|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION 1: INVESTIGATING THE DESIGN CONTEXT** | | | |
| **0-2** | **3-4** | **5-6** | **7-8** |
|  |  |  | Discrimination shown when selecting and acquiring relevant research that will promote originality in designing |
| Limited understanding or analysis of design context | Basic understanding and analysis of the design context | Good understanding and analysis of the design context | Excellent understanding and analysis of the design context |
| Minimal analysis of other products or systems undertaken | Some analysis of related products or systems undertaken | Good analysis of relevant products or systems undertaken | Detailed analysis of relevant existing products or systems undertaken related to design intentions |
| Provided little evidence of research and analysis of context | Made a superficial analysis of most of the research material and the context | Good analysis of relevant research and context | Comprehensive analysis of relevant and focused research undertaken |
| Design criteria is very general and lacking in any detail | Design criteria reflects most of the analysis undertaken | Design criteria which reflects the analysis undertaken | Clear and specific design criteria identified, reflecting the analysis undertaken |
| Limited understanding of the target market/user evident | Some consideration has been taken of the likely consumer/user | Target market for product has been identified | Target market identified and the intended consumer/user profiled |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pg** | **Page Title** | **Excellent** | **OK** | **Poor** | **Not Done** |
| 1 | Front Cover: |  |  |  |  |
| 2 | Design brief / Task Analysis: |  |  |  |  |
| 3 | **\*\*Existing products Analysis\*\*:**  You won’t do this until you’ve cooked your trial products |  |  |  |  |
| 4 | Specialist Research: |  |  |  |  |
| 5 | Environmental issues: |  |  |  |  |
| 6 | Questionnaire & results: |  |  |  |  |
| 7 | Research Analysis: |  |  |  |  |

Name:

**Your Mark** (max 8 marks):

Target Grade:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pg** | **Page Title** | **Excellent** | **OK** | **Poor** | **Not Done** |
| 8 | Specification: |  |  |  |  |
| 9 | Initial design ideas 1: |  |  |  |  |
| 10 | Initial Design ideas 2: |  |  |  |  |
| 11 | Recipe 1 & 2 planning and evaluation: |  |  |  |  |
| 12 | Recipe 3 & 4 planning and evaluation: |  |  |  |  |
| 13 | Recipe 5 & 6 planning and evaluation: |  |  |  |  |
| 14 | Development 1: |  |  |  |  |
| 15 | Development 2 : |  |  |  |  |
| 16 | Development 3 Final Design: |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SECTION 2: DEVELOPMENT OF DESIGN PROPOSALS (including modeling)** | | | | |
| **0-5** | **6-11** | **12-18** | **19-25** | **26-32** |
| ideas are lacking in imagination with minimal development or further research | Ideas show some variation in approach or concept | Design ideas show some degree of creativity and further development | Imaginative ideas demonstrating a degree of creativity, which are further developed to take account of ongoing research | Imaginative and innovative ideas have been developed, demonstrating creativity, flair and originality. Further developments made to take account of ongoing research |
| Little evidence of a logical approach being adopted, with no indication of planning | A limited design strategy, with minimal planning, is evident | An appropriate design strategy, with some evidence of planning, adopted for some aspects | An appropriate design strategy, with evidence of planning, adopted for most aspects | A coherent and appropriate design strategy, with clear evidence of a planned approach, adopted throughout |
| Development work shows little consideration of social, moral, environmental and  sustainability issues | Some consideration taken of social, moral, environmental and sustainability issue in  development of design solutions | Developments of design solutions are influenced to some extent by factors relating to social, moral, environmental and sustainability issues | Development of design proposals take into account the main aspects relating to a variety of social, moral, environmental and sustainability issues | The implications of a wide range of issues including social, moral, environmental and sustainability, are taken into consideration and inform the development of the design proposals |
| Basic development work undertaken using a limited range of techniques | Development work is lacking in detail but makes reference to a number of techniques and modelling (including CAD where appropriate) | Adequate development work achieved through working with a range of techniques and modelling (including CAD where appropriate) | good development work achieved through working with a variety of techniques and modelling (including CAD where appropriate) | Excellent development work through experimentation with a wide variety of techniques and modelling (including CAD where appropriate) in order to produce a final design solution |
| Materials/ingredients and components selected with little regard to their working  properties | Materials/ingredients and components selected with limited regard to their working properties | Materials/ingredients and components selected with some regard to their working properties | Appropriate materials/ingredients and components selected with regard to their working properties | Appropriate materials/ingredients and components selected with full regard to their working properties |
| Produced a simple product/manufacturing specification which is general in nature | Limited product/manufacturing specification which reflects most obvious features of analysis | Product/manufacturing specification reflects most aspects of the analysis | Product/manufacturing specification is complete and reflects key aspects of the analysis undertaken | Fully detailed and justified product/manufacturing specification taking full account of the analysis undertaken |

**Your Mark** (max 32 marks):

Target Grade:

Name:

**Your Mark** (max 32 marks):

Target Grade:

