

Design and Technology

Innovator Suite

OCR GCSE in Design and Technology: Food Technology J302

OCR GCSE (Short Course) in Design and Technology: Food Technology J042

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1 About these Qualifications

This booklet contains OCR's GCSE (Short Course) and GCSE specification in Design and Technology: Food Technology for teaching from September 2009.

This fresh approach to GCSE Design and Technology: Food Technology reflects the status of the subject within the National Curriculum and the positive effects of the Key Stage 3 initiative now working its way through to Key Stage 4.

This specification provides an innovative and imaginative qualification rewarding creativity and reflecting the contemporary use of Information Technology. One key element of this specification is to encourage candidates to recognise the contribution they can make to the environment through careful consideration and selection of sustainability sustainable resources.

The format of this specification allows for candidates to approach the course in a variety of ways. Being unitised, activities can be organised to run in harmony with the Design and Technology department making best use of the resources available. Candidates can follow a traditional approach to the course entering for all the units at the end of their course or they can be entered for individual units in any January and June session (see Technical Information Section 6).

This specification encourages candidates to be inspired, motivated and challenged by following a broad, coherent, satisfying and worthwhile course of study. Specifically candidates will actively:

- Be engaged in the processes of Design and Technology in order to develop as effective and independent candidates
- Be involved in making decisions, consider sustainability and combine practical 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 to meet human needs
- 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.

This specification contains two Controlled Assessment units for which evidence can be submitted electronically via the OCR Repository (see Section 6.13).

1.1 GCSE (Full Course)

From September 2009, the GCSE is made up of **four** mandatory units which are the **two** corresponding GCSE (Short Course) units, forming 50% of the overall full course assessment and **two** further units, one of which is internally assessed and forms 30% of the overall assessment and the other is externally assessed and forms 20% of overall assessment.

1.2 GCSE (Short Course)

The GCSE (Short Course) is both a 'stand-alone' qualification and also the first half of the corresponding GCSE. The GCSE (Short Course) is assessed at the same standard as the corresponding two-year GCSE course.

From September 2009, the GCSE (Short Course) is made up of **two** mandatory units, one of which is internally assessed and forms 60% of the overall assessment and the other is externally assessed and forms 40% of overall assessment. These units correspond to **two** units of the GCSE (Full Course) and thus allow co-teachability and flexibility in scheduling and timetabling.

1.3 Qualification Titles and Levels

These qualifications are shown on a certificate as:

OCR GCSE in Design and Technology: Food Technology

OCR GCSE (Short Course) in Design and Technology: Food Technology

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D–G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A*–C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.4 Aims and Learning Outcomes

GCSE specifications in Design and Technology should encourage learners to be inspired, moved and challenged 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.

1.5 Prior Learning/Attainment

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a Distinction at Entry Level within the National Qualifications Framework.

2 Summary of Content

Outline of Concept

This fresh approach to GCSE Design and Technology: Food Technology reflects the status of the subject within the National Curriculum and the positive effects of the Key Stage 3 initiative now working its way through to Key Stage 4.

This specification provides an innovative and imaginative qualification rewarding flair and imagination and reflecting the contemporary use of materials and Information Technology. One key element of this specification is to encourage candidates to recognise the contribution they can make to meeting human needs and the environment through careful consideration and selection of sustainable resources.

The specification, which is one of six specifications making up the OCR Innovator Suite of GCSE Design and Technology qualifications, aims to provide a challenging yet very rewarding course for candidates and teachers alike.

In both the Full and Short Course, candidates have the opportunity to work with design concepts and materials in ways which recognise the need for wise choices being made in terms of meeting the needs of people, society, and the environment.

Taught as a suite of qualifications there are opportunities for efficient use of both human and physical resources. Teachers can be confident in the knowledge that they are part of a team preparing candidates for a common goal.

This particular specification aims to promote the careful and thoughtful use of ingredients and components to encourage the development of a wide range of skills and knowledge to produce creative, innovative food products.

2.1 GCSE Units

Unit A521: *Introduction to designing and making*

Developing research and investigation skills

Developing drawing skills where appropriate

Modelling/trialling

Evaluating process

Unit A522: *Sustainable design*

Consideration of products

Consideration of the environment

Consideration of society and the economy

Unit A523: *Making quality products*

Designing for a need

Working with tools and equipment

Evaluating the product

Unit A524: *Technical aspects of designing and making*

Working with tools, materials

Selecting processes

Designing for success

2.2 GCSE (Short Course) Units

Unit A521: *Introduction to designing and making*

Developing research and investigation skills

Developing drawing skills

Modelling

Evaluating process

Unit A522: *Sustainable design*

Consideration of products

Consideration of the environment

Consideration of society and the economy

3 Content

3.1 Unit A521: *Introduction to designing and making*

This unit aims to give candidates an introduction to designing and making from Food Technology.

Candidates must select one of the published themes (see Appendix C) as a starting point for this coursework unit, which forms a Controlled Assessment element of this specification. Once selected, the candidate will then need to identify a starting point that is associated with the theme. For example, if the chosen theme is 'Special Diet' a candidate may decide to design and trial a product suitable for a coeliac.

Candidates then undertake research associated with the specific product before establishing their own design brief and detailed specification for an improved or similarly functioning product. They then develop their design and use trialling and testing before making and testing their prototype* product. Throughout the task, the candidate will record research and design developments using a portfolio to include photographs and other digital media.

In order to skilfully design, trial, make and test their prototype* product, candidates should undertake the processes outlined below.

This unit is a Controlled Assessment unit. For further details see Section 5.

*In this context a prototype is defined as the first example of a product that could be further developed or modified.

Candidates will be required and assessed on their ability to:

- | | |
|------------------------------------|---|
| Demonstrate Cultural Understanding | <ul style="list-style-type: none">• Identify how cultural issues have influence on food products• Identify how wise food choices can affect healthy lifestyles. |
| Demonstrate Creativity | <ul style="list-style-type: none">• Use appropriate recording and drawing techniques including the use of ICT• Identify complex associations linking principles of good design and technological knowledge• Identify trends in existing products and fully evaluate them against the needs of the intended user. |
| Develop Designing Skills | <ul style="list-style-type: none">• Produce an appropriate and considered response to a design brief• Produce a detailed specification for the product• Record creative design ideas using appropriate methods of presentation• Use appropriate modelling/trialling techniques to aid product development• Use ICT/nutritional analysis to support design development• Record chosen design ideas using appropriate methods. |
-

Demonstrate Good
Making Skills

- Plan and organise activities
- Make reasoned decisions about materials/components applying relevant nutritional data
- Select and use appropriate ingredients
- Select and use appropriate equipment
- Work hygienically and safely to produce high-quality food products
- Show economical consideration of waste
- Demonstrate a practical and thorough understanding of the methods and techniques used in the making of practical products
- Use a wide range of skills to produce high-quality products.

