



**General Certificate of Education (A-level)  
June 2011**

**Design and Technology: Food                      FOOD1  
Technology**

**(Specification 2540)**

**Unit 1: Materials, Components and Application**

***Report on the Examination***

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Set and published by the Assessment and Qualifications Alliance.

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## **General**

Candidates appeared to have a more detailed knowledge of materials, components and processes than on previous papers. There were 'blank' responses and nutritional knowledge has improved. However some candidates need to respond in more detail and give examples, where relevant. Candidates must avoid writing irrelevant introductions to their long answers. A small number of candidates simply wrote out the question taking up valuable writing space on the paper.

Some candidates still fail to read the questions accurately and consider the mark allocation of each section. Centres must give candidates time to practise writing timed responses within the allocated space to avoid unnecessary repetition.

The overall standard of writing was generally good; however, once again examiners encourage centres to focus candidates on developing spelling, grammar and subject specific terminology.

## **Section A**

Candidates responded well to Section A. Many demonstrating sound subject knowledge, certainly much improved on previous papers. There were fewer candidates who misinterpreted or misread the questions. More able candidates referred to the mark allocation in Questions 7 and 8 and gave detailed responses with examples where requested to do so.

### **Question 1**

The majority of candidates could identify 2 functions of fats in the diet.

### **Question 2**

The majority of responses were correct. However, some candidates referred incorrectly to sources of Vitamins B and C.

### **Question 3**

Candidate responses varied. Many gave detailed references whilst others failed to answer with reference to the correct vitamin.

### **Question 4**

Candidates responded well with clear explanations.

### **Question 5**

More able candidates responded accurately with correct sources of soluble Non Starch Polysaccharides. Weaker responses confused soluble and in soluble NSP, whilst some confused 'sources' with 'functions'.

### **Question 6**

Better responses were accurate whilst weaker responses were confused.

### **Question 7**

Many candidates confused the term 'fortification' with terms like emulsification or preservation. Many simply didn't know. Many responses referred to obscure vitamins and minerals in bread or orange juice.

## **Question 8**

Many candidates had detailed knowledge of the function of sugars and starches in the body. Weaker responses reflected guess work!

## **Section B**

Very few candidates attempted both questions in this series, which was a pleasing development.

### **Question 9 (a)**

Sadly, too many candidates could only discuss one or two current dietary guidelines and many responses lacked precision, often failing to make reference to the influence on food product development. Centres must train candidates to read and answer the whole question.

### **Question 9 (b)**

Some very good responses were seen for this question. Many candidates wrote about 3 or 4 different points. A very popular topic amongst candidates and many responses were detailed. The most popular discussion points were food miles, organic and seasonal foods.

### **Question 10 (a)**

When responses were structured they tended to be very good. However too many responses were repetitive, lacked in precision and failed to give relevant examples.

### **Question 10 (b)**

Once again, many candidates were unable to transfer their knowledge of the design process from their coursework to answering an examination question in detail in a logical sequence. Market research was well explained but detailed references to formulating a Design Specification, generation of ideas, concept screening and testing and modelling were not evident, with only a mention in many scripts. Many candidates focussed upon designing packaging.

## **Section C**

### **Question 11 (a)**

There were detailed responses evident during this series, with plenty of ideas sketched and/or discussed in detail. Many more able responses were well structured and focussed upon egg based desserts. However, a range of egg based desserts confused many candidates who focussed upon cakes, biscuits, muffins and in some cases savoury products such as quiches and stir fries: candidates must make sure that they have read carefully and responded to exactly what the question is asking.

Once again candidates who wrote under the separate headings tended to score well because work was more focused, with less repetition of the same ingredients. However, many candidates were repetitive in their choice of ingredients to illustrate how NSP and water soluble vitamins could be increased. A small number of candidates failed to understand the word 'aesthetic'.

A few candidates did not write on the first sheet resulting in cramped drawings and writing on the second page. Some diagrams lacked annotation and there were more written responses this year.

### **Question 11 (b)**

The majority of candidates scored well on this question – there were some very well structured and detailed responses. However, some candidates failed to understand the term ‘Safer Food Better Business’ (which is in the specification) or failed to focus upon the demands of the question – preparation, cooking and storage. Weaker responses became repetitive and vague.

### **Question 11 (c)**

No major issues and the majority of candidates responded well covering many aspects of food labelling. Some candidates became focussed upon nut allergy labelling at the expense of other areas. Weaker responses simply listed what should be on a label. High marks were rewarded to the candidates who made clear reference to consumer groups and the benefits of food labelling can help make informed choices

## **Mark Ranges and Award of Grades**

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