Y7,8,9	Textiles	Food & Nutrition	Engineering
BC9	**A learner on track for Grade 9 can:** • Show excellent understanding of critical sources demonstration originality relating to ongoing research. • Demonstrate excellent understanding of artist research and its relevance to the context and ongoing work. • Demonstrate creativity, flair and originality in all designs. • Present developments showing high level of related experimentation. • Show how sustainability is taken into consideration and help to inform the design developments. • Select the correct materials and components chosen for the end product based on their working properties. • Show high level of quality consistently throughout the project to ensure an extremely high level of accuracy.	**A learner on track for Grade 9 can:** • Knowledge – Explain why ingredients are chosen based on a nutrient and sensory property. Link these ingredients to a specific safety rule, healthy eating guideline and dietary need and suggest a creative improvement for the dish. • Experiment – Show detailed understanding of how a scientific process works, state a hypothesis with a justified reason, record detailed results. Write a relevant conclusion including how this could impact future cooking of a range of dishes. • Practical - Safely and accurately cut food and other flavourings into even size pieces using the bridge and claw technique. Add water carefully to produce a firm dough without flour added and use a challenging finishing technique accurately to improve their product. Follow verbal and written instructions independently and add creative developments to the recipe to produce a well finished dish.	**A learner on track for Grade 9:** • Consistently uses relevant equations and standard units of measurement in Engineering and explain the importance of their use for specific engineering products or projects. • Demonstrates a full understanding of the properties and characteristics of materials and can explain and justify their selection for specific engineering products or projects. • Application of learning through extended written answers shows a wide range of knowledge which is applied appropriately to the context with fully justified analysis and evaluation. • Communicates ideas effectively using a range of appropriate techniques including 2D and 3D hand drawn and CAD drawings alongside annotations. • Safe and correct use of equipment is demonstrated at all times with full consideration of the health and safety implications. Completes all of the practical work independently to extremely high standards.
BC8	**A learner on track for Grade 8 can:** • Produce a range of highly imaginative developed design ideas with attention to detail. • Demonstrate in depth understanding of artist research • Demonstrate a high level of creativity shown on the design ideas.	**A learner on track for Grade 8 can:** • Knowledge – Explain why ingredients are chosen based on a nutrient and sensory property. Link these ingredients to a specific safety rule, healthy eating guideline and dietary need and suggest a relevant improvement for the dish. • Experiment – Show detailed understanding of how a scientific	**A learner on track for Grade 8:** • Regularly uses relevant equations and standard units of measurement in Engineering and can explain the importance of their use for specific engineering products or projects. • Demonstrates an understanding of the properties and characteristics of materials and can explain and justify

	• Demonstrate extensive development work will be carried out by suggesting a variety of techniques/samples. • Show a high level of skill and accuracy. • Select the material which is most relevant. • Suggest how to improve work and create alternative solutions.	process works, state a hypothesis with a detailed reason, record detailed results. Write a relevant conclusion including a dish it could be used in. • Practical - Safely and accurately cut food and other flavourings into even size pieces using the bridge and claw technique. Add water carefully to produce a firm dough without flour added and use a challenging finishing technique accurately to improve their product. Follow verbal and written instructions independently and add simple developments to the recipe to produce a well finished dish.	their selection for specific engineering products or projects. • Application of learning through extended written answers shows a wide range of knowledge which is applied appropriately to the context with fully justified analysis and evaluation. • Communicates ideas using a range of appropriate techniques including 2D and 3D hand drawn and CAD drawings alongside annotations. • Safe and correct use of equipment is demonstrated consistently with consideration of the health and safety implications. Completes all of the practical work independently
BC7	**A learner on track for Grade 7 can:** • Collect imaginative research which sensitively leads into the context. • Demonstrate well informed understanding of artist research. • Show evidence of good designs by working with a variety of techniques. • Show a very good level of experimentation, making and finishing skills. • Identify a comprehensive range of good points about the final outcome and suggest a range of detailed improvements. • Choose correct materials and components based on their working properties.	**A learner on track for Grade 7 can:** • Knowledge – Explain why ingredients are chosen based on a nutrient and sensory property. Link these ingredients to a specific safety rule, healthy eating guideline and dietary need and suggest an improvement for the dish. • Experiment – Show clear understanding of how a scientific process works, state a hypothesis with a detailed reason, record detailed results. write a relevant conclusion including how it could be used in cooking. • Practical - Safely and accurately cut food into even size pieces using the bridge and claw technique. Add water carefully to produce a firm dough without flour added and use a challenging finishing technique to improve their product. Follow verbal and written instructions independently to produce a well finished dish.	**A learner on track for Grade 7**: • Demonstrates the correct use of relevant equations and standard units of measurement in Engineering and explain the importance of their use for specific engineering products or projects. • Demonstrates an understanding of the properties and characteristics of materials and can explain their selection for specific engineering products or projects. • Application of learning through extended written answers shows a wide range of knowledge which is applied appropriately to the context with fully justified analysis and evaluation. • Communicates ideas effectively using a range of appropriate techniques alongside annotations. • Safe and correct use of equipment is demonstrated most of the time with

