

# Food Technology Design & Technology



In Year 8 and 9, your child will complete food and design technology on a rota basis. Please speak with your child to learn which subject they are currently doing and refer to the relevant subject Aim High assessment descriptor below.

**For any queries, please email Mrs Crosby** (Assistant Director of Art and Design) [acrosby01@jcsc.co.uk](mailto:acrosby01@jcsc.co.uk) and she will be more than happy to help.

Aim High Step Descriptors		Key Stage 3 Food, Science Nutrition		
		A	B	C
		Knowledge & Food Science	Evaluation	Practical Skills
<b>Working Towards</b> Year 7 expectations.	<b>Step 1</b>	Students can demonstrate understanding of the Eatwell Guide.  Students can demonstrate sound understanding of food hygiene & safety.  Students can demonstrate sound understanding of where food comes from.  Students can complete food practicals independently.  Students can record results with knowledge & understanding of how ingredients work & why.  Students can show some clarity in their work and include some use of technical terms.	Students can work with support to describe their results verbally or in their written work.  Students can name sensory words appropriate to their dish.  Students can with support suggest ways they can improve.	Students show planning skills, with some inaccuracies in weighing & measuring ingredients.  Students show some control with knife skills with some uneven pieces, inaccuracy or difficulty demonstrated.  Students can cook a final dish that meets some success criteria with lots of support.  Students can complete their product but their dishes may be piled up or workstation disorganised.
		<b>Working at the Expected Standard</b> and are meeting the criteria as described by the curriculum area for Year 7.	<b>Step 2</b>	Students show minimal understanding of the Eatwell Guide.  Students show minimal understanding of food hygiene & safety.  Students show minimal understanding of where food comes from.  Students can work with support to carry out food practicals.  Students can work with support to record results.  Students can explain their results in simple terms.  Students can list their equipment and or ingredients used.
<b>Working Above</b> the expectations for Year 7 and at a greater depth.  Working towards Year 8 expectations.	<b>Step 3</b>	Students can show basic understanding of the Eatwell Guide.  Students can show basic understanding of food hygiene & safety.  Students can show basic understanding of where food comes from.  Students can carry out food practical investigations with some support.  Students can record results with some accuracy.  Students can show I have a basic understanding of how ingredients work.  Students can start to use some technical terms verbally and or in their written work.	Students can describe and discuss analysis of results with some explanation, verbally or in written work.  Students can discuss results and make links to how they could be applied to real life preparation & cooking.  Students can complete sensory testing with analysis & some evaluation.  Students can suggest more than one improvement.	Students can demonstrate basic planning skills including weighing & measuring ingredients.  Students can show basic knife skills, mostly even sized pieces, cooked to sound standard to meet most of the success criteria.  Students can present a final dish to a basic standard, with some thought to neatness.  Students can maintain basic organisation, (e.g. peelings are separate to final product, some tidying when prompted).
<b>Working at the Expected Standard</b> and are meeting the criteria as described by the curriculum area for Year 8.	<b>Step 4</b>	Students can demonstrate sound understanding of the Eatwell Guide and minimal understanding of, macro/micro nutrients /excesses/ deficiencies.  Students can demonstrate sound understanding of food hygiene & safety.  Students can demonstrate sound understanding of where food comes from.  Students can complete food practical investigations with minimal support.  Students can record results with knowledge & understanding of how ingredients work & why.  Students can show some clarity in their work and include some use of technical terms.	Students can produce a sound analysis of results with some justification, verbally or in written work.  Students can explain results and make links to how they could be applied to real life preparation & cooking.  Students can complete sensory testing with sound analysis & some evaluation.  Students can suggest more than one improvement and explain why.	Students can demonstrate sound planning skills including accurate weighing & measuring.  Students can demonstrate an accurate standard of knife skills, even sized pieces, cooked to sound standard to meet main success criteria.  Students can present a final dish to a sound standard, with some thought to neatness.  Students can keep sound organisation (e.g. peelings are on blue paper, rubbish is binned & tidy as I go).
