

	Preparation, Planning and Research 10%	Hygiene and Safety 20%	Cooking, Nutrition and Food Science 40%	Evaluation 20%	SPAG and Numeracy 10%
9 - Michelin Star ***	I can analyse my research and use it to summarise the topics covered and apply it to my daily living. I can organise my work to carry out processes accurately and consistently. I can use information sources to support my work.	I can explain the principles in cleaning, preventing cross contamination, chilling, cooking and reheating food.	I can choose from a wide range of equipment and processes independently with perfect accuracy, skills and precision to make a highly creative and professionally finished product. I can develop recipes using nutritional analysis programmes to suit the nutritional needs of a variety of different groups. I can define and make a product using molecular gastronomy.	I can reflect critically and effectively throughout the design and making process. I can show how I was successful by justifying my progress and results.	I can read and write with confidence, fluency and understanding. Have an ever-growing vocabulary. I can use numeracy skills involving formulas.
8 – Michelin Star **	I can use all of my research to expand my understanding of topics covered. I can produce a time plan that considers other special features during the making of my product. I can organise my work with some accuracy and consistency.	I can plan and carry out food storage, preparation and cooking in a safe and hygienic manner. I can complete a HACCP chart and identify risks of my preparation, cooking and serving food.	I can select the right equipment and processes to produce a creative and innovative that has a professional finish. Be experimental and creative in the use of tools and equipment to get a professional and unique result with a high element of creativity. I can create recipes that cater for the nutritional requirements of others. I can identify similarities and differences between food science and nutrition.	I can relate my findings to environmental, ethical and social and cultural dimension.	As before and... using a wider variety of technical terms. I can use numeracy with accuracy and precision.
7 – Michelin Star *	I can use a variety of research sources to give me a better understanding of the topics covered. I can produce a time plan that estimate the time needed to make my product and a plan that predicts the correct time needed for each stage in making my product	I can describe what date marks are and storage instructions on food and drink labels and why they are used. I can put measures in place regarding low, medium and high risk. I can identify the danger zone	I can choose the right equipment and processes safety to produce a creative product with a quality finish. I can demonstrate excellent making skills, learn from demonstrations and resources to work independently. I can explain the differences between the nutritional needs of different groups of people. I can describe the benefits of food science.	I can identify and use a broad range of criteria to evaluate my product	As before and...using key words accurately. I can use numeracy with some accuracy and precision.
6 – Recommended Michelin	I can use a range of research resources to give me a better understanding of the topics covered. I can explain how my time plan makes progress and suggest alternative methods of making my time plan work.	I can explain the principals of food safety and hygiene and implement them individually. I can independently complete a detailed risk assessment of my work area. I can identify whether it is low, medium or high risk	I can work independently with a range of equipment and processes to produce a quality finish to most of my products made. I can identify the problems associated with malnutrition and obesity. I can describe most of the affects of food science on the products I have made.	I can use correct testing technique to inform my judgement when solving technical problems. I can make improvements as I go and adapt and self-evaluate continuously.	As before and...using correct spelling of some key words. I can use numeracy with some accuracy and some precision.
5 – Restaurant	I can combine my research information to demonstrate an understanding of topics covered. I can modify my time plan as I make my product. I can identify the areas of my time plan that makes progress.	I can implement the principals when preparing, cooking and storing food. I can independently complete a detailed risk assessment of my own work area.	I can work increasingly independently with a range of equipment to produce quality finish to some of my products made. I can compare my diet to others with similar nutritional needs. I can describe some of the affects of food science on the products I have made.	I can suggest targets for improvements and assess other work and be inspired to create original and creative products. I can provide a detailed explanation for any changes I have made. I can select appropriate techniques to evaluate how my product will perform when used and modify my product to improve performance.	As before and... using connectives in my work, such as furthermore and however, spelling words correctly and using punctuation effectively. I can use a variety of numeracy skills.
4 – Café	I can use four research resources to give me a better understanding of the topics covered. I can work from my own time plan including special points to make my product. I can produce a clear time plan that other people can follow to produce my product.	I can recognise the importance of preparing and cooking food safely and hygienically. With minimal assistance I can complete a risk assessment of my work area.	I can demonstrate a wide range of preparation techniques and processes. I can apply current healthy eating advice to my own needs and describe the functions of nutrients in food. I can mostly explain the importance of food science.	I can check my product as it develops and modify my approach in the light of progress. I can evaluate how effectively I have used information gathered using the result of my research to inform my judgement when developing my product. I can evaluate my products as they are been used and identify ways of improving them.	As before and... using punctuation correctly, such as commas and semi-colons, and my handwriting is legible. I can use a range of numeracy skills.
3 – Fast food outlet	I can use three resources to give me a better understanding of the topics covered. I can write a simple time plan of how to make my product and can produce step-by-step plans of making my product.	I can recognise that some foods have a greater risk of food poisoning and contamination than others. With assistance I can complete a basic risk assessment of my work area and explain why it is a risk.	I can safely use most equipment with my level of accuracy increasing. I can explain current healthy eating advice and list the nutrients in food. I can name some examples of food science.	I can check my work as it develops and solve technical problems. I can show some evidence of creativity as I modify my product in order to make progress. I can test and evaluate my product to show that I understand the way in which the product will work.	As before and ... organising my sentences into paragraphs and my writing is mainly readable. I can use my numeracy skills independently.
2 – Takeaway	I can use two research resources to give me a better understanding of the topics covered. I can explain the reason for the order of my work and with support, write a time plan for making my product.	I can get myself ready to cook following these principles and demonstrate how food purchased and cooked needs to be stored in different conditions. I can identify most of the risks in my work area.	I can identify a range of preparation techniques. I can describe current healthy eating advice. I can name some areas of food science.	I can explain what went well in the making of my product. I can suggest how my product can be improved. I can identify some technical problems and how to solve them.	As before and ... spelling names and places with capital letter, writing in full sentences. I can use numeracy with limited assistance.
1 – Greasy Spoon	I can use one research to give me a better understanding of the topics covered. I can explain what I need to do to improve and explain the order of my work.	I can name basic food safety principals and can identify some risks in my work area.	I can name, collect and safely use equipment and measure with some help and degree of accuracy. I can identify healthy eating advice. I can use the food technology numeracy mats. I have an understanding of food technology and define food science.	I can explain what I think about the design of my product. I can explain what I think about the making of my product. I can explain where my product has led to improvement. I can use the food technology literacy mats.	I can write in simple sentences, starting with a capital letter and ending with a full stop. I can explain what I think about the making of a product. I can use numeracy with assistance.