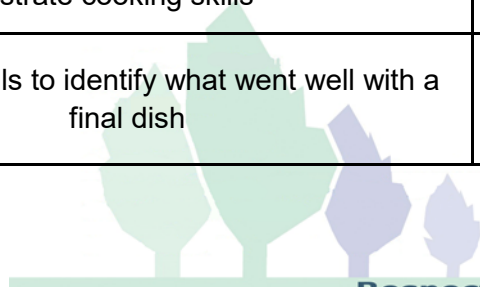
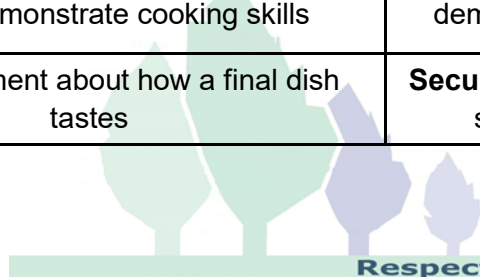


Regents Park Community College – Year 7 Progress Pathway Descriptors—Food Tech		
Low Attaining Year 7 student	Middle Attaining Year 7 student	High Attaining Year 7 student
PREPARING TO COOK	PREPARING TO COOK	PREPARING TO COOK
<b>Acquiring</b> skills to work in a safe and hygienic condition in a kitchen environment	<b>Developing</b> skills to describe how to work in a safe and hygienic kitchen	<b>Adequately</b> identify and explain potential risks and hazards to work safely and hygienically.
<b>Acquiring</b> skills to use cooking equipment and utensils	<b>Developing</b> comments to describe what cooking equipment and utensils to use	<b>Adequately</b> select and discuss what cooking equipment and utensils to use
UNDERSTANDING NUTRITION	UNDERSTANDING NUTRITION	UNDERSTANDING NUTRITION
<b>Acquiring</b> skills to identify some different food groups	<b>Developing</b> skills to describe the main food groups	<b>Adequately</b> describe sources of food from each main food group and seasonality.
<b>Acquiring</b> skills to identify some factors affecting food choices	<b>Developing</b> comments to describe how social and environmental factors affect food choices	<b>Adequately</b> describe how social, environmental, cost and sensory factors affect food choices
EXPLORING BALANCED DIETS	EXPLORING BALANCED DIETS	EXPLORING BALANCED DIETS
<b>Acquiring</b> skills to identify the Eatwell Guide	<b>Developing</b> skills to describe the nutrients that make up a balanced diet	<b>Adequately</b> describe nutrient requirements for different people that make up a balanced diet
<b>Acquiring</b> skills to identify a nutritional food label	<b>Developing</b> skills to describe how to eat more healthily and how to read nutritional food labels	<b>Adequately</b> assess a recipe and food diary for healthy eating and state what needs to be removed or added in
PLAN & PRODUCE DISHES	PLAN & PRODUCE DISHES	PLAN & PRODUCE DISHES
<b>Acquiring</b> skills to identify a recipe and demonstrate cooking skills	<b>Developing</b> skills to describe how best to follow a recipe and demonstrate safe cooking skills	<b>Adequately</b> follow and select a recipe and demonstrate safe and hygienic cooking skills
<b>Acquiring</b> skills to identify what went well with a final dish	<b>Developing</b> skills to describe how a final dish tastes	<b>Adequately</b> evaluate how a dish tastes and the strengths and weaknesses of planning



