

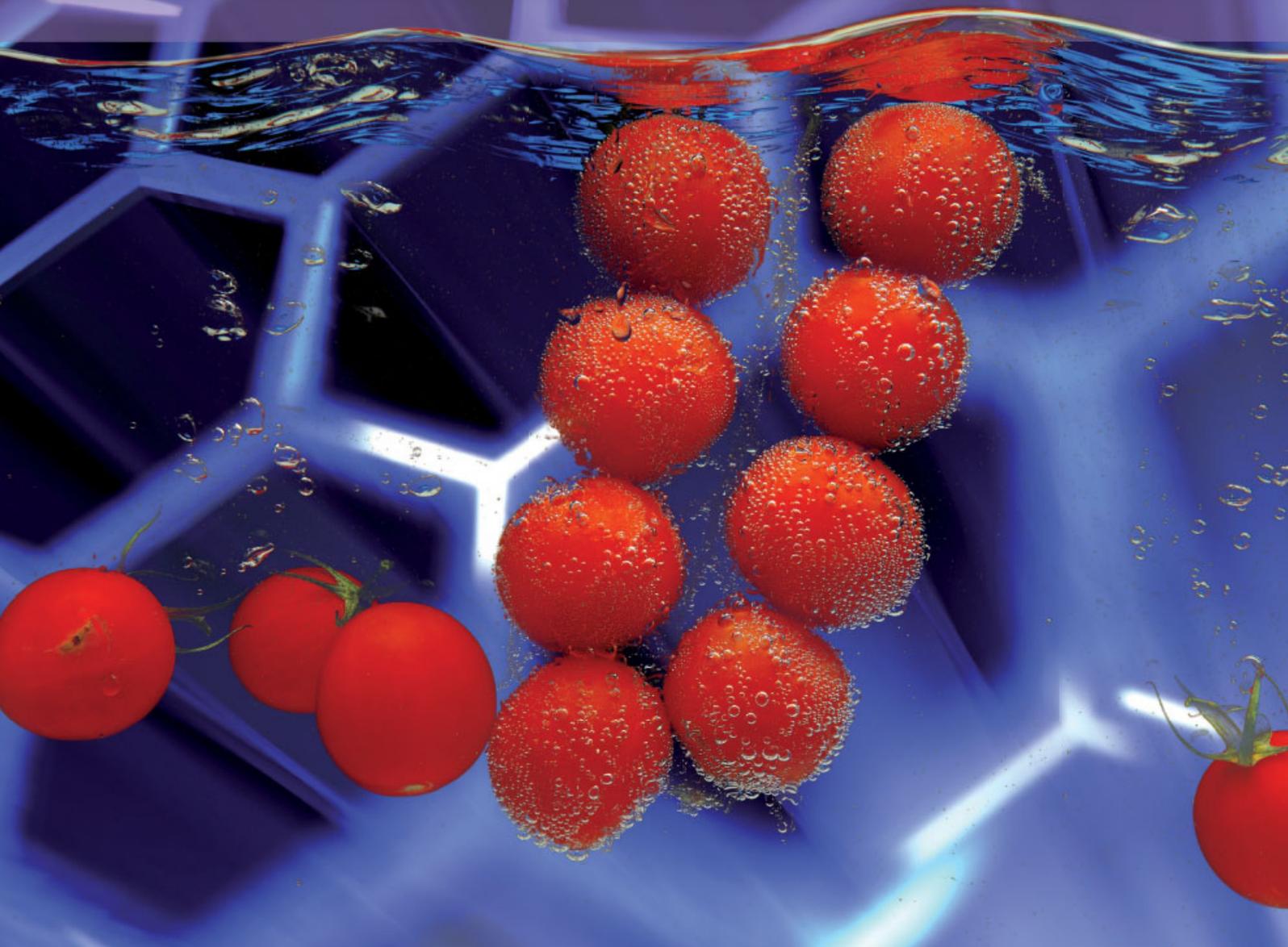
# GCSE

Specification

# Design and Technology: Food Technology

For exams June 2014 onwards

For certification June 2014 onwards



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# 1 Introduction

## 1.1 Why choose AQA?

AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why is AQA so popular?

AQA understands the different requirements of each subject by working in partnership with teachers. Our GCSEs:

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money.

AQA provides a comprehensive range of support services for teachers:

- access to subject departments
- training for teachers including practical teaching strategies and approaches that really work presented by senior examiners
- personalised support for Controlled Assessment
- 24 hour support through our website and online *Ask AQA*
- past question papers and mark schemes
- comprehensive printed and electronic resources for teachers and students

AQA is an educational charity focused on the needs of the learner. All our income goes towards operating and improving the quality of our specifications, examinations and support services. We don't aim to profit from education – we want you to.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

## 1.2 Why choose Design and Technology: Food Technology?

- The specification has been developed to enable candidates to demonstrate their creativity, with making of food products a vital feature of the candidate's experience of taking this specification.
- The specification is clear, realistic and straightforward and designed for actual classroom practice, both in terms of assessment and the activities that candidates will undertake.
- This specification builds on the previous specification, moving smoothly forward allowing teachers to develop their candidate work in line with creativity – new ideas and new materials.
- The specification has been designed directly to enable candidates to move forward from Key Stage 3 Design and Technology and onto GCE Design and Technology: Food Technology.
- The assessment criteria have changed to become more up to date with the current requirement of QCA and yet reflecting candidate performance and a simple assessment for all Design and Technology specifications.
- Design and making are encouraged so as to prepare candidates for taking higher level courses or for entering the world of work.
- The specification forms part of the Design and Technology suite and has been written to ensure comparability between the different specifications. This will help departments in terms of internal standardisation and teaching.
- The AQA subject team may be contacted easily, to help centres with their delivery of this specification.

