



# Food Technology Assessment Levels



| I can do this                     | 9=   | 8+   | 8=   | 8-  | 7+   | 7=   | 7-  | 6+   | 6=   | 6-   | 5+ | 5= | 5- | 4+ | 4= | 4- | 3+ | 3= | 3- | 2+ | 2= | 2- | 1+ | 1= | 1- | F+ | F= | F- |
|-----------------------------------|--|--|--|---|--|--|---|--|--|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>RESEARCH &amp; INVESTIGATE</b> | Recognises the needs of a variety of customer groups. (Religious, moral ethical food choices). Analyses and evaluates research data. Works from formal plans they create themselves. Has high level of communication skills and presentation skills. Uses a variety of research methods both primary and secondary research. Excellent production and presentation of dishes | Develops a range of strategies to modify complex recipes. Responds to information they have collected. Should recognise the needs of a variety of customers. All decisions are made in planning based upon sound knowledge of physical and working characteristics of materials. Uses several methods of research. Must understand suitability of dish to particular client group. | Develops a range of strategies to modify simple recipes. Collects and responds to most information they have collected. Should recognise the needs of a variety of customers. Some decisions are made in planning based upon sound knowledge of physical and working characteristics of materials. More research methods could be used. Dishes produced are acceptable to the target group | Good understanding of the source, seasonality and characteristics of a broad range of ingredients. Can analyse the task to an acceptable level. Develops a range of strategies to modify simple recipes. Collects and responds to most information they have collected. Should recognise the needs of a variety of customers. Some decisions are made in planning based upon sound knowledge of physical and working characteristics of materials. More research methods could be used. Dishes produced are acceptable to the target group. | Gathers and uses an acceptable range of food ingredients. Understands how similar dishes look, function and have been manufactured with support and gives some reasons. Is able to give acceptable reasons why particular food dishes have been designed with particular life spans.                 | Gathers and uses a range of basic food ingredients. Understands how similar dishes look, function and have been manufactured. Is able to give some basic reasons why particular food dishes have been designed with particular life spans.   | Gathers and uses a range of very basic food ingredients. Understands how similar dishes look, function and have been manufactured. Is able to give some basic reasons why particular food dishes have been designed with particular life spans  | Gathers and uses a limited range of food ingredients. Understands how similar dishes look, function and have been manufactured with support. Is able to give limited reasons why particular food dishes have been designed with particular life spans.   | Gathers and uses a very limited range of food ingredients. Understands how similar dishes look, function and have been manufactured with focused support. Is able to give very limited reasons why particular food dishes have been designed with particular life spans.   | Gathers and uses a very limited range of research materials. Understands how similar dishes look, function and have been manufactured with focused support. Is able to give very limited reasons why particular dishes have been designed with particular life spans.  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>DESIGN &amp; DEVELOP</b>       | Seeks out specific information to help them design and plan. Understands suitability of dish to particular client group. Has an extensive knowledge of the characteristics of materials.   | Explains how their ideas address demands. Uses analysis to develop proposals. Could develop greater presentation skills  | Understands and gives examples of dishes that are required to answer the task. Considers how the presentation of their work has an effect upon their target group. Uses feedback from users to improve the dish. Considers how the dish may be re-designed as a result of this feedback.   | Understands and gives examples of dishes that are required to answer the task. Considers how the presentation of their work has an effect upon their target group. Uses feedback from users to improve the dish. Considers how the dish may be re-designed as a result of this feedback.  | Understands and gives some examples of dishes that are required to answer the task usually considers how the presentation of their work has an effect upon their target group. Uses feedback from users to improve the dish. Considers how the dish may be re-designed as a result of this feedback. | Understands and gives limited examples of dishes that are required to answer the task. Considers how the presentation of their work has an effect upon their target group. Uses feedback from users to improve the dish. Considers how the dish may be re-designed as a result of this feedback. | Shows a range of basic communication techniques which are often suitable to the chosen target audience. Uses a basic range of strategies to develop a limited range of recipes. Can explain where their source of information came from with prompts. Considers how the presentation of their work has an effect upon their audience. Uses basic feedback from users to improve the dish. | Shows a limited range of basic communication techniques which are sometimes suitable to the chosen target audience. Uses a basic range of strategies to develop a limited range of recipes. Can explain where their source of information came from with direct prompts. Considers how the presentation of their work has an effect upon their audience. Uses basic feedback from users to improve the dish. | Shows a limited range of basic communication techniques which are sometimes suitable to the chosen target audience. Uses a basic range of strategies to develop a very limited range of recipes. Can explain where their source of information came from with direct prompts. Shows awareness of how the presentation of their work has an effect upon their audience. Uses basic feedback from limited users to improve the dish. | Shows a limited range of basic communication techniques which are sometimes suitable to the chosen target audience. Uses a basic range of strategies to develop a very limited range of proposals. Can explain where their source of information came from with direct prompts. Shows awareness of how the presentation of their work has an effect upon their audience. Uses basic feedback from limited users to improve the dish. |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

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| <p style="text-align: center;"><b>PRACTICAL ABILITY</b></p>             | <p>Makes dishes that meet the requirements of the tasks Shows high degree of precision with use of kitchen equipment. Exceptional level of competency demonstrated in a range of culinary skills through the correct selection of ingredients and equipment Shows excellent precision with use of knives/ equipment/ commodities.</p> | <p>Shows a good degree of precision with use of kitchen equipment. Good level of competency demonstrated in range of culinary skills through the correct selection of ingredients and equipment Shows precision use of knives/ equipment/ commodities. Uses of quality control. Shows accuracy.</p> | <p>Makes dishes that generally meet the requirements of the tasks. Good level of competency demonstrated in range of culinary skills however the correct selection of ingredients and equipment is not always evident. Shows some precision use of knives/ equipment/ commodities. Uses of quality control. Shows some accuracy.</p> | <p>Produces simple time plans that are generally realistic with times and dates. Understands how equipment, knives, machinery work and attempts to explain some of the basic mechanical principles involved with support. Considers the aesthetic appearance of the dish and is aware of why these aesthetic properties are important to the user.</p> | <p>Produces simple time plans that are sometimes realistic with times and dates. Understands how equipment, knives, machinery work and attempts to explain some of the basic mechanical principles involved with support. Considers the aesthetic appearance of the dish and is aware of why these aesthetic properties are important to the user.</p> | <p>Produces simple time plans that are not very realistic with times and dates. Understands how equipment, knives, machinery work and attempts to explain some of the basic mechanical principles involved with support. Considers the aesthetic appearance of the dish and is aware of why these aesthetic properties are important to the user.</p> | <p>Produces simple time plans that are generally realistic with times and dates. Understands how equipment, knives, machinery work and attempts to explain some of the basic mechanical principles involved with support. Considers the aesthetic appearance of the dish and is aware of why these aesthetic properties are important to the user.</p> | <p>Produces simple time plans that are generally realistic. Understands how equipment, knives, machinery work and attempts to explain some of the basic mechanical principles involved with focused support. Considers the aesthetic appearance of the dish and shows some awareness of why these aesthetic properties are important to the user.</p> | <p>Produces simple time plans that are somewhat realistic. Understands how equipment, knives, machinery work and makes some attempt to explain some of the basic mechanical principles involved with focused support. Considers the aesthetic appearance of the dish and shows some awareness of why these aesthetic properties are important to the user.</p> | <p>Produces simple time plans that are somewhat realistic. Understands how equipment, kitchen equipment, machinery work and makes some attempt to explain some of the basic mechanical principles involved with focused support. Considers the aesthetic appearance of the dish and shows some awareness of why these aesthetic properties are important to the user. Is aware of gauges, templates and jigs to ensure fair accuracy and quality of finish.</p> |
