

Food Technology KS3 Assessment Descriptors



Year 7

Level	Descriptors
Advanced	- Independently applies high standards of hygiene and safety and explains risks confidently using appropriate terminology. <i>E.g. explains simple food safety risks, such as cross-contamination.</i> - Demonstrates independence and manages workflow effectively during practical tasks. <i>E.g. prepares ingredients while something is cooking.</i> - Evaluates a finished product in a structured way and suggests improvements using reasoning. <i>E.g. links texture to cooking method.</i>
Secure	- Applies hygiene and safety procedures consistently and demonstrates understanding of common kitchen hazards. <i>E.g. uses equipment safely without reminders.</i> - Demonstrates growing confidence and completes recipes with minimal support. <i>E.g. follows recipe independently.</i> - Evaluates a finished product using key terminology and suggests simple improvements. <i>E.g. "too dry—cook for less time".</i>
Developing	- Follows basic hygiene and safety procedures but applies them inconsistently during practical work. <i>E.g. washes hands but may forget after handling raw food.</i> - Demonstrates emerging independence and can complete simple tasks with support. <i>E.g. measures but struggles sequencing.</i> - Evaluates a finished product using basic sensory language. <i>E.g. "soft and salty".</i>
Foundation	- Demonstrates limited awareness of hygiene and safety procedures and requires frequent reminders to work safely. <i>E.g. forgets to tie hair back or clean workspace.</i> - Demonstrates low resilience and relies heavily on teacher support to complete practical tasks. <i>E.g. waits for instruction before each step.</i> - Evaluates a finished product using simple opinions with limited use of key terminology. <i>E.g. "It tastes nice".</i>

Level	Descriptors
Advanced	• Anticipates risks and adapts working practices to maintain high standards of hygiene and safety. <i>E.g. organises workspace to reduce contamination risk.</i> • Demonstrates strong independence by managing workflow efficiently and adapting when challenges arise. <i>E.g. adjusts timings independently when something takes longer to cook.</i> • Evaluates both the final product and the cooking process in detail, suggesting well-reasoned improvements. <i>E.g. evaluates both final dish and method.</i>
Secure	• Applies hygiene and safety procedures consistently and explains common risks confidently. <i>E.g. avoids cross-contamination independently.</i> • Demonstrates good organisation by managing workflow and timing effectively during practical tasks. <i>E.g. coordinates multiple components to finish together.</i> • Evaluates a finished product using technical vocabulary and gives justified improvements. <i>E.g. links texture to knife skills.</i>
Developing	• Applies hygiene and safety procedures with some consistency but still requires occasional reminders. <i>E.g. explains hygiene rules but forgets occasionally.</i> • Demonstrates increasing independence and can complete practical tasks with some support. <i>E.g. follows recipe but needs help with timing.</i> • Evaluates a finished product and suggests improvements with some reasoning. <i>E.g. "needs more seasoning for flavour".</i>
Foundation	• Identifies basic hygiene hazards but applies safety procedures inconsistently during practical work. <i>E.g. knows risk of raw chicken but forgets to clean surfaces.</i> • Demonstrates limited resilience and continues to rely on teacher support when completing practical tasks. <i>E.g. stops working when unsure.</i> • Evaluates a finished product descriptively with limited use of technical vocabulary. <i>E.g. "looks good" without explanation.</i>

Level	Descriptors
Advanced	• Anticipates and prevents risks independently and justifies actions using accurate terminology. <i>E.g. organises workspace to reduce contamination risk.</i> • Demonstrates high levels of independence by working efficiently, adapting methods and justifying changes. <i>E.g. adjusts method confidently and explains why it improves outcome.</i> • Evaluates both the final product and the cooking process in detail, using analytical reasoning to justify improvements. <i>E.g. explains how method affected outcome and suggests justified improvements.</i> • Applies detailed food theory confidently in unfamiliar contexts and justifies decisions using accurate terminology. <i>E.g. This meal should include more complex carbohydrates and protein to support an active child's energy requirements.</i>
Secure	• Applies hygiene and safety procedures consistently and explains risks accurately using appropriate terminology. <i>E.g. independently prevents cross-contamination and explains why.</i> • Demonstrates strong organisation by managing workflow, timing and equipment effectively. <i>E.g. coordinates multiple components to finish together.</i> • Evaluates a finished product using technical vocabulary and gives justified improvements. <i>E.g. links texture to knife skills.</i> • Applies food knowledge confidently to explain decisions and solve problems. <i>E.g. Replace mince with lower fat mince and use wholewheat pasta to increase fibre".</i>
Developing	• Applies hygiene and safety procedures with occasional lapses but demonstrates growing awareness of risks. <i>E.g. explains hygiene rules but forgets occasionally.</i> • Demonstrates increasing independence and can complete practical tasks with some support. <i>E.g. follows recipe but needs help with timing.</i> • Evaluates a finished product and suggests improvements with some reasoning. <i>E.g. "needs more seasoning for flavour".</i> • Demonstrates sound understanding of core food theory concepts and applies knowledge to familiar situations. <i>E.g. Brown rice contains more fibre than white rice.</i>

Foundation	• Identifies hygiene and safety hazards but requires frequent support to apply safe working practices. <i>E.g. knows risk of raw chicken but forgets to clean surfaces.</i> • Requires frequent support and struggles to work independently during practical tasks. <i>E.g. stops working when unsure.</i> • Evaluates a finished product using simple comments with limited technical accuracy. <i>E.g. "looks good" without explanation.</i> • Demonstrates basic recall of key food knowledge but understanding is inconsistent. Can identify simple facts when prompted. <i>E.g. knows chicken needs to be cooked properly.</i>
------------	--