## 1.3 How do I start using this specification?

### Already using the existing AQA Design and Technology: Food Technology specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**  
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website (**[http://www.aqa.org.uk/admin/p\\_entries.php](http://www.aqa.org.uk/admin/p_entries.php)**).

### Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority is not. If your centre is new to AQA, please contact our centre approval team at **[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How can I find out more?

### Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

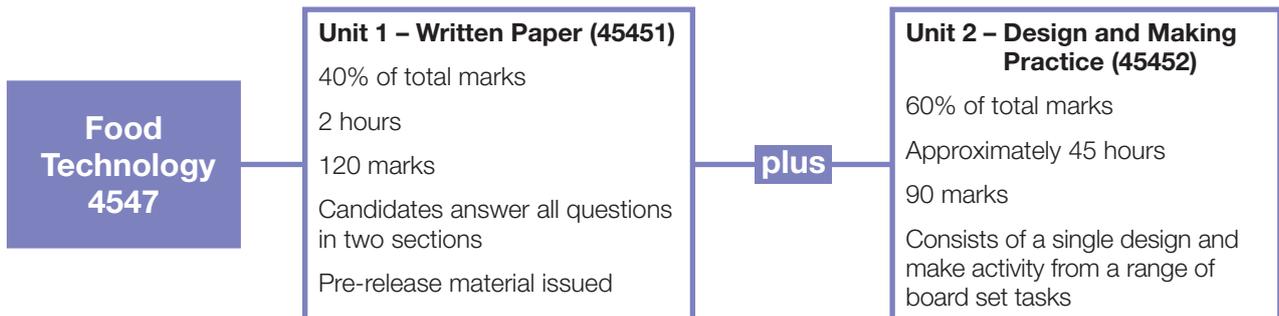
### Teacher Support

Details of the full range of current Teacher Support and CPD courses are available on our web site at **<http://web.aqa.org.uk/qual/cpd/index.php>**

There is also a link to our fast and convenient online booking system for all of our courses at **<http://coursesandevents.aqa.org.uk/training>**

## 2 Specification at a Glance

This specification is one of a suite of seven Full Courses and one Short Course in Design and Technology offered by AQA. There is one tier of assessment covering grades A\* to G.



For assessments and subject awards after June 2013 there is a requirement that 100% of the assessment is terminal.

# 3 Subject Content

Design and Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The distinction between Designing and Making is a convenient one to make, but in practice the two often merge. For example, research can involve not only investigating printed matter and people's opinions, but also investigating e.g. proportions, adhesives, colour, structures and materials through practical work.

## Designing Skills

Candidates should be taught to:

- be creative and innovative when designing;
- design products to meet the needs of clients and consumers;
- understand the design principles of form, function and fitness for purpose;
- understand the role that designers and product developers have, and the impact and responsibility they have on and to society;
- analyse and evaluate existing products, including those from professional designers;
- develop and use design briefs and specifications for product development;
- consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products;
- consider environmental and sustainability issues in designing products;
- consider health and safety in all its aspects;
- anticipate and design for product maintenance where appropriate;
- design for manufacturing in quantity and to be aware of current commercial/industrial processes;
- generate design proposals against stated design criteria, and to modify their proposals in the light of on-going analysis, evaluation and product development;
- Reflect critically when evaluating and modifying their design ideas and proposals in order to improve the products throughout inception and manufacture;

- use, where appropriate, a range of graphic techniques and ICT (including digital media), including CAD, to generate, develop, model and communicate design proposals;
- investigate and select appropriate materials/ingredients and components;
- plan and organise activities which involve the use of materials/ingredients and components when developing or manufacturing;
- devise and apply test procedures;
- check the quality of their work at critical/key points during development, and to indicate ways of modifying and improving it when necessary;
- communicate the design proposal in an appropriate manner;
- be flexible and adaptable when designing;
- test and evaluate the final design proposal against the design specification;
- evaluate the work of other designers to inform their own practice;
- the advantages of working collaboratively as a member of a design team;
- understand the need to protect design ideas.

## Making Skills

Candidates should be taught to:

- select and use tools/equipment and processes to produce quality products;
- consider the solution to technical problems in the design and manufacture process;
- use tools and equipment safely with regard to themselves and others;
- work accurately and efficiently in terms of time, materials/ingredients and components;
- manufacture products applying quality control procedures;
- have knowledge of Computer Aided Manufacture (CAM) and to use as appropriate;
- ensure, through testing, modification and evaluation, that the quality of their products is suitable for intended users and devise modifications where necessary that would improve the outcome(s);
- the advantages of working as part of a team when designing and making products.

## 3.1 Unit 1: Written Paper

### Materials and components

Candidates should build upon the National Curriculum Key Stage 3 Programmes of Study (Strategy) to develop a working knowledge of a wide range of materials, ingredients and standard components appropriate to modelling, prototyping and manufacturing. Candidates should be given the opportunity to gain knowledge and understanding of the functions, working characteristics and the processing techniques when designing and making food products.

