



HALEWOOD
ACADEMY



KEY STAGE 3 Y7 - Y9



ASSESSMENT STEPS



Design & Technology
Cooking & Nutrition

'We Seek the Best'

Key Stage 3	Key Knowledge Skills and Understanding for Key Stage 3 What do students know and what can they do?				
	DESIGN	MAKE	EVALUATE	TECHNICAL KNOWLEDGE	COOKING & NUTRITION
Excelling + (Projected Grade 9 at GCSE)	<ul style="list-style-type: none"> I research and explore relevant information based on the users needs I know how to use social moral and cultural information to understand the user more clearly. I can identify and solve my own design problems and understand how to develop solutions independently. I have developed a specification that allows me to be innovative, functional and create appealing products that respond to the users needs. Majority of criteria are measurable I have avoided stereotypical responses to the brief. I generate innovative and creative ideas. 	<ul style="list-style-type: none"> I can select specialist tools in my practical work and my choices are justified. I justify the reasons for my choice of materials/ingredients considering their physical and mechanical properties. I justify the process that I choose to make my product. I am accurate and precise when I work. I work safely demonstrating due diligence throughout and can demonstrate to others. I can select and use a wide range of tools, techniques and process including CAD/CAM with accuracy and precision I can show exceptionally high making/finishing skills that are consistent to achieve the expected outcome. 	<ul style="list-style-type: none"> I compare existing products by analysing them in detail with a clear and concise explanation as to how the information will legitimately influence my own designs. I have a clear understanding of the developments within design and technology. I can test evaluate and refine my ideas and products against a specification, I consider the views of intended users and other interest groups. I understand the responsibilities of designers, engineers and technologists and clearly show this in my work. I can evaluate the impact of my product and individuals, society and the environment. 	<ul style="list-style-type: none"> I understand and use the properties of materials to achieve functioning solutions I understand how the extraction and use of materials impacts the environment, how to reduce the risk and can incorporate this into my own designs I understand how electrical and electronic systems can be powered and used in their products. I understand how mechanical systems are used in my product to enable changes in movement and force. I can explain designers/design movements work and the key design principles applying them to my work as inspiration. I apply computing and use electronics in my product that responds to inputs and control output using programmable components. I have sound and thorough knowledge and understanding of CAD CAM and the impact it can have on a wide variety of factors. 	<ul style="list-style-type: none"> I can fully explain and write about current government healthy eating guidelines and how we can use these in our day to day lives . I have a detailed understating of nutrition, nutrients and their function within the human body. I understand the different properties of food and a wide range of culinary terms. I can plan, use and analyse my own recipes. I can follow a recipe independently and understand key terms within it. I can use a range of ingredients and equipment with confidence to produce high quality practical outcomes and I can present my food with experienced skill. I understand and can use a wide range of food preparation techniques with accuracy and precision. I understand and can use a wide range of cooking techniques with accuracy and precision. I can choose my own evaluation and sensory analysis method to produce a detailed description of the success of my product, making sure spelling, punctuation and grammar is used with consistent accuracy and use a wide range of key terms used throughout work. I can demonstrate advanced knowledge of health, safety and hygiene rules showing due diligence has been applied at each stage of food production. I can fully explain personal and kitchen hygiene.
Mastering + (Projected Grades 6 - 8 at GCSE)	<ul style="list-style-type: none"> I understand social, moral, and cultural issues that link to the users needs. Identify and solve a design situation with a broad design brief that allows me to be creative. I have developed a through and detailed design specification considering a wide range areas criteria with measurable criteria. I use research to inform my designs and have creative responses to the design brief. I have detailed planning for my final design. 	<ul style="list-style-type: none"> I can elect the correct tool in my practical work and explain their function. I make good choices with I select the materials/ingredients I am accurate in my work. I can explain the best processes to use when manufacturing. I work very safely and can help others in their practical work. I can select and use a range of tools, techniques and process including CAD/CAM with accuracy and precision I can show good making/finishing skills that are mostly consistent to achieve the desired outcome. 	<ul style="list-style-type: none"> I analyse existing products and this to develop my own ideas. I can explain how new technologies will enhance my design and how they impact the user and the environment. I can test and evaluate my final product against my specification and improve on my product as a result. I know what my responsibility is as a designer and show this in my work. I understand the impact of my product on individuals, society and the environment. 	<ul style="list-style-type: none"> I understand and use the properties of materials to achieve functioning solutions. I understand how the extraction and use of some materials impacts the environment and how to reduce the risk. I understand how electrical and electronic systems can be powered and used in their products. I understand how mechanical systems are used in my product to enable changes in movement and force. I can explain designers/design movements work and the key design principles. I apply computing and use electronics in my product that responds to inputs and control output. I have good knowledge and understanding of CAD CAM and the impact it can have on a range of factors. 	<ul style="list-style-type: none"> I understand the principles behind healthy eating guidelines and I understand the role of macro and micronutrients in our diet. I understand the function of ingredients and how we can adapt recipes for different clients. I am independent during practical lessons and I can use my initiative to solve most problems. I can demonstrate accurate and precise food preparation techniques independently. I can demonstrate accurate and precise cooking techniques independently. My products/outcome and skillful and presented well, I know how different process deliver different outcomes. I can evaluate my dishes using different sensory analysis techniques that are clear, concise and reflect accurately providing justification. I can use the outcomes of my sensory analysis to make informed decisions about the successes and areas for improvement. I am fully aware of how to work safely in the food room, I understand the 4'cs, I understand the danger zone and I am able to test food temperature to ensure it is safe.

