

		COOKING	NUTRITION	EVALUATING	PLANNING	COMMUNICATION
EXPERT	10	I can make appropriate and complex decorations and garnishes using high level skills. <b>I can make and plate up a dish with relevant seasonal accompaniments.</b> I can select, construct and deftly utilise specialist kitchen equipment such as food mixers and pasta machines. <b>I keep myself, my food and my area safe with a comprehensive awareness of HACCP.</b> I select and use ingredients and equipment thoughtfully with a keen awareness of provenance and environmental impacts	I can state the implications of dietary excess or deficiency of a range of macro and micro nutrients and identify ways to reduce excess fat, saturated fat, sugar and salt in a recipe. <b>I know which nutrients are fat and water soluble, and what that means when preparing and cooking ingredients.</b> I know about the nutritional impact of different levels of processing of food from origin.	I critically evaluate products I have made by assessing and discussing consumer acceptability, nutritional analysis including pros and cons, cost, sensory properties and commercial viability. <b>I can accurately calculate costs and show the formulae in my work.</b> I can factor a recipe up or down to adjust the number of portions and recognise the implications of factoring and catering on a larger scale. I carry out relevant consumer testing	I have included all key terminology for processes, hygiene, safety and quality and have applied it accurately and appropriately. <b>My plan is professional, comprehensive and if followed would ensure a quality outcome.</b> My plan offers guidance for actions if errors occur. I use key temperatures, techniques and equipment names	My writing is sophisticated, well laid out and with no errors. <b>Subject specific terminology is always used appropriately and consistently.</b> Extended writing is well constructed, comprehensive, with very good SPaG. <b>Relevant examples are included in discussion points.</b> Diagrams are included where relevant and annotated with relevant details
	9	I can use a range of refined preparation techniques such as paring vegetables, crimping, shaping, forming and breadcrumbing. <b>I can accurately portion finished food products such as tray bakes, cakes, and lasagne.</b> I keep myself, my food and my area safe with a comprehensive awareness of HACCP. <b>I select and use ingredients and equipment thoughtfully with a keen awareness of provenance and environmental impacts</b>	I can adapt a recipe to make it suitable for specific nutritional requirements, including allergies. <b>I can identify a wide range of ways to reduce the fat, saturated fat, sugar and salt in a recipe.</b> I can state some implications of excess or deficiency of nutrients <b>I know about the nutritional impact of different levels of processing of food from origin.</b>	I can factor a recipe up or down to adjust the number of portions. <b>I comprehensively assess the strengths and weaknesses of the dish, offering targeted and appropriate improvements</b> where necessary. I use more than three or more techniques to assess the success of my product(s). <b>I use the opinions of others and myself to help gauge success.</b> I include a nutritional breakdown, explaining some findings relating to adjusting recipes for good health.	Key terminology has been applied accurately and consistently. <b>My plan is comprehensive and could be used by most.</b> I can take a recipe in cups, lbs or oz and convert it to g/ml accurately. My plan includes timings, relevant safety checks and appropriate quality controls.	I consistently use subject specific terms (culinary terms) in my writing. <b>Extended writing is well constructed, detailed, with very good SPaG.</b> I adjust my writing style to reflect the task.
	8	I can use a wide range of preparation techniques such as stir-frying, steaming, and blending. <b>I keep myself, my food and my area safe with a comprehensive awareness of HACCP.</b> I can make a batch of products with precision. <b>I select and use ingredients and equipment thoughtfully with a keen awareness of provenance and environmental impacts</b>	I know the main dietary requirements of the different life stages. <b>I understand the implications of dietary excess or deficiency of macro nutrients.</b> I know about the nutritional impact of different levels of processing of food from origin.	I provide specific suggestions to develop my products and communicate these in a variety of ways, linking to sensory diagram results. <b>I include a nutritional breakdown with some explanation linking to good health.</b> I reflect on the practical and, my planning as well as the final outcome.	I have included key temperatures and specific times to food safety. <b>My plan is clear and comprehensive.</b>	I can structure paragraphs using PEE(L) and good SPaG. <b>I know subject specific terms (culinary terms) and use them consistently and correctly in my writing.</b>
