

Year 8

Food Technology



I will explain the needs of each topic and teach a broad range of skills and knowledge to you. I will demonstrate how to use equipment safely and effectively and expect you to apply your new and existing learning to this project. I will show you how to evaluate your work.



We will continue to built on previously learnt knowledge from Year 7 on health and safety and bacteria growth in a kitchen. we will discuss food packaging and the environment. We will continue to learn about different ingredients, and how to follow more in-depth recipes and dovetailing.



We will carefully watch and learn from practical demonstrations and apply our learning to our individual practical cook. We will evaluate our work in readiness for your own personal evaluation on the food you produce.



You will use your skills, knowledge and understanding to independently prepare, cook and clean your dishes. You will complete all the theory elements independently. You will evaluate independently the dishes you have produced.

Name:

Group:

% Achieved

THE BIG QUESTION

WHY COOK?



THE HOSPITALITY AND CATERING INDUSTRY IS WORTH £41 BILLION TO THE UK ECONOMY AND PROVIDES THOUSANDS OF JOBS.



Contents pages

Hygiene hazards in the kitchen

The Big Question

What is the difference between a safety hazard and a hygiene hazard?



Why do we need to ensure the kitchen is safe from hygiene and safety hazards?

Teacher led discussion with examples.



Watch Health and Safety PowerPoint/ film, Q & A session



Complete the page circle all the hazards and hygiene issues in the kitchen. Write in full sentences

Cooking food safely- “Franks BBQ”



The Big Question

What could happen if food isn't cooked correctly?

Why do we need to cook food safely, what is the procedures need to be followed? Teacher led discussion



Read through the pages together, and discuss Q & A session



Complete pages and peer mark

Food storage

Contents page



The Big Question

Why do we need to store food correctly?

What is food storage, what happens if food is not stored correctly or at the correct temperature? Teacher led discussion and demonstration- watch and discuss power point



Read through food storage pages together and discuss. Q & A session



Complete pages and then peer mark

Food Packaging

The Big Question

Why is it important to package food?



Why do we need food packaging? What information is found on food packaging and why? What is food packaging made from and why? Teacher led discussion and power point.



Examples of food packaging shown to class. Q & A session



Complete pages - peer mark

Glossary of equipment, preparation and cooking skills

NAME	USE	SIZE
Pastry Brush	Used for glazing	Small
Palette Knife	Spreading icing	Small
Chef's Knife	All purpose knife	Small
Vegetable Knife	Preparing Vegetables	Small
Rolling Pin	Rolling out pastry/dough	Small
Measuring Spoons	Measure out dry goods	Small
Cake Tray	Cook small cakes	Small
Muffin Tin	Cook larger small cakes	Small
Baking Tray	Cook scones / biscuits	Small
Spatula	To spread/mix	Small
Fish Slice	To remove fish from a pan	Small
Peeler	To removed skin from fruit/vegetables	Small
Corer	To remove core from fruit	Small
Pastry Cutter	To cut out shapes pastry/dough	Small
Balloon Whisk	To put air into egg whites etc.	Small
Garlic Press	To crush garlic into a paste	Small
Pizza Cutter	To slice pizza	Small
Mixing Bowl	Container to mix cake/pastry etc	Small
Electric Mixer	Electric devise to mix products fast	Large
Hand Held Mixer	As above but hand held	Large
Bake	To cook in the oven e.g. pasta bake/ crumble	
Sauté	To lightly fry	
Rubbing in	To rub in gently with your finger tips	
Boil	To bring items to the boil—100* C	
Simmer	Just below boiling point	
Portion control	The amount of food each person receives	
lining	To line a tin or tray to prevent sticking	
Glaze	To coat a food item before cooing to give it a shine	
Draining	To remove liquid from a food product eg pasta	
Bridge and claw hold	To hold the item to be cut securely to prevent cuts	
Mixing	To mix ingredients together to bind them	

Glossary Word Bank to help with your evaluations

APPEARANCE

Attractive
Appetising
Bright
Colourful
Colourless
Crumbly
Crystalline
Cuboid
Dark
Dull
Evenly baked
Firm
Fizzy
Flaky
Flat
Fragile
Glossy
Golden
Golden Brown
Greyish
Heavy
Interesting
Light
Limp
Mouth-Watering
Off-Colour
Over cooked
Pale
Plain
Runny
Stringy
Tempting
Unevenly Baked
Uniform Size
Wet
Well Risen

FLAVOUR

Acidic
Aftertaste
Balanced
Bland
Buttery
Cheesy
Citrus
Cool
Delicate
Delicious
Fizzy
Greasy
Herby
Hot
Light
Mature
Mild
Peppery
Refreshing
Rich
Salty
Savoury
Scrumptious
Sharp
Sickly
Sour
Spicy
Sweet
Tainted
Tangy
Tart
Tasteless
Warm
Weak