Demonstrate Critical
Evaluation Skills

- Evaluate the food product through detailed testing against the design specification
 - Present meaningful conclusions leading to suggestions for possible improvements.
-

3.2 Unit A522: *Sustainable design*

This unit aims to develop a candidate's knowledge and understanding of sustainability, environmental concerns, cultural, moral and social issues. Candidates will look at how Design and Technology has evolved through examination of the products from the past and present. Candidates need to consider how future designs will impact on the world in which we live. Candidates will need to study examples of both old and new products in order that they might gain awareness and understanding of recent trends and innovations in design and production, labelling, packaging and the impact that the design of such products is having on the environment, society and the economy.

Moral, cultural, economic, environmental and sustainability issues are inherent in Design and Technology. Within the commercial context, the product life cycle, choice and use of ingredients, and eventual disposal of products are of paramount importance.

Working with Food Technology, candidates should develop knowledge and understanding of the subject content listed below.

The assessment of this unit is through an externally set and marked test.

The 6Rs

Recycle

- The choice of packaging materials
 - Recycling of tins, plastic, glass, card and paper
 - Composting.
-

Reuse

- Products that can be reused for either the same or a new purpose
 - Reuse of leftover ingredients to make other food products.
-

Reduce

- Reduce the effects on health by using balanced recipes, low in fat, salt and sugar
 - Reduction in the use of processed foods
 - Reduce energy in methods of cooking
 - Transportation of food and materials. Eco Footprint
 - Ways of reducing waste food
 - Reduce the use of pesticides. Organic food production
 - Buy products with little or no packaging.
-

Refuse

- Issues relating to sustainable design in packaging
 - Refuse high fat, salt and sugar foods.
-

Rethink

- Rethink the average UK high-fat diet
 - Examine the impact of food products on health
 - Rethink the use of healthy ingredients in creative designs.
-

Repair

- The function of nutrients in repairing and maintaining a healthy body.
-

Product Analysis and
the Design of Products

Social Issues

- Assessing consumer needs
 - Signs and symbols giving valuable information about materials and products and safety issues
 - Trends in food consumption.
-

Moral Issues

- Safety within the food preparation area
 - Safety of food products/safe shelf life
 - Fair trade products and their effect on the conditions of the workers
 - GM food production
 - Intensive/factory farming
 - Free-range production of foods
 - The use of additives in food products.
-

Cultural Issues

- The impact of different cultures on modern products
 - Use of local produce/farmers' markets.
-

Environmental Issues

- Understand and be able to select ingredients/materials that are both suitable and sustainable
 - The use of seasonal foods
 - Carbon Footprint – transportation of materials and goods, energy usage in production and use. Life-cycle analysis.
-

Design Issues

- Identify how good design and product choice improves the quality of life
 - Examine the way that food manufacturers respond to changing styles, taste, technological advances and environmental pressures
 - The impact of globalisation on ingredients/food products.
-

Delivery of the Unit

This unit should be delivered through a number of mini-tasks. These tasks will vary in nature, some will be based around group discussion, videos, industrial visits, supermarket surveys. Research could involve the internet, interviews, questionnaires, experimental work. Some will involve the candidate carrying out practical food activities.

3.3 Unit A523: *Making quality products*

In this unit, candidates will be expected to further develop their skills and abilities gained while undertaking Unit A521 in order to design and make a creative and quality product. The type of project selected needs to be challenging but realistic in terms of the resources and time available. Candidates should be encouraged to consider their own needs/requirements or those of an identified user group, as well as the situation in which the product will be used.

Candidates will be required to consider the focus of the design brief before developing a design specification. Candidates need to demonstrate their ability to plan, develop creative and original design ideas and carry out a range of practical activities.

Candidates will be expected to critically evaluate their ideas against the design specification to identify, with reasons, the chosen design proposal for product development. As a result of product development, candidates will be expected to give reasoned decisions for the materials and equipment required for the production of the final product. Throughout the task, the candidate will record design developments and production using a portfolio to include photographs and other digital media.

Candidates will be expected to test and critically evaluate their final product against a product specification.

This unit is a Controlled Assessment unit. See Section 5 for further details.

Candidates will be required and assessed on their ability to:

Develop and demonstrate designing skills

- Use appropriate recording and drawing techniques
- Identify complex associations linking principles of good design and technological knowledge
- Produce an appropriate and innovative response to a design brief
- Produce a detailed design specification for the product
- Use detailed notes and annotated drawings (where appropriate) to record creative design ideas
- Use appropriate techniques to aid product development
- Use ICT to support design development
- Apply knowledge of digital media and new technologies as appropriate
- Record chosen design idea using an appropriate method of presentation.

Demonstrate good making/workshop skills

- Plan, organise and record key activities throughout the portfolio to include photographic evidence
 - Make reasoned decisions about ingredients/components
 - Produce a detailed product specification
 - Select and use appropriate ingredients
 - Select and use appropriate tools and equipment
 - Work hygienically and safely with a range of ingredients
 - Show economical consideration of waste
 - Demonstrate a practical and thorough understanding of the methods and techniques used in the making of products
 - Use a wide range of skills to produce high-quality products.
-

Demonstrate critical
evaluation skills

- Evaluate through detailed testing against the product specification
 - Present meaningful conclusions leading to suggestions for possible improvements.
-

3.4 Unit A524: *Technical aspects of designing and making*

This unit focuses on the knowledge, skills and understanding underpinning the design and manufacture of products made from Food Technology.

The assessment of this unit is through an externally set and externally marked test.

Candidates will need a knowledge and understanding of:

- The composition, structure and properties of food
- The importance of a balanced diet and the application of current healthy eating recommendations
- Designing and making quality manufactured products
- Planning production with consideration of the use of time and resources
- Performance characteristics of different ingredients
- Tools and equipment, including new technologies, used to make quality manufactured products
- Processes and techniques used to make quality manufactured products
- The impact that the use of Food Technology has on the environment, including the need to consider sustainability
- Health and Safety issues.