Key Stage 3 Descriptors	Descriptors of Key Knowledge Skills and Understanding for Key Stage 3 What do students know and what can they do?				
	DESIGN	MAKE	EVALUATE	TECHNICAL KNOWLEDGE	COOKING & NUTRITION
+ Securing - (Projected Grades 3 - 5 at GCSE)	<ul style="list-style-type: none"> I use research to identify the users needs. I can identify a design situation write a design brief. I use research to write a detailed design specification with some measurable criteria. I use a variety of methods to develop and improve design ideas e.g. CAD, Modelling (4+ ideas). The annotation on my design ideas are clear and detailed and include a wide range of information such as measurements, materials, sustainability, features, aesthetics etc. 	<ul style="list-style-type: none"> I can name the tools I use. I can name the materials/ingredients I use. I can name the processes I use in my practical work. My work is mostly accurate I work safely. I can mostly select and use a range of tools, techniques and process including CAD CAM. I can show adequate making/finishing skills that achieve a mostly desired outcome. 	<ul style="list-style-type: none"> I look at existing products and use this to develop my own ideas. I know about new technology and how they can help my designs and the user of the product. I can test and evaluate my final product against my specification. I understand what my responsibility as a designer is and show this in my work. I understand how my product can impact the environment and the user. 	<ul style="list-style-type: none"> I understand the properties of some materials and know how they might benefit my product. I understand how the extraction and use of some materials impacts the environment. I understand about some mechanical systems. I understand some electrical and electronic systems. I know about designers/design movements I understand how to apply some computing, what an input and output is and how to use it in my work. I have some knowledge and understanding of CAD CAM and the impact it can have on a few factors. 	<ul style="list-style-type: none"> I can identify the main nutrients and why they are needed in the diet. I can explain how the needs of diet change through each life stage. I can follow and carry out most practical steps without assistance to produce a quality food product. I can demonstrate mostly accurate and precise food preparation techniques independently. I can demonstrate mostly accurate and precise cooking techniques independently. I have good practical cooking skills working with a range of ingredients and equipment. I take my time to present my food with care. I can complete detailed evaluations, using paragraphs, and suggest ways to improve my work. I suggest ways to modify recipes. Spelling, punctuation and grammar is used with considerable accuracy and a good range of key terms are used throughout my work I can identify and follow all the hygiene and safety rules in the food technology room. I can explain the reasons behind these rules and understand their importance.
+ Developing - (Projected Grades 1 – 2 at GCSE)	<ul style="list-style-type: none"> I understand the design brief and user needs. I understand what a design specification is and how to write a basic one. I can come up with 4 different ideas and develop them so they are improved. My ideas are sketched and annotated. 	<ul style="list-style-type: none"> I can name some of the tools I use. I can name some of the materials/ingredients I use I can name some of the processes I use in my practical work. My work is accurate sometimes. I work safely. I can select and use a range of tools with help, I can demonstrate basic techniques and process including CAD CAM. I can show basic making/finishing skills which may not be appropriate to the desired outcome. 	<ul style="list-style-type: none"> I look at other products on the market to help me with my ideas. I know a bit about new technologies and how they can help the user. I can evaluate my work against my specification. I know what some of the responsibilities as a designer are and show this in my work. I understand how my product can impact the user. 	<ul style="list-style-type: none"> I understand the properties of some materials. I understand a little about the environmental impact of some materials.. I understand a little about CAD CAM and the impact it can have. I understand a little about mechanical systems. I understand a little about electronic systems. I understand a little about designers/design movements. I understand a little about computing and know what an input and output is. 	<ul style="list-style-type: none"> I understand the current UK healthy eating guidelines. I understand key terms and processes. I can adapt and plan recipes. I can follow a recipe with help from my teacher or peers to produce a good practical outcome. I am beginning to develop practical cooking skills with some accuracy, using basic ingredients and equipment. I can demonstrate some food preparation techniques mostly independently. I can demonstrate some cooking techniques mostly independently. I can use some basic presentation methods. I can carry out a sensory analysis using some sensory descriptors. I can evaluate my work to show what I have done well and need to improve on, using full sentences and key terms. I can understand, identify and follow most hygiene and safety rules in the food room.