TEXTURE

Brittle
Bubbly
Chewy
Close
Creamy
Crisp
Crumbly
Crunchy
Dry
Flaky
Fluffy
Greasy
Gritty
Hard
Juicy
Lumpy
Moist
Mushy
Open
Rubbery
Runny
Sandy
Short
Smooth
Soft
Sticky
Stringy
Stodgy
Tacky
Tender
Tough
Waxy
Uninteresting

AROMA

Acrid
Aromatic
Burnt
Fishy
Floral
Fragrant
Fruity
Light
Meaty
Musty
Perfume
Pungent
Rancid
Roasted
Rotten
Savoury
Scented
Sour
Spicy
Strong
Zesty

Sentence Starters Year 8

Big Question: How could you use sentence starters to help to explain your ideas and deepen your responses?

In Catering, **it's important that you can communicate your thoughts and ideas through a range of methods.** Speaking and writing are often used but it can be difficult, sometimes, to get your ideas across to others, e.g. a teacher, a student or an Examiner. Using sentence starters to get your ideas across is a great way to get

If explaining or writing a **Catering Brief**

I am going to read my recipes and make...

The problem I have with my dish is...

My dish will be using these ingredients...

The dish will be served in the following way...

The dish should be nutritious because it contains the following nutrients ...

If explaining or writing a **Catering Specification**

My dish will serve... people

To ensure my product is produced hygienically and safely I will use these methods to clean/ wash up,...

The intended client will be...

I will be making my dish by using these ingredients...

Annotations- these are often used when designing a food product or listing out ideas and thoughts

The size of my dish I have decided will be ...

When making my dish I will use the following health and safety and hygiene techniques...

I feel this will be a suitable dish to make because...

I don't like the dish because...

By making these changes I can improve and develop my dish by adding (or taking away)...

Evaluation- use this to explain how successful/ not successful the completed dish is .

Overall I feel my dish is a success/ failure because...

I have found the preparation and cooking process hard/difficult/easy...

If I were to make this dish again I would change... to improve it

I would like to add this to the dish...

Product Analysis- think about cost, materials, quality, aesthetics, etc. of similar shop bought products

I have found that the same dish bought in supermarkets is the same/similar/different

This dish could be adapted by adding/ removing...

I like the way this dish has been prepared and cooked because...

Big question how can Numeracy be used in Catering?

- develop basic counting skills.
- read a variety of numbers.
- measure out quantities.
- learn maths vocabulary such as units of measurement for both solids and liquids.
- learn both imperial and metric measurements.
- estimate how long things might take to cook.

WEIGHTS			WEIGHTS		VOLUME	
15g	1/2oz		450g	1lb	30ml	1fl oz
20g	3/4oz		475g	1lb 1oz	50ml	2fl oz
25g	1oz		500g	1lb 2oz	75ml	3fl oz
40g	1 1/2oz		550g	1lb 4oz	100ml	3 1/2fl oz
50g	2oz		600g	1lb 6oz	125ml	4fl oz
60g	2 1/2oz		700g	1lb 8oz	150ml	1/4 pint
75g	3oz		750g	1lb 10oz	175ml	6fl oz
100g	4oz		800g	1lb 12oz	200ml	7fl oz
124g	4 1/2oz		900g	2lb	225ml	8fl oz
150g	5oz				250ml	9fl oz
175g	6oz				300ml	1/2 pint
200g	7oz				325ml	10fl oz
225g	8oz				350ml	12fl oz
250g	9oz				375ml	13fl oz
275g	10oz				400ml	14fl oz
300g	11oz				425ml	3/4 pint
350g	12oz				450ml	16fl oz
375g	13oz				500ml	18fl oz
400g	14oz				600ml	20fl oz
					1ltr	1 3/4 pint
			SPOON MEASURES			
			5ml	1tsp		
			15ml	1tbsp		
			30ml	2tbsp		
			45ml	3tbsp		
			60ml	4tbsp		
			OVEN TEMPERATURE			
Fahrenheit°	Celsius°	Gas mark				
275	140	1				
300	150	2				
325	160	3				
350	180	4				
375	190	5				
400	200	6				

Why is portion control important in the catering industry?



Using portion control equipment such as different sized spoons is standard practice in the kitchen. It will not only keep food costs down and help to reduce waste, and therefore help the environment, it will also ensure that customers will receive consistency

Measuring Jug A measuring jug is needed for measuring liquids. A jug which is marked in millilitres (ml) on one side and pints and fluid ounces (fl oz.) on the other, showing both units is the most useful kind to have. Liquids are measured in millilitres (ml) and litres (l). There are 1000ml in a litre. Liquids are measured in millilitres (ML) and litres (L)



Before anything is weighed on the scales, make sure the pointer on the number face is at zero, when the scale pan is in place. Simply measure the food until the pointer reaches the weight you need.