<b>Working Above</b> the expectations for Year 8 and at greater depth.  Working towards Year 9 expectations.	<b>Step 5</b>	Students can demonstrate very good understanding of the Eatwell Guide and basic understanding of, macro/micro nutrients /excesses/ deficiencies.  Students can demonstrate very good understanding of food hygiene & safety.  Students can demonstrate very good understanding of food provenance, food choices and dietary needs.  Students can complete food practical investigations independently.  Students can record results and complete reports show sound knowledge & understanding of how ingredients work & why.  Students can show clarity and apply some technical terms in their written work.	Students can demonstrate very good analysis of results with explanations and some justification verbally and in written work.  Students can produce detailed explanations of how results could be applied to real life preparation & cooking.  Students can apply detailed sensory testing with accurate analysis & evaluation.  Students can suggest relevant and creative improvements or adaptations.	Students can demonstrate very good planning skills including accurate weighing & measuring ingredients.  Students can demonstrate very good knife skills, even sized pieces, cooked to a high standard to meet all success criteria.  Students can produce a very good presentation of their final dish, including garnishing and/or portion size.  Students can demonstrate very good organisation and a tidy workspace.
<b>Working at the Expected Standard</b> and are meeting the criteria as described by the curriculum area for Year 9.	<b>Step 6</b>	Students can demonstrate excellent understanding of the Eatwell Guide, and sound understanding of macro/micro nutrients /excesses/ deficiencies.  Students can demonstrate excellent understanding of food hygiene & safety.  Students can demonstrate excellent understanding of food provenance, food choices and dietary needs.  Students can conduct food practical investigations & reports that show detailed knowledge & understanding of how ingredients work & why.  Students can show clarity and apply technical terms accurately in their written work.	Students can demonstrate excellent analysis of results with fully justified conclusions verbally and in written work.  Students can produce a very detailed explanation/reflection of how results could be applied to real life preparation & cooking.  Students can apply very detailed sensory testing with accurate analysis & evaluation.  Students can suggest relevant and creative improvements or modifications with explanation.	Students can demonstrate excellent planning skills including accurate weighing & measuring ingredients.  Students can demonstrate a high standard of knife skills, even sized pieces, cooked to perfection to meet all success criteria.  Students can produce an excellent standard of presentation of final dish, including garnishing and portion size.  Students can demonstrate excellent organisation and a tidy workspace.
<b>Working Above</b> the expectations for Year 9 and at a greater depth.	<b>Step 7</b>	Students can demonstrate exceptional understanding of the Eatwell Guide, and macro/micro nutrients /excesses/ deficiencies.  Students can demonstrate excellent understanding of food hygiene & safety.  Students can demonstrate excellent understanding of food provenance, food choices and dietary needs.  Students can make confident and independent judgements/analysis of the successes of dishes they have made.  Students can confidently select and use sensory language to describe dishes.  Students can confidently recall the functions of ingredients and key scientific terms in written work.	Students can demonstrate exceptional analysis of results with fully justified conclusions verbally and in written work.  Students can produce an exceptionally detailed explanation/reflection of how results could be applied to real life preparation & cooking.  Students can apply exceptionally detailed sensory testing with accurate analysis & evaluation.  Students can independently and confidently suggest relevant and creative improvements or modifications with explanation.	Students can demonstrate exceptional planning skills including accurate weighing & measuring ingredients.  Students can demonstrate exceptional use of knife skills, even sized pieces, cooked to perfection to meet all success criteria.  When presenting dishes their standard of presentation is exceptional including garnishing and portion size.  Students can demonstrate exceptional organisation when creating dishes and maintaining a tidy workspace.

