



| <p>AO1: Designing Skills Sections: D2 - identify and solve their own design problems and understand how to reformulate problems given to them. D5 - develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</p> | <p>AO2: Making skills Sections: M1 – select and use specialist tools, techniques, processes, equipment and machinery precisely including Computer aided manufacture. M2 - select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</p> | <p>AO3: Evaluating Sections: E1- analyse the work of past and present professionals and others to develop and broaden their understanding. E3 – Test evaluate and refine their ideas and products against a specification, taking into account the views of individuals and other interested groups.</p> | <p>AO4: Technical Knowledge Sections: T1 - understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</p> | <p>AO5: Food Prep and Nutrition 1: Understand and apply the principles of nutrition and health 2: Cook a range of dishes that follow a varied and healthy diet. 3: Become competent in a range of cooking techniques. 4: Understand the source, seasonality and characteristics of a broad range of ingredients.</p> |
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| <p>Excellent: Excellent identification of target market/client with independently written, comprehensive design brief Very creative wide range (5) of original ideas. One of which is fully developed. Excellent, high quality modelling produced. Annotation is extensive and focused on design development and thinking. High challenge level. Strong evidence of using ingredients creatively when designing and developing individual dishes related to the task. There is an ability to adapt recipes to suit a target market which are fully explained and justified.</p> | <p>Excellent: A high-quality product that functions as intended with a high level of accuracy Excellent skills in all areas including application of digital fabrication/ imaging Excellent finishing techniques to the product Fully meets the brief & specification. Student works fully independently</p> | <p>Excellent: Detailed testing and evaluation throughout the design process Excellent research and analysis into the work of designer or a product with comprehensive thoughts on how it may influence designing Modifications fully justified Design possibilities fully evaluated showing high quality annotation suggesting possible materials and processes</p> | <p>Excellent: Comprehensive knowledge and understanding with high quality, independent explanations Knowledge is consistently applied throughout the work.</p> | <p>Excellent: Your knowledge of nutrition, ingredient choice and user needs is comprehensive. Safely apply a wide range of skills by using the correct equipment and ingredients to plan, prepare and present skillful dishes which are professionally presented Relevant and appropriate knowledge and understanding of issues relating to food choices, provenance and production is demonstrated and applied.</p> |
| <p>Proficient: Good identification of target market with minor support and good design brief Creative range (3+) of ideas with some originality. Good development of one idea. Good quality modelling Good level of annotation that clearly supports design development and thinking. Good challenge level. Good evidence of using ingredients creatively when designing and developing individual dishes related to the task. There is an ability to adapt recipes to suit a target market</p> | <p>Proficient: A good quality product that functions well, with a good level of accuracy. Good skills demonstrated in all areas including application of digital fabrication/imaging Good shape and finish to the product Product satisfies the brief & Specification. Student works mostly independently</p> | <p>Proficient: Appropriate testing throughout the design process Good research and analysis into designer or a product with some reference to how it may influence designing. Modifications are justified Design possibilities are evaluated showing good annotation suggesting possible materials and processes</p> | <p>Proficient: Sound knowledge and understanding is shown with good independent explanations. Good evidence of knowledge being applied in the work</p> | <p>Proficient: Your knowledge of nutrition, ingredients and user needs is good. Safely apply a range of skills by using the correct equipment and ingredients to plan, prepare and present dishes Relevant and appropriate knowledge and understanding of issues relating to food choices, provenance and production is demonstrated</p> |
| <p>Developing: Able to identify a target market with support but lacking detail Two alternative Ideas show some element of creativity with some evidence of developing one idea. Basic level of modelling Basic level of annotation which is limited in support of design development and thinking. Challenge level is developing Some evidence of using ingredients creatively when designing individual dishes related to the task.</p> | <p>Developing: Product is largely complete but needs further development and functions but with a basic level of accuracy. Basic level of making and finishing skills including the use of digital fabrication/imaging where appropriate. Product mostly meets the brief & specification. Student worked with some assistance</p> | <p>Developing: Some testing evident in the design process Useful research into designer or a product, but no reference to how it may influence designing. Modifications suggested but not justified Design possibilities simply evaluated showing some attempt to suggesting possible materials and processes Evidence seen of product evaluations</p> | <p>Developing: A developing knowledge and understanding is shown with basic, supported explanations. There is some evidence of Knowledge being applied in the work</p> | <p>Developing: Some knowledge & understanding of nutrition and ingredients. Limited awareness of user needs. Safely apply basic skills to some equipment and ingredients to plan, prepare and present dishes Relevant knowledge and understanding of issues relating to food choices, provenance and production is demonstrated</p> |
| <p>Acquiring: Basic target market information with some understanding of its importance and a simple design brief statement. 1 Idea or more but showing design fixation and are simple with very little creativity. Little or no development. Poor quality modelling/no modelling. Little or no annotation to support design development and thinking. Low or no challenge level Limited or no evidence of using ingredients creatively when designing individual dishes related to the task.</p> | <p>Acquiring: Product is basic or incomplete and does not function as intended. Low level of making and finishing skills with some evidence of using digital fabrication/media as appropriate. Product needs a lot of development to meet the brief & specification. Product does not meet the brief and specification. Student works with a lot of assistance.</p> | <p>Acquiring: Limited or no testing of the product or design process Very simple research into a designer or a product with basic information and no reference to how it may influence designing. Limited or no modifications given No or basic annotation that fails to suggest possible materials or processes. Minimum evidence of final product evaluation</p> | <p>Acquiring: Knowledge shown is limited with simple explanations written with substantial support... Knowledge is occasionally shown in the work.</p> | <p>Acquiring: Knowledge is limited, minimal technical terms used. Basic understanding of nutrition and user needs. Safely apply limited skills to some equipment and ingredients to plan, prepare and present simple dishes some relevant knowledge and understanding of issues relating to food choices, provenance and production is demonstrated</p> |

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