

TASK 1

Teachers may use the following summary and mark range as a guide for marking and placing candidates in rank order for the practical assessments.

MARK RANGE	GRADE	PERFORMANCE CRITERIA
3 - 6	G	Has shown a limited understanding and interpretation of task. Lacks organisation. Has achieved limited investigation and planning skills resulting in a restricted level of competence and practical performance. Practical work lacks quality finish. Written information is poorly organised. Little or no use of specialist language.
7 - 10	F	Has shown a limited understanding of the task. Support is required at most stages of the work. Is able to carry out the minimum requirements of the task i.e. produce four edible dishes. Shows limited competence and ability in practical skills. Outcome lacks quality finish. Limited conclusions drawn with only superficial analysis of the task undertaken. Information is poorly organised with only basic use of specialist language
11 - 17	E	Has shown a basic understanding of the task and is able to apply some knowledge and plan a course of action. Dishes appropriate but show basic skills only. Some areas of competence especially with basic skills but still areas of weakness. Basic conclusions drawn with limited ability to assess and evaluate work. Limited organisational skills and methodology. Some use of specialist language but with errors in spelling, punctuation and grammar.
18 - 22	D	Has shown an ability to analyse the task and carry out relevant investigation. Is able to apply knowledge and plan and carry out the task with reasonable competence. Food presented quite well. Has made a reasonable attempt at analysis of task with some ability to assess and evaluate work. Information shows evidence of structure and use of specialist language but with some errors in spelling, punctuation and grammar.
23 - 29	C	Is able to understand and apply relevant knowledge to the task with some evidence of accuracy and precision. Investigation backs up choice of dishes. Has shown discrimination in choosing dishes relevant to the task. Logical plan although some points may be omitted. Little guidance is required. Is well-prepared and able to carry out the practical efficiently demonstrating a range of skills. Good standard of presentation. Is able to make a reasoned and logical assessment of the completed task. Good use of specialist language is evident with some errors in spelling, punctuation and grammar.
30 - 33	B	Has shown an ability to identify and analyse the significant factors of the task. Has demonstrated a sound understanding of knowledge. Is able to plan a course of action and show a high level of competence in its execution, with the majority of tasks performed efficiently and competently, demonstrating a range of skills. High standard of presentation. Has evaluated results with a good attempt at analysis and justification related to the task with reasoned conclusions. Good use of specialist language is evident with few errors in spelling, punctuation and grammar.
34 - 37	A	Has shown a detailed understanding and interpretation of the task recognising both the possibilities and limitations of the task and requiring no support. Is able to plan and use a wide variety of resources competently, plan a logical sequence of work and carry out the practical task with precision showing a high level of competence and confidence. Very high standard of presentation. Has shown evidence of critical evaluation to justify decisions taken in relation to the task. Written work is well structured, clearly expressed and largely error free. Very good use of specialist language.
38 - 40	A*	Has shown a detailed understanding and interpretation of the task through the use of a wide variety of resources, using knowledge and understanding in planning and developing the task. Is able to establish priorities for precision and control. Has shown an exceptionally high standard of competence with faultless presentation. Has demonstrated an application of high-level evaluation skills in assessing work and making reasoned judgements related to the task. Work is well organised. Excellent use of specialist language is evident and work is largely error free.

TASK 2

Teachers may use the following summary and mark range as a guide for marking and placing candidates in rank order for the practical assessments.

MARK RANGE	GRADE	PERFORMANCE CRITERIA
5 - 10	G	Has shown a limited understanding and interpretation of task. Selection and application of relevant knowledge is limited and poorly organised. Planning and selection and development of ideas are very limited and often inappropriate for the task. Restricted statements to support final chosen dishes evident. Limited manipulative skills resulting in a restricted level of competence and finish in practical performance. Has achieved a very limited task and is able to draw only simple conclusions in evaluating the task. Written information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar are evident.
11 - 20	F	Has shown a limited understanding and interpretation of the task. Support is required at most stages of the work. Planning and development and selection of ideas are limited with little evidence to support decisions. Is able to carry out the minimum requirements of the task i.e. produce a two-course meal. Shows limited competence and ability in practical skills. Outcome lacks quality finish. Has achieved a restricted task with a limited appraisal of work undertaken. Information is poorly organised. Little use of specialist language is evident with frequent errors in spelling, punctuation and grammar.
21 - 30	E	Has shown a basic understanding and interpretation of the task and is able to apply some knowledge and plan a course of action. Planning and development and selection of ideas are simple with a basic attempt to justify choices evident. Dishes chosen are appropriate but show basic skills only. Some areas of competence especially with basic skills but still areas of weakness and may need occasional assistance. Some presentation skills are evident. Evaluation and analysis are rather general and lacking specific details with limited suggestions for improvement. Written work shows some evidence of structure with limited use of specialist language but with errors in spelling, punctuation and grammar.
31 - 41	D	Has shown a basic but individual interpretation of the task with some ability to show understanding of the task. Has displayed ability to select relevant information with evidence of background knowledge applied. Planning and development and selection of ideas are appropriate to the task and supported by evidence. Can execute a range of skills with reasonable competence. Food presented quite well. Has made a reasonable attempt at analysis and evaluation of task with some suggestions for further improvements. Information shows evidence of structure and use of specialist language but with some errors in spelling, punctuation and grammar.
42 - 52	C	Has shown an individual approach to the task with evidence of the ability to interpret and show understanding of the task. Has produced a range of ideas appropriate to the task with evidence of discrimination in choosing dishes relevant to the task. Is well-prepared and able to carry out the practical efficiently demonstrating a range of skills. Good standard of presentation. Is able to make a reasoned and logical assessment of the completed task. Good use of specialist language is evident with some errors in spelling, punctuation and grammar.
53 - 62	B	Has shown an ability to identify and analyse the significant factors of the task. A good selection of appropriate research is included and analysed to formulate a plan of action. Has produced a logical plan for making and shown a high level of competence in its execution, with the majority of tasks performed efficiently and competently, demonstrating a range of skills. High standard of presentation. Has evaluated the task with a good attempt at analysis and justification related to the task with reasoned and logical conclusions. Good use of specialist language is evident with few errors in spelling, punctuation and grammar.
63 - 73	A	Has shown a detailed understanding and interpretation of the task and has demonstrated a high level of research and application of knowledge. Ideas are realistic, imaginative and reflect an individual approach. Is able to plan and use a wide variety of resources competently, plan a logical sequence of work and carry out the practical task with precision showing a high level of competence confidence. Very high standard of presentation. Has shown evidence of critical evaluation to justify decisions taken in relation to the task with sensible suggestions for improvement and possible further work. Written work is well structured, clearly expressed and largely error free. Very good use of specialist language with exemplary spelling, punctuation and grammar.
74 - 80	A*	Has shown a mature understanding and interpretation of the task. The task is thoroughly researched and relevant information is selected prior to applying relevant knowledge to the task. Has displayed an individual and inventive approach to the task. Has shown an exceptionally high standard of competence with faultless presentation. Has comprehensively assessed, justified and evaluated plans, methods and results drawing on relevant evidence. Has demonstrated realistic proposals for improvement or modification and made several suggestions for developing further work. Information is collated concisely and clearly and displays excellent use of specialist language.