



General Certificate of Education

*Design and Technology:
Food Technology 1540*

Report on the Examination

2010 examination – January series

*FOOD1: Materials, Components and
Application*

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General

The responses to the whole examination paper were overall satisfactory. The quality of some of the responses suggested that a number of candidates had been entered in January of Year 12 without the whole of the specification having been taught, leaving them unable to answer some of the questions with sufficient levels of detail and analysis. It is recommended that centres consider carefully whether it is appropriate for candidates to be entered for the January series FOOD1 paper. Some candidates answered both questions in Section B and a number of candidates still left a number of gaps in Section A. However, the quality of the responses to Section A were much improved upon the previous examination series for this paper, and teachers and candidates are to be congratulated upon this.

Candidates should be taught examination techniques for all sections of the paper. It should be noted that the format of this paper has been exactly the same in the three series in which it has been offered and that centres can, therefore, make use of the papers to train their students as to what to expect in their formal examinations. Centres may wish to consider setting the longer questions as homework tasks, or practising completing questions and papers under timed conditions prior to candidates sitting an actual examination to assist with this, as many of the answers seen suggested that candidates were unaware of basic techniques required for answering to AS level. In all sections candidates must refer to the mark allocation to guide them on the length and depth of their responses and centres should teach candidates to take into account the amount of space on the examination paper available for each response. Candidates should begin writing at the beginning of the printed line and utilise the full line. If continuation sheets 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: as in summer 2009, many candidates used additional sheets but did not include any information on these which was worthy of credit. Each question and sub question should be clearly marked at the beginning of the response. Candidates should be taught to use time effectively, avoid crossing out responses and plan their responses concisely without copying out the question or giving a long preamble to introduce responses. Where candidates use sketches to illustrate their responses they should be clear, annotated and with some resemblance to the food product in question. The 'quality of written communication' was generally good; some subject specific terminology was used accurately and the majority of handwriting was legible.

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.

The overall standard of responses in this section was higher than the responses to the two previous Food 1 papers. Centres had clearly taken on board advice given at teachers meetings and in past reports and candidates responded more accurately to the questions asked.

However, the terms that at required definitions were once again taken directly from the specification but only more able candidates were able to accurately define the given terms. Questions that required specific subject knowledge recall were only responded to accurately by more able candidates.

Section B

Candidates are expected to develop knowledge and understanding of the broader issues for the food product designer e.g. environmental sustainability, health issues, social factors, cultural influences and consumer safety. Candidates should consider carefully what exactly a question is looking for – there is a significant difference in the requirements of questions which ask for either *discuss* or *explain* as in the questions in this section. Further guidance on this was sent to all centres on the cd-rom which was posted to Food Technology teachers by AQA Design and Technology in December 2009.

Question 9 was far more popular than question 10.

9 (a) There were a variety of responses to this question. A number of responses started off well but became simply a list of alternative ingredients to use rather than being linked to health issues. Some responses confused social issues and mentioned cost of food, recession and organic foods. Some responses discussed at length what constitutes a balanced diet, anorexia, how salt contributes to cholesterol levels and Jamie Oliver's influence on school meals! Hence weaker responses were very superficial with few/no justified points raised.

9 (b) Many candidates confused health and social issues. Some of the most popular points raised were time, money, hours of working, single parents, 'eating in as the new eating out'. Some referred to social factors as going to parties and special deals for large parties. Culture was mentioned less frequently, but when it was it was generally well explained.

10 (a) Very few candidates attempted this question and those who did failed to 'discuss' the *nutritional considerations* of food products suitable for a vegetarian. Sweeping statements were made such as 'it's not in meat so it will have to be provided in something else': unfortunately no other details were given. AS level responses require specific detail and analysis and points made should ideally be supported with relevant examples. Key nutrients were often mentioned but with no explanation or identification. There was very little mention of the complementation of protein foods. Different types of vegetarians were often discussed at length, as well as the packaging of vegetarian food products, neither of which were actually asked for in the question set.

10 (b) Many responses were superficial and repetitive, making reference to only one or two relevant points. Very few candidates made reference to the different methods used to communicate during Unit 2: candidates should look to use the knowledge gained whilst completing their coursework to help answer their examination questions. Some responses stated how important communication was but failed to explain how to communicate ideas. Sensory analysis was popular.

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 a range of food products. Many included four sketches even though no specific number was requested. However the quality of the design work was very poor, particularly where sketches were not annotated. Candidates who described the development of food products based on pulses 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 for each aspect. Where candidates made reference to each aspect separately, they gave a clear and logical approach to the response and tended to avoid repetition. Unfortunately a significant number of candidates clearly did not know what pulses are; although any well justified response was credited, many candidates thought pulses were nuts, dried fruits or couscous. It is crucial that candidates know of and understand basic food products and terms. An alarming number of candidates thought carrots were rich in Vitamin C and that vegetable oil was low in fat. Many candidates talked about each category but did not link products to pulses or referred to 'pulse cheesecake' or 'pulse pie'. Candidates should be aware that, whilst innovation is welcomed, products do actually need to be commercially viable. Generally candidates were able to reduce saturated fat content, but struggled with Vitamin C and many did not know what 'aesthetic qualities' are.

11 (b) Responses varied on the prevention of the contamination of food products during preparation, cooking and storage. Many achieved half of the available marks but some wrote vague statements e.g. 'cook at right temperature': again, much more specific information is required at this level. There did appear to be a better awareness of the danger zone and the operational temperatures for refrigerators and freezers.

11 (c) Some quite disappointing responses were seen in response to this question, many of which appeared to be confused with 11 (b). There was confusion with the words consumer and manufacturer. Many responses talked about the hygiene of the consumer or employees or how to sue the food manufacturer. Few candidates made reference to legislation. This is on page 8 of the specification. The poor quality of many of the responses to this question suggested that candidates had either not been taught yet or had not revised properly this area of the specification – centres are reminded that the FOOD1 paper covers all of the AS content and that candidates should, therefore, be prepared for any of that information to be tested.

Mark Ranges and Award of Grades

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