Hygiene in the Kitchen

The Big Question

What is the difference between a safety hazard and a hygiene hazard?



Write full sentences to discuss your findings



Frank organises a safe barbecue

The Big Question Why do we need to store food correctly?

Fit the words provided on the next page into the blank spaces to ensure Frank enjoys a safe and tasty barbecue. You can only use the words once.

Frank looked out of the window and said “what a great day for a BBQ”. Grabbing his wallet and car keys he set off for the supermarket.

He looked down his shopping list—ketchup, frozen hamburgers, sausages, buns, salad, fizzy drinks, and ice cream for dessert, “I’d better get the _____ last so that they don’t _____ before I get home”.

At the checkout, Frank made sure that his salad was on top of the other shopping so it didn't get squashed, and that the burgers, sausages and ice-cream were _____. “Next time I’ll bring a _____ so that all my food stays cold.

“Aa ha” Frank exclaimed. “While I’m in town, I could catch a movie.... But on second thoughts I better get all this shopping home first.”

Once Frank got home he was in a bit of a dilemma. “My sausages are ready to cook but my burgers need defrosting. It will have to put the burgers in a _____ in the _____ on the _____ so they _____, and leave the sausages in there until I’m ready to put them on the BBQ .

While the BBQ warmed up, Frank separated his string of sausages and washed his lettuce. “Oh! I’ll have to use a separate _____ and knife from the ones that I used for the sausages to avoid _____.

Frank checked his burgers were completely _____ and were ready to cook. He could now take everything outside.

He checked meat was cooked evenly and _____ throughout and that the _____ and he couldn't see any pink bits.

Frank organises a safe barbecue

Before Frank tucked in to his food he went to grab a drink from the fridge, but not before _____ the food to prevent contamination from flies and insects —remembering that one fly can carry up to two million bacteria!

Frank served himself a healthy portion of food, ensuring that he used separate _____ and plates from the ones used before the meat was cooked!

Quite a lot of food was left over. “I had better put the salad away and let the _____ before I put it in the fridge”, he remarked.

Frank slumped into his deckchair to enjoy the afternoon sun, and dreamt of next weekend and his plans for another sumptuous and safe BBQ.



- Utensils
- Fridge
- Packed together
- Cool bag
- Juices ran clear
- Cross-contamination
- Cool down
- Frozen food
- Thaw
- Chopping board
- Defrosted
- Piping hot
- Defrost
- Covered dish
- Covering up
- Bottom shelf



Food Storage

The Big Question Why do we need to store food correctly?

Food can be divided into 4 main groups according to how it should be stored.

1. DRY FOODS—these include FLOUR, SUGAR, RICE, BISCUITS and CANNED FOODS.

They should be stored in a dry cupboard at 12°C or above.

Dampness will help mould to grow and make the food unusable.

Old stocks of dried and canned foods must be used up before new ones are opened.

It is wise to put new cans at the back and bring old ones to the front.



2. SEMI-PERISHABLE FOODS—these include BREAD, ROOT VEGETABLES, and most FRUITS.

They should be stored in a well ventilated cupboard at 6°C—12°C.

3. PERISHABLE FOODS (food which easily go off)

These should be kept in the refrigerator and stored and cooked according to the instructions on the food label. Raw meat should be stored on the bottom shelf as it is liable to ooze blood and could drip onto other foods. This can cause cross-contamination. Cross-contamination is when bacteria is transferred from raw to cooked food.

4. FROZEN FOODS - these should be kept in the freezer at minus 18°C and stored and cooked according to the instructions on the food label

Using the information above, answer the following questions:

How many food storage groups are there? _____

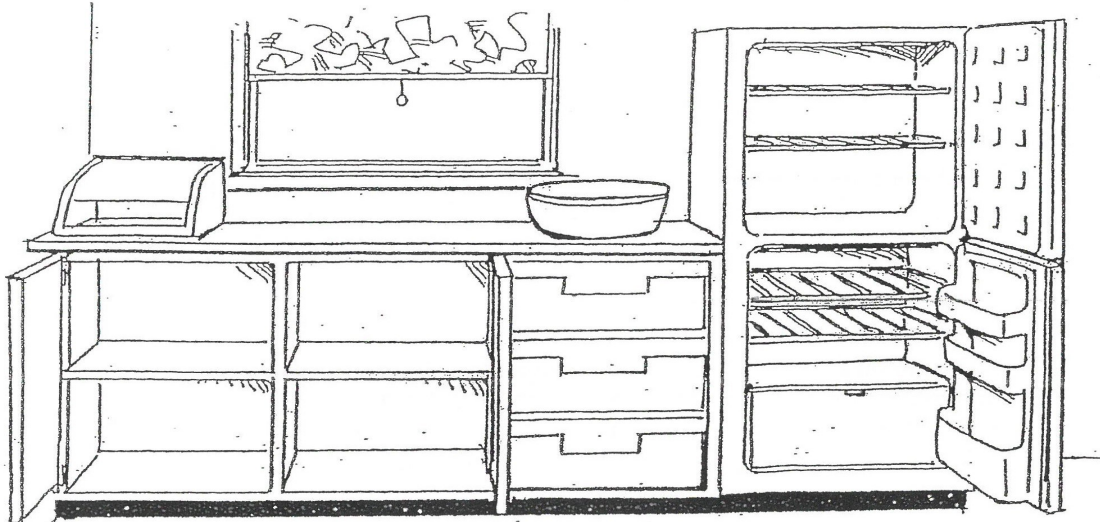
At what temperature should dry goods be stored? _____