Candidates should:

#### Understand the functional properties of food

- investigate the functional properties of: starch, sugar, protein and fat;
- examine the use of:
  - starch to thicken, gel;
  - sugar to flavour, colour, aerate and caramelize;
  - protein to aerate and coagulate;
  - fats to shorten, emulsify;
- understand how different functional properties of foods/ingredients affect finished products and achieve desired outcomes through product appraisal, investigations and food preparation;
- investigate and understand:
  - gelatinisation: sauce making,
  - elasticity: bread making,
  - shortening: pastry making,
  - aeration: raising agents, cake making,
  - emulsification: salad dressings,
  - coagulation: setting of egg mixtures,
  - flavouring: sweetening agents in desserts/ flavouring and herbs and spices in savoury products e.g. pasta,
  - colouring: fats used in pastry making,
  - setting: gelatine in mousses,
  - fermentation: bread production;
- understand the terms: binding, bulking, coating, enrobing, enriching, finishing techniques, glazing, palatability, plasticity, sealing, shaping, tenderizing;

#### Understand the nutritional properties of food

- examine the nutritional properties of ingredients/ food products. An understanding of the nutritional characteristics of the main nutrients: proteins, fats, carbohydrates – sugars and starches, vitamins and minerals – Vitamins A, B, C and D, Calcium, Iron;

- have knowledge of nutritional advice. Interpret and apply current nutritional/healthy eating guidelines, e.g. apply the recommendations of the 'Eat well plate', 5 a day, high fibre (NSP);
- be able to apply the nutritional advice when analysing existing food products. Understand that diets with deficiencies or excesses of particular nutrients may lead to health related problems;
- investigate nutritional and dietary needs of different target groups: including vegetarians, diabetics, coeliacs, calorie controlled, those with nut allergies and lactose intolerance;

#### The effects of combining different ingredients and the interaction of foods during preparation and cooking

- select and combine foods/ingredients to achieve different textures, finishes, shapes, size and appearance;
- understand how the following food structures are formed: solutions, suspensions, emulsions, and gels. Through practical activities, develop different types of salad dressings, sauces and cold desserts;
- investigate, through product development, the use of different ingredients/quantities/methods of making;

#### The importance of appropriate proportions on the structure, shape and volume of mixtures

- demonstrate how accurate measurement, ratio and proportioning affect preparation, making and shaping of products to designated criteria to achieve acceptable outcomes;
- investigate the adaptation of amounts in mixtures: cakes, pastry, sauces, bread, biscuits;
- through experiment, investigation and product development understand the importance of using appropriate amounts and types of ingredients and processing techniques to meet designated criteria and tolerances;

#### The effects of acids and alkalis

- understand factors that enable food products to be developed to designated criteria: i.e. colour, texture, storage and product profile;
- evaluate products and assess how the working characteristics of acids and alkalis have affected the final product

Acids – the effect of vinegar on the texture of meringue; retention of colour in fruit salad, e.g. lemon juice, souring of milk, e.g. yogurt.

Alkali – the effect of corn flour on the texture of meringue; bicarbonate of soda in gingerbread;

### Understand the use of standard components in food processing

- understand the advantages and disadvantages of standard components in food production;
- explore the use of standard components: frozen/ chilled pastry, decorations (ready made icing, marzipan etc), pizza bases, ready-made fillings/ sauces/cake mixes/bread mixes;

### Demonstrate competence in a range of practical food skills/methods/processes to produce quality outcomes

- match materials and processes to produce products with good organoleptic qualities that are finished/presented to a high standard;
- apply a range of processing techniques to produce food products;
- present food products with the consideration of the importance of: colour, texture, flavour, shape, temperature and time, users needs, finishing techniques;
- through the making of products and meals, demonstrate a wide variety of cooking skills/ processes including:

fruit/vegetable preparation: peeling, slicing, grating, chopping;

meat/fish/eggs/dairy products and alternative proteins (myco-protein, tofu, TVP), through a range of appropriate cooking processes;

cake/biscuit making: whisking, rubbing-in, melting, creaming;

sauce making: roux, all-in-one, blended;

pastry making: short crust, rough puff;

layering: cold desserts, cheesecake, trifle, tiramisu;

bread making;

finishing techniques: glazing, icings, coatings, garnishes, piping, caramelisation.

### Design and market influences

Candidates should be able to apply knowledge and understanding of the working characteristics of food together with processing techniques in order to design and make a food product.

Candidates should:

through evaluation of existing food products apply knowledge of nutrition, functions of ingredients and consumer preferences to identify how existing products/menu ideas are selected to achieve a balanced and varied diet which meets health, dietary, socio economic and cultural/religious needs of different groups within our society.

Candidates should:

#### Investigate the design opportunities

- use product analysis, compare a range of existing packaged products to determine how the types, proportions and functions of ingredients have contributed to a product's overall characteristics and its ability to meet a specific need;
- identify physical, nutritional and sensory characteristics in existing products in order to develop design criteria and generate their own ideas;
- find out customer views and preferences for a range of different products using an appropriate range of methods including ICT, e.g. interview, questionnaire, product appraisal;

#### Identify and use stages in the development of a food product prototype

- examine and analyse design briefs to identify the type of information required to generate design criteria and design ideas;
- produce a concise summary of relevant research information taking into account prior knowledge;
- produce a list of very general design criteria which reflect research and analysis;
- using existing recipes, generate a wide range of ideas for food products which meet the design criteria. Present annotated ideas in an appropriate form e.g. drawings, pictures, descriptions, using ICT;
- where appropriate, use nutritional analysis software to model ideas prior to making;
- carry out product formulation using a range of ingredients, techniques, methods, finishes;
- evaluate, test and refine ideas as necessary and through evaluation against the criteria, select an idea for development;
- draw up a product specification;

**Product prototype development**

- identify ways in which a product could be developed;
- carry out modification and reformulation by changing the type, ratio and proportions of ingredients to meet nutritional/sensory aspects of the specification;
- work with small quantities to identify the impact of the functions of ingredients on an outcome;
- use investigations and testing to trial different shapes, sizes, finishes to achieve a high quality outcome which meets the specification;
- consider different storage methods (chilling, freezing, re-heating) wherever appropriate to identify the impact on the sensory, structural and aesthetic properties of an outcome;
- demonstrate how availability of ingredients, equipment and processes can alter or determine an end product;
- use a range of sensory testing methods to carry out rigorous sensory analysis at each stage of development (product profile tests, ranking and rating tests, difference tests). Identify the impact of each development against the product specification and on the product's acceptability;
- produce a manufacturing specification which lists the information a manufacturer would need in order to produce the prototype in quantity;
- understand why and identify where standard components would be used in the manufacture of the product;
- produce a production plan for the prototype in a test kitchen identifying quality control checks;