Design Process

Design Process

- Identification of the design need
- Consideration of food trends, consumer preference, dietary needs, media influence and sustainability
- Identify the users and the market for the intended product
- Develop a design brief
- Evaluate their own and existing products to determine their suitability for the intended user and their impact on the environment
- Develop a design specification
- Generate, record and model design ideas, understanding the relevance of function and aesthetics (taste, texture and appearance).

Product Development

- Being able to match ingredients and components with tools, equipment and processes when deciding how to make the product.

Product Planning

- Develop a product specification.
 - Critically evaluate products and suggest modifications.
 - Sensory analysis including rating/ranking. Record results in appropriate ways (star profiles and charts).
-

Diet and Nutrition

Nutrients	<p>Candidates should develop a knowledge and understanding of:</p> <ul style="list-style-type: none">• The function, deficiencies and sources in the diet of:<ul style="list-style-type: none">- Protein- Fats- Carbohydrates (sugar, starch, fibre)- Vitamins (A B complex, C and D)- Minerals (calcium, iron, sodium (salt) fluoride, phosphorus)- Water.
Diet	<ul style="list-style-type: none">• The importance of a balanced diet and the application of current healthy eating recommendations• The relationship between food intake and physical activity (energy balance).
Modifying recipes	<ul style="list-style-type: none">• Understand how to modify dishes to promote health through altering or substituting ingredients and/or by changing the method of cooking.
Food choice	<ul style="list-style-type: none">• Factors that affect people's choice of food: availability, cost, personal preferences, cultural preferences, religion, lifestyle, health, storage and cooking facilities, recent food trends and issues, food scares, advertising and promotions, seasonability, local food, sustainability.
Special dietary needs	<ul style="list-style-type: none">• Food products aimed at different age groups and people with different dietary requirements:<ul style="list-style-type: none">- Diabetics- Vegetarians- Coeliacs (gluten)- Calorie controlled- Those with allergies to nuts- Heart disease (CHD)- Pregnancy.
Food commodities	<ul style="list-style-type: none">• The nutrients found in the structure of a range of common foods: cereals, fruit, vegetables, meat, fish, cheese, fats and oils, milk, eggs and alternative protein foods.
Function of ingredients	<ul style="list-style-type: none">• Function of ingredients in a range of products: flour, sugar, fats/oils, eggs• Use of raising agents, additives and the fortification of foods• Use of standard and pre-manufactured components.

Processes and skills

Processes and skills

Candidates should have knowledge and understanding of a range of processes used to make products and have the opportunity to use the following skills and processes in their practical work:

- Heat transference through appropriate methods of cooking: boiling, baking, grilling, microwaving, steaming, frying, roasting
- The effect of heat on different foods
- Baked products: rubbing in, creaming, melting, whisking, all-in-one, kneading, folding, rolling, shaping, cutting
- Sauce making – roux, blended, all-in-one – in a range of sweet and savoury products
- Fruit and vegetable preparation, which could include soup-making, desserts, vegetarian dishes
- Preparation of meat, fish, dairy products and alternative protein foods
- Cooking and preparation of staple foods
- Finishing techniques: garnishing, glazing, decorating of food products.

Tools and equipment

- Select and safely use tools and equipment appropriately
- Be aware of alternative tools and equipment which can be used for the same task.

Principles of preservation and extending shelf life

Preservation and extending shelf life

- Safe shelf life for a food product
- Methods used to increase shelf life including freezing, chilling, cook chill, modified atmospheric packaging (MAP), UHT, canning, dehydration, vacuum packaging
- Materials used in the packaging of food products.

Health and Safety

Health and Safety

- Use a range of tools and equipment in a safe and efficient way
- Consider risk assessment (HACCP) and quality control
- Importance of safe and hygienic practices in the preparation, cooking, transportation and storage of food
- Food Hygiene legislation to include food labelling
- Role of the Environmental Health Officer.

Industrial production

Industrial production

- CAD/CAM as used in Food Technology
- Commercial food production methods: Job/Craft
Batch Production
Mass Production
Continuous Flow
- Importance of Quality Assurance and Quality Control
- Be aware of developments and the impact of nanotechnology/nanomaterials in the Food Industry as they emerge, for example changes in packaging to improve shelf life, developments to improve the taste, colour and texture of food.

Product analysis

Product analysis	<ul style="list-style-type: none">• Determine the suitability of a product for an intended market• Understand the choice of ingredients and components in a range of products• Understand the processes used to make products• Evaluate commercially manufactured food products against moral, cultural, environmental and sustainability issues.
Sustainable design	<ul style="list-style-type: none">• Understand Reduce, Refuse, Rethink and Repair in relation to diet and nutrition.

Delivery of the Unit

In this unit, candidates could develop their knowledge and understanding through:

Focused practical tasks that develop a range of technical skills and knowledge of materials and processes

Product analysis

Design-and-make assignments that include activities relating to sustainability of products and resources as well as industrial practices.

These tasks will vary in nature, some will be based around group discussion, videos, industrial visits, supermarket surveys. Research could involve the internet, interviews, questionnaires, experimental work, taste testing.

Candidates should have the opportunity to develop a wide range of practical skills.

4 Schemes of Assessment

4.1 GCSE Scheme of Assessment

GCSE Design and Technology: Food Technology (J302)

Unit A521: *Introduction to designing and making*

30% of the total GCSE (Short Course 60%) marks
20 hrs Controlled Assessment
60 marks

This unit will involve candidates designing and subsequently making a functional product. Candidates must select a theme set by OCR (see Appendix C). This theme can, however, be contextualised in order to best suit centre-specific circumstances.

- Tasks will be conducted under informal teacher supervision within tight guidelines specified by OCR (see Section 5).
- In addition to the formal 20 hours there should also be further teaching time to increase depth of knowledge and understanding before starting the Controlled Assessment.
- Teachers are required to ensure that candidates do not pursue the same theme for their work as submitted or intended for submission for Unit A523.