Name 3 perishable foods: _____

Why should raw meat be stored on the bottom shelf of the refrigerator?

The Big Question Why do we need to store food correctly?

Food storage— look at the picture below, and explain what food types would be stored in each area of the kitchen and why.



Place the foods below in the correct storage area and explain why

Food	Where Stored?
Frozen Food	
Bread	
Perishables (Foods which go off quickly)	
Green Vegetables	
Root Vegetables	
Salad Vegetables	
Fruit	
Dry Groceries and Tinned Foods	



Food Packaging

The Big Question- What is food packaging and how will be it be suitable for your product?

Design your own piece of food packaging on a piece of **A3 paper**

Remember to:

Describe the labels and the materials chosen

Draw your packaging with a front and back view

tSay how and where your packaging will open



Include the following on the packaging:

Name of the food

Best eaten/ before by date

Put a logo on it

Ingredients listed by order

Instructions for use

Nutritional details

How to store

The name and address of food manufacturer

Weight of food

Any special claims

In the spaces below give 3 reasons for choosing the your packaging design:

1. _____

2. _____

3. _____

The Big Question—Do you know the different types of materials used for different food products?

Match each food pictured in the left hand column with the correct packaging from the right hand



Eggs

Pizza

Sardines



Apple Pie



Canned Peaches



Milk



Fruit Juice



Hot Hamburger



An example has been done for you below:

1. eggs = egg carton
2. Sardines = _____
3. Milk = _____
4. Pizza = _____

5. apple pie = _____
6. Canned peaches = _____
7. hot hamburger = _____
8. fruit juice = _____

Food	Packaging	Reasons
Hot Hamburger		
Eggs		
Pizza		

Food Packaging

The Big Question Why is it important to package food?

In some poorer countries food is not packaged correctly, therefore food is wasted.

The reasons for this are:

The good food goes rotten, Insects can get into the packaging and destroy the food

Food is damaged because the wrong type of packaging material has been used,

describe	damage	preserve	carried
----------	--------	----------	---------

Complete the sentences using the words from the word bank above

Packets contain food so that they can be easily _____

They protect food from _____ when they are carried around.

Cans & special cartons _____ so that they keep longer.

Packet labels _____ food so that people know what is inside.

Give two other reasons why you think we package food.

- -----
- -----

Standard challenge—without using the booklet recall and write down the reasons we package food.

Super challenge—complete the anagrams— they all relate to food packaging

lsasg tlotesb	ints
butes	arjs
ceatskp	ascpilt telotsb
strenyepoly iontaerscn	catonsr

Word Bank for help in writing evaluations

APPEARANCE	FLAVOUR	TEXTURE	AROMA
Attractive	Acidic	Brittle	Acrid
Appetising	Aftertaste	Bubbly	Aromatic
Bright	Balanced	Chewy	Burnt
Colourful	Bland	Close	Fishy
Colourless	Buttery	Creamy	Floral
Crumbly	Cheesy	Crisp	Fragrant
Crystalline	Citrus	Crumbly	Fruity
Cuboid	Cool	Crunchy	Light
Dark	Delicate	Dry	Meaty
Dull	Delicious	Flaky	Musty
Evenly baked	Fizzy	Fluffy	Perfume
Firm	Greasy	Greasy	Pungent
Fizzy	Herby	Gritty	Rancid
Flaky	Hot	Hard	Roasted
Flat	Light	Juicy	Rotten
Fragile	Mature	Lumpy	Savoury
Glossy	Mild	Moist	Scented
Golden	Peppery	Mushy	Sour
Golden Brown	Refreshing	Open	Spicy
Greyish	Rich	Rubbery	Strong
Heavy	Salty	Runny	
Interesting	Savoury	Sandy	
Light	Scrumptious	Short	
Limp	Sharp	Smooth	
Mouth-Watering	Sickly	Soft	
Off-Colour	Sour	Sticky	
Over cooked	Spicy	Stringy	
Pale	Sweet	Stodgy	
Plain	Tainted	Tacky	
Runny	Tangy	Tender	
Stringy	Tart	Tough	
Tempting	Tasteless	Waxy	
Unevenly Baked	Warm	Uninteresting	Zesty
Uniform Size	Weak		
Wet			
Well Risen			

Evaluating your work

Big question we do we evaluate our product?



