

PORTFOLIO DEVELOPMENT

The portfolio is a **representation of the students' work**. It is a **means of collecting and presenting evidence which verifies students' learning achievement for the two-year period**.

- Notes or handouts should not be included.
- E-portfolios as well as Paper-based portfolio are allowed. Students can also have a combination of both E and Paper-based portfolios.
- The portfolio should include information under the headings:
 - Cover page: - Name of School, Subject, Teacher's Name, Student's Name, Year of Examination
 - Title page: - Examination, Subject, Year
 - Table of contents; - Topics neatly identified, Pages correctly numbered in sequence.
 - Introduction: - Information about the student, Expectations of the subject FOOD Nutrition and Health.
 - Supporting Evidence: e.g. *Written Assignment, *Oral Questions (checklist format), *Projects - Work Samples, Research Assignments, *Fieldtrip reports, *Summative evaluation of practical work, *Digital photographs of candidates performing critical tasks. **Please note: written assignments/formative assessments in E-portfolios must be in the candidate's own handwriting and marked by the teacher before uploading.**
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 - Self-assessment/Reflection: - students reflect in writing whether their expectations have been achieved.
- The portfolio must capture evidence of the thirteen (13) practical plus SBA 1 & 3 and provide information on formative and summative assignments.
- Students should be encouraged to write their own reflections instead of using standardized formats.
- Formative and summative assignments must be marked/corrected, signed, and dated by the teacher.
- Digital evidence must be captioned, and the student must be visible in the photograph.

How to Write a Reflection

A reflection is a thoughtful, written account of a student's understanding, feelings, and experiences related to a task or activity that was completed. It allows the student to examine what was learned, how the learning took place, and how the new knowledge or skills will influence future actions. A strong reflection demonstrates self-awareness, honesty, and the ability to analyse both successes and challenges.

A well-written reflection should include the following elements:

- **Description of the task:** Clearly state the activity or assignment to be completed.

- **Expected outcome:** Explain what you intended to achieve before beginning the task.
- **Key concepts and skills learned:** Identify the most important ideas, techniques, principles, or skills gained.
- **Challenges encountered:** Discuss what aspects were difficult or problematic and why.
- **Rewards and accomplishments:** Highlight what was most satisfying or meaningful about the experience.
- **Honest self-assessment:** Provide open and truthful statements about your performance, effort, and feelings throughout the process.
- **Achievement of intended learning:** Explain whether you learned what you planned to learn. If not, state the reasons and what may have affected the outcome.
- **Areas for improvement:** Reflect on what you would do differently if you were to complete the task again.
- **Future application:** Describe how you will apply the new knowledge or skills in future tasks, projects, or real-life situations.

A good reflection not only reviews what happened but also shows growth, personal insight, and a clear plan for continued improvement.

Examples of simple concise reflections

- Making a Cake

The task was to bake a vanilla cake using the creaming method. I expected a soft, fluffy cake with good flavor. I learned the importance of accurate measurements and proper mixing to achieve the right texture. The most challenging part was judging the batter consistency, but the most rewarding was seeing the cake rise and taste great. I met my learning goal, though I need more practice with mixing. Next time, I would use a timer and check oven temperature for accuracy. I will apply these skills when baking other cakes and trying new flavors.

MINISTRY OF EDUCATION
Curriculum Planning and Development Division

Portfolio Guide for Food Nutrition & Health

Effective for 2027 & 2028 Examination

Candidate's Name

	PORTFOLIO	Maximum marks	Final marks
(a)	Cover Page (Name, School, Examination year, Teacher's Name)	1 mark	
(b)	Title Page	1 mark	
(c)	Table of Contents (Topics, Page numbers)	2 marks	
(d)	Introduction (Personal Information)	2 marks	
(e)	Supporting Evidence (formative assignment, summative assignments, different assessment methods)	7 marks	
(f)	Reflections	2 marks	
	TOTAL	15 marks	

