

0-9 Scale descriptions for Food Technology - UWS

Scale	Description
9	Combine ingredients with a thorough understanding of their working characteristics and chemical properties and be able to remedy situations when desired results may not be achieved in the first instance. Improve recipes through trial and error of scientific changes that can take place in recipes such as experimenting on how to make a sauce thicker. To justify the positive and negative effects food has on health modified foods. How flavour intensifiers can have a negative and positive effect on food.
8	Be able to create a range of meals with recommended daily intake of sugars starch, dietary fibre vitamins and minerals suitable for individuals with specific dietary needs such as diabetes, coeliac disease, and nutritional deficiencies. I will be able to compare nutritional data of foods to determine why, how and when to make changes to (i) a recipe e.g. increase the NSP, (ii) a whole menu that requires reducing in saturated fat and (iii) a diet to increase energy to meet new guidelines for free sugars.
7	Illustrate how nutrients work together in the body, change recipes according to nutritional need or lifestyle choices, and make decisions about which techniques are appropriate in order to achieve their intended outcome. Connect healthy eating to the recommended daily intake and the values of protein, fat and carbohydrates, vitamins and minerals for a variety of individuals including the very young, elderly, poorly and special diets. Justify and present ideas about chosen recipes and cooking methods to others.
6	Experiment with food commodities to explore physical and chemical changes that occur as a result of given actions. Plan a balanced diet for individuals with a specific lifestyle such as vegetarians, lacto-ova, lacto, vegan and those with religious beliefs that affect their choice of diet. Experiment with science briefs considering working characteristics, functional and chemical properties of ingredients. To include coagulation, foam formation, gluten formation. Connect the signs and symptoms, risks and consequences of inadequate/unacceptable food hygiene practices to include salmonella, campylobacter, e-coli and staphylococcus.
5	Recommend methods to prevent food spoilage such as preservation, pickling, freezing and vacuum packing. Identify with the impact of food waste on the environment. Cook a selection of recipes using the food commodities that are predominantly savoury and well balanced. Outline the 6 major food commodity groups and their values within the diet. Explain the dietary value of fibre (NSF). Investigate how heat is transferred to food through conduction, convection and radiation and how the production of some dishes rely on more than one method of heat transference.
4	Summarise the food commodities, their origins and their working characteristics. Investigate the importance of macronutrients. Understand the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is hot and out of the danger zone. Illustrate thought practical's the understanding of cooking international cuisine. Have clear understanding that cuisine is defined of a particular country or region where the cuisine has developed historically using distinctive ingredients, specific pre and cooking methods or equipment and presentation or serving techniques.
3	Demonstrate through experiments why particular results may not always be achieved e.g. a sponge cake sinks and why a sauce goes lumpy. Identify how nutritional needs change due to age, lifestyle choices and state of health. Solve and experiment with science briefs considering working characteristics, functional and chemical properties of ingredients. To include enzymic browning and oxidisation of fruit and vegetables. Describe the common dietary issues including coronary heart disease (CHD) cholesterol and liver disease. Understand that some foods have a higher risk of food poisoning than others, e.g. raw chicken. Recall the conditions required for bacteria to grow including the danger zone, time, moisture and warmth.

2	Discuss reasons why foods are avoided by certain religions, dietary requirements and moral decisions. Associate that people choose different types of food, based on who they are with, preferences, season, time of day, allergy/intolerance, religion and occasions (including celebrations). Be able to interpret a recipe using the correct equipment, weighing, and measure accurately. Select the correct storage areas for ingredients. Practice basic safe food handling such as keeping raw meat away from ready to eat products, and regular handwashing. Be aware that some foods have labels which provide information to help when making a choice. Explain why food is cooked and discuss where some of our staple foods come from and understand the impact the travel of these foods have on the environment.
1	Recognise that food and water are essential for life. Know that it is important to drink regularly throughout the day to stay hydrated. Recognise that all food comes from plants or animals. Be aware of the Eatwell guide and guidance given about healthy eating and correct portion size. Able to produce a range of mainly savoury foods which show a range of skills. To be able to list all parts of the cooker and their uses. Understand the importance of date marks, labelling of food products to identify storage and preparation. Define the importance of preparing and cooking food safely and hygienically, e.g. handwashing, cleaning up regularly, keep work surfaces clean.
0	Recognise different foods such as fruit and vegetables. Understand the basic concepts of the healthy eating and be able to prepare basic dishes such as fruit salad, making a sandwich. Aware of basic health and safety e.g. washing hands, wearing an apron. Have a basic understanding where food comes from e.g. plant/animal.