



## **General Certificate of Education**

*Design and Technology:  
Food Technology 1540*

# **Report on the Examination**

*2010 examination – June series*

*FOOD1: Materials, Components and  
Application*

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## General

Generally candidates appeared to have a more detailed knowledge of materials, components and processes than on previous papers, for which they and their teachers should be congratulated. However, some candidates still need to respond in more detail and give examples, where relevant.

Some candidates still fail to read the questions accurately and consider the mark allocation of each section. Some spend too much time writing unnecessary lengthy introductions which curtails the depth of their responses overall. Centres must give candidates time to practice writing responses within the allocated space to avoid unnecessary repetition.

The overall standard of writing was good: however, centres must focus candidates on developing spellings, grammar and subject specific terminology.

## Section A

Generally, candidates responded well to the short answers showing some 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 and gave more detailed explanations and descriptions as requested to Questions 7 and 8.

**1** The majority of candidates could identify 2 sources of low biological value proteins. Some tried to explain, unnecessarily, the differences between high biological value and low biological value proteins.

**2** The majority of responses were correct. However, some candidates referred incorrectly to Vitamins A and D. A large number of candidates were able to name various B group vitamins.

**3** Candidates responded very well to the functions of protein in the diet.

**4** More able candidates responded well with clear explanations, whilst weaker responses showed some incorrect guesswork.

**5** More able candidates responded accurately with examples of micro and macro nutrients. However, it was evident that some candidates really did not understand the terms micro and macro nutrients.

**6** Generally much better and more accurate responses this year. Many candidates understood Basal Metabolic Rate and were able to give an accurate definition. The definition of Body Mass Index varied: some candidates had clearly heard of it but did not understand the concept.

**7** The majority of candidates explained two different factors affecting energy requirements of different groups of people as requested. Better responses gave clear comparisons for the different energy requirements. However, in weaker responses reasoning was often unclear. The most commonly given factors were age and activity. Pregnancy was recognised fairly frequently with some candidates giving well reasoned explanations.

**8** Many candidates have detailed knowledge of food additives, with many naming accurately, specific e numbers and their functions.

## Section B

Question 9 appeared to be more popular than Question 10, and very few candidates attempted both questions in this series.

**9 (a)** Candidates tended to offer discussions related to only 2 or 3 factors i.e. recession, immigration, and busy lifestyles. Many responses confused cultural and social factors with health issues e.g. obesity and thus misinterpreted the question.

**9 (b)** A number of responses seen by examiners were very basic, including the hiding of vegetables under other foods, smiley faces and cartoon characters. The majority of candidates mentioned smoothies, yoghurts and pureeing fruit to add to them. Many mentioned pureeing vegetables and mixing with them with mashed potatoes whilst others talked about developing pizzas and burgers. Very few candidates mentioned novel ways of preparing fruit and vegetables, e.g. fruit kebabs. Cutting fruit and vegetables into interesting shapes and making up fruit bags or fruit salads tended to be the popular options. A minority thought the question was about encouraging children to eat fruit and vegetables when preparing meals for the family.

**10 (a)** Responses to this question were generally very good. Candidates offered a number of different, well justified points that displayed detailed knowledge of a variety of current issue that affect food choice.

**10 (b)** 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.

## Section C

**11 (a)** There were more detailed responses evident during this series than on previous occasions, with plenty of ideas sketched and/or discussed in detail. The choice of a pasta product was a popular option and the candidates had many ideas of how to develop pasta in to a product. Those candidates who wrote under the separate headings tended to score well because work was more focused, with less repetition of the same ingredients. Candidates who achieved higher marks stated specific nutrients, flavours, colours and textures rather than bland comments such as “to provide colour/flavour/texture/ contributes to 5-a-day”. Strong candidates gave a lot of detail in excess of what was required; less able candidates would have benefited from more structure to their response.

A few candidates did not write on the first sheet resulting in cramped drawings and writing on the second page. Some diagrams lacked annotation. Candidates need to develop ‘thought’ as one of their creative skills and demonstrate how ingredients can be used together to develop a product rather than just listing them. Texture needed greater clarification in some responses – ingredients were identified but no detail regarding the type of texture given.

**11 (b)** The majority of candidates scored well on this question where there were some very well structured and detailed responses. However, some candidates spent too long writing about the importance of informing about ingredients in the case of allergy sufferers at the expense of

covering other important factors. Some candidates only provided a list of items of information with only one or two points discussed.

**11 (c) (i)**

There were many correct responses with some very interesting spellings. Some candidates only named one type of food poisoning bacteria

**11 (c) (ii)**

The majority of candidates could name the factors required for the growth of bacteria.

**11 (c) (iii)**

Candidates responded correctly for both named bacteria, but symptoms stated were generally limited to vomiting, diarrhoea and stomach pains.

**Mark Ranges and Award of Grades**

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