat are linked to CHD and obesity. Sugary drinks are not good for the diet.	Food swaps need to me made to not put health at risk late in life.	Evaluating diets in KS4 as part of the GCSE content.
	Conditions bacteria need to multiply	If all these four conditions are present bacteria will multiply rapidly	Food needs to stored correctly to remove one of these conditions and slow down bacterial growth.	Food safety when preparing and storing food .	Food safety KS4
Assessment Year 10	**Essential Component Knowledge**	**Why is this essential knowledge?**	**Misconceptions Often Addressed**	**What are the essential skills?**	**Why is this an essential skill?**
1.Fruit and vegetables	Vitamins can be water soluble of fat soluble.	Nutrition and good health	Understanding Fat soluble and water-soluble vitamins and the effects of cooking on theses nutrients.	Recognising the difference between Fat soluble and water-soluble vitamins	Contents covered in GCSE written examination.

To know the value of Fruits and vegetables in the diet	Functions of Soluble and insoluble fibre in the diet	Two types of fibre needed in the diet.	Fibre cannot be digested by the body and 30g of fibre per day is needed in the diet	Recognising fibre sources and importance in the diet.	
	Food miles and the impact on the environment	Food miles create gases which impact on the environment.	Lower the food miles the less carbon emissions it produces. Flour particles burst open when heated at 60 degrees and continue to swell which thickens a sauce.	Understanding shopping locally and understanding and checking food labels can lower a person's carbon footprint.	Food Provenance and food miles Contents covered in the GCSE written examination
	How gelatinisation works when making cauliflower cheese	Food science knowledge	Food needs an acid adding to it to slow enzymic browning down Putting f	Understanding the science behind food	Food science NEA1 coursework
	Enzymic browning in fruit	Food science Knowledge		Understanding the science behind food	Food science NEA1 coursework
2.Milk, Cheese and Eggs The value of dairy products in the diet	Understanding essential and non-essential amino acids. Protein deficiencies	A diet lacking in essential amino acids can cause long term health issues and stunt growth.	Protein complementation is combining to low biological proteins to make a high, which are none as essential amino acids.	Function and sources of LBV and HBV protein foods. Recognising protein complementation Cheese separates into curds and whey.	Contents covered in GCSE written examination Diet and good Health.

	Cheese production and pasteurisation	Understanding the different processes from primary to secondary food processing.	A rennet/starter culture needs adding to start the cheese to curdle.	Primary processing of food and food provenance	GCSE food exam Primary food processing stages
	Danger zone, fridge storage and conditions bacteria need to multiply.	Food safety used throughout all stages of making and preparing foods.	Danger zone is where food bacteria rapidly multiply and all foods need to avoid these temperatures.	Recognising conditions high risk/protein foods need to become unsafe.	Food safety and GCSE content
	Egg production	Different Egg farming methods used in food production.	Some farming methods produce better eggs for a higher price. These eggs have been produced more ethically.	Understanding advantages and disadvantages of different farming methods.	Food provenance and GCSE content
3. Breads, Cereals and starchy carbohydrates The value of Breads and cereals in the diet	Heat transfer Nutrients found in bread and bread fermentation.	Food science of methods of heat transfer when cooking food Able to recognise the importance of bread in the diet and nutrients it provides. Food science in bread making bread.	Cooking methods are not methods of transfer. These include conduction, convection and radiation. Bread contains other nutrients other than carbohydrates and fibre. Yeast needs four conditions to produce carbon the dioxide.	Learners can identify and describe the different methods of heat transfer during food production. Nutritional content of a food commodity. Understanding the stages during bread production and what makes the bread rise.	Food science element in GCSE exam Needed for GCSE studies as part of the commodity group. Food science

4. Profiteroles Practical assessment	How to modify a recipe to suit intolerances. Carbohydrates and consequences of a diet high in this nutrient. Energy requirements Importance of Food labelling To make 10 showstopper profiteroles equal in size and shape.	Recognising intolerances and foods that certain diets cannot eat. Identify macro nutrient and function and what happens if you have too much in the diet. Recognising that certain individuals need more energy. Recognising the requirements by law of what needs to be on a food label. To be able to follow a recipe and produce a high skilled dish. The dish needs to be presented to a high standard.	Pastry contains butter and lactose is found in any milk product. Carbohydrates are split in three groups sugars, starches and NSP. Individuals who have an active lifestyle need to consume more energy. If this excess energy is not used it can cause weight gain. Ten items required by law. Price and barcode are not essential on a label. If the recipe is not weighted out correctly the choux buns will not rise in the oven as the consistence will be wrong. The water needs to be accurate as it's the water that's creates the	Able to identify food intolerances and food sources. Function of Carbohydrates in the diet including excess and deficiency. Energy is needed for brain activity, concentration and to ensure bodily functions occur as well as physical activity. Evaluating why this information needs to be on a label as its about protecting the consumer. This is a high skill recipe which could be used when completing their 3-hour food GCSE practical.	Modifying a recipe to suit certain individuals. Contents covered in GCSE written examination under nutrition. Contents covered in GCSE written examination under nutrition. Contents covered in GCSE written examination on food choice. NEA2 food practical

			steam in the oven to give the buns their rise.		
Assessment Year 11	**Essential Component Knowledge**	**Why is this essential knowledge?**	**Misconceptions Often Addressed**	**What are the essential skills?**	**Why is this an essential skill?**
1.NEA 1	Food Science investigation	15 % of final grade needs supporting with photos, graphs and evaluations.	Learners need food science knowledge and need to complete an investigation in no less than 1500 words.	Awareness of chemical and functions of ingredients	Forms part of their final GCSE grade
2.NEA2	Food Practical	35% of final Grade including food practical assessment 3 hours and portfolio to support research	Learners need to complete both primary and secondary research. They need to be organised and trial at least for dishes before they make their final three dishes in three hours.	To be able to complete the coursework which forms part of their final GCSE grade.	Forms part of their final GCSE grade

What happens following an assessment to address pupil misconceptions and reteaching of essential knowledge?

- Retrieval aspect of common misconceptions brought into the following assessment.
- Teacher expected to go through the assessment in dedicated time. Key words are reidentified and retaught from the knowledge organiser
- Teacher's assessment of key knowledge that is missed and key skills that are not evident are retaught and practised

Formative Assessment in Food Preparation and nutrition

- Cold questioning throughout the topic to check knowledge is secured
- Whiteboards to check keywords and knowledge

- Questions of the day as a starter on a particular topic. These are interleaved and planned for. This can inform which topics need more attention for revisiting.
- Low stakes or no stakes quizzes
- KS4 complete the improvement tasks set in the exam of areas that were weak by researching the question.

Feedback and Acting on Feedback (should be on the most valuable thing)

After each assessment at both KS3 and KS4 there is an opportunity in class for the teacher to go over the test and address any misconceptions. Pupils will make corrections in green pen as the teacher goes through the assessment. Food is delivered to learners on a 12-month rotation. If it is found that learners are commonly getting similar questions incorrect on their assessment the teacher will ensure that this area is covered to ensure all learners are progressing and fully comprehend any misconceptions on certain areas of learning. At KS4, learners complete and end of unit test after each module and then green pen any areas for improvements. Questions in the assessment learners complete are all past exam questions. Throughout all key stages all learners are assessed on a food practical.