Key Stage 3 Descriptors	Descriptors of Key Knowledge Skills and Understanding for Key Stage 3 What do students know and what can they do?				
	DESIGN	MAKE	EVALUATE	TECHNICAL KNOWLEDGE	COOKING & NUTRITION
Emerging + <i>(Below GCSE Grading)</i>	<ul style="list-style-type: none"> I have limited understanding of the design brief and user needs. I have limited understanding of what a design specification is and how to write a basic one. I can come up with some ideas and develop them so they are improved but I often get design fixation. My ideas are sketched with limited annotations. 	<ul style="list-style-type: none"> I can name few of the tools I use. I can name few of the materials I use. I can name few of the processes I use in my practical work. My work is accurate on occasion. I work safely but sometimes require assistance. I can use some tools and equipment with help, I can demonstrate some basic techniques and processes including CAD CAM with help. I can show some basic making/finishing skills with help but may not be appropriate to the desired outcome. 	<ul style="list-style-type: none"> I can look at other products on the market to help me with my ideas but often copy existing work. I have limited understanding of new technologies and how they can help the user. I can carry out a basic evaluation of my work against my specification I have limited understanding of what the responsibilities as a designer are and occasionally show this in my work. I have limited understanding of how my product can impact the user. 	<ul style="list-style-type: none"> I understand the properties of few materials. I have limited understanding of the environmental impact of some materials. I have limited understanding of CAD CAM. I have limited understanding of mechanical systems. I have limited understanding of electronic systems. I have limited understanding of designers/design movements. I have limited understanding of computing and know what an input and output is. I find it hard to articulate or write my answers. 	<ul style="list-style-type: none"> I can explain healthy eating in a basic way providing 1 example. With guidance from my teacher I can plan a basic recipe. I need help and guidance to follow a recipe. I have limited practical cooking skills and need help practicing these. I can demonstrate some food preparation techniques with help. I can demonstrate some cooking techniques with help. I can carry out a basic sensory evaluation using some appropriate sensory descriptors. I can write a basic evaluation, using sentences, to show your progress in lessons, using good spelling, punctuation and grammar I know some health and safety but might need help to understand hygiene and safety rules. You need regular reminders to follow hygiene and safety rules correctly in the food room.



HALEWOOD
ACADEMY



KEY STAGE 4 Y10 - Y11



ASSESSMENT STEPS



AQA Art & Design 3D
Product Design

'We Seek the Best'

Key Stage 4 Descriptors	Grade Descriptors for Key Stage 4 – 3D Art and Design: Product Design			
	AO1: Develop ideas through investigations, demonstrating critical understanding of sources.	AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AO3: Record ideas, observations and insights relevant to intentions as work progresses.	AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
8/9	<p>An exceptional ability to effectively develop ideas through creative and purposeful investigations.</p> <p>An exceptional ability to engage with and demonstrate critical understanding of sources.</p>	<p>An exceptional ability to thoughtfully refine ideas with discrimination.</p> <p>An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction</p> <p>An exceptional ability to demonstrate understanding of visual language.</p>
6/7	<p>A highly developed ability to effectively develop ideas through creative and purposeful investigations.</p> <p>A highly developed ability to engage with and demonstrate critical understanding of sources.</p>	<p>A highly developed ability to thoughtfully refine ideas with discrimination.</p> <p>A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>A highly developed ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction</p> <p>A highly developed ability to demonstrate understanding of visual language.</p>
4/5	<p>A consistent ability to effectively develop ideas through creative and purposeful investigations.</p> <p>A consistent ability to engage with and demonstrate critical understanding of sources.</p>	<p>A consistent ability to thoughtfully refine ideas with discrimination.</p> <p>A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>A consistent ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A consistent ability to competently present a personal and meaningful response and realise intentions with confidence and conviction</p> <p>A consistent ability to demonstrate understanding of visual language.</p>

