

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 (Function and chemical properties of Biological raising agents used for making bread) (Function and chemical properties of flour and sugar used for making cakes)	<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.