The task will require the candidate to produce:

- A portfolio (A3/A4 size sheets or digital equivalent) showing design development and trialling, which may include the use of ICT used to support the designing process.
- A prototype product, capable of evaluation.
- A minimum of two digital images/photographs of the final product.
- Digital images/photographs of any testing and trialling used by the candidate when designing.
- A completed OCR cover sheet.
-

The task must allow the candidate to:

Develop and use Research and Investigation skills
Develop Drawing skills where appropriate
Use trialling
Produce a prototype
Evaluate the product.

Candidates must use appropriate ICT to help with their work. This might include CAD/CAM, control programs, data analysis, and ICT-based sources for research and design relevant to the task.

The evidence presented for assessment must be submitted on paper or in electronic format. All digital evidence must be presented in an approved OCR format (see Section 6.13).

The whole internal assessment, including the final product, must not exceed 20 hours of work and be undertaken under informal teacher supervision. Some of the work, by its very nature, may be undertaken outside school under limited supervision, eg research work, testing of the final product. See Section 5 for further details.

This unit is internally marked and externally moderated. External moderation is Postal (paper or CD) or Web-based.

It is not expected that the final product should accompany the portfolio during the external moderation process.

This Controlled Assessment is marked internally and externally moderated.

Unit A522: *Sustainable Design*

20% of the total GCSE (Short Course 40%) marks
1 hr written paper
60 marks

The paper will consist of questions that focus on sustainable design.

Section A: consists of 15 short answer questions.

Section B: consists of three questions requiring answers that may involve sketching, annotation, short sentences or more extended writing.

This unit is externally examined.

Unit A523: *Making quality products*

30% of the total GCSE marks
20 hrs Controlled Assessment

60 marks

This unit will focus on the design and manufacture of a prototype product from a theme set by OCR (see Appendix C). This should involve the candidate in the identification of a suitable design opportunity, generation of design ideas showing creativity, trialling and skilful manufacture of a quality product, recording the key stages/processes of making and critical evaluation.

- Tasks will be conducted under informal teacher supervision within tight guidelines specified by OCR (see Section 5).
- In addition to the formal 20 hours there should be further teaching time to increase depth of knowledge and understanding before starting the Controlled Assessment.
- Teachers are required to ensure that candidates do not pursue the same theme for their work as submitted or intended for submission for Unit A521.

The task will require the candidate to produce:

- A portfolio (A3/A4 size sheets or equivalent) showing design development and modelling which may include the use of ICT used to support the designing process.
- A product capable of evaluation.
- A minimum of two digital images/photographs of the final product.
- Digital images/photographs of any testing and trialling used by the candidate when designing.
- A completed OCR cover sheet.

The task will allow the candidate to

- Design for a need
- Work with tools and equipment
- Make a product
- Evaluate the product.

Candidates must use appropriate ICT to help with their work, including CAD/CAM, control programs, data analysis, and ICT-based sources for research and design relevant to the task.

The evidence presented for assessment must be a portfolio of work submitted on paper or in electronic format. All digital evidence must be presented in an approved OCR format (see Section 6.13).

The whole internal assessment portfolio, including the final product, must not exceed 20 hours of work and be undertaken under informal teacher supervision. Some of the work, by its very nature, may be undertaken outside school under limited supervision, eg research work, testing of the final product. See Section 5 for further details.

This unit is internally marked and externally moderated.
External moderation is Postal (paper or CD) or Web-based.

It is not expected that the final product should accompany the portfolio during the external moderation process.

This Controlled Assessment is marked internally and externally moderated.

Unit A524: *Technical aspects of designing and making*

20% of the total GCSE marks
1 hr 15 mins written paper
60 marks

The paper will consist of questions that focus on technical aspects of designing and making.

Section A consists of three questions based on the technical aspects of working with materials, tools and equipment.

Section B consists of two questions on the design of products reflecting the wider aspects of sustainability and human use. One of these questions will require a design response.

This unit is externally assessed.

4.2 GCSE (Short Course) Scheme of Assessment

Candidates taking the GCSE (Short Course) in Design and Technology: Food Technology (J042) will need to be entered for Unit A521 and Unit A522. The scheme of assessment for these units is contained within Section 4.1.

4.3 Entry Options

GCSE candidates must be entered for the appropriate units. All four units for GCSE and two units (A521 and A522) for the Short Course GCSE.

Candidates must also be entered at the end of the course for certification to claim their overall GCSE grade. Candidates should therefore be entered under the following certification codes:

OCR GCSE in Design and Technology: Food Technology – J302

OCR GCSE (Short Course) in Design and Technology: Food Technology – J042.

4.4 Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A*–G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

4.5 Assessment Availability

There are two examination series each year, in January and June.

From January 2010, all units will be available for assessment.

4.6 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Recall, select and communicate

Recall, select and communicate their knowledge and understanding in Design and Technology including its wider effects.

AO2 Apply knowledge, understanding and skills

Apply knowledge, understanding and skills in a variety of contexts and in designing and making products.

AO3 Analyse and evaluate

Analyse and evaluate products, including their design and production.

AO weightings – GCSE

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A521: <i>Introduction to designing and making</i>	8	18	4	30
Unit A522: <i>Sustainable design</i>	9	7	4	20
Unit A523: <i>Making quality products</i>		25	5	30
Unit A524: <i>Technical aspects of designing and making</i>	17		3	20
	34%	50%	16%	100%

AO weightings – GCSE (Short Course)

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE (Short Course)			Total
	AO1	AO2	AO3	
Unit A521: <i>Introduction to designing and making</i>	16	36	8	60
Unit A522: <i>Sustainable design</i>	18	14	8	40
	34%	50%	16%	100%

4.7 Quality of Written Communication

Quality of written communication is assessed in all units.

Candidates are expected to:

Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

Use technical language as appropriate

Present information in a form that suits its purpose

Use a suitable structure and style of writing.

5 Controlled Assessment

5.1 The Controlled Assessment Units

Units A521 and A523 have been designed to be internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but the Scheme of Assessment sections of the units include more detail and any specific requirements.

5.2 Task Setting

5.2.1 The OCR approach

OCR will assume a high level of control in relation to the setting of tasks. A number of Controlled Assessment tasks will be available from OCR for the Controlled Assessment units. These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment tasks.

5.2.2 Using Controlled Assessment tasks

Centres can choose one from a number of theme based tasks offered by OCR (see Appendix C). These tasks can be used with a minimum amount of adaptation or they can be adapted so that they allow the usage of local resources available to any centre. These tasks may also be set within overarching scenarios and briefs more relevant to centres' own environment and targeted at their particular cohorts of candidates.