PRACTITIONER	7	I consistently demonstrate high levels of personal, kitchen and food hygiene. <b>I can use electrical equipment safely and independently.</b> I can apply heat in a variety of different ways. <b>I can portion accurately.</b> I select and use ingredients thoughtfully with a keen awareness of provenance. <b>I keep myself, my food and my area safe with a working knowledge of hygiene and safety rules</b>	I can analyse the nutritional content of a dish and suggest improvements. <b>I know the function and sources of macro nutrients and some micro nutrients.</b> I know about different levels of processing of food from origin.	I can conduct a written sensory analysis, using sensory descriptors within well-constructed sentences. <b>I can explain skills I have developed and what I have learnt in a lesson succinctly.</b> I generalise comments regarding sugar and fat content	I can plan for a healthy and varied diet. <b>My plan for making is easy to follow.</b> I can plan a well-balanced meal and explain how it is balanced.	SPaG is good. <b>PEE(L) is used most of the time</b> I usually use subject specific terms (culinary terms) in my writing. <b>Written communication includes most necessary details</b>
	6	I can use electrical equipment safely and independently. <b>I can apply heat in a variety of different ways.</b> I select and use ingredients thoughtfully with an awareness of provenance. <b>I keep myself, my food and my area safe with a working knowledge of hygiene and safety rules</b>	I can analyse the nutritional content of a dish and suggest improvements. <b>I know the function and sources of most macro nutrients.</b> I know about different levels of processing of food from origin.	I can make targeted recommendations to improve to my dishes sensory qualities. <b>I can conduct a written sensory analysis, using sensory descriptors.</b> I can identify skills I have developed and state what I have learnt in a lesson.	My reasons for quality and safety checks in my plan are comprehensive and well communicated. <b>My plan is broken down into suitable stages.</b> I can plan a well-balanced meal.	I am starting to apply new subject specific terms (culinary terms) consistently in my writing. <b>Written communication includes most necessary details</b>
APPRENTICE	5	I know that food is produced, processed and sold in different ways. <b>I know that food is influenced by availability, season, need, cost, where the food is produced, culture and religion.</b> I can portion reasonably accurately. <b>I can select, use and clean a good range of kitchen utensils safely.</b> I demonstrate safe personal, kitchen and food hygiene.	I know that food and drink contains specific nutrients, water and fibre. <b>I understand the eight tips for healthy eating.</b> I can use nutrition information on food labels to make informed choices.	I can identify areas for improvement and development in my work. <b>I can produce a star diagram to communicate a sensory analysis.</b> I can discuss my work using full sentences and paragraphs appropriately. <b>Most SPaG is accurate.</b>	I can explain some reasons for both quality and safety checks. <b>My plan makes sense to others</b>	I am learning subject specific terms (culinary terms) and am using them in my writing. <b>Some details are missing in written communications</b>
	4	I know about seasonal cooking. <b>I can adapt a recipe to change appearance, taste, texture and aroma.</b> I can make a batch of similar products <b>I demonstrate safe personal, kitchen and food hygiene.</b>	I know a balanced diet is depicted on the Eatwell guide. <b>I can state a range of food and drink I need to be healthy and active.</b>	I can discuss my progress during the lesson, explaining www and ebi. <b>I can explain my practical work in full sentences using the evaluation sheet provided.</b>	I can explain some reasons for safety or quality checks. <b>My plan is mainly accurate.</b>	I am learning subject specific terms (culinary terms) and might use this in my writing <b>Some details are missing in written communications</b>
NOVICE	3	I can name foods that are grown, reared or caught. <b>I can use a heat source safely.</b> I can peel, chop, slice, grate, mix, spread, knead and bake. <b>I follow instructions to keep myself and my food safe and clean.</b>	I know about how one food is processed ready to eat. <b>I know that the food and drink I consume have health implications now and in the future.</b> I know that different foods provide different nutrients to my body.	I can write a sentence suggesting one way in which my product can be improved. <b>I can state something new I learnt in each lesson.</b>	I can identify some quality and safety checks. <b>My plan may have some stages missing.</b>	I use basic cooking terminology such as cook, roast, boil and grill <b>Written work is hampered because of lack of detail or use of key words</b>
	2	I know that food comes from plants or animals. <b>I can cut, peel and grate safely.</b> I can use the claw grip and bridge hold. <b>With regular reminders I follow instructions to keep myself and my food safe and clean.</b>	I can sort food into the five main groups of the Eatwell guide. <b>I know I should eat at least 5-a-day.</b> I know food provides energy.	I can bullet point fact or terms I have learnt. <b>I can construct simple sentences to describe my product.</b>	I can identify some quality or safety checks. <b>My plan lacks detail</b>	I know that there are different ways to prepare and cook food. <b>Written work is hampered because of lack of detail or use of key words</b>
	1	I can say who a recipe is for. <b>I can talk about my own work.</b> I can choose and assemble prepared ingredients. <b>With practical support, I follow instructions to keep myself and my food safe and clean.</b>	I know I need food, water and exercise to keep me well.	I can list some things I have learnt. <b>I can label a picture or diagram with one or two main components.</b>	I have help to order my method	I explain the cooking method I used in a specific practical. <b>Written work is hampered because of lack of detail or use of key words</b>