Key Stage 4 Descriptors	Grade Descriptors for Key Stage 4 – 3D Art and Design: Product Design			
	AO1: Develop ideas through investigations, demonstrating critical understanding of sources.	AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AO3: Record ideas, observations and insights relevant to intentions as work progresses.	AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
3/4	<p>A moderate ability to effectively develop ideas through creative and purposeful investigations.</p> <p>A moderate ability to engage with and demonstrate critical understanding of sources.</p>	<p>A moderate ability to thoughtfully refine ideas with discrimination.</p> <p>A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>A moderate ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A moderate ability to competently present a personal and meaningful response and realise intentions with confidence and conviction</p> <p>A moderate ability to demonstrate understanding of visual language.</p>
2/3	<p>Some ability to effectively develop ideas through creative and purposeful investigations.</p> <p>Some ability to engage with and demonstrate critical understanding of sources.</p>	<p>Some ability to thoughtfully refine ideas with discrimination.</p> <p>Some ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>Some ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Some ability to competently present a personal and meaningful response and realise intentions with confidence and conviction</p> <p>Some ability to demonstrate understanding of visual language.</p>
1/2	<p>Minimal ability to effectively develop ideas through creative and purposeful investigations.</p> <p>Minimal ability to engage with and demonstrate critical understanding of sources.</p>	<p>Minimal ability to thoughtfully refine ideas with discrimination.</p> <p>Minimal ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>Minimal ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Minimal ability to competently present a personal and meaningful response and realise intentions with confidence and conviction</p> <p>Minimal ability to demonstrate understanding of visual language.</p>



HALEWOOD
ACADEMY



KEY STAGE 4 Y10 - Y11



ASSESSMENT STEPS



Eduqas Level 1/2
Hospitality & Catering

'We Seek the Best'

Key Stage 4 Descriptors	Grade Descriptors for Key Stage 4 – Level 1/2 Hospitality & Catering		
	AO1 Demonstrate knowledge and understanding from across the specification.	AO2 Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	AO3 Analyse and evaluate information, making reasoned judgements and presenting conclusions.
L2D - L2D*	<ul style="list-style-type: none"> Aware of a wide range of detailed and accurate knowledge. Demonstrates fully developed understanding that shows relevance to the demands of the question. Effective and precise use of terminology. 	<ul style="list-style-type: none"> Knowledge and understanding is consistently applied to the context of the question/task. Practical skills are consistently and effectively applied and are of a high standard. Is able to form a fully developed and thorough interpretation that is fully accurate. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in a highly effective way. Evidence is selected to construct an effective and balanced argument. Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.
L2M	<ul style="list-style-type: none"> Has a range of detailed and accurate knowledge. Demonstrates well developed understanding that is relevant to the demands of the question. Precise use of terminology. 	<ul style="list-style-type: none"> Knowledge and understanding is applied to the context of the question/task. Practical skills are effectively applied and are of a high to medium standard. Is able to form a developed interpretation that is mostly accurate. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in an effective way. Evidence is selected to construct a developed argument, that may not be presented in equal measure. Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.
L1D* - L2P	<ul style="list-style-type: none"> Includes accurate knowledge. Demonstrates sound understanding that is relevant to the demands of the question/task. Generally precise use of terminology. 	<ul style="list-style-type: none"> Knowledge and understanding is mainly applied to the context of the question/task. Practical skills are appropriately applied and are of a medium standard. Is able to form a sound interpretation that is generally accurate. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in an appropriate and sound way. Evidence is selected to construct a sound argument OR Evidence is selected to construct a detailed one-sided argument. Evaluation that offers some judgements, with some link between conclusions and evidence.
L1D - L1D*	<ul style="list-style-type: none"> Shows some accurate knowledge. Demonstrates partial understanding that is relevant to the demands of the question. Some use of appropriate terminology. 	<ul style="list-style-type: none"> Knowledge and understanding is partially applied to the context of the question/task. Practical skills are of a medium to low-level standard. Is able to form some interpretation that shows some accuracy. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision. Evidence is selected to construct a one-sided argument. Evaluation that offers generalised judgements and conclusions, with minimal use of evidence.
L1P - L1M	<ul style="list-style-type: none"> Limited knowledge with some relevance to the topic or question. Little or no development seen. Very little or no use of terminology 	<ul style="list-style-type: none"> Knowledge and understanding is applied in a minimal manner to the context of the question/task. Practical skills are of a low-level standard. Can only form a simple interpretation, if at all, with very limited accuracy. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used with limited competence. Unsupported evaluation that offers simple or no judgements/conclusions.