Controlled Assessment tasks may be adapted by centres in ways which will not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level. For some units this may allow for little to be adapted other than cosmetic details, eg the description and nature of a company on which a task is based. For other units the medium in which the candidates are working may be a matter of choice. Each Controlled Assessment task will include a section that briefly specifies the type and degree of adaptation wthat is appropriate.

The same OCR Controlled Assessment task must NOT be used as the practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment task as guidance.

5.3 Task Taking

5.3.1 The OCR approach

For GCSE in Design and Technology: Food Technology, OCR will assume a medium level of control. The task taking parameters will be defined for several key controls and the remainder set by centres as outlined below.

5.3.2 Definitions of the controls

(a) **Authenticity control:** Candidates will complete all work for assessment under direct teacher supervision except as outlined below. For GCSE in Food Technology most, but not all, work for assessment would be under direct teacher supervision; for example, it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

(b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE in Food Technology, OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- Offer candidates advice about how best to approach such tasks
- Review candidates' work, and provide advice at a general level. Teachers must not, however, provide detailed and specific advice on how the work may be improved to meet the assessment criteria
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

(c) **Time control:** The time limit available to candidates to complete the assessment task is 20 hours as specified within the unit. Tasks will be set within a broader learning programme which will allow the acquisition of subject specific knowledge and the development of appropriate practical skills.

Controlled assessed work should be completed within the time limit and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, eg research work, testing, etc. But it is likely that using or applying this material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate. Where group work is undertaken it is vital to be able to identify the unique individual contribution made by each candidate.

(e) **Resource control:** Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. For Units A521 and A523, basic workshop equipment will be adequate; however, the use of specialist equipment and ICT may be

required to enable the candidate to produce the desired outcome. Candidates may also need access to resources and process only available outside the centre environment.

5.3.3 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

5.3.4 Completing the tasks

Candidates should be allowed sufficient time to complete all of the tasks. It is suggested that evidence is produced in several sessions, each focusing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn knowledge and develop appropriate practical skills

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them and that they work safely. Candidates will also need support and guidance when accessing materials provided by the centre.

Candidates may use information from any relevant source to help them with producing evidence for the tasks.

In general, candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced. Where a dataset or case material is provided, it is acknowledged that candidates in their responses will refer to situations in the assessment material but as this is fictitious this does not break any rules of confidentiality or copyright.

5.3.5 Presentation of work

Candidates must observe certain procedures in the production of Controlled Assessments.

Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.

Any copied material must be suitably acknowledged.

Quotations must be clearly marked and a reference provided wherever possible.

Work submitted for moderation or marking must be clearly identified with the:

- centre number
- centre name
- candidate number
- candidate name
- unit code and title
- task title.

Work submitted on paper for moderation must be secured either in a portfolio case or by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure with each file clearly named with the unit code, centre number and candidate number.

5.4 Task Marking

5.4.1 The OCR approach

For GCSE in Design and Technology: Food Technology, OCR will assume a medium level of control in relation to the marking of tasks. All controlled assessed units will be marked by the centre assessor(s) using awarding body marking criteria and guidance and moderated by the OCR-appointed Moderator. For this GCSE, external moderation will take the form of postal moderation or e-moderation where digital evidence is uploaded to the OCR Repository.

5.4.2 Applying the assessment criteria

The starting point for marking the tasks is the Marking Criteria within each unit. These contain levels of the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work, which will help to clarify the level of achievement the assessors will be looking for.

5.4.3 Use of 'best fit' approach to marking criteria

The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, one of the descriptors provided in the marking grid that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work that, in most respects, meets the statement and work that just meets the statement. For wider mark bands, the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per unit will be entered. The final mark for the candidate for each unit is out of a total of 60 and is found by totalling the marks for each of the marking criteria strands.

5.4.4 Authentication

Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form (CCS160) provided includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received. Failure to provide centre authentication could result in candidates being penalised.

5.4.5 Internal standardisation

It is important that all internal assessors, working in Design and Technology, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

5.4.6 Moderation

Teachers mark the tasks using the assessment criteria and guidelines provided by OCR.

OCR moderates their marking.

OCR Moderators externally moderate the teacher's marking to ensure that the assessment criteria have been applied fairly and consistently to the national standard. On the basis of this moderation, scaled adjustments may be recommended.

Following marking and internal standardisation by the centre, candidate marks are submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendix B.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for each task. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each candidate's files.

5.5 Minimum Requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which, for work worthy of no marks, will be zero.

6 Technical Information

6.1 Making Unit Entries

Centres can enter candidates for all units, in a traditional linear fashion, at the end of the course OR at any June or January session (see terminal rules for restrictions).

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or Moderator details for Controlled Assessments.

It is essential that unit entry codes are quoted in all correspondence with OCR.

Unit Entry code	Component code	Submission method	Unit titles
A521	01	<i>OCR Repository</i>	<i>Introduction to designing and prototyping</i>
	02	<i>Postal moderation</i>	
A522	–	–	<i>Sustainable design</i>
A523	01	<i>OCR Repository</i>	<i>Making quality products</i>
	02	<i>Postal moderation</i>	
A524	–	–	<i>Technical aspects of designing and making</i>

6.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for either the full course or short course qualification certification.

This rule means that candidates certificating for GCSE Design and Technology: Food Technology (J302) must also be entered in the same examination session for ANY two of the four units.

This rule means that candidates certificating for GCSE Design and Technology: Food Technology (J042) must also be entered in the same examination session for ANY one of the two units.

6.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE or GCSE (Short Course).

Candidates may enter for the qualifications an unlimited number of times.

6.4 Making Qualification Entries

Candidates may enter for:

GCSE certification (entry code J302).

GCSE (Short Course) certification (entry code J042).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

Candidates must enter for qualification certification (J302 or J042) separately from unit entries. If a certification entry is **not** made, no overall GCSE grade can be awarded.

Short Course GCSE certification is available from June 2010.

Full GCSE certification is available from June 2011.

6.5 Grading

Both GCSE (Short Course) and GCSE results are awarded on the scale A*–G. Units are awarded a*–g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

In unitised schemes, candidates can take units across several different series. They can also re-sit units or choose from optional units available. When working out candidates' overall grades, OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses uniform marks to enable this to be done.