Aim High Step Descriptors		Key Stage 3 Design & Technology		
		A	B	C
		Research	Making	Design & Evaluation
<p><b>Working Towards</b> Year 7 expectations.</p>	<p><b>Step 1</b></p>	<p>Students can research using given resources with support.</p> <p>Students can identify a link in the research to the project.</p>	<p>Students can create an outcome with some support.</p> <p>Students can select materials, tools and equipment with guidance.</p> <p>Students can produce a completed or partially completed outcome of basic standard.</p>	<p>Students can create drawings/design ideas with basic 2D/3D drawing skills.</p> <p>Students can generate ideas/drawings with support from instructions given.</p> <p>Students can show basic application of graphic skills.</p> <p>Students can evaluate with basic, unexplained opinions for strengths and weaknesses.</p> <p>Students can give at least one suggestion for improvements.</p> <p>Students can use little technical language both verbally or in written work.</p>
		<p>Students can conduct research using resources with some support.</p> <p>Students can make links from the research to the project.</p>	<p>Students can create an outcome somewhat independently.</p> <p>Students can select materials, tools and equipment with minimal guidance.</p> <p>Students can produce a completed or partially completed outcome of satisfactory standard.</p>	<p>Students can create satisfactory drawings/design ideas by using 2D/3D drawing skills.</p> <p>Students can generate ideas/drawings with some support from instructions given.</p> <p>Students can show evidence of technical graphic skills.</p> <p>Students can evaluate with some explanation of opinions given for strengths and weaknesses to a satisfactory standard.</p> <p>Students can suggest some possible improvements to final outcome.</p> <p>Students can apply technical language both verbally and in written work.</p>
<p><b>Working Above</b> the expectations for Year 7 and at a greater depth.</p> <p>Working towards Year 8 expectations.</p>	<p><b>Step 3</b></p>	<p>Students can carry out research using limited resources independently.</p> <p>Students can examine research relevant to the project and identify useful and relevant information.</p> <p>Students can discuss how research links to the project.</p>	<p>Students can create an outcome independently with some application of problem solving skills.</p> <p>Students can choose appropriate materials, tools and equipment independently.</p> <p>Students can produce a completed or partially completed outcome to a good standard.</p>	<p>Students can demonstrate some creativity through a range of drawings/designs and developments.</p> <p>Students can present drawings well with good application of graphic skills.</p> <p>Students can create drawings in 2D by hand or by use of ICT software.</p> <p>Students can carry out evaluations of existing products and/or their finished outcome to include strengths, weaknesses and improvements.</p> <p>Students can apply technical language to support comments and opinions made and to show some understanding of subject content both verbally and in written work.</p>
<p><b>Working at the Expected Standard</b> and are meeting the criteria as described by the curriculum area for Year 8.</p>	<p><b>Step 4</b></p>	<p>Students can independently carry out research using one or two research methods with some evidence of either primary and secondary research.</p> <p>Students can analyse research carried out and select some relevant information.</p> <p>Students can explain how research links to the project.</p>	<p>Students can create an outcome independently with great application of problem solving skills.</p> <p>Students can confidently choose appropriate materials, tools and equipment independently.</p> <p>Students can produce an accurate completed outcome of a great standard.</p>	<p>Students can demonstrate a good level of creativity through a range of drawings/design and developments.</p> <p>Students can present all drawings to a good standard with good demonstration of graphic skills.</p> <p>Students can create drawings using 2D or 3D drawing methods including where relevant, ICT software.</p> <p>Students can carry out evaluations of existing products and/or your finished outcome to include strengths, weaknesses and improvements with little support.</p> <p>Students can demonstrate application of technical language to support comments and opinions made and to show understanding of subject content both verbally and in their written work.</p>
<p><b>Working Above</b> the expectations for Year 8 and at greater depth.</p> <p>Working towards Year 9 expectations.</p>	<p><b>Step 5</b></p>	<p>Students can independently carry out research using two research methods with evidence of primary and secondary research.</p> <p>Students can analyse research carried out and be selective of relevant information.</p> <p>Students can clearly explain how research links to the project.</p>	<p>Students can independently create an excellent outcome with effective application of problem solving skills.</p> <p>Students can confidently choose appropriate materials, tools and equipment independently and justify why.</p> <p>Students can produce an accurate completed outcome of an excellent standard.</p>	<p>Students can demonstrate excellent creativity through a range of drawings/designs and developments.</p> <p>Students can present their ideas to a high standard with excellent application of graphic skills.</p> <p>Students can consistently apply 2D and 3D methods to drawings, including the use of ICT software.</p> <p>Students can independently carry out evaluations of existing products and/or your finished outcome including strengths, weaknesses and improvements with evidence of testing.</p> <p>Students can effectively apply technical language to support comments and opinions made and to show understanding of subject content both verbally or in their written work.</p>
<p><b>Working at the Expected Standard</b> and are meeting the criteria as described by the curriculum area for Year 9.</p>	<p><b>Step 6</b></p>	<p>Students can independently carry out research using two or more research methods with evidence of primary and secondary research.</p> <p>Students can analyse research carried out and confidently select relevant information.</p> <p>Students can make strong connections between the research and the project.</p>	<p>Students can independently create an outstanding outcome with effective and somewhat successful application of problem solving skills.</p> <p>Students can confidently choose appropriate materials, tools and equipment independently, justify why and successfully apply them to produce a precise and high quality outcome.</p>	<p>Students can demonstrate outstanding creativity through a range of drawings/designs and developments.</p> <p>Students can present ideas to a high standard with outstanding application of graphic skills.</p> <p>Students can confidently apply 2D and 3D methods to their drawings, including the use of ICT software.</p> <p>Students can independently and confidently, carry out formal evaluations of existing products and/or your finished outcome including testing, strengths, weaknesses and improvements.</p> <p>Students can effectively apply sophisticated technical language to support comments and opinions made and to show understanding of subject content both verbally and in written work.</p>
<p><b>Working Above</b> the expectations for Year 9 and at a greater depth.</p>	<p><b>Step 7</b></p>	<p>Students can independently and confidently carry out research using two or more research methods with evidence of primary and secondary research.</p> <p>Students can analyse research carried out and confidently and concisely while selecting relevant information.</p> <p>Students can make strong connections between the research and the project with justification.</p>	<p>Students can create an exceptional outcome independently with effective and successful application of problem solving skills.</p> <p>Students can select appropriate materials, tools and equipment independently while justifying their choices and successfully apply them to produce a precise and high quality outcome.</p>	<p>Students can demonstrate exceptional creativity and problem solving through a range of drawings/designs and developments.</p> <p>Students can present ideas to a high standard with outstanding application of graphic skills.</p> <p>Students can confidently and independently apply 2D and 3D methods to their drawings, including competent use of ICT software.</p> <p>Students can independently and confidently, carry out formal evaluations of existing products and/or their finished outcome including testing, strengths, weaknesses and improvements.</p> <p>Students can apply and record sophisticated technical language to support comments and opinions made and to show understanding of subject content concisely in both verbally and in written work.</p>