

	<b>A01</b> <b>Demonstrate knowledge</b>	<b>A02</b> <b>Applying knowledge</b>	<b>A03</b> <b>Make</b>	<b>A04</b> <b>Evaluate</b>
<b>Developing</b>	I know the things we should eat more and less of in our diets. I know why we should be reducing some things. I find it hard to follow a plan for practical work. I struggle with accuracy. I find it hard to weigh and measure.	I can design products for myself and my family. I know that too sugar rots my teeth and too much fat makes me fat. I find it hard to prepare food without any help. I can use the rubbing in and creaming method, but, with help.	I can use the step by step photo cards to complete a practical. Using the help sheets I can select the correct equipment to use. I rely on help from the teacher or others when I am in a practical lesson. I find it hard to wash up and tidy away.	I can bullet point things that went well. I find it hard to say how I could improve things. With prompting I can suggest improvements to the practical. I find it hard to specifically say what to improve and change in the recipe.
<b>Grade 1</b>	I can identify a wide range of equipment and know what it is used for. I know the sections of the eat well guide and which we should be increasing and reducing. I can write a basic plan and follow it I can accurately weigh and measure I understand the need for accuracy.	I know about design briefs and can identify user needs. I can state the function of sugar and fat. I can discuss the eat well guide and what it represents and can name some sections. I can use 1 or 2 basic techniques for preparing and cooking food.	I can follow a basic recipe. I can demonstrate basic skills, sometimes with help. I can choose correct equipment and can use it with support. I can carry out practical work with some support and some thought to safety and hygiene.	I have said what has worked well and what hasn't. I can describe the strengths and improvements required. I have suggested ideas for further development using words or drawings. I can carry out sensory analysis to identify specific areas of change.
<b>Grade 2</b>	I can use 3 or 4 research methods to help identify user needs and wants. I understand design briefs and user needs. I can modify a recipe. I can identify a range of equipment to support practicals. I work independently most of the time. I can write and follow a time plan with some accuracy with timings. I can accurately weigh and measure ingredients.	I can use research to help identify user needs. I understand design briefs. I understand what a design specification is. I can use 3 or 4 basic techniques for preparing and cooking food. I can discuss the functions of 3 or 4 ingredients. I can name the 5 food groups and discuss their functions. I have some understanding of nutrition and how it relates to health.	I can follow and modify a recipe. I show good technical skills and make good quality products. I can use both manual and power tools with support. I work independently most of the time and decorate and garnish products some of the time. I work hygienically with some regard for safety and hygiene.	I have evaluated using a good level of literacy. I have evaluated all areas of the practical task. I have suggested ideas for further improvement. I have used sensory analysis, using a star diagram, to suggest ideas for change.
<b>Grade 3</b>	I can write a design brief. I can use research to help write a detailed design specification. I can select the correct equipment and use it independently. I can discuss the functions of ingredients. I can discuss the value of the eat well guide and use examples. I know how to combine ingredients and flavours to create dishes. I can adapt ingredients to modify recipes.	I understand that proper nutrition is essential for good health and can name the 5 food groups. I can suggest some basic reasons to improve nutrition. I can cook more than 4 basic savoury dishes. I can use more than 4 basic techniques when preparing and coking food. I understand the purpose and characteristics of more than 4 different foods. I understand about finishing techniques.	I can follow and modify a recipe demonstrating knowledge of the healthy eating guidelines. I show good technical skills and make quality products. I use manual and powered equipment. I work independently during practical lessons. I decorate and garnish products. I work safely and hygienically during practical lessons.	I have used high quality written English in my work. I have recommended further developments in my work. I have used sensory analysis using star diagrams to explain how improvements could be made to the taste, texture, appearance and nutritional value of my dish.
<b>Grade 4</b>	I can write a specification. I can generate a range of creative design ideas. I present my ideas using a range of techniques. I can write a time plan with some accurate timings and quality check points. I can accurately weigh and measure ingredients. I can discuss the function of ingredients and suggest healthier alternatives. I can select the correct equipment independently and use it with some accuracy.	I have a clear understanding of the principles of nutrition and health. I can cook a range of nutritious, tasty savoury dishes and adapt them. I can use a variety of techniques for preparing and cooking food including 1 or 2 advanced techniques whilst demonstrating to others. I understand the seasonality, purpose and characteristics of a range of different ingredients. I understand the impact of social, moral and cultural issues in food. I understand about finishing methods in food.	I can follow a time plan and can multi task during practical lessons. I show good accuracy and technical skills in practical lessons. I work completely independently with a high level of safety and hygiene. I can correct my own mistakes I have decorated/ garnished all products I have made.	I have assessed what worked well and what did not. Clear recommendations have been made as to what can be improved ( method and ingredients) I have used technical words and have correctly described method and skills. I have used extended writing and the correct punctuation. I have evaluated against the specification/brief. In my evaluation I have discussed my dish in relation to other similar products.
<b>Grade 5</b>	I can identify social, moral & cultural issues and show consideration to them in designs. I can identify and solve my own design problems. I can develop a design specification that allows me to be innovative and creative. I can adapt recipes and ingredients to make dishes for people with special diets. I can use nutrient analysis to justify the changes and modifications I have made. I can competently create time plans with focus on dovetailing and special points.	I have a clear understanding of and can apply the principles and of nutrition and health. I can cook a wide range of nutritious, tasty savoury dishes and adapt them I can use a range of techniques including advanced techniques for preparing and cooking food. I understand the sources, seasonality, purpose and characteristics of a wide range of different ingredients. I understand the impact of social, moral and cultural issues in food. I understand about finishing methods in food and have demonstrated this in my practicals.	I can work with accuracy, creating high quality products. I can manage time efficiently through a sequential time plan. I can use creativity and originality in the finishing techniques used. I have a very high regard to hygiene and safety.	I have fully justified modifications that were needed to the original recipe in order to meet the brief/specification. I have evaluated the suitability of the dish produced and have suggested further improvements. I have considered special diets. I have thought about the sustainability of the dish and its impact on society and the environment. I have compared my product to a range of similar products and have explained how the results may be used to develop /refine my own ideas.