A candidate's uniform mark is calculated from the candidate's raw marks. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro-rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, eg 41/80.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown overleaf.

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u 0 0
		a*	a	b	c	d	e	f	g	
20%	80	72	64	56	48	40	32	24	16	
30%	120	108	96	84	72	60	48	36	24	

Candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale.

Qualification	Max Uniform Mark	Qualification Grade								U 0 0
		A*	A	B	C	D	E	F	G	
GCSE (Short Course)	200	180	160	140	120	100	80	60	40	
GCSE	400	360	320	280	240	200	160	120	80	

Awarding Grades

The written papers will have a total weighting of 40% and Controlled Assessment a weighting of 60%.

A candidate's uniform mark for each paper will be combined with the uniform mark for the Controlled Assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

6.6 Enquiries about Results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results for GCSE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

6.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

6.8 Guided Learning Hours

GCSE Design and Technology: Food Technology requires 120–140 guided learning hours in total.

GCSE (Short Course) in Design and Technology: Food Technology requires 60–70 guided learning hours in total.

6.9 Code of Practice/Subject Criteria/Common Criteria Requirements

These specifications comply in all respects with the current *GCSE, GCE and AEA Code of Practice* as available from the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Design and Technology.

6.10 Classification Code

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 Achievement and Attainment 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 seek advice, for example from their centre or the institution to which they wish to progress.

6.11 Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad 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 qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with QCA's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of assessment
Readers	Y	All written and practical assessments
Scribes	Y	All written and practical assessments
Practical assistants	Y	Practical assessments
Word processors	Y	All written and practical assessments
Transcripts	Y	All written and practical assessments
BSL signers	Y	All written and practical assessments
Live speaker	Y	All written and practical assessments
MQ papers	Y	All written and practical assessments
Extra time	Y	All written and practical assessments

We do not foresee any part of the assessment forming a barrier to any student. There are Design and Technology endorsements which will pose barriers for some disabled learners.

Learners with a physical disability may be limited in the range of designing and making contexts they can use, but this should not pose a barrier to assessment.

For example, candidates may use CAD/CAM for the making process and practical assistants may be used to support students with physical disabilities in this process.

Candidates with a visual impairment may find elements of the assessment difficult such as graphics, however there should be no barriers to assessment

It is important to note that where access arrangements are permitted, they must not be used in a way that undermines the integrity of the assessment. For example, practical assistants, can be used to help learners set up but cannot help perform skills which are assessed, such as the ability to physically manipulate equipment.

6.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6.13 OCR Repository

The OCR Repository allows centres to submit moderation samples in electronic format.

The OCR GCSE Design and Technology: Food Technology Units A521 and A523 can be submitted electronically to the OCR Repository via Interchange: please check Section 6.1 for unit entry codes for the OCR Repository.

More information on the OCR Repository can be found in Appendix D: Guidance for the Production of Electronic Controlled Assessment or in the user guide for the OCR Repository.

7 Other Specification Issues

7.1 Overlap with other Qualifications

There is no significant overlap between the content of these specifications and those for other GCSE qualifications.

7.2 Progression from these Qualifications

GCSE qualifications are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D–G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A*–C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

Candidates may progress to GCE in Home Economics or the Principal Learning in Manufacturing or Society, Health and Development. This specification also provides progression from the Entry Level Certificate in Food Technology.

7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

These specifications offer opportunities that can contribute to an understanding of these issues in the following topics:

Engage in imaginative and creative activity in their own practical Controlled Assessment and develop an appreciation of the imagination and creativity of others in Design and Technology.

Recognise there are moral, cultural, economic, environmental and sustainability issues inherent in Design and Technology

The moral implications of some applications of technological activities

The relationship between cultures and societies and the influence they have on designing and making and that products have an impact on lifestyle

Develop an understanding of the role of the Technology in the context of national and European citizenship.

There are no direct references to spiritual issues within these specifications. However, opportunities may exist to explore this area through the designing and making of products that relate to a religious or spiritual context.

7.4 Sustainable Development, Health and Safety Considerations and European Developments consistent with international agreements

These specifications support these issues, consistent with current EU agreements, in the following topics:

- Design and Technology activities are global and not solely restricted to Europe. Design and making responses are multicultural and arise from identifiable needs and opportunities. These specifications do not make specific reference to European Developments; however, it may be drawn into the course of study in many ways, eg European Safety Standards.
- Encourage candidates to look at emerging and existing technologies in other European countries and the world.
- Ways in which economic, environmental, ethical and social dimensions interact to influence designing and making.
- Encourage candidates to consider health and safety when working with tools, equipment, components and materials.
- Encourage candidates to consider sustainability in making decisions and combining skills with knowledge and understanding in order to design and make quality products.

7.5 Avoidance of Bias

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

7.6 Language

These specifications and associated assessment materials are in English only.

7.7 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A521	✓	✓			✓	✓	✓		✓	✓	✓	✓
A522	✓	✓			✓	✓			✓	✓	✓	✓
A523	✓	✓			✓	✓			✓	✓	✓	✓
A524	✓	✓	✓	✓	✓	✓	✓					

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

7.8 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of CAD, CAM, data handling, word processing.

The assessment of this course, for example, requires candidates to *produce creative and original ideas by generating, developing and communicating designs using appropriate strategies including the use of CAD.*

7.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

There are opportunities for developing knowledge, skills and understanding of citizenship issues particularly in Units A521 and A523.

Appendix 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 must be interpreted in relation to the content 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 overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

Grade F

Candidates recall, select and communicate knowledge and understanding of basic aspects of Design and Technology, including its wider effects.

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.

They review their evidence and draw basic conclusions.

Grade C

Candidates recall, select and communicate sound knowledge and understanding of Design and Technology, including its wider effects.

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 and with precision.

They review the evidence available, analysing and evaluating some information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.

Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of Design and Technology, including its wider effects.

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.

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.