I will explain the purpose and value of completing a cooking evaluation and explain all of the main elements needed to make it a success!

1. What did your product taste like? How could you improve it?
2. How was the texture of your product?
3. How was the appearance of your product?
4. Fit for purpose, would you be able to sell your product?
5. How nutritious was your product?
6. Was your product good value for money?
7. How was the aroma of your product?

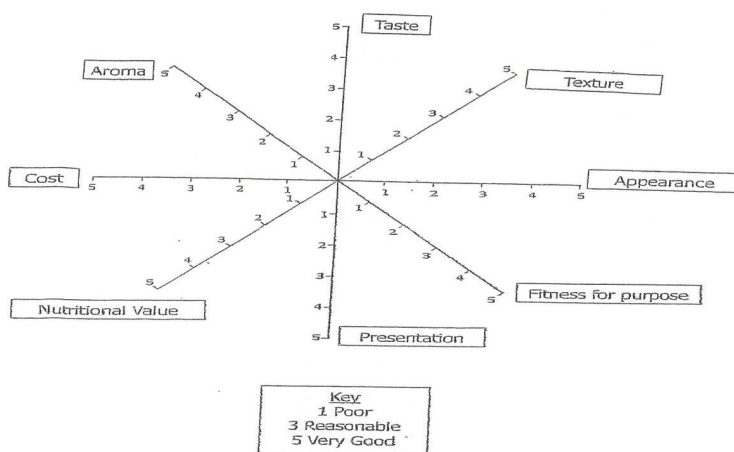
Big question what is a product analysis?

Product Analysis

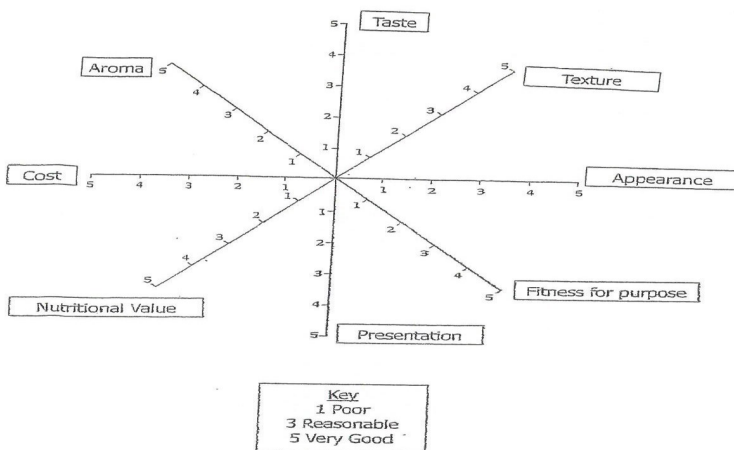
You can carry out product analysis on food you have produced. A simple cobweb chart can be used to identify the good and bad qualities of production. Use the cobweb chart below to record the qualities of the food you are testing. Examine the product, and give it marks out of five in each category. Then plot the results on the chart and join up the dots to show your findings



