



BMAT KS3 Level Descriptors: Food Tech

BMAT KS3 Level 1- 8

Level	Level Descriptor
1	<ul style="list-style-type: none">• Students work with significant support to prepare, cook and serve simple dishes. With considerable guidance, they can work through a step-by-step recipe hygienically and safely; weighing and measuring and using basic equipment and ingredients.• Students have limited understanding of healthy eating and nutrition; consumer preferences, food provenance, production and processing and cannot give reasons for choices made. They can carry out very basic food science investigations with significant support; presenting results in simple terms with no evaluation or conclusion.• Their knowledge and understanding is demonstrated verbally and through written work presented to a basic standard, using limited spelling, punctuation and grammar and no subject specific vocabulary. With significant support they can present dishes with some flavour and aesthetic value.
2	<ul style="list-style-type: none">• Students work with support to prepare, cook and serve basic dishes. Following recipes with support; they can work hygienically and safely; weighing and measuring and using basic equipment and ingredients.• Students have limited understanding of healthy eating and nutrition; consumer preferences, food provenance, production and processing but rarely give reasons for choices made. They can carry out basic food science investigations with support; presenting and explaining results in simple terms with minimal evaluation or conclusion.• Their knowledge and understanding is demonstrated verbally and through written work presented to a basic standard, using limited spelling, punctuation and grammar and no subject specific vocabulary. They can present dishes with some flavour and aesthetic value.
3	<ul style="list-style-type: none">• Students work with guidance to prepare, cook and serve a basic selection of dishes. Following recipes and time-plans with some support; they usually work hygienically and safely in an organised, manner; weighing and measuring and using a variety of equipment and ingredients.• Students have some understanding of healthy eating and nutrition; consumer preferences, food provenance, production and processing and can sometimes give reasons for choices made. They can carry out basic food science investigations; presenting and explaining results in simple terms with minimal evaluation or conclusion.• Their knowledge and understanding is demonstrated verbally and through written work presented to a basic standard, using some accurate spelling, punctuation and grammar but limited subject specific vocabulary. They can present dishes with some flavour and aesthetic value.
4	<ul style="list-style-type: none">• Students work with guidance to prepare, cook and serve a range of dishes. Following recipes and time-plans; they usually work hygienically and safely in an organised, methodical manner; weighing and measuring correctly; using a range of equipment and ingredients.• Students reference their understanding of healthy eating and nutrition; consumer preferences, food provenance, production and processing and can give reasons for choices made. They can carry out food science investigations sometimes using the correct terminology to justify and explain results which are presented clearly and applied in a practical way.• Their overall knowledge and understanding is demonstrated verbally and through written work presented to a satisfactory standard, using mainly accurate spelling, punctuation and grammar and limited subject specific vocabulary. They can present desirable dishes with some aesthetic value.

<p>5</p>	<ul style="list-style-type: none"> • Students can work independently to prepare, cook and serve a range of dishes accurately. Following recipes and time-plans; they usually work hygienically and safely in an organised, methodical manner; weighing and measuring accurately; efficiently using a range of equipment and ingredients. • Students apply their understanding of healthy eating and nutrition; consumer preferences, food provenance, production and processing and can give reasons for choices made. They can carry out food science investigations using the correct terminology to justify and explain results which are presented clearly with evaluations and conclusions applied in a practical, meaningful way. • Their overall knowledge and understanding is demonstrated verbally and through written work presented to a good standard, using good spelling, punctuation and grammar with some subject specific vocabulary. They can present desirable dishes with aesthetic value.
<p>6</p>	<ul style="list-style-type: none"> • Students work independently to prepare, cook and serve a range of dishes accurately. Following recipes and time-plans; they work hygienically and safely in an organised, methodical manner; weighing and measuring accurately; efficiently and effectively using a range of equipment and ingredients. • Students apply their understanding of healthy eating and nutrition; consumer preferences, food provenance, production and processing usually giving reasons for choices made. They carry out food science investigations using the correct terminology to justify and explain results which are well-presented and clearly communicated with evaluations and conclusions applied in a practical way. • Their overall depth of knowledge and understanding is demonstrated verbally and through written work presented to a high standard, using good spelling, punctuation and grammar and subject specific terminology. They present desirable dishes with aesthetic value.
<p>7</p>	<ul style="list-style-type: none"> • Students work independently to prepare, cook and serve a complex range of dishes with precision. Following recipes and detailed time-plans; they work hygienically and safely in an organised, methodical manner; weighing and measuring accurately; efficiently and effectively using a range of equipment and ingredients. • Students apply their understanding of healthy eating and nutrition; consumer preferences, food provenance, production and processing giving reasons for choices made. • They can carry out food science investigations using the correct terminology to justify and explain results which are well-presented, logical and clearly communicated with evaluations and conclusions applied in a practical, meaningful way. • Their overall depth of knowledge and understanding is demonstrated verbally and through written work presented to a very high standard, using excellent spelling, punctuation and grammar and subject specific terminology. • They present delicious, desirable dishes with high aesthetic value.
<p>8</p>	<ul style="list-style-type: none"> • Students consistently work independently to prepare, cook and serve an increasingly complex range of dishes with precision. Following ambitious recipes and detailed time-plans; they work hygienically and safely in an organised, methodical manner; consistently weighing and measuring accurately; efficiently and effectively using a wide range of equipment and ingredients. • Students apply their understanding of healthy eating and nutrition; consumer preferences, food provenance, production and processing giving reasons for choices made. • They can carry out complex food science investigations using the correct terminology to justify and explain results which are well-presented, logical and clearly communicated with sophisticated evaluations and conclusions applied in a practical, meaningful way. • Their overall depth of knowledge and understanding is demonstrated verbally and through written work presented to an extremely high standard, using excellent spelling, punctuation and grammar and subject specific terminology. • They present delicious, desirable dishes with very high aesthetic value.