**Labelling, packaging, product information and codes of practice**

- use current labelling requirements to read, understand and use information on packaging and food labels and apply these to their own products;
- understand that legislation governs the statutory and non-statutory content and layout for food labels;
- understand and demonstrate the requirements for conveying product information to the consumer including, where necessary, information about accompaniments;
- use nutritional software to analyse the nutritional content of the final prototype;
- understand the reasons why food may be packaged in different forms to extend shelf life;

**Social, economic, cultural and environmental considerations**

- Consider packaging materials used within food production and their impact on cost and the environment;
- Understand how multi-cultural factors have influenced food production;
- Consider the use of scarce resources, transport costs, sustainability, quality, religious and cultural preferences, genetically modified foods, organic and free range foods, Fairtrade, Farm Assured, on food production and the environment;
- Assess the implication of food issues in product development, e.g. food miles, availability of seasonal foods.

**Processes and manufacture**

Candidates should know and understand that food products are developed and made safe to eat by combining different ingredients and by using a range of different processing methods and equipment.

Candidates should:

**The use, need and effect of additives**

- Understand the use of natural and artificial additives in food products:
  - Preservatives, e.g. vinegar, concentrated lemon juice, salt, sugar
  - Colourings, e.g. caramel, tartrazine,
  - Flavourings, e.g. herbs and spices, vanilla, monosodium glutamate
  - Emulsifiers, e.g. lecithin;

**The impact and effect of using a range of different equipment to produce food items of quality and consistency**

- Demonstrate safe and hygienic use of a range of hand, mechanical and electrical equipment to ensure quality, e.g. cutters for uniformity of biscuits, temperature probe, e.g. cooking of high risk foods, consistency of outcome, e.g. food processor for slicing vegetables reduce time and effort: e.g. hand blender for soup, dough hook for bread;
- Apply knowledge and understanding to select the most appropriate equipment and healthier cooking methods for food outcomes: e.g. steamers for vegetables, microwave for retention of vitamins;
- Match equipment to desired outcomes within the preparation of ingredients and the production of different mixtures such as cakes, pastries, breads, sauces, decorations, purees, etc;

### Storage of Food and Food Products

- Understand the need for different types of equipment and temperatures for the storage of food including chilling (0–5°C), freezing (-18°C), re-heating (72°C) and ambient conditions (room temperature);
- Explain and understand the importance of critical storage temperatures;
- Use and understand different ways of monitoring temperature: e.g. the purpose and use of temperature probes, thermometers;
- Understand the reasons for changes which occur in ingredients and foods during their preparation and storage, e.g. investigate the effects of chilling and freezing on different foods;
- Understand the need for and apply appropriate hygiene and safety procedures: to ensure safe food handling techniques at all stages from raw material to product/outcome;
- Consider food safety and hygiene when purchasing, storing, preparing, cooking and serving food: cross contamination, use by date, best before date, high risk food, cross contamination, danger zone;
- Understand the risks posed by physical, chemical and biological contamination, e.g. symptoms of food poisoning;

- Have an awareness of the reasons why food may be packaged in different forms to extend shelf life, including the use of new technologies such as nanotechnology;

### Manufacturing/Large Scale Production Requirements

- Understand different commercial methods of food production including: one off, batch, mass, continuous flow;
- Show an understanding of how CAD and CAM can be used within food manufacturing;
- Explore/examine how quality control checks are used to produce consistent food products;
- Examine how control checks can prevent problems in food production.

### Technological Developments

- Understand the advantages and disadvantages of Genetically Modified Foods to food producers and consumers;
- Explore, understand and assess the impact of the use of modified starches and functional foods to food producers and consumers.
- Have an awareness of how new technologies are used to produce new foods and ingredients, including nano foods and be aware of consumer concerns around these developments, including the views of the European Union.

## 3.2 Unit 2: Design and Making Practice

### Controlled assessment criteria

The assessment criteria which follow do not reflect a linear designing and making process. The project undertaken by the student should be viewed holistically and credit awarded wherever in the project it can be identified that a particular criterion has been met. As in any holistic assessment, a weak performance in one aspect of a student's work may be balanced by a strong performance in another. The principle of 'best fit' should be applied when using these criteria. For example, it is not necessary for a student's work to meet all of the bullet points in a particular mark band in order for a mark in that band to be awarded.

It should be noted that some marks attributable to the finished outcome can be obtained from criterion other than "Making", for example they may be evidenced in the folder or seen as part of the development process.

Candidates should undertake a single design and make activity which is selected from a range of board set tasks. The tasks will be reviewed every two years. Candidates should submit a 3-dimensional outcome

and a concise design folder and/or appropriate ICT evidence. The design folder should consist of approximately 20 pages of A3 paper or equivalent A4 paper or the ICT equivalent. It is expected that candidates should spend approximately 45 hours on this activity.

All candidates should provide photographic evidence of the finished outcome and it is strongly recommended that photographic evidence at various stages of making is submitted.

Controlled assessment advisers will be available to provide guidance to centres.

### Level of control

Within the controlled assessment component, levels of control are defined for the following three stages of assessment:

- task setting
- task taking
- task marking

### Task setting

Students are required to submit a single design and make project which should be selected from a list of tasks provided by AQA at the start of the academic year. These tasks are broadly comparable and students can only submit a project which has been selected from this list. In certain situations it may be appropriate for centres to contextualise a given task in order to best suit their centre specific circumstances. In such a situation the centre should contact the controlled assessment adviser allocated to their centre in order to seek guidance. The list of board set tasks will be reviewed every two years and amended/added to as appropriate.