			some consideration of the health and safety implications. Completes all of the practical work mostly independently.
BC6	**A learner on track for Grade 6 can:** • Show a good understanding of the context through a collection of detailed research. • Communicates artist research clearly • Confidently produce 10 + design ideas that show creativity and further development related to theme with annotation that is relevant. • Demonstrate clear planning and understanding of the most suitable materials. • Choose relevant material for my project/product. • Explain with some detail how the product was made explaining correct tools and equipment. • Can evaluate the final outcome and suggest appropriate improvements and able to apply these.	**A learner on track for Grade 6 can:** • Knowledge – Explain why ingredients are chosen based on a nutrient and sensory property. Link these ingredients to a specific safety rule, healthy eating guideline and dietary need. • Experiment – Show clear understanding of how a scientific process works, state a hypothesis with a specific reason, record detailed results and write a relevant conclusion. • Practical - Safely cut fruit into even size pieces using the bridge and claw technique. Add water carefully to produce a firm dough with little flour added and use a challenging finishing technique to improve their product. Follow verbal and written instructions independently to produce a dish of a good standard.	**A learner on track for Grade 6:** • Regularly uses relevant equations and standard units of measurement in Engineering and suggest why they would be used in engineering. • Demonstrates an understanding of the properties and characteristics of materials and why they would be selected for specific engineering products or projects. • Application of learning through extended written answers shows a range of knowledge which is applied to the context with some analysis and evaluation. • Communicates ideas using a range of appropriate techniques including alongside annotations. • Safe and correct use of equipment is demonstrated consistently. Completes most of the practical work mostly independently.
BC5	**A learner on track for Grade 5 can:** • Collect a range of images relevant to the context which help inspire designs. • Shows good understanding of artist analysis. • Produce a range of ideas that show application of colour and relate to research. • Show development of skills of techniques leading to a good level of making and some suitable finishing skills.	**A learner on track for Grade 5 can**: • Knowledge – Explain why ingredients are chosen based on a nutrient or sensory property. Link these ingredients to a specific safety rule, healthy eating guideline and dietary need. • Experiment – Show clear understanding of how a scientific process works, state a hypothesis with a basic reason, record clear results and write a relevant conclusion. • Practical – Safely cut food into similar size pieces using the bridge and claw	**A learner on track for Grade 5:** • Can use relevant equations and standard units of measurement in Engineering and suggest why they would be used in engineering. • Demonstrates an understanding of some of the properties and characteristics of materials and why they would be selected for specific engineering products or projects. • Application of learning through extended written answers shows some knowledge which is mostly

	• Solve basic problems that occur when making my product. • Identify the key strengths or weaknesses in the product and set a target to improve upon.	technique. Add water carefully to produce a firm dough with little flour added and use a finishing technique to improve their product. Follow verbal and written instructions with little help to produce a dish of a good standard.	applicable to the context with some attempts at analysis and evaluation. • Communicates ideas using a range of hand drawing techniques and annotations. • Safe and correct use of equipment is demonstrated most of the time. Completes most of the practical work with only occasional support.
BC4	**A learner on track for Grade 4 can:** • Collect relevant secondary research relating it to the context. • Demonstrate key points related to artist. • Drawing relates to the context showing a reasonable skill level. • Show an adequate level of making and experimentation. • Most of the product should either be functioning or almost complete. • Be able to identify some improvements.	**A learner on track for Grade 4 can:** • Knowledge – Explain why ingredients are chosen based on a nutrient or sensory property. Link these ingredients to a generic safety rule, healthy eating guideline or dietary need. • Experiment – Show understanding of how a scientific process works, state a simple hypothesis, record clear results and write a relevant conclusion. • Practical - Safely cut food into similar size pieces using the bridge and claw technique. Add water carefully to produce a firm dough with the use of some additional flour and use a simple finishing technique to improve their product. Follow verbal instructions with little help to produce a finished dish.	**A learner on track for Grade 4:** • Can use relevant equations and standard units of measurement in Engineering. • Demonstrates an understanding of some of the properties and characteristics of materials and can suggest which engineering products or projects they would be used for. • Application of learning through extended written answers shows some knowledge which is mostly applicable to the context with some attempts at drawing conclusions. • Communicates ideas using a range of hand drawing techniques. • Safe and correct use of equipment is demonstrated some of the time. Completes most of the practical work with some assistance from an adult.

