



## **General Certificate of Education**

*Design and Technology:  
Food Technology 1540*

# **Report on the Examination**

*2009 examination – June series*

*FOOD1: Materials, Components and  
Application*

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## General

The paper differentiation well and candidates achieved the full mark range. Very few candidates answered both questions in Section B, but a number of candidates left a number of gaps in Section A.

In all sections candidates must refer to the mark allocation to guide them on the length and depth of their responses. Also centres must teach candidates to take into account the amount of space on the examination paper available for each response. Candidates must begin writing at the beginning of the printed line and utilise the full line. If continuation papers are used candidates should end the original booklet at the end of a sentence and begin the continuation sheet with a new sentence this will aid the flow of marking. Each question and sub question should be clearly marked at the beginning of the response.

Once again it was pleasing that the 'quality of written communication' was generally good, more subject specific terminology was used accurately and the majority of handwriting was legible. However, candidates must ensure that the size of their writing is not too big to ensure full responses are in the answer booklet avoiding unnecessary additional sheets. The majority of additional sheets this year were totally unnecessary and hindered the marking process. Many candidates scored very few additional marks despite writing at length. Candidates must be taught that the quality of responses is more important than the quantity: it is not good examination technique for a candidate to simply 'write everything that they know' about a subject. Writing unnecessarily lengthy responses for answers earlier in the paper can mean that a candidate runs out of time towards the end of an examination and thus loses marks. Candidates must be taught to use time effectively, avoid crossing out responses and plan their responses concisely without coping out the question or giving a long preamble to introduce responses. Centres should also note that an allocation of 10 marks does not mean that 10 explained points are required in an answer – three or four well explained points is sufficient.

## Section A

Candidates are expected to have an understanding of the physical properties of ingredients and components with relation to specific examples and a good understanding of the methods by which they can be manipulated to make food products.

Candidates' responses varied to this section. Many candidates failed to explain the functions of Non Starch Polysaccharides whilst some candidates failed to understand what NSP actually is. The terms that required definitions were taken directly from the specification but only more able candidates were able to accurately define the given terms. Centres and candidates must ensure that they know and understand the terms provided in the specification.

Questions that required specific subject knowledge recall were only responded to accurately by the more able candidates.

The lack of understanding of the word *complementation* prevented many candidates achieving full marks.

## Section B

Candidates are expected to develop knowledge and understanding of the broader issues for the designer e.g. environmental sustainability, health issues, social factors, cultural influences and consumer safety.

**9 (a)** Some candidates discussed why the diet of the elderly in the UK may be poor. More able candidates included a full and accurate discussion of nutrition and the social aspects influencing of the diet of the elderly. Weaker responses were superficial with few justified points.

**9 (b)** Many responses included a full and accurate explanation on why additives would be used when producing food products, both savoury and sweet. Many gave accurate examples. However, other responses were superficial, many with little justification or just including a long list of groups of additives. Many responses were brief and provided inaccurate points for consideration. Some candidates focussed upon why additives would not be used as opposed to why they would be used as requested in the question.

**10 (a)** Candidates were credited for any well justified link between the effects of changing consumer lifestyle in the UK and the opportunities for food product development. However, some responses failed to justify the points and issues raised and simply listed changes in consumer lifestyles.

**10 (b)** More able candidates were able to structure their responses to avoid repetition and irrelevant information being written. Higher scoring responses accurately made reference in detail to two methods of market research currently used when designing and developing new food products. Weaker responses were superficial and repetitive, making reference to market research in general terms only. Very few candidates made reference to the research methods they would have used during Unit 2.

## Section C

Candidates are expected to have an understanding of Computer Aided Design (CAD) and computer aided manufacture (CAM), and the basic quality control measures. Links could be made to practical coursework and the health and safety issues relevant to working with materials

**11 (a)** The majority of candidates used annotated sketches to illustrate how a range of food products based on dairy produce could be developed. Many included 4 sketches even though no specific number was asked for. Equally candidates who described the development of food products based on dairy produce without sketches were still able to access full marks when responses were accurate and well presented using subject specific terminology. Candidates should be aware of what the question is asking them to make reference to in their responses and the allocated marks to each aspect. Where candidates made reference to each aspect separately gave a clear and logical approach to the response and tended to avoid repetition. Any well justified response was credited.

**11 (b)** The quality of responses varied on the factors affecting bacterial growth in high risk foods. More able candidates included a full and accurate discussion, with specific points of how to prevent bacterial growth in high risk foods which were well justified. Weaker responses were inaccurate and superficial, often failing to identify high risk foods.

**11 (c)** Generally this question was very popular. Candidates explained the importance of labelling on food products and made reference to specific points which were well justified with full and accurate discussions. Weaker responses simply listed items to be included on labels.

**Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.