| <p style="text-align: center;"><b>HEALTH &amp; SAFETY PRACTICES</b></p> | <p>Makes best use of time and resources Works safely and hygienically at all times</p>  | <p>Makes good use of time and resources Works safely and hygienically the majority of the time</p>  | <p>Mostly makes good use of time and resources Works safely and hygienically most of the time</p>  | <p>Can show a respectful approach to his work. Shows some consideration when working with knives and his environment. Is fairly considerate of his own and others safety.</p>  | <p>Can sometimes show a respectful approach to his work. Shows some consideration when working with knives and his environment. Is fairly considerate of his own and others safety.</p>  | <p>Can show a respectful approach to his work. Shows some consideration when working with knives and his environment. Is usually considerate of his own and others safety.</p>  | <p>Can show a respectful approach to his work. Shows some consideration when working with knives and his environment. Is fairly considerate of his own and others safety.</p>  | <p>Can show a respectful approach to his work. Shows some consideration when working with knives and his environment. Is fairly considerate of his own and others safety.</p>   | <p>Can show a respectful approach to his work with monitoring support. Shows some consideration when working with knives and his environment, requiring some prompts. Is fairly considerate of his own and others safety.</p>  | <p>Can show a respectful approach to his work with focused monitoring and support. Shows some consideration when working with Kitchen equipment and his environment, requiring prompts Is somewhat considerate of his own and others safety.</p>  |
| <p style="text-align: center;"><b>EVALUATE</b></p>                      | <p>Can quality test and evaluate their dishes. Can self-assess own performance Can identify strengths and weaknesses Can work out costings to an exceptional level. Can evaluate dishes in terms of its nutritional value to a high level</p>   | <p>Can analyse and comment on skills and techniques Can use self and peer evaluation to improve their own and others performance Can work out costings to a good level. Can evaluate dishes in terms of its nutritional value to a good level</p>   | <p>Can comment on skills and techniques. Can use self and peer evaluation to improve their own and others performance. Can work out costings to an acceptable level. Can evaluate dishes in terms of its nutritional value to an acceptable level</p>  | <p>Can test the dish with prompts in order to establish how well it is working. Shows some basic consideration of others opinions in the evaluation process.</p>   | <p>Can test the dish with prompts in order to establish how well it is working. Shows some basic consideration of others opinions in the evaluation process.</p>   | <p>Can test the dish with prompts in order to establish how well it is working. Shows some basic consideration of others opinions in the evaluation process.</p>  | <p>Can test the dish with prompts in order to establish how well it is working. Shows some basic consideration of others opinions in the evaluation process.</p>   | <p>Can test the dish with prompts in order to establish how well it is working. Shows some basic consideration of others opinions in the evaluation process.</p>  | <p>Can test the dish with prompts in order to establish how well it is working. Shows limited consideration of others opinions in the evaluation process.</p>  | <p>Can test the food dish with prompts in order to establish how well it is working. Shows limited consideration of others opinions in the evaluation process.</p>  |
| <p style="text-align: center;"><b>TECHNICAL KNOWLEDGE</b></p>           | <p>Exceptional knowledge and use of culinary terms, knows how to correct faults, adjust seasoning and understands and applies the principles of nutrition and health.</p>   | <p>Good knowledge and use of culinary terms, knows how to correct faults, adjust seasoning and understands and applies the principles of nutrition and health.</p>  | <p>Shows some knowledge and use of culinary terms, knows how to correct faults, adjust seasoning and understands and applies the principles of nutrition and health.</p>   | <p>Good knowledge of physical and working characteristics of some materials</p>  | <p>Fair knowledge of physical and working characteristics of some materials.</p>   | <p>Some Fair knowledge of physical and working characteristics of some materials.</p>   | <p>Fair knowledge of physical and working characteristics of some materials.</p>   | <p>Fair knowledge of physical and working characteristics of some materials.</p>  | <p>Fair knowledge of physical and working characteristics of some materials.</p>   | <p>Limited knowledge of physical and working characteristics of some food materials.</p>  |