Food Preparation & Nutrition	Working towards expected outcomes Your child is not yet making the expected progress within this course.	Working at expected outcomes Your child is achieving the expected progress for this point within the course.	Working beyond expected outcomes Your child is exceeding the expected progress.
YEAR 11	**NEA1 – Scientific Investigation** **Section A: Research – Working Towards Expected Outcomes** The student has conducted initial research into the functions and properties of ingredients, forming a sound starting point for investigation. Some relevant secondary sources have been consulted, showing emerging skills in selecting and using information. A basic hypothesis or prediction is included, with early connections being made between the research and the planned investigation, providing a foundation to build deeper understanding and analysis as the work progresses. **Section B: Investigation – Working Towards Expected Outcomes** The student has carried out several practical investigations, demonstrating a growing understanding of ingredient functions. Initial links are made between the hypothesis or prediction and outcomes, showing developing evaluative thinking. A small range of appropriate testing methods has been used to gather results, which have been recorded with emerging explanation. There is a developing sense of alignment between the investigation process and the original aim, supporting progression in scientific thinking and analysis.	**NEA1 – Scientific Investigation** **Section A: Research** The student has conducted relevant research into how ingredients work and the reasons behind their functional and chemical properties. Their investigation includes the use of different secondary sources to gather appropriate information. They have explained how this research will help inform their practical investigation and have planned an investigation that links to their findings. A clear hypothesis or prediction has been stated based on their research. **Section B: Investigation – Working at Expected Outcomes** The student has carried out practical investigations that show a good understanding of how ingredients work and why, making clear links to their initial hypothesis or prediction. A suitable range of testing methods has been used to gather results, such as sensory testing, tables, graphs, and annotated photos. The results have been clearly recorded and explained, with a consistent link to the aim of each investigation. **Section C: Analysis and Evaluation – Working at Expected Outcomes** The student has interpreted and analysed their results clearly, drawing relevant conclusions linked to their hypothesis or prediction with	**NEA1 – Scientific Investigation** **Section A: Research – Working Beyond Expectations** The student has carried out detailed, focused, and highly relevant research that shows excellent understanding of how ingredients work and why, including their functional and chemical properties. They have skilfully selected and analysed a wide range of secondary sources to inform their investigation. The research is clearly used to justify their planning decisions, and they have produced a well-considered, specific hypothesis that directly stems from their findings. **Section B: Investigation – Working Beyond Expectations** The student has demonstrated an excellent level of practical skill and in-depth understanding of how ingredients behave, consistently linking outcomes to their hypothesis or prediction. A wide range of appropriate and advanced testing methods has been used, such as sensory analysis, viscosity tests, and photographic evidence, all presented with clarity and precision. The investigation is comprehensive, well-organised, and clearly documented, with thoughtful explanations and consistent focus on the investigative aim. **Section C: Analysis and Evaluation – Working Beyond Expectations** The student has thoroughly analysed and interpreted the results of their investigation with clear, well-justified conclusions. They show specialist understanding of

	Section C: Analysis and Evaluation – Working Towards Expected Outcomes The student has begun to analyse their results and draw conclusions related to their hypothesis, showing early understanding of ingredient functionality. Initial explanations provide a foundation for deeper reflection. Application of findings to food preparation and cooking is emerging. The report is clearly structured, with some use of technical language beginning to enhance communication of ideas.	some justification. Their work shows a sound understanding of how ingredients work and why, and they have explained how their findings can be applied to real-life food preparation and cooking. The report is structured clearly and includes appropriate use of technical language.	ingredient behaviour and have reflected thoughtfully on how their findings can be applied to real-world food preparation and cooking. Their evaluation is insightful, linking back to the hypothesis with precision. The report is clearly structured, uses sophisticated language, and demonstrates confident use of technical terminology throughout.
	NEA2 – Food Preparation Task **Section A: Researching the Task** The student has conducted initial research into the chosen life stage, dietary group, or culinary tradition, showing an emerging understanding of its needs and characteristics. A few appropriate dishes have been selected, with developing links to the research and task requirements. Early consideration has been given to the technical skills involved, and initial justification for dish choices is present. This provides a useful foundation for further refinement of analysis, decision-making and application of knowledge. **Section B: Demonstrating Technical Skills** The student has demonstrated a range of technical skills during the preparation and cooking of their dishes, with growing accuracy. Complex skills have been explored, showing a willingness to challenge	**NEA2 – Food Preparation Task** **Section A: Researching the Task** The student has carried out relevant research linked to the chosen life stage, dietary group, or culinary tradition. They have demonstrated sound analysis of the key features of the group or tradition, showing understanding of its needs and characteristics. A range of suitable dishes has been identified, and their choices reflect the research and task requirements. The student has considered the technical skills required for the dishes, with appropriate justification for their selection. **Section B: Demonstrating Technical Skills** The student has demonstrated a range of technical skills with a good level of accuracy during the preparation and cooking of their chosen dishes. Some complex skills have been attempted, and the final outcomes are of a very good standard. Equipment has been selected and used appropriately, showing care and attention to food safety. The student has reviewed the technical skills demonstrated and used this to inform the selection of suitable dishes for their final menu, which reflect both the task and their earlier research.	**NEA2 – Food Preparation Task** **Section A: Researching the Task** The student has conducted in-depth, highly relevant research into the chosen life stage, dietary group, or culinary tradition. Their analysis demonstrates a thorough understanding of the key features of the group or tradition, including its needs and characteristics. A wide range of suitable dishes has been identified, with clear justification for each choice based on the research and task requirements. The student has expertly considered the technical skills required for each dish, providing thoughtful and well-justified reasons for their selection. **Section B: Demonstrating Technical Skills** The student has demonstrated a wide range of complex technical skills with precision and accuracy during the preparation and cooking of their dishes. Equipment has been selected and used with high confidence, and food safety principles have been rigorously applied throughout. The final dishes are of excellent quality, showcasing a high level of complexity and skill. The student has reflected thoughtfully on their technical skills and used this analysis to select appropriate and challenging dishes for their final menu, which align perfectly with the task and earlier research.

