

Step	Strand 1 Preparation (Equal weighting)	Strand 2 Planning (Equal weighting)	Strand 3 Making: carrying out basic techniques (Equal weighting)	Strand 4 Making: adapting to meet needs (Equal weighting)	Strand 5 Evaluation (Equal weighting)	ESTIMATE EOKS4
9	All of the below and... <ul style="list-style-type: none"> <li>can get ready for practical lessons without any help or reminders from the teacher.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can give detailed reasons for choices and uses different types of research.</li> <li>can think outside the box.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can use basic and advanced skills and techniques accurately to produce products of a high standard and is fully competent using all the essential equipment.</li> <li>shows high-level skills.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can fully understand the task and can adapt recipes to meet the needs required unaided.</li> <li>can select recipes to enhance practical skills and culinary tasks.</li> <li>can make changes to methods when things go wrong to produce an excellent product.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can evaluate dishes made in depth and suggest how to make improvements.</li> <li>evaluations also cover costing, environmental, ethical, social and cultural values where relevant.</li> </ul>	9
8	All of the below and... <ul style="list-style-type: none"> <li>can get ready for practical lessons independently.</li> <li>can collect and interpret a wide range of relevant research.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can follow a detailed plan which contains all the necessary information to make a quality product.</li> <li>can consider the constraints of time, provenance, cost and nutritional needs of more than one target group to produce a range of ideas.</li> <li>can analyse conclusions from research, explain how ideas fit the target group and use ICT to display some conclusions.</li> <li>can show detailed nutritional knowledge.</li> <li>has advanced knowledge of functions of ingredients, equipment and methods, relating to a variety of food situations (both home and commercial).</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can work independently and as part of a team, using correct basic and advanced skills and techniques, without the help of the teacher, to successfully make a range of dishes.</li> <li>shows high-level skills.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can produce dishes that show understanding of recipe development through making and discussion.</li> <li>can carefully select ingredients and if changes are needed ingredients are selected with little effect on the quality of the product.</li> <li>can produce a final product that is different and successful.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can use a nutritional program to produce a label and cost the product.</li> <li>can select correct evaluation techniques to fully evaluate the success of the product and explain how it could be improved further.</li> <li>can use a broad range of criteria for evaluating the product (such as star profiles, hedonic ranking, taste panels).</li> </ul>	8
7	All of the below and... <ul style="list-style-type: none"> <li>shows understanding of why certain food products would be suitable for specific target groups/situations.</li> <li>can interpret a wide range of information.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can use research to help decide what to make with some consideration of time, provenance, costs of ingredients and whether they meet the needs of the target group/situation.</li> <li>has excellent knowledge of nutrition and functions of ingredients.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can use time plan and follows HACCP and quality control procedures to complete work independently with confidence.</li> <li>can also work well as part of a team.</li> <li>shows some high-level skills and excellent middle-level skills.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>may need to ask for help to make necessary adaptations so products are successful and of a high quality.</li> <li>can understand how to change ingredients and make suitable substitutions.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can evaluate cost and nutritive value in addition to sensory analysis.</li> </ul>	7
6	All of the below and... <ul style="list-style-type: none"> <li>has a clear understanding of the type of ingredients suitable for the task and uses planning to prepare for practical lessons.</li> <li>shows understanding of functions of ingredients in chosen dishes.</li> <li>begins to consider ethics, seasonality and nutrition.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>knows how to write a flowchart/ timeplan, including equipment and ingredients in metric.</li> <li>can use research to select suitable dishes and knows that cost, time, provenance and nutritive value are important when selecting foods to use.</li> <li>has an expanding knowledge of nutrition.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can complete basic skills successfully with the minimum amount of help and works in a tidy, efficient manner, following time and basic HACCP procedures listed on a plan.</li> <li>can rectify problems when cooking.</li> <li>shows some high-level skills and medium skills are being perfected.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>with some help, can make good adaptations to products, such as to make them healthier/suited to the task.</li> <li>may occasionally ask for help to finish products.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can compare own product to existing products and can explain what changes are needed and how these could be implemented.</li> <li>in writing, can explain whether their product is successful or not.</li> </ul>	6