Criteria	Evidence	Maximum Mark	Given Mark	Final Mark
(a) Cover Page	Name of School	1		Given total /5
	Subject	1		
	Teacher's Name	1		
	Candidate's Name	1		
	Year of Examination	1		
	Total	5		
(b) Title Page	Examination	1		Given total /3
	Subject	1		
	Year	1		
	Total	3		
(c) Table of Contents	Topics neatly identified	1		Given total
	Pages correctly numbered in sequence	1		
	Total	2		
(d) Introduction	a. 'Getting to know me' – Information about the candidate	1		Given total
	b. Expectations of the subject FN&H	1		
	Total	2		

Criteria	Evidence					Max. Mark	Given Mark
(e) Supporting Evidence Please note: Written assignments/in E-portfolios must be in the candidate's own handwriting and marked by the teacher before uploading.	(A) FORMATIVE ASSIGNMENTS – minimum of 2 per topic						
	TWO (2) marks per corrected assignment						
	1. Types of Diet					2	
	2. Nutrition Related Problems					2	
	3. Menu Writing Format and Courses					2	
	4. Production of Common Food Commodities					2	
	5. Safety & First Aid					2	
	6. Small and Large Kitchen Equipment					2	
	7. Quick breads					2	
	8. Meal Planning					2	
	9. World Cuisine					2	
	10. Cuts of Meat, Poultry & Seafood					2	
	11. Sweet and Savoury Yeast Cookery					2	
	12. Packed Meals					2	
	13. Food Spoilage and Contamination					2	
	14. Desserts					2	
	15. Soups					2	
	16. Vegetables and Salads					2	
	17. Appetizers					2	
	18. Sweet & Savoury Pastries					2	
	Sub-total					36	
Images must: capture skills, tell a story (beginning, middle, product), be captioned, be able to identify the student	Digital evidence for THIRTEEN (13) practical						
	Practical	Capture skill (1)	Tell a story (1)	Captioned (1)	Student Identified (1)		
	1. One pot meals					4	
	2. National/Ethnic dishes					4	
	3. Cake making					4	
	4. Table Settings					4	
	5. Food Preservation					4	
	6. Cereals					4	
	7. Cake Decorating					4	
	8. Convenience Foods					4	
	9. Sauces					4	
	10. Vegetarian Dishes					4	
	11. Yeast Products					4	
	12. Batters					4	
	13. Sandwiches					4	
	Sub-total					52	

	(B) SUMMATIVE ASSESSMENT		
	End of term written exams for a minimum of THREE (3) terms. Exams must be corrected. ONE (1) mark each	3	
	Sub-total	3	
CXC Plan Sheets must be used for time plans	(C) SBA		
	SBA 1 Completed Time Plan marked/corrected	2	
	SBA 1 Completed marking scheme (2 pages)	2	
	SBA 1 Photo of completed assignment (must include student)	1	
	SBA 2 Completed Time Plan 2 ½ hours	4	
	SBA 2 Marked/Corrected Time Plan	2	
	SBA 2 Recipe for each dish (5 dishes)	5	
	SBA 3 Completed Time Plan marked and corrected	2	
	SBA 3 Completed marking Scheme (2 pages)	2	
	SBA 3 Photo of completed assignment (must include student)	1	
	Sub-total	21	
	Total marks for (e) supporting evidence divided by 16	112 ÷ 16 = 7	
	Student total marks for (e) supporting evidence divided by 16	÷ 16 =	

Criteria	Evidence	Max. Mark	Given Mark	
(f) Reflections	(1) One Pot Meals	2		Given total /5
	Information on outcome of tasks and student experience			
	(2) Sauces	2		
	Information on outcome of tasks and student experience			
	(3) Yeast Products	2		
	Information on outcome of tasks and student experience			
	(4) SBA 1	2		
	Information on outcome of tasks and student experience			
	(5) SBA 3	2		
	Information on outcome of tasks and student experience			
	Total	10		

Teacher's Signature

Date

