**Design Technology KS3 pathways Food – Year 9**

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| Strand | Working towards | 1-2 | 3-4 | 5-6 | 7-9 |
| **Investigation, Analysis & Evaluating** | One source used to collect information for task.  Evidence of sensory testing with no analysis  No costing of dishes  Limited or no improvements are suggested for the final dishes. | Limited research carried out.  Limited analysis of family requirements and culinary tradition.  Limited or no nutritional analysis for final dishes.  Evidence of sensory testing with no analysis  Limited or no costing of final dishes  Limited or no improvements are suggested for the final dishes. | Some research carried out using a few sources.  Some analysis of family requirements and culinary tradition.  Nutritional analysis of final dishes includes some conclusions.  Good knowledge of healthy eating is demonstrated.  Sensory testing with some analysis.  Some costing of the final dishes with some analysis.  Some suggested improvements of final dishes. | Relevant research to inform the task using a number of sources. Includes analysis of family requirements and culinary task.  Nutritional analysis of final dishes is explained with conclusions and some recommendations are suggested.  Very good knowledge of healthy eating and nutrition is demonstrated.  Sensory testing with good analysis.  Final dishes are costed with some analysis.  Relevant improvements suggested for the final dishes. | Accurate research that shows discrimination when selecting information including relevant nutritional information, family requirements and culinary tradition. Analysis is detailed and relevant  Nutritional analysis data is fully explained for final dishes showing accurate knowledge of nutrition.  Detailed and appropriate sensory testing with detailed analysis and evaluation.  Final dishes are costed and analysed and explained.  Detailed, relevant and creative improvements for the final dishes. |
| **Meal/product planning** | One dish suggested.  No reasons for choice for final dishes.  Minimal or no planning | Has basic understanding of healthy eating.  A couple of suitable dishes selected.  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 nutrition  A range of possible dishes selected.  Reasons for choice relate to task. | Shows knowledge of  processes and understanding of how ingredients work.  Good understanding of healthy eating and can explain how to make products healthier.  Good range of suggested dishes with healthy alterations made.  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.  Poor 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. |