	themselves. Equipment has been selected and used with developing precision, and there is an emerging awareness of food safety. The student has reviewed their technical performance and is beginning to make links between their practical work, final menu choices and earlier research. **Section C: Planning for the Final Menu** The student has begun to justify their choice of final dishes, showing developing links to the task and research in areas such as nutrition, ingredients, cooking methods, and technical skills. A time plan has been produced for the preparation and cooking of the final dishes, demonstrating an emerging understanding of sequencing. Some tasks are linked, and there is an early awareness of dovetailing and food safety principles, offering a strong foundation for further refinement and precision. **Section D: Making the Final Dishes** The student has prepared, cooked, and presented three final dishes, showing developing technical skills. Equipment has been used appropriately, with a growing awareness of food safety principles. The dishes demonstrate early attempts at complexity and challenge, with presentation including some basic finishing techniques. Time management strategies have been applied, and the student is beginning to link tasks and structure their workflow within the three-hour period, laying the groundwork for	**Section C: Planning for the Final Menu** The student has explained and justified their choice of final dishes, making clear links to the task and research in terms of nutrition, ingredients, cooking methods, and technical skills. They have produced a clear and logical time plan for the preparation and cooking of the three final dishes, showing an understanding of appropriate techniques and food safety. The plan includes sensible timings and demonstrates some dovetailing of tasks to make good use of the available time. **Section D: Making the Final Dishes** The student has prepared, cooked, and presented three final dishes that demonstrate a good level of technical skill, including some complex techniques. Equipment has been selected and used appropriately, and the student has shown a sound understanding of food safety principles throughout. The final dishes show an appropriate level of complexity and challenge, with some use of finishing techniques to enhance presentation. Time was managed effectively within the three-hour period, and the student followed their time plan in a logical order, linking tasks well and showing good organisation. **Section E: Analyse and Evaluate** The student has carried out nutritional analysis for each of their final dishes and explained their findings with clear conclusions and some thoughtful recommendations. Sensory testing has been completed for all three dishes, with	**Section C: Planning for the Final Menu** The student has provided a detailed and well-justified explanation for their choice of final dishes, demonstrating excellent links to the task and research in terms of nutrition, ingredients, cooking methods, and technical skills. The time plan is logical, highly detailed, and realistic, including accurate timings and a well-thought-out sequence of tasks. The plan clearly demonstrates effective dovetailing of tasks to maximize the use of the available time, and food safety principles are consistently applied throughout. **Section D: Making the Final Dishes** The student has prepared, cooked, and presented three final dishes to an exceptional standard, executing a broad range of complex technical skills with precision. Equipment has been selected and used expertly, and food safety principles have been applied consistently. The final dishes showcase a high level of complexity, with a range of advanced finishing techniques that enhance both the sensory properties and the presentation. Time management is excellent, with tasks well-linked and completed efficiently within the three-hour period, demonstrating strong organizational skills. **Section E: Analyse and Evaluate** The student has carried out thorough and accurate nutritional analysis for each of their final dishes, with clear conclusions and insightful recommendations for improvements. Sensory testing has been completed with great detail, and the analysis of taste, texture, aroma,

	greater efficiency and refinement in future practical work. **Section E: Analyse and Evaluate** The student has begun to carry out nutritional analysis for the final dishes, showing an emerging ability to draw conclusions. Sensory testing has been conducted, with initial comments on taste, texture, aroma, and appearance beginning to inform evaluation. Costing has been attempted, reflecting early consideration of value and budgeting. Suggested improvements are beginning to develop, offering a foundation for clearer links between findings and future refinements.	good analysis of taste, texture, aroma, and appearance. The dishes have been costed, and the results have been partly analysed. Relevant improvements to the final dishes have been suggested, showing a good understanding of nutrition, technical skill, and presentation.	and appearance is comprehensive and well-explained. The final dishes have been accurately costed, with a detailed analysis of the results. Relevant, creative improvements have been suggested, demonstrating a deep understanding of nutrition, technical skills, sensory characteristics, and presentation.