

Food Technology Year 10	Emerging	Developing	Securing	Mastering
Exploring key ideas	Shows basic awareness of different needs across life stages. Gives simple examples without much explanation.	Begins to link specific nutrients or meal changes to needs. Shows growing understanding of how and why meals are adapted.	Provides clearer rationale for meal choices. Connects nutrients to bodily functions and life stage needs. Uses more subject-specific vocabulary.	Demonstrates thorough knowledge of both nutrients and preparation methods. Applies knowledge in a practical, specific, and detailed way. Shows ability to personalise meals to meet complex needs.
Planning and prep	Demonstrates basic knife skills with support. Needs supervision and support with limited confidence and accuracy.	Growing independence with basic knife skills seen and beginning to use correct techniques. May still need occasional prompts or checks. Cuts are mostly accurate but may lack precision.	Consistently uses correct knife skills. Works independently with minimal supervision. Demonstrates good awareness of safety and precision.	Fully independent and precise knife skills seen. Uses a variety of cutting techniques with confidence and can work independently.
Application	Needs support to plate food. Basic attempt at presentation but may be messy or uneven. Limited attention to colour, portioning, or layout.	Plates food with some thought to appearance. Beginning to consider balance, spacing, and colour. Presentation is adequate but not yet consistent.	Independently presents food neatly and with care. Good attention to shape, colour contrast, and portioning. Shows clear understanding of appealing presentation.	Plates food with confidence and creativity. Excellent use of colour, texture, height, and balance. Presentation is visually professional and of a high standard.
Testing and evaluating	Needs support to taste and describe potato dishes. Gives basic comments (e.g. “nice” or “soft”) but limited detail or vocabulary.	Can describe taste, texture, and appearance with some detail. Starting to compare different potato types or cooking methods with simple reasoning.	Independently uses sensory vocabulary to evaluate different potato dishes. Makes clear comparisons and gives reasons for preferences.	Confidently uses sensory analysis to evaluate the versatility of potatoes. Gives detailed comparisons based on texture, flavour, and appearance. Draws thoughtful conclusions linked to cooking methods and function in a dish.

Food Technology Year 11	Emerging	Developing	Securing	Mastering
Exploring key ideas	Requires support to find basic information. Research is limited and mostly from a few simple sources. Understanding of the task is basic.	Can find relevant information from several sources with some guidance. Begins to explain key points about their food science task but lacks depth.	Independently researches a range of reliable sources. Summarises information clearly and relates it well to their NEA task. Demonstrates good understanding of scientific principles involved.	Conducts thorough, independent research using varied and credible sources. Analyses and evaluates information critically, making clear connections to the food science task. Demonstrates detailed understanding of task.
Planning and prep	Needs support to write a basic hypothesis. Planning includes a simple list of ingredients and a basic method with limited detail.	Can write a clear hypothesis related to the task. Plan includes ingredients, method, and some detail on timing and equipment.	Writes a relevant, testable hypothesis. Develops a detailed plan with ingredients, quantities, equipment, step-by-step method, and timing. Considers safety and efficiency.	Forms a precise, scientific hypothesis linked to the task. Produces a thorough, well-organised plan demonstrating full understanding of preparation, timing, equipment, and safety. Plan is logical and efficient.
Application	Needs support to carry out tests. Follows basic instructions but may struggle with timing, measurements, or controlling variables.	Carries out tests with some independence. Begins to control variables and follow method carefully but may need reminders.	Independently performs tests accurately, controlling variables and recording observations clearly. Follows the method with precision.	Confidently and independently conducts thorough tests to investigate the hypothesis. Controls variables rigorously and records detailed, precise observations. Demonstrates strong understanding of scientific method and practical skills expected.
Testing and evaluating	Gives basic comments on results. Struggles to link findings to the hypothesis. Suggestions for improvements are limited or unclear.	Can explain whether results support or disprove the hypothesis. Makes simple suggestions for improvements based on observations.	Clearly evaluates results, linking them to whether the hypothesis was supported or disproved. Provides relevant, practical suggestions for improvements.	Provides a detailed evaluation, confidently linking results to the hypothesis. Analyses reasons for outcomes and suggests well-justified improvements to methods or variables, demonstrating strong level of understanding.