Dish -----



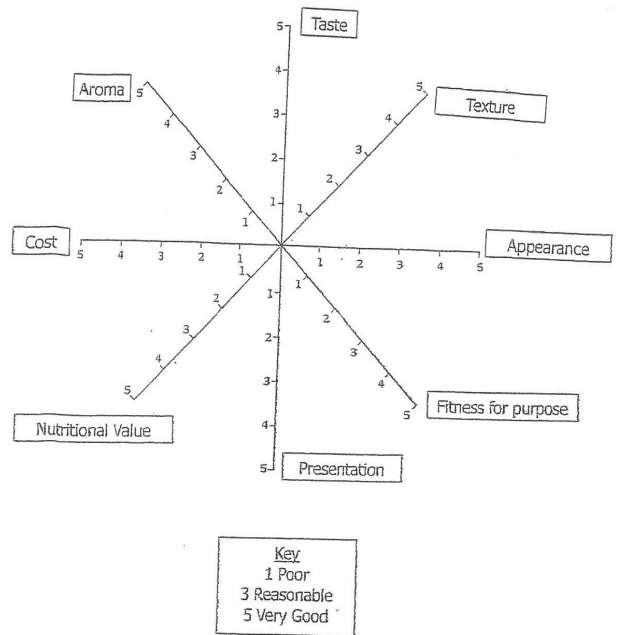
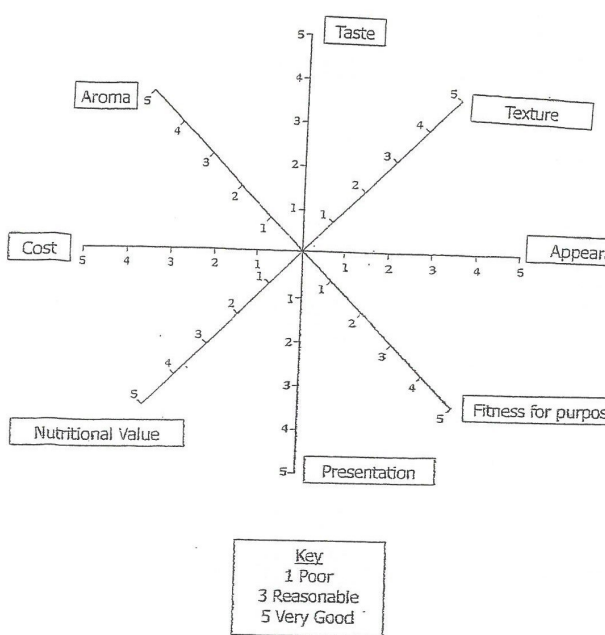
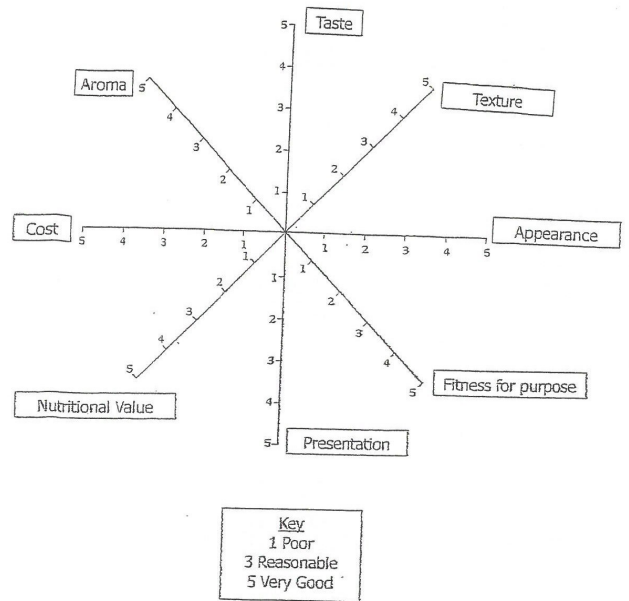
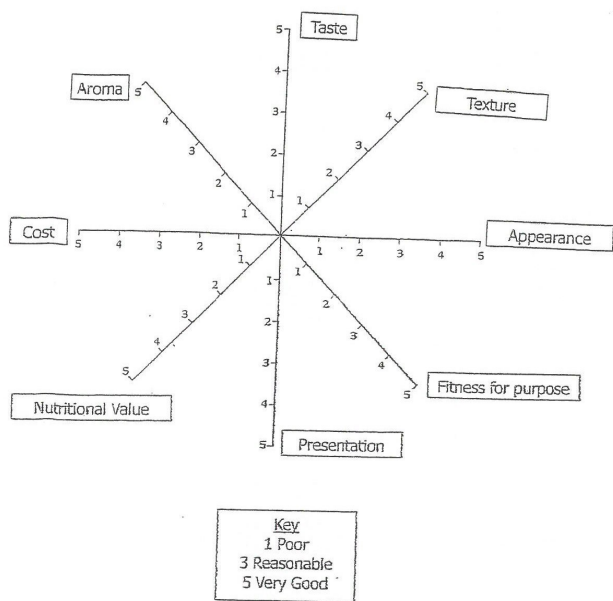
Dish -----





Big question what is a product analysis?

Product Analysis for the dishes you have prepared and cooked



Big Question what is an evaluation needed for?



Dish

Evaluation- Analyse and evaluate the results you have given for each quality. Use more detailed words to describe the qualities and give reasons for your results. You can suggest ways to improve your results. Use the word bank to assist you.
Taste
Texture
Appearance
Aroma
Cost
Nutritional Value
Fit for purpose
Presentation
Improvements/ changes



Big Question what is an evaluation needed for?

