

Food & Nutrition

Food on the go/Street Food

Homework

Year 9—Term 2

Complete the following activities for homework, in a project format. It can be word processed or handwritten.

Name and Form:

Date for handing in:

Brief:

Research, plan and make a healthy dish or product that could be served or sold from a mobile food outlet that shows cooking skills. Give reasons for your choice.

Task 1

RESEARCH A SUITABLE RECIPE

Show the recipe for your product which includes an ingredients list, an equipment list and the method for making.

Task 2

PREPARATION AND COOKING

Make the dish and show labelled photos or drawn pictures/diagrams of each stage of preparation, cooking and also of the finished product.

Task 3

HYGIENE AND SAFETY

Suggest a range of hygiene and safety instructions for each stage of the preparation and cooking process.

Task 4

EVALUATION

Complete an extended piece of writing using the questions below (**see grade descriptors for literacy attached**).

1. Explain how your research helped you to select and produce your dish.
2. Ask your family to give feedback on the appearance, texture and flavour of your dish. Write a detailed analysis of their comments using sensory words. e.g. crumbly for texture.
3. Explain cooking methods. Did you use low, medium or high skills to produce your final dish? What were they?
4. Did you work safely and hygienically? Explain.
5. How could you improve your dish if making it again?
6. Write a conclusion for your findings.

EXTENSION TASK

- 1) Who can or can't eat this product? e.g. Vegetarian.

- b) Suggest how you could modify this dish to suit specific dietary needs.
- 2) Explain the measures that you will put in place for a batch production of your product.

Food & Nutrition Homework Marking

	Grade 1-3	Grade 4-5	Grade 6-9
Research	I can use 1 or 2 research methods	I can use 3 or more research methods	I can use a wide variety of research methods
	I can identify sensory qualities of foods	I can describe foods using sensory words	I can write a detailed analysis of foods using sensory words.
	I can write a brief conclusion	I can write a detailed conclusion suggesting some improvements	I can write a detailed conclusion and explain improvements

THE LITERACY PYRAMID

I can:

9-10 marks

Write in an engaging style appropriate to the task with a variety of the task with a variety of sentence types. Use a full range of punctuation accurately to improve the style and effect of my writing. Always spell accurately.

7-8 marks

Use different types of sentence to engage the reader. Use all common types of punctuation correctly, including colons and semi-colons. Spell most words accurately, including technical vocabulary.

5-6 marks

Use different types of long complicated sentence. E.g. "Suddenly, without any warning, I heard a terrible scream." Always use full stops, commas, question marks, and speech marks correctly. Spell commonly used words correctly all of the time; usually spell more difficult words correctly.

3-4 marks

Use longer, more complicated sentence. E.g. "I opened the door and stepped in the dark house." Use capital letters, full stops, commas and question marks accurately most of the time. Spell common words accurately most of the time; spell some difficult correctly.

1-2 marks

Use simple sentences that are sometimes made longer with words like "and", "but" and "because". E.g. "I visited the big old house". Write in sentences that use punctuation like full stops, commas and question marks, although sometimes with mistakes. Spell simple words correctly.

Marking Criteria

Research Methods

Topic Covered

Results & Conclusions

Presentation

Overall grade

Research Methods

Internet

Questionnaires & Surveys

Books & Magazines

Own product making and testing with experimentation and analysis

Interviews

Comparisons

Nutritional analysis