

Key Stage 3 Food Technology Assessment Grid



	A	B	C	D	E	F	G	H	I
<p>Subject knowledge</p> <p>Demonstrate knowledge and understanding of food, cooking and nutrition</p>	<p>Identify some ingredients for a given recipe</p> <p>Identify some equipment for a given recipe</p> <p>Read subject specific keywords</p>	<p>Identify ingredients for a given recipe</p> <p>Identify equipment for a given recipe</p> <p>Identify subject specific keywords</p>	<p>Clearly identify ingredients for a given recipe.</p> <p>Clearly identify equipment for a given recipe.</p> <p>Remember subject specific keywords and use them to explain the recipe stages.</p>	<p>Show a basic knowledge of cooking skills and ingredients used.</p> <p>Can produce a written description showing understanding.</p>	<p>Show a good knowledge of cooking skills and ingredients used.</p> <p>Can produce a detailed written description clearly showing understanding.</p>	<p>Can apply knowledge using subject specific key terms and link to a real life situation/recipe.</p> <p>Can identify different food groups and explain nutrition within a given recipe.</p>	<p>Can accurately apply knowledge using subject specific key terms and link to a real life situation/recipe.</p> <p>Can accurately identify different food groups and explain nutrition within a given recipe.</p> <p>Can suggest healthy alternatives.</p>	<p>Show a basic understanding of food science linking to practical tasks.</p> <p>Show a basic understanding of the functions of ingredients. Can comment on appearance and outcome.</p> <p>Understand dietary needs of different groups e.g. vegan, Coeliac</p>	<p>Show a good understanding of food science linking to practical tasks.</p> <p>Show a good understanding of the functions of ingredients. Can comment on appearance and outcome.</p> <p>Explain how to adapt ingredients according to dietary needs.</p>
<p>Planning</p> <p>Apply knowledge and understanding of food, cooking and nutrition</p>	<p>Arrange given steps for a basic recipe</p> <p>Comment on safe use of equipment</p>	<p>Using a given recipe can expand on instructions.</p> <p>Comment of safe use of equipment</p>	<p>Produce a simple plan for a given recipe</p> <p>Comment on possible health and safety issues</p>	<p>Produce a clear step by step plan.</p> <p>Add some safety points</p>	<p>Produce a step by step plan, including all steps involved to make a specific product.</p> <p>Safety points added.</p>	<p>Produce a clear plan, showing simple steps and control checks for hygiene safety and quality</p>	<p>Produce a clear plan, and add control checks for hygiene safety and quality.</p> <p>Include timings and serving suggestions.</p>	<p>Produce a clear and detailed plan, and add control checks for hygiene safety and quality.</p> <p>Include accurate timings and serving suggestions.</p>	
<p>Practical skills</p> <p>Plan, prepare and cook dishes combining appropriate techniques</p>	<p>Make a basic product with some support</p>	<p>Make a basic product without support using a given recipe.</p>	<p>Make a basic product showing good understanding of the use of equipment</p> <p>Product is finished to a good standard</p>	<p>Make a product using a number of cooking skills.</p> <p>Product is of a good standard.</p>	<p>Make a product adapting ingredients when using a given recipe.</p> <p>Time is used well and all aspects of health and safety are followed</p>	<p>Make a product showing a range of skills using equipment with accuracy to create a well presented outcome.</p> <p>Time is used well and all aspects of health and safety are followed</p>	<p>Make a products showing a range of skills using equipment with accuracy to create a well presented outcome.</p> <p>A wide range of skills are evident</p>	<p>Show a wide range of practical skills using appropriate tools correctly and safely to produce a precise and high quality outcome.</p> <p>Tasks are organised by prioritising and dovetailing to carry out numerous different task simultaneously.</p>	
<p>Analyse and evaluate</p> <p>Analyse and evaluate different aspects of food made by themselves and others</p>	<p>Evaluate your product and suggest some improvement</p>	<p>Evaluate your product and suggest some improvement making reference to ingredients and flavour</p>	<p>Evaluate your work making suggestions for improvements using given descriptive words.</p>	<p>Evaluate how you worked and how your product turned out, including descriptive words</p>	<p>Evaluate your product saying what worked well and could be improved giving examples.</p> <p>Carry out sensory analysis using descriptive words</p>	<p>Evaluate your product saying what worked well and could be improved giving examples.</p> <p>Carry out sensory analysis using descriptive words</p> <p>Record the nutrients provided</p>	<p>Evaluate your product saying what worked well and what could be improved giving examples and reasons.</p> <p>Carry out sensory analysis of the product using descriptive words.</p> <p>Carry out nutritional analysis</p>	<p>Evaluate your product, commenting on fitness for the purpose justifying your comments and developments for giving examples and reasons.</p> <p>Carry out a sensory analysis of the product</p> <p>Carry out nutritional analysis identifying macro and micro nutrients.</p>	<p>Evaluate your product, commenting on fitness for the purpose justifying your comments and developments for giving examples and reasons.</p> <p>Carry out a sensory analysis of the product and completing a sensory chart</p> <p>Carry out detailed nutritional analysis identifying macro and micro nutrients.</p>



Key Stage 3 Assessment Pathway

Year 7		
Pathway	Assessment Point 1	Assessment Point 2
Foundation (99-)	A	A-B
Intermediate (100-110)	A-B	B-C
Higher (111+)	B-C	C-D

Year 8		
Pathway	Assessment Point 1	Assessment Point 2
Foundation	B-C	B-C
Intermediate	C-D	D-E
Higher	D-E	E-F

Year 9		
Pathway	Assessment Point 1	Assessment Point 2
Foundation	C-D	C-D
Intermediate	E-F	E-F
Higher	F-G	G-I