Dish

Evaluation- Analyse and evaluate the results you have given for each quality. Use more detailed words to describe the qualities and give reasons for your results. You can suggest ways to improve your results. Use the word bank to assist you.
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Improvements/ changes



<u>Evaluation</u>	<u>Evaluation</u>
Analyse and evaluate the results you have given for each quality. Use more detailed words to describe the qualities and give reasons for your results. You could also suggest ways to improve the product	Analyse and evaluate the results you have given for each quality. Use more detailed words to describe the qualities and give reasons for your results. You could also suggest ways to improve the product
Taste	Taste
Texture	Texture
Appearance	Appearance
Aroma	Aroma
Cost	Cost
Nutritional Value	Nutritional Value
Fitness for purpose	Fitness for purpose
Presentation	Presentation

<u>Evaluation</u>	<u>Evaluation</u>
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Taste	Taste
Texture	Texture
Appearance	Appearance
Aroma	Aroma
Cost	Cost
Nutritional Value	Nutritional Value
Fitness for purpose	Fitness for purpose
Presentation	Presentation

Big Question why do we need demo notes?

Demo notes– your demo notes are an essential part of your practical lesson. They need to have clear and precise information written on them. They need to be neat and tidy and should contain full written sentences or paragraphs. You need to ensure that all **KEY** words are written down and either circled, underlined or highlighted. The demo notes do not go home as they are part of your written work and will be marked.

Date you are cooking-----

Name of the dish you are cooking-----

Equipment list

Ingredient list

Method

Temperature of oven

Time in oven

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Method

Temperature of oven

Time in oven

Personal Catering Training Record

Big Question what is a personal training record?

As part of your catering course, you will be expected to use a range of equipment to help make your work to the highest standard. You will be taught how to use the equipment either individually, or as part of a group and as this happens you will be asked to tick and date the chart, below, to show that you are trained and confident.

Equipment Name	Date	Trained (tick)
Ovens		
Hobs		
Microwave		
Sink/ washing up (Hygiene)		
Kitchen utensils		
Fridge and freezer		
Correct use of kitchen cloths		

Note: Make sure that you have made yourself aware of the safety signage and information located within your practical area. **If you require further instruction on the machinery during your lessons, ask!**

Engagement Tasks—recalling previous knowledge

1. Why do we need to use hot water when washing up?
2. Explain what cross–contamination means?
3. Why do we use different coloured chopping boards in a kitchen?
4. Can you name the different colours of the chopping boards and the foods that are prepared on them?
5. What is the difference between a dish cloth and a tea towel?
6. What does the term “Team work” mean?
7. Name 4 types of food packaging materials
8. Name 2 advantages and 2 disadvantages of using this type of material for the food packaging
9. Explain what pieces of information are found on a food packet
10. Name 4 rules that need to be followed when using a knife in a kitchen

Whole class feedback

Feedback is important as it provides positive, developmental criticism (and shares success!) to allow you to see what you can develop to improve your focus and outcomes

Read over the feedback given to you on each of the 'whole class feedback sheets', **highlight your developmental points for action** and then glue them onto the space, below:

Academic Article

Big Question how can we promote health safety and hygiene in a kitchen?

How to promote health safety and hygiene and healthy eating.

Students need to be aware of health and safety in the kitchen for several important reasons. Ensuring their awareness and understanding of these practices is crucial for their safety, development of life skills, and overall well-being. Here are the key reasons:

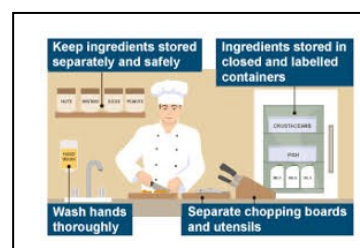
Preventing Accidents and injuries

1. **Avoiding Burns and Scalds:** Understanding the proper use of stoves, ovens, and microwaves helps prevent burns and scalds.
2. **Preventing Cuts:** Knowing how to handle knives and other sharp utensils safely reduces the risk of cuts and lacerations.
3. **Electrical Safety:** Awareness of how to safely use and maintain electrical kitchen appliances prevents electric shocks and fires.



Ensuring food safety

1. **Preventing Foodborne Illnesses:** Understanding the importance of proper food storage, handling, and cooking techniques helps prevent foodborne illnesses.
2. **Cross-Contamination:** Knowledge of how to avoid cross-contamination, such as keeping raw meat separate from ready-to-eat foods, is crucial for food safety.
3. **Proper Hygiene:** Teaching students about the importance of handwashing and maintaining a clean kitchen environment helps ensure food is safe to eat.



Developing essential life skills

1. **Cooking Skills:** Learning health and safety in the kitchen is a foundational aspect of becoming proficient in cooking, an essential life skill.
2. **Independence:** Being confident in kitchen safety allows students to prepare their own meals independently, fostering self-sufficiency.
3. **Responsibility:** Understanding and applying safety measures teaches responsibility and carefulness in the kitchen, valuable traits in all aspects of life.

