

7	8	9	Designing	Media/ Technique	Technical Knowledge & Careers	Analysis and evaluation
		M+	<p>A1- Students design a dish that meets the expectations of a client's brief. Including key information on the dietary needs of the target audience justifying decisions based on research.</p> <p>A2- Students produce a detailed plan for a meal that includes all required steps, including key health and safety information, timings and equipment with a high level of accuracy.</p>	<p>B1- Students work independently and accurately in the preparation of a dish, justifying the use of PPE and health and safety procedures in order to minimise risk.</p> <p>B2- Students clearly show the ability to follow and review a detailed plan in order to complete a high quality dish to a given timeline.</p> <p>B3- Students use a wide range of cooking techniques, effectively and with high level skill, resulting in a final dish that fully responds to stakeholder requirements.</p> <p>B4- Final dishes are of a high quality, demonstrating accuracy in their presentation and meeting all quality control measures.</p>	<p>C1- Students can justify the relevance of Hospitality and catering services in the leisure industry, making clear and correct references to existing/ potential job roles.</p> <p>C2- Students are able to accurately use quantities and conversions in order to justify decisions on the selection of appropriate ingredients and components to meet given constraints.</p> <p>C3- Students can justify the scales of production in a range of catering establishments, clearly explaining the benefits and limitations of each scale.</p> <p>C4- Students demonstrate a clear understanding of nutrients and the health needs of a target group when justifying meal plans.</p>	<p>D1- Students can analyse dishes and situations effectively in order to inform planning and meal design decisions that objectively meet the needs of the user.</p> <p>D2- Students use information gathered from a design brief , product analysis and independent research in order to inform meaningful criteria within a detailed product specification. Thorough technical information is produced, using digital applications where appropriate which is easy for a third party to understand.</p> <p>D3- Students can provide a detailed product evaluation against a detailed design specification, utilising design specification criteria to measure success and make multiple, justified, modifications based on detailed peer/ self product evaluation.</p>
		M	<p>A1- Students design a dish that meets the expectations of a client's brief. Including key information on the dietary needs of the target audience.</p> <p>A2- Students produce a detailed plan for a meal that includes all required steps, including some key health and safety information, timings and equipment with a high level of accuracy.</p>	<p>B1- Students work independently and accurately in the preparation of a dish, clearly explaining the use of PPE and health and safety procedures in order to minimise risk.</p> <p>B2- Students clearly show the ability to follow and review a detailed plan in order to complete a high quality dish to a given timeline.</p> <p>B3- Students use a wide range of cooking techniques, effectively and with high level skill, resulting in a final</p>	<p>C1- Students can justify the relevance of hospitality and catering services in the leisure industry, making clear and correct references to existing/ potential job roles.</p> <p>C2- Students are able to accurately use quantities and conversions in order to select appropriate ingredients and components to meet given constraints.</p>	<p>D1- Students can analyse dishes and meals effectively in order to inform design decisions that objectively meet the needs of the user.</p> <p>D2- Students use information gathered from a design brief , product analysis and independent research in order to inform meaningful criteria within a detailed product specification.</p> <p>D3- Students can provide a detailed product evaluation against a clear design specification, utilising</p>

