

Year 8 Grade Tracker

TOPIC Assessed	GCSE 3	GCSE 4-5	GCSE 6-9
Heat Transfer	<ul style="list-style-type: none"> <input type="checkbox"/> Identify reasons for cooking food. <input type="checkbox"/> List some differences between the three methods of heat transfer. <input type="checkbox"/> State how heat changes some food item to make it more edible/retain nutrients. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe reasons for cooking food to include key terms. <input type="checkbox"/> Group different methods of cooking into the correct type of heat transfer. <input type="checkbox"/> Examine the methods of heat transfer used for cooking popcorn in a microwave /hob and poaching an egg. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the the reasons for cooking using food science terms (pathogens, denature, coagulate, Millard reaction, caramelisation, degradation) <input type="checkbox"/> Explain the different methods of heat transfer in relation to different methods of cooking. <input type="checkbox"/> Justify why some methods of cooking are healthier than others.
Diet and Health Eat Well guide	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the eight tips for eating well. <input type="checkbox"/> State why each tip is important. <input type="checkbox"/> Give examples of how to achieve each tip. <input type="checkbox"/> Suggest alternate food items to improve an individuals diet. <input type="checkbox"/> List reasons for reducing fat and sugar in the diet 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe reasons for following the eight eat well tips to include nutrients. <input type="checkbox"/> Review the diet of an individual and suggest improvements to meet the eat well tips. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assess the health benefits for changes made to a diet to improve it. <input type="checkbox"/> Consider the effect a poor diet can have on health and well being to include key terms such as cardio vascular disease/ type 2 diabetes etc.
MAKING	<ul style="list-style-type: none"> <input type="checkbox"/> Used basic making skills with support to produce good outcomes <input type="checkbox"/> Followed steps for making with support. <input type="checkbox"/> Follow hygiene and safety rules with some reminders. <input type="checkbox"/> Used tools, equipment & machinery with support & with some accuracy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Used range of making skills making skills & processes to produce a good quality of finish. <input type="checkbox"/> Followed plan to work in a confident, and organised manner following the when preparing cooking and presenting their dishes. <input type="checkbox"/> Selected and used tools, equipment & safely with accuracy when making most dishes made. 	<ul style="list-style-type: none"> <input type="checkbox"/> Used a wide range of making (complex technical) skills & processes to produce a high quality finished dishes. <input type="checkbox"/> Followed plan independently to carry out the task in the time frame. Used tools, equipment confidently & safely with independence & accuracy. <input type="checkbox"/> Presented dishes to an extremely high standard, accurate portion control and high quality finish was achieved.
FOOD SCIENCE <i>(Function and chemical properties of Biological raising agents used for making bread)</i> <i>(Function and chemical properties of flour and sugar used for making cakes)</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Lists the role of: yeast in bread making/flour and sugar in cake making. <input type="checkbox"/> State the conditions that Microorganisms need to work. <input type="checkbox"/> Carry out a basic plan with help to investigate the type and role of micro organisms in bread making/flours and sugars used for making cake. <input type="checkbox"/> Predict a basic outcome of test. <input type="checkbox"/> Identify the basic difference each ingredient/change in condition will produce when making bread/ cake. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies a variety of variables to test the role of and conditions for micro organism in bread making/ flours and sugars in cake making. <input type="checkbox"/> Produced a clear plan showing an understanding of each task. <input type="checkbox"/> Described the differences from each result showing understanding of the task evidenced in your ability to justify your findings. <input type="checkbox"/> The prediction is reviewed and conclusions based on the results using some key science terms correctly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently identify variables with predictions for each variable showing clear in depth understanding of the task. <input type="checkbox"/> Undertaken critical analysis of the results, reviewing your predictions to include limitations and realistic further tests. <input type="checkbox"/> Conclusions presented are based on scientific knowledge and understanding of the ingredients selected, and the preparation or cooking methods used.