Appendix B: Marking Criteria for Controlled Assessments

Unit A521

Basic ability	Demonstrates ability	Works competently
<p>Cultural understanding</p> <ul style="list-style-type: none"> Identifies using one or two simple examples how cultural issues have influenced the range of food products available today. Identifies using one or two examples how wise choice of food products can promote healthy lifestyles. <p>[0–2]</p>	<p>Cultural understanding</p> <ul style="list-style-type: none"> Identifies using examples how cultural issues have influenced the range of food products available today. Identifies using examples how wise choice of food products can promote healthy lifestyles. <p>[3–5]</p>	<p>Cultural understanding</p> <ul style="list-style-type: none"> Identifies using appropriate examples how cultural issues have influenced the range of food products available today. (AO2) Identifies and compares using examples how wise choice of food products can promote healthy lifestyles. (AO2) <p>[6–8]</p>
<p>Creativity</p> <ul style="list-style-type: none"> Makes simple/limited links between principles of good Design and Technology knowledge. Existing products identified with some evaluation. <p>[0–2]</p>	<p>Creativity</p> <ul style="list-style-type: none"> Identifies associations linking principles of good Design and Technology knowledge. Existing products identified considering some of the needs of the intended user. <p>[3–5]</p>	<p>Creativity</p> <ul style="list-style-type: none"> Identifies complex associations linking principles of good Design and Technology knowledge. (AO1) Existing products identified and fully evaluated against the needs of the intended user. (AO1) <p>[6–8]</p>

Designing

- Using results from research and a brief produce a simple specification for the prototype product.
- Record design ideas using simple techniques.
- Apply simple trialling procedures.
- Make some decisions about the ingredients and equipment for the final product.

[0–4]

Designing

- Using results from research and a brief produce a suitable specification for the prototype product.
- Record creative design ideas through appropriate techniques.
- Apply trialling procedures.
- Make decisions about ingredients and equipment and any changes that need to be made to the final product.

[5–9]

Designing

- Using results from research and a brief produce a detailed specification for the prototype product. (AO2)
- Record creative and innovative design ideas using appropriate presentation techniques. (AO2)
- Apply detailed trialling procedures. (AO2)
- Make reasoned decisions about ingredients and equipment and any changes that need to be made to the final product. (AO3)

[10–13]

Basic ability	Demonstrates ability	Works competently
<p>Making</p> <ul style="list-style-type: none"> Organise activities. Select and use appropriate ingredients. Select and use appropriate equipment. Work safely and hygienically with a limited range of ingredients. Prepare, shape, form, mix, assemble and finish food products. Products will exhibit a reasonable standard of outcome. (photographic evidence) <p>[0–5]</p> <ul style="list-style-type: none"> Apply limited nutritional knowledge. <p>[0–1]</p> <ul style="list-style-type: none"> Produce a simple flowchart for the final product. <p>[0–1]</p>	<p>Making</p> <ul style="list-style-type: none"> Organise activities. Select and use appropriate ingredients. Select and use appropriate equipment. Work safely and hygienically. Work effectively to prepare, shape, form, mix, assemble and finish food products. Products will exhibit a good standard of outcome. (photographic evidence) <p>[6–11]</p> <ul style="list-style-type: none"> Apply nutritional knowledge to suggest a possible modification to design ideas. <p>[2–3]</p> <ul style="list-style-type: none"> Produce a flowchart that includes all key stages for the final product. <p>[2–3]</p>	<p>Making</p> <ul style="list-style-type: none"> Organise activities. Select and use appropriate ingredients. (AO2) Select and use appropriate equipment. (AO2) Work safely and hygienically. (AO2) Work skilfully to prepare, shape, form, mix, assemble and finish food products. (AO2) Products will exhibit a high-quality outcome. (AO2) (photographic evidence) <p>[12–16]</p> <ul style="list-style-type: none"> Apply detailed nutritional knowledge to suggest possible modifications to design ideas. (AO1) <p>[4]</p> <ul style="list-style-type: none"> Produce a detailed flowchart that specifies an effective order of sequences for the final product. (AO2) <p>[4]</p>
<p>Critical Evaluation</p> <ul style="list-style-type: none"> Evaluation through superficial testing. There will be little or no use of specialist terms. Answers may be ambiguous or disorganised. Errors of spelling, punctuation and grammar may be intrusive. <p>[0–2]</p>	<p>Critical Evaluation</p> <ul style="list-style-type: none"> Evaluation with reference to the specification through relevant testing leading to a possible improvement. There will be some use of specialist terms, although these may not always be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, punctuation and grammar. <p>[3–4]</p>	<p>Critical Evaluation</p> <ul style="list-style-type: none"> Critical evaluation related to the specification through detailed testing with meaningful conclusions leading to suggestions for possible improvements. (AO3) Specialist terms will be used appropriately and correctly. The information will be presented in a structured format. The candidate can demonstrate the accurate use of spelling, punctuation and grammar. <p>[5–7]</p>

Basic ability	Demonstrates ability	Works competently
Designing	Designing	Designing
<ul style="list-style-type: none"> Produces a simple specification for the chosen design brief. 	<ul style="list-style-type: none"> Produces a suitable specification for the chosen design brief. 	<ul style="list-style-type: none"> Produces a detailed specification for the chosen design brief. (AO2)
[0–1]	[2–3]	[4]
<ul style="list-style-type: none"> Record design ideas using a limited range of strategies. 	<ul style="list-style-type: none"> Record creative design ideas and communicate these by using appropriate strategies. 	<ul style="list-style-type: none"> Record creative and innovative design ideas and communicate these in detail using appropriate strategies. (AO2)
<ul style="list-style-type: none"> Present a cursory evaluation with unsupported choice of design proposal. 	<ul style="list-style-type: none"> Select design proposal by clear evaluation. 	<ul style="list-style-type: none"> Select design proposal chosen as a result of detailed evaluation. (AO3/AO2)
<ul style="list-style-type: none"> Apply simple trialling procedures. 	<ul style="list-style-type: none"> Apply trialling procedures. 	<ul style="list-style-type: none"> Apply detailed trialling procedures.
[0–5]	[6–8]	[10–12]

