



**GCSE Design & Technology:
Food Technology
(45452)**

**Controlled Assessment
Tasks and Guidance**

FOR SUBMISSION IN SUMMER 2015 AND SUMMER 2016

The Controlled Assessment tasks that were for submission in summer 2013 and summer 2014 have now been reviewed. The following tasks are to be used for submission in summer 2015 and summer 2016.

Please note that in the majority of cases the tasks that were previously available have changed slightly.

You should ensure that dependant upon which year you are intending upon submitting controlled assessment work that you select from the correct list of tasks.

GCSE Design and Technology: Food Technology (45452)

Controlled Assessment Tasks

The following are the AQA set tasks for the GCSE Design and Technology: Food Technology specification for submission in Summer 2015 and Summer 2016. One of these tasks should be chosen when doing the controlled assessment unit. In each case a context is provided.

Context: School Products

There has been much concern related to the quality of food products/meals served to students in school canteens. The 'healthy school dinner' campaign has brought about many positive changes. A school canteen is to launch a new and creative range of food products to appeal to 11-16 year olds.

Design Task 1

Design and make a nutritionally balanced product that could be sold in the school canteen.

Context: Farmers' Markets and Farm Shops

In order to satisfy a need for good quality, flavoursome and locally sourced British food, Farmers' Markets and Farm shops are on the increase.

Design Task 2

Design and make a product that uses an ingredient/s from the local area which could be sold at a Farmers' Market or in a Farm Shop.

Context: Ready made products

Readymade food products are an ever expanding market. A supermarket wishes to extend the current range of savoury ready meals and ready made desserts.

Design Task 3

Design and make a savoury or sweet chilled ready made product that:

- a. Could be sold from a supermarket's 'speciality range'.

Or

- b. Includes the use of fruit and vegetables
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Context: Sport for all

It is important for a sportsman/woman to eat a healthy and balanced diet. During a sporting activity the body will use lots of energy.

Design Task 4

Design and make a high energy savoury product for an individual who takes part in active sporting activities.

Context: Celebrating Society

A wide range of different ingredients and food products are available to buy in supermarkets, restaurants and specialist shops.

Design Task 5

Design and make a product

- a. Which could be served: in a 'themed' food outlet.

Or

- b. That celebrates the food from a country or culture of your choice.
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Context: Fairtrade

Designers have a responsibility to design products that address environmental and social issues. In order to alleviate poverty in some countries 'Fairtrade' has been developed to help producers to sell their products at a fair price.

Design Task 6

Design and make a product which could be used to promote the use of Fairtrade ingredient/s.

Context: Cafe Culture

Cafe culture is becoming increasingly popular. There are many coffee shop brands on the high street, in railway stations and shopping centres.

Design Task 7

Design and make an attractive sweet or savoury product to be sold from the counter in a coffee shop.

Context: Seasonality

A company delivers ready made main course and desserts products to local people. The company specialises in using ingredients which are seasonal, with low air miles and include fruit and vegetables.

Design Task 8

Design and make a sweet or savoury product that uses seasonal ingredients.

Context: Festivals

Music festivals continue to thrive and are enjoyed by people of all age groups. These events often take place in the summer over several days. Many different food outlets are often available.

Design Task 9

Design and make a savoury product that could be available to eat at a major music festival.

Context: The Great British Bake Off

Traditional bakeries and supermarket in-store bakeries are very popular. Consumers are attracted to the freshly made products and the ever increasing range of sweet and savoury products available.

Design Task 10

Design and make an attractively finished product to be sold from a bakery.

Context: Deli mania

Delicatessen counters are a major part of supermarkets and are featuring more in villages and on the high street as we strive to eat more locally produced food and seasonal ingredients.

Design Task 11

Design and make product which could be sold from a delicatessen counter.

Context: Entertaining in style

Food is a major part of any celebration. The food is usually made in quantity and is often known as 'finger food'. This style of food can be served at occasions such as: Proms, 18th birthday parties and cultural/religious festivals.

Design Task 12

Design and make a sweet or savoury product, to be served at a finger food buffet.

Guidance for GCSE Design and Technology Controlled Assessment Tasks

Tasks for assessment in Summer 2015 and 2016 (submission dates)

The Controlled Assessment unit in the GCSE Design and Technology specifications is a form of internal assessment where the control levels for each stage of the assessment process (task setting, task taking and task marking) have been defined by QCA and are requirements for all awarding bodies. This guidance for teachers following the AQA specification is intended to enable you to interpret the controls that have been specified.

Task setting

Level of control: High

These tasks will be published on the e-AQA secure website. The tasks will relate to the following academic years:

- 2014/15 (certification in 2015)
- 2015/16 (certification in 2016)

The design and make activity completed by each candidate must be chosen from the list of Controlled Assessment tasks referred to above. Tasks included in this list can be submitted for assessment only in the academic year to which they relate and no other tasks can be submitted for assessment in the years given above.

Centres are permitted to contextualise the task(s) to best suit their centre specific circumstances, which will enable centres to consider such factors as the availability and access to resources. In such circumstances centres should first contact their Controlled Assessment Adviser and provide details as to why it is felt the task needs to be contextualised. Advice on this matter from the Controlled Assessment Adviser should be obtained in writing and should be submitted together with candidates' work during the moderation period.

The tasks will be reviewed every two years. The next review will take place in the autumn term of 2015, where a decision will be taken as to which tasks should be included on the list for the following two academic years, i.e. 2016/17 and 2017/18. AQA will look at each task and assess its suitability in terms of popularity, fitness for purpose, etc and decide which tasks, if any, should be withdrawn from the list, which should be amended and which new tasks should be added to the list.

Task taking

Level of control: Medium

Controls in relation to the taking of the task can be specified in a number of areas.