				<p>dish that fully responds to stakeholder requirements.</p> <p>B4- Final dishes are of a high quality, demonstrating accuracy in their presentation and meeting most quality control measures.</p>	<p>C3- Students can explain the different scales of production in a range of catering establishments.</p> <p>C4- Students demonstrate a clear understanding of nutrients and the health needs of a target group when justifying a meal plan.</p>	<p>design specification criteria to measure success of the product and make multiple modifications to the design based on detailed peer and self product evaluation.</p>
	M	S	<p>A1- Students design a dish that meets the expectations of a client's brief. Including key information on some dietary needs of the target audience.</p> <p>A2- Students produce a plan for a meal that includes most steps as well as health and safety information, timings and equipment.</p>	<p>B1- Students work accurately in the preparation of a dish, clearly describing which PPE and health and safety procedures should be used and followed in order to minimise risk.</p> <p>B2- Students clearly show the ability to follow a detailed plan in order to complete a dish to a given timeline.</p> <p>B3- Students use a range of cooking techniques, effectively and with skill, resulting in a final dish that responds to most stakeholder requirements.</p> <p>B4- Final dishes are of a good quality, demonstrating some accuracy in their presentation and meeting a quality control measure.</p>	<p>C1- Students show an understanding of the hospitality and catering industry, making some references to existing/ potential job roles.</p> <p>C2- Students are able to use conversions in order to select appropriate ingredients to meet given constraints.</p> <p>C3- Students can differentiate between the 3 scales of production in a range of catering establishments.</p> <p>C4- Students demonstrate a clear understanding of nutrients and the health needs of a target group when justifying a meal plan.</p>	<p>D1- Students can use effective analytical methods in order to explore a design problem.</p> <p>D2- Students use information gathered from a design brief , product analysis and independent research in order to inform meaningful criteria within a product specification.</p> <p>D3- Students can provide a product evaluation against a design specification, utilising design specification criteria to measure success and make a limited suggestion for how the product could be improved in the future</p>
M	S	D	<p>A1- Students design a dish that meets the expectations of a client's brief.</p> <p>A2- Students communicate a limited plan that includes limited technical detail and lists work covering some required steps.</p>	<p>B1- Students prepare a dish, describing some PPE and health and safety procedures to minimise risk.</p> <p>B2- Students clearly show the ability to follow a basic plan in order to complete a dish to a given timeline.</p> <p>B3- Students use a range of cooking techniques, resulting in a final dish that responds to a stakeholder requirement.</p>	<p>C1- Students can articulate more than one existing job role within the food/ hospitality industry offering basic information on the requirements of each.</p> <p>C2- Students can demonstrate the use of calculations in the selection of appropriate quantities of ingredients.</p> <p>C3- Students can match a correct scale of production to a given</p>	<p>D1- Students can use analytical methods in order to explore a design problem and gather relevant information.</p> <p>D2- Students use information gathered from a design brief , product analysis and independent research in order to inform some relevant criteria within a product specification.</p> <p>D3- Students can provide a product evaluation against a design</p>

				<p>B4- Final dishes are of a reasonable quality, with an attempt made by students to present their dish on the plate.</p>	<p>scenario based on the volume of product being produced.</p> <p>C4- Students understand the eat well plate and can use this to explain how a meal could be structured to maintain health.</p>	<p>specification, utilising design specification criteria to measure success and make a limited suggestion for how the product could be improved in the future.</p>
S	D	<p>A1- Students design a dish that meets many areas of a client's brief.</p> <p>A2- With support communicate a limited plan that includes limited technical detail and lists work covering some required steps.</p>	<p>B1- Students prepare a dish, using basic equipment and following health and safety procedures to minimise risk.</p> <p>B2- Students show the ability to follow a provided plan in order to complete a dish to a given timeline.</p> <p>B3- Students demonstrate a basic cooking technique, resulting in a final dish.</p> <p>B4- Final dishes show an attempt made by students to present their dish on the plate.</p>	<p>C1- Students can discuss an existing job role within the food/ hospitality industry.</p> <p>C2- Students can demonstrate the use of basic calculations in the selection of appropriate quantities of ingredients.</p> <p>C3- Students can match a scale of production to a given scenario based on the volume of product being produced.</p> <p>C4- Students are aware of the eat well plate and can use this to communicate how a meal could be structured to maintain health.</p>	<p>D1- Students can use some analytical methods in order to explore a problem/ scenario.</p> <p>D2- Students can use information gathered from a design brief and analysis in order to inform criteria within a specification.</p> <p>D2- Students understand the purpose of evaluating products and can provide a limited product evaluation against the specification.</p>	
D		<p>A1- Students design a dish that meets some areas of a client's brief.</p> <p>A2- With support endeavours to communicate a limited plan that includes limited technical detail and lists work covering some required steps.</p>	<p>B1- Students can use, with significant guidance, basic equipment, to prepare and cook a dish.</p> <p>B2- Students can use a basic quality control test in order to ensure that a dish meets a specification requirement.</p> <p>B3- Students can identify risks within practical tasks in order to work safely.</p> <p>B4- The final dish demonstrates limited accuracy, reflecting some stakeholder requirements.</p>	<p>C1- Students are aware of an existing job role within the food/ hospitality industry.</p> <p>C2- Students are aware of how basic calculations are used in the selection of appropriate quantities of ingredients.</p> <p>C3- Students can name a suitable scale of production for a given scenario.</p> <p>C4- Students are aware of the eat well plate and can use this to verbally communicate how a meal could be structured to maintain health.</p>	<p>D1- Students can use limited analytical methods in order to explore a problem/ scenario.</p> <p>D2- Students can use information gathered from a design brief and analysis in order to inform basic criteria within a specification.</p> <p>D2- Students understand the purpose of evaluating products and can provide a limited product evaluation.</p>	