**Design Technology KS3 pathways Food – Year 8**

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| Strand | Working towards | 1-2 | 3-4 | 5-6 | 7-9 |
| **Investigation, Analysis & Evaluating** | No research into how to make packed lunch products healthier.  Identifies what went well.  No improvements are suggested for the final dishes. | Minimal research into how to find out how healthy packed lunch products are and ways to make them healthier.  Identifies what went well and areas that need to be improved.  Some comments made about sensory qualities of dish.  Limited improvements are suggested for the final dish | Some research into how to find out how healthy packed lunch products are and ways to make them healthier.  Strengths and weaknesses identified.  Some conclusions about how healthy the final dish is.  Sensory characteristics of dish are described.  Some suggested improvements of final dishes. | Used research to collect relevant information. Includes a list of criteria that the packed lunch product must meet to be a healthier option.  Analysis of final dish discusses strengths and weaknesses of dish in relation to task, commenting on the making, sensory characteristics and how healthy it is.  Relevant improvements suggested for the final dish. | Accurate and relevant research into how to make existing products / recipes healthier.  Analysis of final dish is explained with conclusions about how healthy it is, quality of making and sensory aspects.  Detailed improvements suggested for the final dishes. |
| **Meal/product planning** | Minimal understanding of healthy eating.  No reasons for choice for final dishes.  Minimal or no planning | Has basic understanding of healthy eating.  Can identify unhealthy elements of dishes.  Minimal reasons for choice for final dish.  Simplistic plan for chosen dish. | Knowledge of basic processes and how ingredients work.  Reasonable understanding of healthy eating and can suggest ways to make products healthier. | Shows knowledge of  processes and understanding of how ingredients work.  Good understanding of healthy eating and can explain how to make products healthier.  Reasons for choice for final dish cover main points.  Logical detailed plan  . | Specialist knowledge of processes and understanding of how ingredients work and why.  Can apply knowledge of healthy eating to existing recipes to make healthier.  Reasons for choice for final dish are covered in detail.  Detailed and accurate planning. |
| **Making** | Final dishes are undemanding.  Basic level of organisation and required frequent help  Basic application of food safety practices.  Poor level of finish. | Mostly basic skills and processes with some problems.  Reasonable organisation, follows plan with minimal help.  Good food safety practices.  Final dishes sound but lack finish. | Reasonable uses of basic skills with minimal problems.  Reasonably well organised, follows plan.  Good food safety practices.  Final dishes sound with a reasonably good finish. | Uses basic and some complex technical skills and processes  with reasonable accuracy.  Sound organisation of planned work.  Good food safety practices applied appropriately.  Final dish is accurate and finished to a good standard. | Wide range of high level technical skills and processes used with accuracy.  Logical organisation of planned work.  Applies all appropriate food safety controls.  Final dish is made and finished to a very good standard. |