Authentication

It is essential that teachers are able to confirm that the work submitted by each candidate is their own unaided work. To ensure that this can be done, all work, with the exception of research, must be completed under **informal supervision**.

Informal supervision means that teachers must ensure

- that, in cases of collaborative work, the contributions of individual candidates are recorded accurately,
- that plagiarism does not take place,
- that work can be authenticated as the candidate's own, and
- that sources used by candidates are clearly recorded and acknowledged.

In practice, what does this mean? Candidates do not need to be under the direct supervision of teaching staff at all times, but it is expected that the majority of work undertaken by the candidate and which is submitted for assessment will be carried out in the classroom/workshop. This is so that the teacher is able to state with confidence that the work that is being submitted by the candidate has not been plagiarised or downloaded from an internet site.

It may be the case that the candidate needs to complete some work outside the classroom environment (for example, as part of a homework task). This is acceptable provided that the teacher has supervised the candidate in carrying out a significant proportion of this work in the classroom and is happy that the quality of work subsequently submitted is of an identical standard as that seen in the classroom. In short, it is the responsibility of the teacher to be able to authenticate that the work submitted is solely that of the candidate concerned.

There may be instances where candidates wish to word process parts of their design folder but resources within the centre do not permit a whole class to do this. Provided that the teacher has supervised the candidate whilst they have drafted their work in class, it would be acceptable for this candidate to word process the work outside the classroom environment. The draft version would need to be submitted together with the word processed version and it would be the responsibility of the teacher to authenticate that the work submitted for assessment (word processed version) is in line with the work carried out in class.

It is expected that the majority of the making should be carried out within the classroom/workshop. On occasion, when making is carried out away from the classroom/workshop, this must be clearly documented by the teacher on the Candidate Record Form. There may be occasions when circumstances require that some of the making cannot be carried out in the classroom/workshop. For example, a candidate may run out of time in a lesson and wish to finish off some decorative work on a textile product. Provided that the teacher has supervised the majority of the work carried out in the classroom, it is permissible for the candidate to take this work home in order to complete the task. The teacher will then, of course, need to inspect the product to ensure that the quality of making carried out at home is consistent with the quality of making seen in the classroom. Clearly, it is not permissible for a candidate to carry out a significant part of the making activity outside of the classroom as this would not allow the teacher to authenticate this work.

There may also be occasions when a candidate has not completed all aspects of making when producing a product; for example, where health and safety issues require that certain tasks are performed by a technician. Where this is the case or, indeed, in any instance where there has been some third party assistance in the manufacture of the product, this must be clearly documented on the Candidate Record Form and, of course, ***the candidate cannot be credited for work that they themselves have not done.***

If a teacher has any doubts about the authenticity of work that has been completed at home they may choose to ask the candidate to complete the same work again in the classroom or question the candidate about the content/nature of the work undertaken.

Research, which may also include practical research, may be completed under **limited supervision**. This means that, whilst candidates can carry out research at home (using the internet, etc) any material collected or produced as a consequence will not contribute directly to assessable outcomes. The candidate could gather the necessary research material related to a particular project and then analyse this research under informal supervision conditions.

It is this analysis and selection of suitable research material, **completed under informal supervision**, which will count towards the candidate's assessable outcome. For the new specification we are keen to ensure that candidates avoid the temptation to include significant amounts of unnecessary research material and, instead, seek to encourage them to be more focussed in their selection of relevant research.

Feedback to candidates

Candidates are free to revise and redraft a piece of work before submitting the final piece. Teachers can review draft work and provide **generic advice** to ensure that the work is appropriately focussed and, whilst candidates may be guided as to the approach they may wish to adopt, the outcome must remain their own. The advice can be provided in either oral or written form and can be used to evaluate progress to date and propose suggested **broad** areas for improvement. It is **not** permissible to provide advice on **specific** improvements to meet the criteria, give detailed feedback on errors or omissions, or to indicate how **specific** improvements to presentation or content can be made.

A clear distinction must be drawn between providing feedback to candidates as part of work in progress and reviewing work once it has been submitted by the candidate for final assessment. Once work is submitted for final assessment it may not be revised. Having reviewed a piece of work that has been submitted for final assessment, therefore, it is not acceptable for teachers to give, either to individual candidates or to groups, detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria.

Any support or feedback given to individual candidates **which has not been provided to the class as a whole** must be clearly recorded on the Candidate Record Forms.

Time limits

It is recommended that candidates should spend approximately 45 hours on their controlled assessment task. It is not expected that this time should be monitored or recorded by

teachers but candidates should be encouraged not to exceed this approximate time allocation. Centres should be aware that Criterion 5 of the Controlled Assessment Criteria rewards those candidates that have produced a 'focussed, concise and relevant' design folder and have demonstrated 'an appropriate selection of material for inclusion'. It is expected, therefore, that candidates will be selective in their choice of material to include in their design folder and will be mindful of the approximate time allocated to this design and make task and manage this time appropriately.

Working with others

Whilst working with others should be encouraged wherever possible, it is the responsibility of the teacher to ensure that the work of each individual candidate that may have worked as part of a group is their own unaided work and can be assessed as such.

Use of resources

Candidates are permitted to use those resources as provided by the centre. If there are any candidates that require the use of any special equipment the Examinations Officer should contact AQA's Exam's Office Support for guidance.

Task marking

Level of control: Medium

Teachers should mark the Controlled Assessment using the assessment criteria provided in the AQA specification.

AQA will carry out moderation of this work in accordance with Ofqual Code of Practice requirements.

Exemplar material will be provided to centres as part of AQA's ongoing commitment to provide support in this area. Clearly, once teaching of the specification is underway, the availability of additional exemplar material will become more frequent.