BC3	**A learner on track for Grade 3 can:** • Collect research relating it to intended context. • Show some understanding of artist analysis and presentation skills. • Sketch at least four ideas which are appropriate to the design context/theme. • Make a basic product to a basic level of product which maybe incomplete. • Identify some good points of the final outcome and at least one improvement.	**A learner on track for Grade 3 can:** • Knowledge – Explain why ingredients are chosen based on a nutrient or sensory property. Link these ingredients to a generic safety rule or dietary need. • Experiment – Show basic understanding of how a scientific process works, state a simple hypothesis, record clear results and write a basic conclusion. • Practical - Safely food into varied size pieces when reminded to use the bridge and claw technique. Be supported to add water to produce a dough with the use of a lot of additional flour. Follow verbal instructions with support for challenging steps to produce a finished dish.	**A learner on track for Grade 3:** • Regularly demonstrates the correct use of relevant standard units of measurement in Engineering. • Can explain why certain materials might be chosen to make specific products. • Application of learning through extended written answers shows limited knowledge which is mostly applicable to the context with some attempts at drawing conclusions. • Communicates ideas effectively using basic drawing skills. • Safe and correct use of equipment is demonstrated most of the time with help from a member of staff. • Completes some practical work with the some assistance from an adult.
BC2	**A learner on track for Grade 2 can:** • Explore some basic research methods to find images related to my project. • Show basic understanding of artist analysis and presentation with some information being repetitive. • Produce more than three ideas with a little guidance reflecting the context/theme. • Limited skill that shows limited experimentation / product assembly. • Work safely with tools and equipment.	**A learner on track for Grade 2 can:** • Knowledge – Explain why ingredients are chosen based on a nutrient or sensory property. • Experiment – Show some understanding of how a scientific process works, state a simple hypothesis, record results and write a basic conclusion. • Practical - Safely cut foods into large pieces when reminded to use the bridge and claw technique. Be supported to add water to produce a dough with the use of a lot of additional flour. Follow verbal instructions with support throughout to produce a dish that may need fishing outside the lesson time.	**A learner on track for Grade 2:** • Can use relevant standard units of measurement in Engineering. • Demonstrates an understanding of why certain materials might be chosen to make specific products. • Application of learning through extended written answers shows limited knowledge which is mostly applicable to the context. • Communicates ideas well using basic hand drawing skills. • Safe and correct use of equipment is demonstrated sometimes with help from a member of staff. Completes some practical work with regular assistance from an adult.

BC1	**A learner on track for Grade 1 can:** • Produce incomplete research of images related to context. • Show a little understanding of artist analysis with basic presentation skills. • Produce at least three design ideas with some guidance. • Incomplete textile experimentation/ product. • With prompting say what is good about my final outcome.	**A learner on track for Grade 1 can:** • Knowledge – State ingredients used and give some simplistic reasons for this choice. • Experiment – Show limited understanding of how a scientific process works, state a simple hypothesis, record results and begin a conclusion. • Practical - Cut foods into large pieces when supported to use the bridge and claw technique. Be supported to add water to produce a dough with the use of a lot of additional flour. Complete practical skills when copying or completing the skills with help.	**A learner on track for Grade 1:** • Can use some standard units of measurement in Engineering. • Can identify whether a product is made from wood, metal or plastic. • Application of learning through extended written answers shows limited knowledge. • Can communicate ideas using basic drawing skills. • Safe and correct use of equipment can be demonstrated with help at all times from a member of staff. Completes some practical work with the assistance of an adult at all times.