

### Assessment in Food Preparation and Nutrition

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Year 7 – Healthy Lunchbox	<p>Health and Safety</p> <p>Kitchen Equipment and measuring</p> <p>The Eatwell Guide</p> <p>Sensory descriptive words</p> <p>Food miles</p>	<p>Flows through ks3/4 for food practical's</p> <p>Continuous food practical's</p> <p>Year 8 – Dietary guidelines and Nutrition in KS4</p> <p>Year 10 Food Provenance</p>	<p>Basic kitchen uses a colander is needed to wash vegetables and drain food</p> <p>The senses allow use to produce these words. The five senses taste, texture, appearance, smell and sound allow us to create these words by describing them. Nice, disgusting are not sensory descriptive words</p>	<p>Good food hygiene and basic knowledge of eating for good health</p> <p>Keywords needed throughout food and help in KS4 when evaluating food items</p>	<p>Able to know how to create and feed themselves nutritiously as well as being aware of environmental issues surrounding food</p>
Year 8 – The Eight Dietary Guidelines	<p>Personnel Hygiene and safe handling of food</p> <p>The 8 dietary guidelines</p>	<p>Flows through ks3/4 for food practical's</p> <p>Yr 10/11 To be able to modify recipes and</p>	<p>Hygiene is about keeping yourself and food clean. This is not about kitchen rules</p>	<p>To have a good understanding of the importance of safe food handling to avoid cross contamination</p> <p>Awareness of health issues which</p>	<p>Able to cook and store food safely</p>

	Childhood Obesity	<p>understand the importance of eating for good health</p> <p>Yr 10 Factors affecting and Contributors to an unhealthy diet.</p>	<p>Consumers need to cut back on fat in the diet and sugar</p> <p>Lack of physical activity levels and not fully understanding the risks of a diet high in fat and sugar</p>	<p>surround and can lead to certain health risks</p> <p>Understanding food choices</p>	<p>To help evaluate diets as part of their GCSE</p> <p>To help them evaluate diets and lifestyles of different groups of people</p>
Year 9 – Food Safety and Nutrition	<p>Hygiene and safety In the food room</p> <p>Food storage temperatures and conditions needed for bacteria growth</p>	<p>To avoid cross contamination and illness especially when using raw meat.</p> <p>To understand foods in the danger zone are the most likely to cause food borne illnesses</p>	<p>Perishable foods need to be stored in conditions fridge temperature to avoid food poisoning</p> <p>Fibre is required for good digestion</p>	Safe food handling and GCSE content	<p>Yr 10/11 Nea2 Practical assessment</p> <p>All topics are covered in GCSE Food Preparation and Nutrition Exam.</p>

	<p>Functions of nutrients needed in the body</p> <p>Food choice</p> <p>Sensory descriptive terminology</p>	<p>Principles of nutrition Year 10</p> <p>Yr 10 Factors affecting food choice</p> <p>Yr 10/11 to evaluate food made themselves and others</p>	<p>The sensory words required when describing a pizza. To include the look, taste, texture and smell</p>		
<p>Year 10 – Eduqas Curriculum</p>	<p>The value of Fruits and vegetables</p>	<p>The value of the commodity in the diet, cooking methods, nutrients and food provenance within this food group</p>	<p>Understanding Fat soluble and water-soluble vitamins and the effects of cooking on these nutrients.</p>	<p>Classifications of fruit</p> <p>Fat soluble and water-soluble vitamins</p> <p>Food miles</p>	<p>Contents covered in GCSE written examination of the following:</p> <p>Diet and nutrition</p>

	<p>The value of Dairy and dairy alternatives</p>	<p>The value of the commodity in the diet, pasteurisation, bacteria, food provenance and food science</p>	<p>Explaining the importance of protein complementation and why essential amino acids are needed in the body.</p> <p>Describing the different farming methods for egg production and quality points when purchasing eggs</p>	<p>Function and sources of LBV and HBV protein foods.</p> <p>The importance of pathogenic food poisoning bacteria, conditions needed and how they can be destroyed</p> <p>Identifying Food provenance for protein rich foods</p>	<p>Food choice and Food Provenance</p> <p>Diet and good nutrition</p> <p>Food Safety</p> <p>Food choice and Provenance</p>
	<p>The value of Breads, cereals, flour, pasta, oats and potatoes</p>	<p>Understanding the functions of bread making, nutrients within the commodity and diet related conditions affected by certain carbohydrate-based foods.</p>	<p>Carbohydrates are split in three groups.</p> <p>Nutrients found in bread and potatoes other than the B vitamin group.</p> <p>Microorganisms which can spoil food</p>	<p>Function of Carbohydrates in the diet including excess and deficiency.</p> <p>Understanding the process of bread making</p> <p>Menu changing for certain diet related conditions</p>	<p>Diet and good health</p> <p>Food spoilage</p> <p>Visual Stimula to understand how the GCSE exam is delivered in Yr11 written paper</p>

	<p>The value and structure of meat and fish. Including cooking methods and nutrition. Looking at food choice of other cultures</p>	<p>Knowing the structure, sources of meat and fish.</p>	<p>Understanding the different farming types of meat and fish</p> <p>Being able to recognise certain cultures only eaten certain meats</p>	<p>Understanding the different types of meat and the value within the diet.</p> <p>Knowing the different types of farming and fishing</p>	<p>Modification of menu planning.</p> <p>Diet and nutrition</p> <p>Food Provenance</p> <p>Food Choice</p>
<p>Year 11 – Eduqas Assessment through practical outcomes</p>	<p>Food investigation NEA1</p> <p>Food Practical NEA2</p>	<p>15 % of final grade needs supporting with photos, graphs and evaluations.</p> <p>35% of final Grade including food practical assessment 3 hours and portfolio to support research.</p>	<p>Learners need food science knowledge and need to complete an investigation in no less than 1500 words.</p> <p>Learners need to complete both primary and secondary research. They need to be organised and trial at</p>	<p>Awareness of chemical and functions of ingredients</p> <p>To be able to complete the coursework task and gain a high mark to</p>	<p>Final GCSE grade</p>

			least for dishes before they make their final three dishes in three hours.	help towards their final GCSE grade.	
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**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 EBI tasks set in the exam of areas that where 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. In KS3, DT has three carousels, and each carousel has about a 12-week rotation. If it is found that learners in the food rotation are commonly getting similar questions incorrect on their assessment the teacher will ensure that this area is covered to ensure all learn all learners are progress and fully comprehend any misconceptions on certain areas of learning. At KS4, learners complete and end of unit test after each module. They then get their exam back with highlighted areas that went well and then they have to complete the Even better if tasks which are linked to the questions they had limited knowledge in to build on these areas.