Regents Park Community College – Year 8 Progress Pathway Descriptors—Food Tech		
Low Attaining Year 8 student	Middle Attaining Year 8 student	High Attaining Year 8 student
PREPARING TO COOK	PREPARING TO COOK	PREPARING TO COOK
<b>Some</b> comment about how to work in a safe and hygienic kitchen	<b>Secure</b> discussion of potential risks and hazards to work in a safe and hygienic condition	<b>Competently</b> identify and explain potential risks and hazards to work safely and hygienically.
<b>Some</b> comment about what cooking equipment and utensils to use	<b>Secure</b> discussion into what cooking equipment and utensils to use	<b>Competently</b> select and discuss what cooking equipment and utensils to use and how to store them
UNDERSTANDING NUTRITION	UNDERSTANDING NUTRITION	UNDERSTANDING NUTRITION
<b>Some</b> comment about the main food groups	<b>Secure</b> consideration of sources of food from each main food group	<b>Competently</b> describe sources of food from each main food group and seasonality.
<b>Some</b> comment about how social factors affect food choices	<b>Secure</b> consideration of how social, environmental and cost factors affect food choices	<b>Competently</b> describe how social, environmental, cost and sensory factors affect food choices
EXPLORING BALANCED DIETS	EXPLORING BALANCED DIETS	EXPLORING BALANCED DIETS
<b>Some</b> comment about what a balanced diet is	<b>Secure</b> consideration of nutrient requirements for different groups of people	<b>Competently</b> describe nutrient requirements for different people that make up a balanced diet
<b>Some</b> comment about what healthy eating is	<b>Secure</b> assessment of a recipe for healthy eating and how to read nutritional food labels	<b>Competently</b> assess a recipe and food diary and explain how they could be changed to make it healthier
PLAN & PRODUCE DISHES	PLAN & PRODUCE DISHES	PLAN & PRODUCE DISHES
<b>Some</b> comment about how to follow a recipe and demonstrate cooking skills	<b>Secure</b> skills of how best to follow a recipe and demonstrate safe and hygienic cooking skills	<b>Competently</b> follow and select a recipe and confidently demonstrate safe and hygienic cooking skills
<b>Some</b> comment about how a final dish tastes	<b>Secure</b> consideration of how dish tastes and the strengths and weaknesses of planning	<b>Competently</b> evaluate how a dish tastes and the strengths and weaknesses of planning



**Regents Park Community College – Year 9 Progress Pathway Descriptors—Food Tech**

Low Attaining Year 9 student	Middle Attaining Year 9 student	High Attaining Year 9 student
<p>I can outline the functions of a limited range of nutrients in the human body.</p> <p>I can outline nutritional needs of two specific groups</p> <p>I can describe unsatisfactory nutritional intake</p> <p>I can describes a few cooking methods</p> <p>I can outlines a few factors to consider when proposing dishes</p> <p>I can state a few environmental issues relating to hospitality &amp; Catering (H&amp;C)</p> <p>I can describes a few customer needs in regards to menu planning</p> <p>I can make a simple dovetail plan</p> <p>A few preparation techniques are used. Guidance is required. Skill demonstrated will show limited precision and require additional time to meet minimum requirements. Little consideration given to food safety.</p> <p>A few cooking techniques are used. Guidance is required. Skill demonstrated will show limited precision and require additional time to meet minimum requirements. Little consideration given to food safety.</p> <p>Dishes presented using simple techniques. Quality of dishes are beginning to meet minimum standards for appearance, smell and taste. Guidance will be required. Little consideration given to food safety.</p>	<p>I can describe functions of a range of nutrients in the human body.</p> <p>I can outline nutritional needs of two specific groups. Comparison may be implied.</p> <p>I can outline key characteristics of unsatisfactory nutritional intake. My evidence is mainly descriptive with limited reasoning.</p> <p>I can describe a range of cooking methods</p> <p>I can outline factors to consider when proposing dishes for menus. There may be some omissions.</p> <p>I can describe a range of environmental issues relating to menu planning I can outline how menu dishes meet customer needs in general terms. My evidence is mainly descriptive with limited reasoning.</p> <p>My Dovetail plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.</p> <p>A number of preparation techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.</p> <p>A number of cooking techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.</p> <p>Dishes presented using some techniques. Quality of dishes meets minimum standards for appearance, smell and taste. Some guidance may be required. Some consideration given to food safety.</p>	<p>I can compare nutritional needs of two specific groups giving some reasons for similarities and differences.</p> <p>I can explain characteristics of unsatisfactory nutritional intake. I have evidence of reasoning and relating characteristics to specific groups.</p> <p>I can outline how cooking methods impact on nutritional value. My evidence is mainly descriptive with limited reasoning.</p> <p>I can explain factors to consider when proposing dishes for menus. My explanation has some reasoning.</p> <p>I can outline how dishes on a menu address environmental issues. There may be some errors.</p> <p>I can explain how menu dishes meet needs of specified customers. My evidence may be in general terms and descriptive. My explanation includes reasoned statements.</p> <p>My Dovetail plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.</p> <p>A range of preparation techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.</p> <p>A range of cooking techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.</p> <p>Dishes presented using a range of techniques with some precision. Quality of dishes exceeds some minimum standards for appearance, smell and taste. Limited guidance required. Consideration to food safety given throughout.</p>