### Task taking

Authenticity control – research and preparation may be completed under limited supervision. However, all work, with the exception of research and preparation, should be completed by students under informal supervision. This means that the centre must ensure that plagiarism does not take place, that sources used by students are clearly recorded and that each students' preparation for the final production of the work is his/her own.

Feedback control – teachers may review students' work and may provide advice at a general level. Teachers, however, must not provide detailed and specific advice on how the draft may be improved to meet the assessment criteria. The nature of any guidance provided and the details of any feedback given must be clearly recorded. Students may be guided as to the approach they might adopt but the outcome must remain their own. Likewise, feedback may evaluate progress to date and propose suggested broad approaches for improvement but

the detailed correction or annotation of work for feedback purposes is not allowed.

Time control – each student should produce a design folder (paper or electronic) and a completed outcome. It is expected that the total activity should take approximately 45 hours to complete, including preparation but not including additional time for the teaching and learning of the subject content. We are keen to encourage succinctness and a focussed approach to this task and for this reason it is expected that the design folder should consist of approximately 20 pages of A3 paper (or the A4 or electronic equivalent). Examinations Officers should contact AQA Candidate Services for advice on any students who may need special consideration and, therefore, may require additional time.

Collaboration control – the work of individual students may be informed by working with others, for example when undertaking research, but students must provide an individual response in the task outcome.

Resources – students' access to resources is likely to be determined by the availability in centres. Examinations Officers should contact AQA Candidate Services for advice on any students who may require the use of any special equipment.

### Task marking

Teachers should mark the controlled assessment using the assessment criteria given below. Further details regarding this process are given in section 6. Moderation of the controlled assessment work is by inspection of a sample of students' work sent by post or electronically through the e-Portfolio system from the centre to a moderator appointed by AQA. Further details are provided in section 7.

## Summary of Controlled Assessment Criteria

The following is a summary of the assessment criteria for the Controlled Assessment together with an indication of how these marks relate to the assessment objectives.

Assessment Criteria	Maximum Mark Allocation	AO1	AO2	AO3
1. Investigating the design opportunity	8	5		3
2. Development of design proposals (including modelling)	32	2	30	
3. Making	32	2	30	
4. Testing and Evaluation	12			12
5. Communication	6	6		
Total	90	15	60	15

Criterion 1 Mark Band	Investigating the Design Context (including modelling)
7–8	<ul style="list-style-type: none"> <li>• Discrimination shown when selecting and acquiring relevant research that will promote originality in designing</li> <li>• Excellent understanding and analysis of the design context</li> <li>• Detailed analysis of relevant existing products or systems undertaken related to design intentions</li> <li>• Comprehensive analysis of relevant and focussed research undertaken</li> <li>• Clear and specific design criteria identified, reflecting the analysis undertaken</li> <li>• Target market identified and the intended consumer/user profiled</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Good understanding and analysis of the design context</li> <li>• Good analysis of relevant products or systems undertaken</li> <li>• Good analysis of relevant research and context</li> <li>• Design criteria which reflects the analysis undertaken</li> <li>• Target market for product has been identified</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Basic understanding and analysis of the design context</li> <li>• Some analysis of related products or systems undertaken</li> <li>• Made a superficial analysis of most of the research material and the context</li> <li>• Design criteria reflects most of the analysis undertaken</li> <li>• Some consideration has been taken of the likely consumer/user</li> </ul>
0–2	<ul style="list-style-type: none"> <li>• Limited understanding or analysis of design context</li> <li>• Minimal analysis of other products or systems undertaken</li> <li>• Provided little evidence of research and analysis of context</li> <li>• Design criteria is very general and is lacking in any detail</li> <li>• Limited understanding of the target market/user evident</li> </ul>

Criterion 2 Mark Band	Development of Design Proposals
26–32	<ul style="list-style-type: none"> <li>• Imaginative and innovative ideas have been developed, demonstrating creativity, flair and originality. Further developments made to take account of ongoing research</li> <li>• A coherent and appropriate design strategy, with clear evidence of a planned approach, adopted throughout</li> <li>• The implications of a wide range of issues including social, moral, environmental and sustainability, are taken into consideration and inform the development of the design proposals</li> <li>• Excellent development work through experimentation with a wide variety of techniques and modelling (including CAD where appropriate) in order to produce a final design solution</li> <li>• Appropriate materials/ingredients and components selected with full regard to their working properties</li> <li>• Fully detailed and justified product/manufacturing specification taking full account of the analysis undertaken</li> </ul>
19–25	<ul style="list-style-type: none"> <li>• Imaginative ideas demonstrating a degree of creativity, which are further developed to take account of ongoing research</li> <li>• An appropriate design strategy, with evidence of planning, adopted for most aspects</li> <li>• Development of design proposals take into account the main aspects relating to a variety of social, moral, environmental and sustainability issues</li> <li>• Good development work achieved through working with a variety of techniques and modelling (including CAD where appropriate)</li> <li>• Appropriate materials/ingredients and components selected with regard to their working properties</li> <li>• Product/manufacturing specification is complete and reflects key aspects of the analysis undertaken</li> </ul>
12–18	<ul style="list-style-type: none"> <li>• Design ideas show some degree of creativity and further development</li> <li>• An appropriate design strategy, with some evidence of planning, adopted for some aspects</li> <li>• Developments of design solutions are influenced to some extent by factors relating to social, moral, environmental and sustainability issues</li> <li>• Adequate development work achieved through working with a range of techniques and modelling (including CAD where appropriate)</li> <li>• Materials/ingredients and components selected with some regard to their working properties</li> <li>• Product/manufacturing specification reflects most aspects of the analysis</li> </ul>