Name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SECTION 3:MAKING** | | | | |
| **0-5** | **6-11** | **12-18** | **19-25** | **26-32** |
| Final outcome is incomplete or represents an undemanding level of making/ modelling/finishing skills | Final outcome is largely complete and represents a basic level of making/ modelling/finishing skills | Final outcome shows good level of making/modelling/finishing skills | Final outcome shows very good level of making/modelling/finishing skills | Final outcome(s) shows a high level of making/modelling/finishing skills and accuracy |
| Used materials, components and equipment safely under close supervision | Used materials, components and equipment correctly and safely (including CAM if appropriate) | Used appropriate materials, components, equipment and processes correctly and safely (including CAM) | Selected and used appropriate tools, materials and/or technologies including, where appropriate, CAM correctly and safely | Selected and used appropriate tools, materials and/or technologies including, where appropriate, CAM correctly, skillfully and safely |
| Worked with some assistance to produce outcome of limited demand | Some aspects of outcome are demanding | Parts of outcome show high levels of demand | Outcome demonstrates a high level of demand | Worked independently to produce a rigorous and demanding outcome |
| There is limited evidence of any quality control and levels of accuracy are minimal | Some evidence of limited quality control applied throughout the process | Applied quality control checks broadly but superficially | Quality control checks applied in the manufacture of the product | Quality controls are evident throughout the project and it is clear how accuracy has been achieved |
| The outcome has significant weaknesses which limit its suitability for the target market | The outcome has some weaknesses which limit its suitability for the target market | The outcome requires further development in order to be suitable for the target market | The outcome is suitable for the target market and could be commercially viable  with further development | The outcome has the potential to be commercially viable and is suitable for the target market |
| Final outcome is incomplete or represents an undemanding level of making/ modelling/finishing skills | Final outcome is largely complete and represents a basic level of making/ modelling/finishing skills | Final outcome shows good level of making/modelling/finishing skills | Final outcome shows very good level of making/modelling/finishing skills | Final outcome(s) shows a high level of making/modelling/finishing skills and accuracy |

|  |  |
| --- | --- |
| **Skill/Technique** | **Done** |
| **Peeling** |  |
| **Slicing** |  |
| **Dicing** |  |
| **Grating** |  |
| **Marinating** |  |
| **Coating** |  |
| **Glazing** |  |
| **Bread Making** |  |
| **Sauces** |  |
| **Pastry Making** |  |
| **Pasta Making** |  |
| **Grilling** |  |
| **Frying** |  |
| **Baking** |  |
| **Stirfrying** |  |
| **Roasting** |  |
| **Microwaving** |  |
| **Boiling** |  |
| **Simmering** |  |
| **Poaching** |  |
| **Steaming** |  |
| **Rubbing in Method** |  |
| **Melting Method** |  |
| **Creaming** |  |
| **Whisking** |  |
| **Food Mixer** |  |
| **Electric Scales** |  |
| **Ice cream maker** |  |
| **Fridge Freezer** |  |
| **Electric Whisk** |  |
| **Hand Blender** |  |
| **Oven** |  |
| **Temperature probe** |  |

**Your Mark** (max 12 marks):

Name:

Target Grade:

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION 4: TESTING AND EVALUATION** | | | |
| **0-2** | **3-5** | **6-8** | **9-12** |
| Minimal testing and evaluation throughout the designing and making process | Evidence of some testing and evaluation leading to the production of the final outcome | Appropriate testing and evaluation evident throughout the designing and making process | Detailed testing and evaluation as appropriate throughout the designing and making process taking account of client/user or third party opinion |
| Limited or no testing of final outcome against the design criteria and/or the product/manufacturing specification | Some evidence of testing against the design criteria and/or the product/ manufacturing specification | Most aspects of the final outcome have been tested against the design criteria | All aspects of the final outcome have been tested against the design criteria and/or the product/manufacturing specification |
| Limited mention of some improvements or modifications that could be made to the product | Some improvements or modifications to product suggested | Evaluate and justify the need for improvements or modifications to the product | Evaluate and justify the need for modifications to the product and consideration given as to how the outcome might need to be modified for commercial production |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pg** | **Page Title** | **Excellent** | **OK** | **Poor** | **Not Done** |
| 17 | Evaluation of developments and ingredients list: |  |  |  |  |
| 18 | Flow chart/Production Plan using QC and QA: |  |  |  |  |
| 19 | Controlled assessment diary (with photos): |  |  |  |  |
| 20 | Testing by Client (3rd party testing & modifications): |  |  |  |  |
| 21 | Nutritional profile (food in focus): |  |  |  |  |
| 22 | Evaluation Vs Specification: |  |  |  |  |

**Your Mark** (max 6 marks):

|  |  |  |
| --- | --- | --- |
| **SECTION 5: COMMUNICATION** | | |
| **0-2** | **3-4** | **5-6** |
| Design folder shows excessive duplication of information and a lack of brevity and focus resulting in irrelevant content | Design folder shows some skill in choice of material for inclusion but includes some irrelevant content | Design folder is focused, concise and relevant and demonstrates an appropriate selection of material for inclusion |
| ideas and decisions communicated at a simplistic level with a limited grasp of the concepts involved and a limited use of technical vocabulary | Most decisions communicated with some clarity and with some use of technical language | All decisions communicated in a clear and coherent manner with appropriate use of technical language |
| Numerous errors in grammar, punctuation and spelling | There are a small number of errors in grammar, punctuation and spelling | The text is legible, easily understood and shows a good grasp of grammar, punctuation and spelling |