



## Subject Level Boundary Template

<b>Department</b>	Food and Nutrition	<b>Year Group</b>	9	<b>Assessment</b>	Written Work
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<b>Assessment Summary</b>	As well as completing a range of practical sessions, students will undertake a range of theory/written activities. The main focus will be planning, including time management for practical work, evaluating food and carrying out sensory analysis.
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<b>Practical Work</b>	
<b>Level 1</b>	I can write a simple plan for my practical. There will be some sequencing of the method and some reference to the chosen skills, techniques and equipment. I can identify some food safety and quality points. I can review my practical verbally. I need support to review the practical on paper as a written evaluation. I have included information about what I did and some strengths in the work. There are very few suggestions for improvements or changes to my practical and plan. My evaluation will lack in detail.
<b>Level 2</b>	I can write a reasonable time plan showing some sequencing with reference to some of the chosen skills, techniques and equipment, and identifying food safety and quality points. I have demonstrated some understanding of the process undertaken to carryout my practical work. I reviewed the practical work showing some strengths and suggestions for improvements and stated possible changes if I were to make the product again.
<b>Level 3</b>	I am able to write a good time plan showing logical sequencing with some reference to the chosen skills, techniques and equipment, and identifying food safety and quality points. I can write detailed evaluation that clearly states strengths in the work. I am able to review both my planning and the practical work and draw conclusions, including suggestions for improvements or changes. I use sensory vocabulary when discussing the organoleptic properties of the food.
<b>Level 4</b>	I can write a very good time plan showing logical sequencing with very good reference to the chosen skills, techniques and equipment, and identifying food safety and quality points. I am able to show my understanding of the recipe and the processes I need to carry out during the practical. I can write a detailed evaluation that clearly states strengths in the work. My practical work is fully reviewed, and conclusions drawn which suggest for improvements or changes. I confidently describe the food using a variety of sensory descriptors. I can use other people's opinions to develop my evaluation.
<b>Level 5</b>	I can write an excellent time plan to show consistent sequencing with excellent reference to the chosen skills, techniques and equipment, and identifying food safety and quality points. I am confident in the recipe and the way in which I will focus and use my time. I have a very good understanding of the skills and techniques in the chosen recipe. I can write a highly detailed evaluation that clearly states strengths in my work. I am able to draw conclusions including suggestions for improvements or changes I would make should I choose to attempt the practical again. I may also consider how I could develop my practical further, perhaps suggesting new flavours or presentation techniques, for example. I use a wide range of sensory descriptors to enhance my writing and use other people's opinions to develop my evaluation further.