Food Science and Nutrition Year 13 Unit 2 Mandatory Unit 3 Optional Unit 4 Optional		*Curriculum Checkpoints: What do students know and what can they do?*				Further guidance
Summative Comment		Developing	Securing	Mastering	Excelling	
Unit 2 Ensuring Food is Safe to Eat	**Micro-organisms**	Students demonstrate an understanding of how micro-organisms affect food quality and identify basic methods of food preservation	Students can explain with some reasoning how micro-organisms affect food quality and assess some appropriate methods of food preservation for a case study	Students can explain with clear reasoning how micro-organisms affect food quality and assess a wide range of appropriate methods of food preservation for a case study	Students can explain with clear and detailed reasoning how micro-organisms affect food quality and assess the full range of appropriate methods of food preservation for a case study	**Mandatory**
	Allergies, intolerances & food poisoning	Students explain how food can cause ill health and identify the basic physiology of food intolerances, food allergies and food poisoning.	Students can explain how food can cause ill health and describe the physiology of food intolerances, food allergies and food poisoning	Students can explain how food can cause ill health and describe in some detail the physiology of food intolerances, food allergies and food poisoning	Students can explain how food can cause ill health and describe in clear detail the physiology of food intolerances, food allergies and food poisoning	**Mandatory**
	Food Safety Management	Students can identify some risks associated with food safety that may arise from a case study. They can then make suggestions how to minimise and control those risks	Students can analyse some risks associated with food safety that may arise from a case study making some valid explanations to minimise and control those risks	Students can analyse information to determine a range of risks associated with food safety that may arise from a case study making reasoned explanations to minimise and control those risks	Students can analyse information to determine a range of risks associated with food safety that may arise from a case study making clear, reasoned and detailed explanations to minimise and control those risks	**Mandatory**
Unit 3 Experimenting to Solve Food Production Problems	**Properties of Food**	Students demonstrate their knowledge and understanding of how food properties can be changed to select some appropriate variables for a given brief	Students demonstrate their knowledge and understanding of how food properties can be changed to select and give reasons for a range of appropriate variables for a given brief	Students demonstrate their knowledge and understanding of how food properties can be changed to select and justify a range of appropriate variables for a given brief	Students demonstrate their knowledge and understanding of how food properties can be changed to select and justify a wide range of appropriate variables for a given brief	**Optional**
	Scientific investigation	Students can set themselves success criteria to review data collected in their experiments. Straight forward conclusions are presented	Students can set themselves a range of success criteria to review and draw conclusions from the data collected in their experiments	Students can set themselves a wide range of success criteria to review and draw reasoned conclusions from the data collected in their experiments	Students can set themselves a wide range of success criteria to review and draw clear and well-reasoned conclusions from the data collected in their experiments	**Optional**
	Solve Food Production Problems	Students can analyse the problem and propose some options to solve it.	Students can analyse the problem and justify their proposed options to solve it.	Students can analyse the problem and justify their proposed options to solve it whilst drawing on some evidence from prior learning	Students can analyse the problem and make well-reasoned justification for their proposed options that is drawn from scientific investigation and prior learning	**Optional**
Unit 4 Current Issues in Food Science and Nutrition	**Planning research**	Students can propose and plan research into a current issue	Students can propose then plan a valid issue for research. The plan has some detail and justification of the key requirements of the research question	Students can propose then plan a valid issue for research. The plan is detailed, sequenced and justified to meet the key requirements of the research question	Students can propose then plan a valid issue for research. The plan is detailed, sequenced and justified clearly to meet the key requirements of the research question	**Optional**
	Investigation	Students can select and examine secondary research to investigate draw some conclusions in response to the research question	Students can examine a range of information resources to investigate and draw mostly well-reasoned conclusions in response to the research question	Students can examine a range of information resources to investigate and draw well-reasoned conclusions in response to the research question	Students can examine a wide range of information resources to investigate and draw well-reasoned conclusions in response to the research question	**Optional**
	Evaluation	Students can analyse and evaluate current issues related to food science and nutrition. They draw straight forward conclusions and demonstrate reasoning that is mainly subjective with some use of evidence	Students can analyse and evaluate current issues related to food science and nutrition. They draw conclusions that are mainly evidence based and consider the viewpoint of a range of key stakeholders	Students can analyse and evaluate current issues related to food science and nutrition. They draw conclusions that are evidence based and consider the viewpoint of a wide range of key stakeholders	Students can analyse and evaluate current issues related to food science and nutrition. They draw conclusions using extensive evidence from both primary and secondary sources considering the perspectives and viewpoint of a wide range of key stakeholders	**Optional**