6–11	<ul style="list-style-type: none"> <li>• Ideas show some variation in approach or concept</li> <li>• A limited design strategy, with some evidence of planning, is evident</li> <li>• Some consideration taken of social, moral, environmental and sustainability issue in development of design solutions</li> <li>• Development work is lacking in detail but makes reference to a number of techniques and modelling (including CAD where appropriate)</li> <li>• Materials/ingredients and components selected with limited regard to their working properties</li> <li>• Limited product/manufacturing specification which reflects most obvious features of analysis</li> </ul>
0–5	<ul style="list-style-type: none"> <li>• Ideas are lacking in imagination with minimal development or further research</li> <li>• Little evidence of a logical approach being adopted, with no indication of planning</li> <li>• Development work shows little consideration of social, moral, environmental and sustainability issues</li> <li>• Basic development work undertaken using a limited range of techniques</li> <li>• Materials/ingredients and components selected with little regard to their working properties</li> <li>• Produced a simple product/manufacturing specification which is general in nature</li> </ul>

Criterion 3 Mark Band	Making
26–32	<ul style="list-style-type: none"> <li>• Final outcome(s) shows a high level of making/modelling/finishing skills and accuracy</li> <li>• Selected and used appropriate tools, materials and/or technologies including, where appropriate, CAM correctly, skilfully and safely</li> <li>• Worked independently to produce a rigorous and demanding outcome</li> <li>• Quality controls are evident throughout the project and it is clear how accuracy has been achieved.</li> <li>• The outcome has the potential to be commercially viable and is suitable for the target market</li> </ul>
19–25	<ul style="list-style-type: none"> <li>• Final outcome shows very good level of making/modelling/finishing skills</li> <li>• Selected and used appropriate tools, materials and/or technologies including, where appropriate, CAM correctly and safely</li> <li>• Outcome demonstrates a high level of demand</li> <li>• Quality control checks applied in the manufacture of the product</li> <li>• The outcome is suitable for the target market and could be commercially viable with further development</li> </ul>
12–18	<ul style="list-style-type: none"> <li>• Final outcome shows good level of making/modelling/finishing skills</li> <li>• Used appropriate materials, components, equipment and processes correctly and safely (including CAM)</li> <li>• Parts of outcome show high levels of demand</li> <li>• Applied quality control checks broadly but superficially</li> <li>• The outcome requires further development in order to be suitable for the target market</li> </ul>

6–11	<ul style="list-style-type: none"> <li>• Final outcome is largely complete and represents a basic level of making/modelling/finishing skills</li> <li>• Used materials, components and equipment correctly and safely (including CAM if appropriate)</li> <li>• Some aspects of outcome are demanding</li> <li>• Some evidence of limited quality control applied throughout the process</li> <li>• The outcome has some weaknesses which limit its suitability for the target market</li> </ul>
0–5	<ul style="list-style-type: none"> <li>• Final outcome is incomplete or represents an undemanding level of making/modelling/finishing skills</li> <li>• Used materials, components and equipment safely under close supervision</li> <li>• Worked with some assistance to produce outcome of limited demand</li> <li>• There is limited evidence of any quality control and levels of accuracy are minimal</li> <li>• The outcome has significant weaknesses which limit its suitability for the target market</li> </ul>

Criterion 4 Mark Band	Testing and Evaluation
9–12	<ul style="list-style-type: none"> <li>• Detailed testing and evaluation as appropriate throughout the designing and making process taking account of client/user or third party opinion</li> <li>• All aspects of the final outcome have been tested against the design criteria and/or the product/manufacturing specification</li> <li>• Evaluate and justify the need for modifications to the product and consideration given as to how the outcome might need to be modified for commercial production</li> </ul>
6–8	<ul style="list-style-type: none"> <li>• Appropriate testing and evaluation of product evident throughout the designing and making process</li> <li>• Most aspects of the final outcome have been tested against the design criteria and/or the product/manufacturing specification</li> <li>• Evaluate and justify the needs for improvements or modifications to the product</li> </ul>
3–5	<ul style="list-style-type: none"> <li>• Evidence of some testing and evaluation leading to the production of the final outcome</li> <li>• Some evidence of testing against the design criteria and/or the product/manufacturing specification</li> <li>• Some improvements or modifications to product suggested</li> </ul>
0–2	<ul style="list-style-type: none"> <li>• Minimal testing and evaluation throughout the designing and making process</li> <li>• Limited or no testing of final outcome against the design criteria and/or the product/manufacturing specification</li> <li>• Limited mention of some improvements or modifications that could be made to the product</li> </ul>

Criterion 5 Mark band	Communication
5–6	<ul style="list-style-type: none"> <li>• Design folder is focussed, concise and relevant and demonstrates an appropriate selection of material for inclusion</li> <li>• All decisions communicated in a clear and coherent manner with appropriate use of technical language</li> <li>• The text is legible, easily understood and shows a good grasp of grammar, punctuation and spelling</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Design folder shows some skill in choice of material for inclusion but includes some irrelevant content</li> <li>• Most decisions communicated with some clarity and with some use of technical language</li> <li>• There are a small number of errors in grammar, punctuation and spelling</li> </ul>
0–2	<ul style="list-style-type: none"> <li>• Design folder shows excessive duplication of information and a lack of brevity and focus resulting in irrelevant content</li> <li>• Ideas and decisions communicated at a simplistic level with a limited grasp of the concepts involved and a limited use of technical vocabulary</li> <li>• Numerous errors in grammar, punctuation and spelling</li> </ul>

## 4 Scheme of Assessment

### 4.1 Aims and learning outcomes

GCSE specifications in design and technology should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors, such as manufacturing and engineering. They should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE specifications in design and technology must enable learners to:

- actively engage in the processes of design and technology to develop as effective and independent learners.
- make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products.
- explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making.
- analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life.
- develop decision-making skills through individual and collaborative working.
- understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle.
- develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

### 4.2 Assessment Objectives (AOs)

The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

- AO1 Recall, select and communicate knowledge and understanding in design and technology including its wider effects.
- AO2 Apply knowledge, understanding and skills in a variety of contexts and in designing and making products.
- AO3 Analyse and evaluate products, including their design and production.