Basic ability	Demonstrates ability	Works competently
<p>Making Trialling/Product Development/Final Product</p> <ul style="list-style-type: none"> Organise activities. Select and use appropriate ingredients. Select and use appropriate equipment. <p>• Work safely and hygienically.</p> <p>• Prepare, shape, form, mix, assemble and finish food products.</p> <p>• Products will exhibit a reasonable standard of outcome. (photographic evidence)</p> <p>• Apply simple trialling procedures during product development.</p> <p style="text-align: right;">[0–9]</p>	<p>Making Trialling/Product Development/Final Product</p> <ul style="list-style-type: none"> Organise activities. Select and use appropriate ingredients. Select and use appropriate equipment. <p>• Work safely and hygienically.</p> <p>• Work effectively to prepare, shape, form, mix, assemble and finish food products.</p> <p>• Products will exhibit a good standard of outcome. (photographic evidence)</p> <p>• Apply trialling procedures to suggest possible modifications during product development.</p> <p style="text-align: right;">[10–17]</p>	<p>Making Trialling/Product Development/Final Product</p> <ul style="list-style-type: none"> Organise activities. Select and use appropriate ingredients. Select and use appropriate equipment. (AO2) <p>• Work safely and hygienically. (AO2)</p> <p>• Work skilfully to prepare, shape, form, mix, assemble and finish food products. (AO2)</p> <p>• Products will exhibit a high-quality outcome. (photographic evidence) (AO2)</p> <p>• Apply detailed trialling procedures to suggest possible modifications during product development. (AO2)</p> <p style="text-align: right;">[18–24]</p>
<p>Final Product Information</p> <ul style="list-style-type: none"> Make some decisions about ingredients and equipment. Produce a simple Product Specification. <p style="text-align: right;">[0–2]</p> <p>• Produce a simple forward plan for the trialling of design ideas.</p> <p>• Produce a simple flowchart for the final product.</p> <p style="text-align: right;">[0–2]</p>	<p>Final Product Information</p> <ul style="list-style-type: none"> Make decisions about ingredients and equipment. Produce a Product Specification. <p style="text-align: right;">[3–4]</p> <p>• Produce a forward plan for the trialling of design ideas.</p> <p>• Produce a flowchart that includes all key stages for the final product.</p> <p style="text-align: right;">[3–4]</p>	<p>Final Product Information</p> <ul style="list-style-type: none"> Make reasoned decisions about ingredients and equipment. (AO2/AO3) Produce a detailed Product Specification. (AO2) <p style="text-align: right;">[5–6]</p> <p>• Produce a detailed forward plan for the trialling of design ideas. (AO2)</p> <p>• Produce a detailed flowchart that specifies an effective order of sequences for the final product. (AO2)</p> <p style="text-align: right;">[5 - 6]</p>

Basic ability	Demonstrates ability	Works competently
<p>Critical Evaluation</p> <ul style="list-style-type: none"> • Evaluation through superficial testing. • There will be little or no use of specialist terms. • Answers may be ambiguous or disorganised. • Errors of spelling, punctuation and grammar may be intrusive. 	<p>Critical Evaluation</p> <ul style="list-style-type: none"> • Give an evaluation of the finished product with reference to the product specification. • Show superficial testing and reflect how to improve the product. • There will be some use of specialist terms, although these may not always be used appropriately. • The information will be presented for the most part in a structured format. • There may be occasional errors in spelling, punctuation and grammar. 	<p>Critical Evaluation</p> <ul style="list-style-type: none"> • Critically evaluate the finished product against the product specification. (AO3) • Undertake detailed testing; present meaningful conclusions leading to proposals for modifications to improve the product. (AO3) • Specialist terms will be used appropriately and correctly. • The information will be presented in a structured format. • The candidate can demonstrate the accurate use of spelling, punctuation and grammar.
[0–2]	[3–5]	[6–8]

Appendix C: Coursework Themes – Unit A521 and Unit A523

Unit A521

The task for this unit is for the candidate to produce a prototype product, capable of evaluation and a concise portfolio of work to support the designing and modelling process.

Candidates **must** select one of the following themes as a starting point for the task.

This is a mandatory Controlled Assessment unit.

Teachers must mark the task using the marking criteria provided in Appendix B (Unit A521) of this specification.

Product/Theme	Outline/starting point
Celebrations	A product suitable for a special occasion and an identified target
Special diets	A product for a chosen special diet
Luxury products	A luxury product that will appeal to an identified target group
Ready meals	A ready meal for an identified target group
Food products from around the world	A product from a chosen country that will appeal to an identified target group
Staple foods	A product based on a chosen staple food and an identified target
Protein foods	A product based on a protein food/foods that will appeal to an identified target group
'Eating on the go'	A product that can be 'eaten on the go' for an identified target group
'Filling the energy gap'	A product that will fill the 'energy gap', which will appeal to an identified target group
'Eating outside the home'	A product that can be 'eaten outside the home', which will appeal to an identified target group.

Unit A523

The task for this unit is for the candidate to design and manufacture a product. The starting point for this task **must** be selected from a theme set by OCR and listed below.

The task can be linked to a candidate's interest or such other influences as competitions, commerce or the community.

Selection of an appropriate theme for the task will be made by candidate and centre, taking account of constraints relating to resources and time available for completion of the task.

Candidates must not choose to undertake a task that is similar to the task that they have undertaken in Unit A521 of this specification.

Teachers must mark the task using the marking criteria provided in Appendix B (Unit A523) of this specification.

In order to skilfully design and make their prototype product, candidates should refer to the content of Unit A524 and use designing, planning, making, materials, tools, equipment and process as appropriate.

FOOD TECHNOLOGY THEMES

A new product that:

Increases the intake of fruit and/or vegetables

Meets the nutritional needs of a specified age group

Is suitable for a person on a limited budget

Is suitable for a person with a special dietary requirement

Reflects an identified country from around the world

Is suitable for a celebration

Is suitable for inclusion in a packed lunch

Is suitable for the luxury market

Incorporates an alternative protein food

Increases the use of locally grown/seasonal foods

Increases the range of desserts

Increases the range of baked products

Increases the range of snack products

Appendix D: Guidance for the Production of Electronic Controlled Assessment

The materials produced for Controlled Assessment in Units A521 and A523 form a Controlled Assessment portfolio, stored electronically.

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or Moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code, eg A521, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces evidence for the Controlled Assessment. The evidence for each element of the Controlled Assessment should be contained within a separate folder within the portfolio. Each of these folders is likely to contain separate files.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues, it will be necessary to save candidates' work using an appropriate file format. (Further information on this topic is provided in the separate OCR guidance on digital Controlled Assessment submissions.)

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats.

Evidence submitted is likely to be in the form of word-processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed overleaf. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*.xml)

Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

Please consult OCR guidance on digital Controlled Assessment submissions for advice on compatibility of versions of these file formats.