5	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can use class research to help make decisions about what to make, but sometimes needs to be reminded about getting ready for a practical lesson and how to clear away appropriately at the end.</li> <li>can collect information from a variety of sources, but does not always interpret all the information.</li> <li>has some understanding of functions of ingredients.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can write a flowchart/timeplan which contains most of the information needed to make a successful product.</li> <li>can select and store ingredients correctly, but may need help to select equipment to make the product successfully.</li> <li>can classify foods by main nutrient groups.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can follow a flowchart which indicates quality controls.</li> <li>can make a range of products using basic skills and techniques and equipment correctly, and is confident using the cooker.</li> <li>can work independently and makes a useful contribution to team work.</li> <li>shows mainly medium-level skills.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>needs help with the more difficult stages of making their dish.</li> <li>can make simple changes to the product.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can make simple suggestions for changes to the product and uses comments of others to evaluate the product.</li> <li>can use sensory analysis or a star profile to evaluate product in detail.</li> </ul>	5
4	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can list ingredients, but no quantities or specific details (such as type of flour), and can get themselves ready for practical lesson.</li> <li>needs to ask where to store high-risk ingredients.</li> <li>does not fully use information collected.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can list ingredients, but no quantities or specifics, and can get ready for practical lesson.</li> <li>needs to ask where to store high-risk ingredients.</li> <li>understands Eatwell guide and principles of a healthy diet.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can follow flowchart most of the time and works in a tidy and organised manner.</li> <li>can produce a flowchart that has some basic quality controls.</li> <li>is competent with most basic skills and techniques and knows how to use the cooker, but needs practice to be confident.</li> <li>has perfected lower-level skills and some medium skills being shown.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can name foods that are healthier alternatives.</li> <li>can carry out simple practical tasks independently but product, although complete and meets the task to some degree, is quite basic.</li> <li>can make one change to the original product.</li> <li>can follow hygiene and safety rules when making.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can use sensory descriptors to discuss some aspects of the product and can say what was said by others about the product.</li> </ul>	4
3	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can list ingredients but no quantities or specific details.</li> <li>can get themselves ready for practical lesson.</li> <li>unsure of where to store high-risk ingredients.</li> <li>can carry out limited research to get ideas about what to do, but doesn't always interpret the information.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can list ingredients but no quantities or specifics.</li> <li>can get themselves ready for practical lesson.</li> <li>needs to ask where to store high-risk ingredients.</li> <li>knows about five a day and has some knowledge about basic sensory properties.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can write a basic plan with correct sequencing, but little detail.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can suggest how to adapt the dish when prompted.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can say 'what went well' and 'even better if...' but does not get others' opinions.</li> <li>can make basic suggestions of how to improve the dish.</li> </ul>	3
2	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>needs help to carry out basic skills, put the oven on and select simple tools to make products.</li> <li>can use given information.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can write a flowchart with some details of how to make the product.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can write a flowchart with some details of how to make the product.</li> <li>needs help to follow the plan.</li> <li>is developing lower-level skills.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can suggest how to change the dish only when asked specific questions.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>can say 'what went well' and 'even better if...' and make a basic suggestion of how to improve the dish with prompting.</li> </ul>	2
1	<p>Can...</p> <ul style="list-style-type: none"> <li>bring the correct ingredients but needs help weighing and measuring.</li> <li>needs to be reminded how to prepare for a practical lesson.</li> <li>use given information and criteria.</li> </ul>	<p>Can...</p> <ul style="list-style-type: none"> <li>understand what a flowchart is, but finds it difficult to produce one.</li> </ul>	<p>Can...</p> <ul style="list-style-type: none"> <li>with help, carry out basic skills, put the oven on and select simple tools to make products.</li> </ul>	<p>Can...</p> <ul style="list-style-type: none"> <li>find it difficult to suggest ways that dishes could be adapted, apart from linking to their own likes and dislikes.</li> </ul>	<p>Can...</p> <ul style="list-style-type: none"> <li>can say 'what went well' and 'even better if...' but no idea how to make these changes.</li> </ul>	1