

| Food Science and Nutrition   |  | <i>Curriculum Checkpoints: What do students know and what can they do?</i>   |   |  |  | Further guidance |
|--|--|--|---|--|--|------------------|
| Year 12<br>Unit 1<br>Meeting Nutritional Needs of<br>Specific Groups |  |  |   |  |  |                  |
| Summative Comment  | Developing   | Securing   | Mastering   | Excelling  |  |                  |
| Food safety  | Students can explain how food handlers can take responsibility for food safety in relation to a case study | Students can explain with some reasoning how food handlers and themselves can take responsibility for food safety in relation to a case study. | Students can explain with clear reasoning how food handlers and themselves can take responsibility for food safety in relation to a case study.                   | Students can explain with clear and detailed reasoning how food handlers and themselves can take responsibility for food safety in relation to a case study.                     |  | Mandatory        |
| Properties of nutrients  | Students can explain how a number of nutrients are structured.   | Students can explain with some reasoning how some nutrients are structured.  | Students can explain with clear reasoning how nutrients are structured. They make clear links between nutrients and a case study.                                 | Students can explain with clear and detailed reasoning how nutrients are structured. They make explicit links between nutrients and a case study.                                |  | Mandatory        |
|  | Students can classify nutrients into primary and secondary sources using one method                        | Students can classify nutrients found in foods into primary and secondary sources using one method that is explicitly linked to a case study   | Students can accurately classify nutrients found in foods into primary and secondary sources using a number of methods that are explicitly linked to a case study | Students can accurately classify nutrients found in foods into primary and secondary sources using the full range of relevant methods that are explicitly linked to a case study |  | Mandatory        |
| The relationship between nutrients and the human body                | Students can describe functions of nutrients in the human body   | Students can describe some of the functions of a range of nutrients in the human body specific to a case study                                 | Students can describe the functions of a mainly appropriate range of nutrients in the human body specific to a case study   | Students can describe in detail the functions of an appropriate range of nutrients in the human body specific to a case study  |  | Mandatory        |
|  | Students can explain basic characteristics of unsatisfactory nutritional intake                            | Students can explain with some reasoning characteristics of unsatisfactory nutritional intake  | Students can explain with clear reasoning characteristics of unsatisfactory nutritional intake  | Students can explain with clear and detailed reasoning characteristics of unsatisfactory nutritional intake  |  | Mandatory        |
|  | Students can identify the nutritional needs of different groups  | Students can evaluate information to determine some of the nutritional needs of specific groups in a case study                                | Students can evaluate a range of information in detail to determine the nutritional needs of specific groups to a case study                                      | Students can analyse a wide range of information to justify the nutritional needs of specific groups to a case study   |  | Mandatory        |
|  | Students can describe how different situations affect nutritional needs                                    | Students can assess how different situations affect nutritional needs with some reasoning but limited evidence to support it                   | Students can assess how different situations affect nutritional needs with reasoned evidence in support of their conclusions                                      | Students can assess how different situations affect nutritional needs with clear and well-reasoned evidence in support of their conclusions                                      |  | Mandatory        |

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|--------------------------------------|---|---|--|--|------------------|
| <b>Plan nutritional requirements</b> | Students can draw some conclusions about the fitness for purpose of diets                                       | Students can evaluate some information to determine the fitness for purpose of diets. They use some reasoning in their conclusions that they have drawn from their evaluations. | Students can evaluate a range of information to determine the fitness for purpose of diets. The conclusions they draw are mainly reasoned with supporting evidence | Students can evaluate a wide range of information to determine the fitness for purpose of diets. Their conclusions are clear and well-reasoned with evidence to support them | <b>Mandatory</b> |
|                                      | Students can make some calculations of nutritional requirements of specific groups                              | Students can calculate the nutritional requirements of specific groups with few omissions   | Students are mainly accurate in their calculations of nutritional requirements of specific groups. Calculations are drawn from valid sources with few omissions.   | Students can calculate nutritional requirements accurately for specific groups. They can present their calculations clearly, drawing from valid sources                      | <b>Mandatory</b> |
| <b>Practical</b>                     | Students can plan dishes for menus that have some complexity  | Students can interpret recipes and plan dishes for menus that have some complexity  | Students can interpret recipes and plan advanced dishes for complex menus  | Students can interpret recipes and plan consistently advanced dishes for complex menus   | <b>Mandatory</b> |
|                                      | Students can use a limited range of tools and advanced techniques in the preparation and cooking of commodities | Students can use a range of tools and advanced techniques in the preparation and cooking of commodities   | Students work with precision when using a wide range of tools and advanced techniques in the preparation and cooking of commodities                                | Students work with speed and precision when using a wide range of tools and advanced techniques in the preparation and cooking of commodities                                | <b>Mandatory</b> |
|                                      | Students can present cooked dishes using some advanced presentation techniques                                  | Students can present cooked dishes using more advanced presentation techniques  | Students can present cooked dishes with a range of advanced presentation techniques  | Students can present cooked dishes with a wide range of advanced and precise presentation techniques   | <b>Mandatory</b> |