

## Year 8 Design and Technology Assessment Grid – Food Technology

| YEAR<br>8   | Technical Knowledge  | Planning   | Making   | Hygiene and Safety  | Evaluation  |
|-------------|--|--|--|---|---|
| <b>Y8.9</b> | <p>I know and understand the principles of food spoilage and can <b>apply</b> it to my practical work.</p> <p>I can identify and explain the Eatwell plate and <b>all</b> the healthy eating guidelines and apply it to my practical work.</p> <p>I have a <b>very good</b> knowledge and understanding of Nutrition and the <b>7</b> main nutrients.</p> <p>I can use and explain a <b>good range</b> of technical terms and apply them to my practical work.</p>   | <p>I can <b>show</b> evidence of forward planning covering most aspects. (**)</p> <p>I can set up for a practical session with <b>minimal</b> teacher guidance.</p> <p>I can produce a <b>detailed</b> plan listing all the ingredients and equipment and have <b>some</b> knowledge of how long each operation will take.</p> | <p>I can work with a <b>minimal level</b> of supervision when making my product.</p> <p>I can use a <b>range</b> of equipment, ingredients and techniques to a <b>high</b> standard.</p> <p>I can keep a <b>tidy</b> work area.</p> <p>I can <b>use</b> checking procedures as I make my product.</p> <p>I can produce <b>well-made</b> product with a good finish.</p>  | <p><b>All/Most</b> hygiene and safety rules have been followed.</p> <p>There is <b>clear</b> evidence of temperature control <b>before and during</b> the practical session.</p> <p>I can clean as I go <b>without</b> prompting.</p> <p>Plans include <b>detailed</b> Safety and Quality checks.</p>                         | <p>I can make <b>very detailed</b> comments and suggest improvements using consumer opinions.</p> <p><b>Most</b> suggestions are justified and a range of examples are given.</p> <p><b>Some</b> wider SME issues are considered and discussed.</p>   |
| <b>Y8.8</b> | <p>I know and understand the principles of food spoilage and can <b>begin</b> to apply it to my practical work.</p> <p>I can identify and explain the Eatwell plate and <b>all</b> the healthy eating guidelines and <b>begin to apply</b> it to parts of my practical work.</p> <p>I have a <b>good</b> knowledge and <b>some</b> understanding of Nutrition and the <b>7</b> main nutrients.</p> <p>I can use and explain a <b>range</b> of technical terms and <b>begin</b> to apply them to my practical work.</p> | <p>I can show <b>some</b> evidence of forward planning but <b>some</b> aspects <b>may/may not</b> be missing. (**)</p> <p>I can <b>set up</b> for a practical session with <b>some</b> teacher guidance.</p> <p>I can produce a <b>detailed plan</b> listing <b>all</b> the ingredients and equipment.</p>                     | <p>I can make with a <b>normal level</b> of supervision.</p> <p>I can <b>use a range</b> of equipment, ingredients and techniques to a <b>good</b> standard.</p> <p>I can keep a <b>tidy</b> work area.</p> <p>I can use <b>some</b> checking procedures as I make my product.</p> <p>I can produce <b>well-made</b> product but it <b>may/may not</b> have a good finish.</p>                                       | <p><b>Most</b> hygiene and safety rules have been followed.</p> <p>There is <b>good</b> evidence of temperature control <b>before and/or during</b> the practical session.</p> <p>I can clean as I go but <b>some</b> prompting <b>may/may not</b> be needed.</p> <p>Plans include <b>some</b> Safety and Quality checks.</p> | <p>I can make <b>detailed</b> comments and suggest improvements using consumer opinions.</p> <p><b>Most/some</b> suggestions are justified and a range of examples are given.</p> <p><b>Some</b> wider SME issues <b>may/may not</b> be considered.</p>   |
| <b>Y8.7</b> | <p>I <b>know and understand</b> the principles of food spoilage.</p> <p>I can <b>identify and explain</b> the Eatwell plate and the healthy eating guidelines.</p> <p>I have <b>some</b> knowledge and understanding of Nutrition and the <b>5/7</b> main nutrients.</p> <p>I can use and explain <b>some</b> technical terms and <b>may/may not</b> be able to apply them to my practical work.</p>   | <p>I can show <b>some</b> evidence of forward planning but <b>some</b> aspects are missing. (**)</p> <p>I <b>need help</b> setting up for a practical session.</p> <p>I can produce a <b>detailed</b> plan listing <b>most</b> of the ingredients and equipment.</p>   | <p>I can make with a <b>normal level</b> of supervision.</p> <p>I can use <b>some</b> equipment, ingredients and techniques but <b>may/may not</b> need help.</p> <p>I can keep a tidy work area for <b>most</b> of the practical session.</p> <p>I can use <b>1 or 2</b> checking procedures as I make my product.</p> <p>I can produce a <b>complete</b> product but it <b>may/may not</b> have a good finish.</p> | <p><b>Some</b> hygiene and safety rules have been followed.</p> <p>There is <b>some</b> evidence of temperature control before and/or during the practical session.</p> <p>I can clean as I go but <b>some</b> prompting is needed.</p> <p>Plans include <b>some</b> Safety and/or Quality checks.</p>                        | <p>I can make <b>some</b> detailed comments and suggest <b>some</b> improvements.</p> <p>Consumer opinions <b>may/may not</b> have been given.</p> <p><b>Some</b> suggestions are justified and <b>some</b> examples are given.</p> <p><b>1 or 2</b> SME issues <b>may/may not</b> be considered.</p> |

