

Key Stage 3 Food Technology Assessment Grid



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



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