



General Certificate of Education

*Design and Technology:
Food Technology 1541*

Report on the Examination

2009 examination – June series

*FOOD2: Learning Through Designing and
Making*

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General

In this first year of the specification, centres had made a pleasing transition to a new mark scheme for this coursework module. Those centres which had used the prepared printed assessment sheets had marked closer to the standard than those who provided little information for the moderators. The assessment sheets have been issued at meetings, are included on the CD Rom or can be found on the AQA web site.

A wide range of design issues were used for the starting point, with particular favourites being obesity and the credit crunch. When designing a product suitable for an obese society, it is important that portion size and the number of kilocalories is considered: products with over two thousand kilocalories are the cause of the problem, not a means of resolving the issue! Candidates at AS level must think issues through thoroughly if they wish to attain the highest marks.

Centres that identified a target audience, e.g. children aged 5 – 7 or the elderly or a coeliac with a sedentary life style, were able to link the nutrition taught for Unit 1 to their work. The knowledge of the nutritional needs and the daily requirements of each nutrient enable the able candidates to analyse the information and include measurable criteria for the particular product in the design specification, e.g. 150mg of calcium in a main course dish for a child aged 5 – 7 because this is a quarter of the RDA for a day. However, when a candidate states in the design specification that the product must be 'healthy', they need to clarify what they mean by this term. This then leads to research to identify what the term means and the implications for designing a product. It is of little value to then state the product will be low in fat or salt: what is actually intended?

A range of research methods were used and those candidates who had clarified their aim for the work selected relevant information, rather than collecting research regardless of whether it was applicable to the starting point. **Quality rather than quantity is vital.** Questionnaires should identify the focus and then questions should be directed to the information needed,; there is no need for long questionnaires with a lot of irrelevant questions which provide no assistance in writing the design specification. Similarly it is not necessary to send all the questionnaires in the design folder for moderation.

Surveys and product analysis do not necessarily need to be included in the initial research: if they would be more valuable at a later stage then they should be used then. However, any research must be analysed and the information used to develop the final outcome.

The design specification is the key document to design work. It is the driving force when proposing ideas and is then used for testing. Measurable criteria such as nutrition and costing give the candidates the opportunity to test their products and explain how well it meets the statement. A nutritional table which is not analysed nor has any explanation is meaningless. The portion size must be assessed to check that the number of Kilocalories meet the needs of the target group for whom the product is being designed, for example.

A wide range of ideas should be proposed and tested. Coursework represents approximately 50 hours of classroom time and therefore half of the time needs to be spent on practical activities (product analysis, experiments, testing ideas, development and the final product). Centres where there were minimal practical activities hindered their candidates' opportunities of maximising their marks. Photographs evidencing all the different types of practical activities

undertaken should be included and it is vital that the photographs belong to the specific candidate.

A range of culinary skills can be illustrated when testing ideas, but this does not prohibit the use of electrical equipment. Many centres have one hour lessons and this therefore has an impact on the products that can be produced. If a component is used at this stage, possibly a comparison could be made at the development stage.

Most candidates evaluate the ideas and selected one product to develop. In the design folder it is important to clarify which product is to be developed. There was evidence in some folders of experimenting with different proportions, ingredient combinations, showing understanding of the functions of ingredients, different construction techniques and modelling. It is **not** necessary to produce a complete dish for each development activity, nor is it necessary to make large quantities. Development is a form of research to ensure that the final outcome matches all aspect of the specification and can be produced in the most efficient way, have good sensory characteristics, meets the nutritional needs of the target group, cost are competitive with other products etcetera. Computer modelling can be considered if the design specification includes costing or nutrition and this work can be included in the practical activities if the results are analysed. No candidates should be testing products which have been stored for several days in any conditions other than the freezer. Basic health and safety must be considered and school kitchens rarely have the facilities for testing microbial activity.

After investigating all aspects of the design specification in development all the findings should be analysed and a plan for making the final product produced. The good plans seen included times, methodology, and quality controls. If another person was given the plan they could have produced an identical product. Quality controls should include where appropriate thickness, viscosity, speed, size, shape, time, temperature etcetera. The final product must be cooked, photographed and evaluated against the specification.

What is **not** assessed in the design folder for Unit 2?

- Gantt chart or plan for all the design work
- Industrial practice, e.g. HACCP, Manufacturing Specification, packaging etcetera.

A check list for successful Unit 2 work:

- the starting point identifies a consumer group and trend
- relevant research
- all the research is analysed and used to write a fully explained design specification with measurable criteria
- a wide range of ideas proposed (10 is a good minimum number to be considered) and then **most** of these tested against the design specification
- after screening, **one** idea should be fully developed based on the design specification
- a plan for making which includes times, process and quality controls is written and then the final outcome is produced
- there must be photographic evidence of the final product and ideally there is pictorial evidence of all practical activities belonging to the individual candidate
- the final product is reviewed in relationship to how well it meets the design specification

Moderation:

- folders should contain only relevant material
- plastic outer covers should be removed
- the Candidate Record Form and the mark sheet along with the candidate declaration should be attached to the work
- the Centre Declaration Sheet should accompany the work
- work must arrive at the moderators address by the deadline date of May 15th and be sent by post not by a carrier where a signature is required, centres with large cohorts must send their mark sheets and be prepared to return the requested work by return of post
- centres must ensure that they teach and mark to the correct specification – there appeared to be some cases where what was effectively FTY2 (the legacy specification) work and marking submitted. This clearly did not meet the specification requirements for FOOD2 and thus led to an adjustment in these centres' coursework marks.

Mark Ranges and Award of Grades

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