#### Quality of Written Communication (QWC)

In GCSE specifications which require candidates to produce written material in English candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in the Controlled Assessment and in the written paper. The Controlled Assessment criteria give further information on marks to be awarded in respect of QWC.

#### Weighting of Assessment Objectives for GCSE Design and Technology: Food Technology

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1	Unit 2	
AO1	15	10	25
AO2	15	40	55
AO3	10	10	20
Overall weighting of Units (%)	40	60	100

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## 4.3 National criteria

This specification complies with the following.

- The Subject Criteria for GCSE Design and Technology: Food Technology including the rules for Controlled Assessment
- Code of Practice
- The GCSE Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- The requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

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## 4.4 Prior learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

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## 4.5 Access to assessment: diversity and inclusion

GCSEs often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was reviewed again to ensure

such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, no candidates will have a barrier to any part of the assessment. Further details are given in Section 5.4.

# 5 Administration

## 5.1 Availability of Assessment Units and Certification

Examinations and certification for this specification are available as follows:

	Availability of Units		Availability of Certification
	Unit 1	Unit 2	GCSE Award
June 2012	✓	✓	✓
June 2013	✓	✓	✓
June 2014	✓	✓	✓

Ofqual's revisions to the Code of Practice mean that from June 2014: assessments (both external assessments and moderation of controlled

assessment) will only be available once a year in June with 100% of the assessment being taken in the examination series in which the qualification is awarded.

## 5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – 45451

Unit 2 – 45452

GCSE certification – 4547

Candidates have to enter all the assessment units at the end of the course, at the same time as they enter for the subject award.

## 5.3 Private candidates

This specification is not available to private candidates.

## 5.4 Access arrangements and special consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access*

*Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

## Access arrangements

We can make arrangements so that candidates with special needs can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

## Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

## 5.5 Language of examinations

We will provide units for this specification in English only.

## 5.6 Qualification titles

Qualifications based on this specification are:

- AQA GCSE in Design and Technology: Food Technology.

## 5.7 Awarding grades and reporting results

The GCSE and GCSE short course qualifications will be graded on an eight-grade scale: A\*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

We will publish the minimum raw mark for each grade, for each unit, when we issue candidates' results. We will report a candidate's unit results to centres in terms of uniform marks and qualification results in terms of uniform marks and grades.

For each unit, the uniform mark corresponds to a grade as follows.

### Unit 1: Written Paper

(maximum uniform mark = 160)

Grade	Uniform Mark Range
A*	144–160
A	128–143
B	112–127
C	96–111
D	80–95
E	64–79
F	48–63
G	32–47
U	0–31

### Unit 2: Design and Making Practice

#### Controlled Assessment

(maximum uniform mark = 240)

Grade	Uniform Mark Range
A*	216–240
A	192–215
B	168–191
C	144–167
D	120–143
E	96–119
F	72–95
G	48–71
U	0–47

We calculate a candidate's total uniform mark by adding together the uniform marks for the units. We convert this total uniform mark to a grade as follows.

**GCSE Design & Technology**  
(maximum uniform mark = 400)

Grade	Uniform Mark Range
A*	360–400
A	320–359
B	280–319
C	240–279
D	200–239
E	160–199
F	120–159
G	80–119
U	0–79

## 5.8 Examination series

Candidates have to enter all the assessment units at the end of the course, at the same time as they enter for the subject award.

As a consequence of the move to linear assessment, candidates will be allowed to carry forward their controlled assessment unit result(s) following the initial moderation and aggregation during the lifetime of the specification.

# 6 Controlled Assessment Administration

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

## 6.1 Authentication of controlled assessment work

In order to meet the requirements of Code of Practice AQA requires:

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own
- **teachers/assessors** to confirm on the Candidate Record Form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification
- **centres** to record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

The completed Candidate Record Form for each candidate should be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

## 6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own
- lend work to other candidates
- allow other candidates access to, or the use of, their own independently-sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research)
- include work copied directly from books, the internet or other sources without acknowledgement and attribution
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

## 6.3 Teacher standardisation

AQA will hold annual standardising meetings for teachers, usually in the autumn term, for controlled assessment. At these meeting we will provide support in contextualising the tasks and using the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an intention to enter and/or an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

AQA will also contact centres if

- the moderation of controlled assessment work from the previous year has identified a serious misinterpretation of the controlled assessment requirements, *or*
- a significant adjustment has been made to a centre's marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres, attendance is optional. If a centre is unable to attend and would like a copy of the written materials used at the meeting, they should contact the subject administration team at **dandt@aqa.org.uk**

It is likely that during the lifetime of this specification AQA will move to **online teacher standardisation**.

## 6.4 Internal standardisation of marking

Centres must standardise marking to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some trial pieces of work and identifying differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved in the assessment
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

## 6.5 Annotation of controlled assessment work

The Code of Practice states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text
- summative comments on the work, referencing precise sections in the work.

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## 6.6 Submitting marks and sample work for moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided, by Electronic Data Interchange (EDI) or through the e-Portfolio system (only available for certain units/components) by the specified date (see <http://www.aqa.org.uk/deadlines.php>).