Encouraging healthy eating habits

1. **Confidence in Cooking:** When students feel safe in the kitchen, they are more likely to experiment with and prepare healthy meals.
2. **Understanding Nutrition:** Practical cooking lessons that incorporate health and safety can also teach students about nutrition and healthy eating. The Eatwell guide encourages you to eat foods from the 5 food sections, which are carbohydrates, proteins, dairy, fruit and vegetables and fat.

Questions

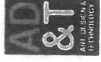
State 2 ways that you can avoid and prevent slips and falls in a kitchen

2. Explain 3 ways that you can prevent foodborne illnesses

3. What does the term cross contamination mean?

4. Being confident in cooking will encourage you to do what?

5. What is the Eatwell plate and what does it encourage you to do?



Class KS3

Art, Design and Technology Marking Crib CATERING

<p>Praise: Excellent research Great annotations Great pictures/ graphs Very informative</p>	<p>Missing / Incomplete Work: No bibliography No full sentences No pictures/ graphs No research Not enough descriptive explanations</p>	<p>SPAG Errors: No capital letters No comma's No full sentences No full stops Remember a name begins with a capital letter</p>
<p>Cause for Concern: Homework not handed in on time No ingredients brought in Messy written work Graffiti on work</p>	<p>Misconceptions: The higher the temperature the faster it will cook. Research can be copy & pasted 2/3 sentences are acceptable</p>	<p>Presentation: Excellent layout Excellent & relevant pictures Good use of colour Excellent annotation</p>
<p>Outstanding Work: An outstanding piece of written work should be informative & show excellent research with a bibliography. It should have relevant pictures & graphs. The work should have full sentences, excellent grammar & punctuation. The work should be neat, tidy & presentable</p>		

CATERING YEAR 8

	Home equipment and uses, knife skills and holds. 10%	Kitchen Hazards Wash up and Hygiene 10%	Weighing and Measuring 10%	Independent use of oven and hob 20%	Evaluations 10%	Catering challenge Healthy Eating 20%	Catering challenge Georges Auguste Escoffier and Chefs 20%
75%+	Can use all equipment, independently. Can recall names and understand what they are needed for. Can use initiative throughout. Can use knives independently and use the bridge and claw hold for all areas of practical work.	Students are fully aware of kitchen hazards and hygiene within the kitchen environment. All skills are put into practice with no assistance required.	Can independently weigh and measure all ingredients, follow a recipe to create a dish with no assistance needed.	Can use the oven and hob with total independence. Do not need any assistance with switching both on. Can please items in oven and use hob being aware of H&S at all times. Evidence shown of use of oven gloves.	Can produce a full 2 part evaluation, using the word bank to give full descriptive feedback – independence throughout	Can explain in full the importance of following a healthy diet. Can explain the Eat Well Plate in full. Can name a range of nutrients needed in the diet and the reasoning for – independent throughout.	An in depth study of all the chefs is needed. Pictures and all relevant information with a bibliography is required - No assistance given.
45%+	Describe a broad range of equipment – small/large. Hand held and machine operated. Be able to explain the differences. Knife skills are used correctly with a chopping board. Occasional assistance needed.	Can put hygiene and safety into their work plans and wash and dry up with little assistance required.	Can weigh and measure ingredients following a recipe to create a dish with occasional assistance needed.	Are reasonably independent on using the oven and hob. Can switch both on. Use with confidence, follow safety instructions. Please items in oven and cook on top. Occasional assistance required.	Can produce a web diagram and fill in the evaluation box. Good use of word bank to create full sentences – good descriptive work shown – occasional assistance required.	Can discuss a healthy diet. Can give examples. Understand the reasons behind having a Eat Well Plate in some detail – occasional assistance needed.	To complete a more in depth project on all the chefs, with pictures and supporting material. A bibliography is required – occasional guidance given.
15% +	To name 8 pieces of equipment, explain their uses and to put into practice to create the brief – some assistance required.	Can discuss and show how kitchen hazards can be avoided.	Students can use the scales to weigh out ingredients. Some assistance required.	Understand the differences between an oven and a hob. Can switch on the oven and put items in and take out using oven gloves – some assistance required.	Produce a web diagram understanding the different stages.	Can discuss the importance of healthy eating and why it is needed.	Produce written evidence on the chefs – who? What? Why? – Some assistance needed.
5%+	To recognise 4 pieces of basic equipment and be able to explain their uses – assistance required. Are aware of knife skills and their uses.	Aware of kitchen hazards, but need constant reminders on how to wash up and be hygienic in the kitchen.	Can show the differences between weights oz, fluid oz, kilo, and kilogram. Can use scales with assistance for the majority of the task.	Understand the difference between an oven and a hob – assistance required majority of the time.	Can produce a web diagram to evaluate the item they have produced – assistance required throughout.	Have a basic understanding of healthy eating – assistance required.	To recognise and recall the chef's names – assistance needed.