| YEAR | Technical Knowledge  | Planning   | Making  | Hygiene and Safety  | Evaluation  |
|------|--|--|---|---|---|
| 8    |  |  |   |   |   |
| Y8.6 | <p>I have <b>some</b> knowledge and understanding of food spoilage.</p> <p>I can <b>identify and briefly explain some</b> of the Eatwell plate and/or healthy eating guidelines</p> <p>I have <b>some</b> knowledge and understanding of Nutrition and the <b>5</b> main nutrients.</p> <p>I can <b>use and begin to explain some</b> technical terms but <b>may not</b> be able to apply them to my practical work.</p> | <p>I am <b>aware of</b> the need for forward planning but <b>many</b> aspects are missing. (**)</p> <p>I need <b>reminding and help</b> to set up for a practical session.</p> <p>I can produce a <b>logical plan</b> listing the equipment <b>and/or</b> ingredients.</p> | <p>I can make with a <b>normal level</b> of supervision.</p> <p>I can use <b>some</b> equipment, ingredients and techniques but <b>may</b> need help.</p> <p>My work area <b>may/may not</b> be tidy.</p> <p>I can use <b>1 or 2</b> checking procedures as I make my product.</p> <p>I can produce a <b>complete</b> product but it <b>lacks</b> a quality finish.</p> | <p><b>Few</b> hygiene and safety rules have been followed.</p> <p>There is <b>limited evidence</b> of temperature control before and/or during the practical session.</p> <p>I can clean as I go but <b>need</b> to be prompted.</p> <p>Plans include <b>1 or 2</b> Safety and/or Quality checks.</p>                                       | <p>I can make <b>some</b> comments and suggest <b>some</b> improvements.</p> <p>Consumer opinions <b>may/may not</b> have been given.</p> <p>Suggestions <b>may/may not</b> be justified and examples may/may not be given.</p> <p>SME issues <b>may/may not</b> be considered.</p> |
| Y8.5 | <p>I have a <b>basic</b> knowledge and understanding of what makes food go bad.</p> <p>I can identify <b>some</b> of the Eatwell plate and healthy eating guidelines.</p> <p>I have a <b>basic</b> knowledge and understanding of Nutrition and the <b>5</b> main nutrients.</p> <p>I can use and begin to explain <b>some</b> technical terms.</p>  | <p>Forward planning has <b>not</b> been considered. (**)</p> <p>I need <b>reminding</b> to set up for a practical session.</p> <p>I can produce a <b>basic plan</b> but the equipment and ingredients are missing.</p>   | <p>I can carry out the making but <b>supervision may/may not</b> be needed</p> <p>I can use <b>some</b> equipment, ingredients and techniques but need help.</p> <p>My work area is <b>untidy</b></p> <p>I can use a <b>simple</b> checking procedure as I make my product.</p> <p>I can produce a <b>complete</b> product but it <b>lacks</b> a quality finish.</p>    | <p>Only <b>basic</b> hygiene and safety rules have been followed.</p> <p>There is <b>little/no evidence</b> of temperature control before or during the practical session.</p> <p>There is <b>minimal</b> evidence of cleaning as I go along.</p> <p>Plans include <b>1 or 2</b> Safety checks.</p>   | <p>I can make <b>some basic</b> comments and <b>may/may not</b> suggest improvements.</p> <p>Consumer opinions <b>may not</b> have been given.</p> <p>Suggestions <b>may not</b> be justified and examples may not be given.</p>  |
| Y8.4 | <p>I have a <b>limited</b> understanding of what makes food go bad.</p> <p>I can <b>recognise</b> the Eatwell plate and identify <b>1 or 2</b> healthy eating guidelines.</p> <p>I can <b>name 5</b> main nutrients.</p> <p>I can <b>use and explain</b> 1 or 2 simple technical terms</p>   | <p>I can bring in the <b>correct</b> ingredients but <b>help</b> is needed with weighing and measuring.</p> <p>I <b>need help</b> when setting up.</p> <p>I can produce a plan with <b>1 or 2</b> steps.</p>   | <p>I can carry out the making but <b>supervision</b> is needed.</p> <p>I can use <b>some</b> equipment, ingredients and techniques but <b>need help</b>.</p> <p>My work area is <b>disorganised</b>.</p> <p>I can use a <b>simple</b> checking procedure as I make my product.</p> <p>I can produce a <b>complete</b> product but it <b>lacks</b> a quality finish.</p> | <p>There is an <b>awareness</b> of the <b>basic</b> hygiene and safety rules and these <b>may/may not</b> have been followed.</p> <p>There is an <b>awareness</b> of temperature control during the practical session.</p> <p><b>Reminders</b> are needed to clean as I go along.</p> <p>There is an <b>awareness</b> of Safety checks.</p> | <p>I can make <b>some</b> basic comments but <b>no</b> improvements are given.</p> <p>Consumer opinions are <b>not</b> given.</p> <p>Suggestions are <b>not</b> justified and no examples are given.</p>  |

\*\* = weighing and measuring, correct preparation, labeling

Note – The Making assessment is based upon four practical lessons per year.