Centres will normally be notified which candidates' work is required in the sample to be submitted to the moderator (please refer to section 7.1 for further guidance on submitting samples).

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## 6.7 Factors affecting individual candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed controlled assessments.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Centre and Candidate Support Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for controlled assessment work. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

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## 6.8 Retaining evidence

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work

may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

# 7 Moderation

## 7.1 Moderation procedures

Moderation of the controlled assessment work is by inspection of a sample of candidates' work, sent by post or electronically through the e-Portfolio system from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline (see <http://www.aqa.org.uk/deadlines.php>).

Centres entering fewer candidates than the minimum sample size and centres submitting through the e-Portfolio system should submit the work of all of their candidates. Centres entering larger numbers of candidates will be notified of the candidates whose work will be required in the sample to be submitted for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of additional candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the controlled assessment work and Candidate Record Forms of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

Moderation will normally take place in June.

## 7.2 Consortium arrangements

If there are a consortium of centres with joint teaching arrangements (i.e. where candidates from different centres have been taught together but where they are entered through the centre at which they are on roll), the centres must inform AQA by completing the JCQ/CCA form.

The centres concerned must nominate a consortium co-ordinator who undertakes to liaise with AQA on

behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be submitted for each specification.

AQA will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the purpose of moderation.

## 7.3 Post-moderation procedures

On publication of the results, we will provide centres with details of the final marks for the controlled assessment work.

The candidates' work will be returned to the centre after the examination. The centre will receive a report,

at the time results are issued, giving feedback on the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We may retain some candidates' work for awarding, archive or standardising purposes.

# Appendices

## A Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (see Section 4) overall. Shortcomings in some aspects of the candidates' performance may be balanced by better performances in others.

Grade	Description
A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of design and technology, including its wider effects.</p> <p>They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively. They test their solutions, working safely and with a high degree of precision.</p> <p>They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.</p>
C	<p>Candidates recall, select and communicate sound knowledge and understanding of design and technology, including its wider effects.</p> <p>They apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks. They test their solutions, working safely with precision.</p> <p>They review the evidence available, analysing and evaluating some information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.</p>
F	<p>Candidates recall, select and communicate knowledge and understanding of basic aspects of design and technology, including its wider effects.</p> <p>They apply limited knowledge, understanding and skills to plan and carry out simple investigations and tasks, with an awareness of the need for safety and precision. They modify their approach in the light of progress.</p> <p>They review their evidence and draw basic conclusions.</p>

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## B Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

AQA has taken great care to ensure that any wider issues, including those particularly relevant to the education of students at Key Stage 4, have been identified and taken into account in the preparation of this specification. They will only form part of the assessment requirements where they relate directly to the specific content of the specification and have been identified in Section 3: Content.

### European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

### Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “Environmental Responsibility: An Agenda for Further and Higher Education” 1993 in preparing this specification and associated specimen units.

### Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

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## C Overlaps with other Qualifications

Some overlaps exist between this and other Design and Technology specifications. The overlap is primarily in the design process and the scheme of assessment. As all specifications conform to the GCSE Design and Technology Subject Criteria, there are also overlaps of broad content.

## D Wider Key Skills

### The replacement of Key Skills with Functional Skills

The Key Skills qualifications have been replaced by the **Functional Skills**. However, centres may claim proxies for Key Skills components and/or certification in the following series: January, March and June 2012. The **Administration Handbook for the Key Skills Standards 2012** has further details. All Examination Officers in centres offering AQA Key Skills and Wider Key Skills have been sent a letter outlining the details of the end dates of these subjects. Copies of the letters have also been sent to the Head of Centre and Key Skills coordinator. This is a brief outline of that information. It is correct as at August 2011 and replaces the information on the same subject found in other documents on the AQA website:

- **Key Skills Levels 1, 2 and 3 Test and Portfolio**  
The final opportunity for candidates to enter for a level 1, 2 or 3 Key Skills test or portfolio was June 2011 with the last certification in 2012.
- **Key Skills Level 4** The last series available to candidates entering for the Key Skills Level 4 test and portfolio was June 2010 with the last certification in the June series 2012.
- **Basic Skills Adult Literacy Levels 1 and 2, Adult Numeracy Levels 1 and 2** AQA Basic Skills qualifications will now be available until, at least, the June 2012 series.

### Funding

We have received the following advice on the funding of learners undertaking these qualifications:

- Currently the **Skills Funding Agency** funds Basic Skills in literacy and numeracy for adult, 19 plus, learners only. There are various support funds for learners aged 16-18 administered by the **Young People's Learning Agency (YPLA)**. These include EMA (until the end of the 2010/11 academic year), Care to Learn and discretionary learner support hardship funding for learners living away from home.
- This information is correct at the time of publication. If you would like to check the funding provision post-June 2011, please call the **Skills Funding Agency** helpdesk on 0845 377 5000.
- **Wider Key Skills** The AQA Wider Key Skills qualifications are no longer available. The last portfolio moderation took place in June 2011.

Further updates to this information will be posted on the website as it becomes available.

**[http://web.aqa.org.uk/qual/keyskills/wider\\_noticeboard.php](http://web.aqa.org.uk/qual/keyskills/wider_noticeboard.php)**



## GCSE D&T Food Technology Teaching from September 2012 onwards

**Qualification Accreditation Number: 500/4485/0**

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 9020.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

To obtain free specification updates and support material or to ask us a question register with Ask AQA:

**[www.aqa.org.uk/ask-aqa/register](http://www.aqa.org.uk/ask-aqa/register)**

Support meetings are available throughout the life of the specification.

Further information is available at:

**<http://events.aqa.org.uk/ebooking>**

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