

Design and Technology AS/A2 Food Technology Coursework Tasks

Unit 1: Portfolio of Creative Skills (AS Compulsory Unit)

Student portfolios should contain a variety of evidence covering a wide range of skills and demonstrate an in-depth knowledge and understanding of the subject. The portfolio can comprise of several separate investigating, designing and making tasks, or a few combined design and make tasks.

Centres could consider setting the same themed product , but with different outcomes for each separate task, or choose completely different food products for each task.

(a) Separate Investigating, Designing and Manufacturing Tasks

Product Investigation Task 1:

Research and analysis of a food/drink product and packaging e.g. high energy snack product and packaging.

Product Design Task 1:

Design a high energy snack product by modelling nutrient/ ingredient content of standard and variation snack product using ICT.

Product Manufacture Task 1:

Produce a standard and variation snack product.
Carry out a comparative/ sensory analysis between standard and variation snack product.

Design Brief/Need

Design a new and exciting high energy snack product for sporty teenagers:

Design criteria:

- *Serve one person (150-200g)*
- *High energy content (between 300 - 500 kcals)*
- *Easy to eat on the go*
- *Be nutritious with less than 5% saturated fat*
- *Appeal to teenagers.*

The five design criteria points are measurable to enable the student to later evaluate the proposals against the design criteria. Teenagers are identified as the user group, to enable identification and justification of the appropriate taste testers who will be used, to ensure the validity of the objective evaluations.

What Students Need to Evidence

Students should consider the design problem and produce a range of alternative design ideas that focus on the whole or parts of the problem. This might include:

- *Bread based product, with integral savoury or sweet filling prior to baking.*
- *Layered fruity biscuit product with a coating.*
- *Pasty type product with sweet or savoury integral filling prior to baking.*
- *Savoury wrap product.*

- *Scone based product with sweet or savoury integral filling prior to baking.*

(b) Combined Investigation, Design and Manufacture Tasks

Product Investigation Task 1:

Research and analysis of a food/drink product and packaging, e.g. novelty celebration food product for a specific age group.

Product Design Task 1:

Designing an improved/new novelty celebration food product.
Could include only one change, e.g. layering/coating/shaping.

Product Manufacture Task 1:

Produce a layered/coated/shaped product using a range of high-level skills.
This could include investigative work into the functionality of ingredients, showing at least one high-level skill. This could be a new or improved food product.

Design Brief/Need

Design a novelty celebration food product for the children/ adult market.

Design criteria:

- *Serves 8-10 people.*
- *Packaged as either one product or individual portions*
- *Identifiable as a celebration food product*
- *A sweet or savoury product*
- *Include layering and/or coating*
- *Easy to eat as finger food*
- *Eaten cold.*

The six design criteria points are measurable to enable the student to later evaluate the proposals against the design criteria. Children or adults could be identified as the user group, to enable identification and justification of the appropriate taste testers who will be used, to ensure the validity of the objective evaluations.

What Students Need to Evidence

Students should consider the design problem and produce a range of alternative design ideas that focus on the whole or parts of the problem.

This might include:

- Cake with layering and coating
(Investigating different cake methods, icing, coating and decorative techniques.)
- Shaped pastry product with integral filling.
(Investigating different pastry methods, fillings and achieving shapes)
- Shaped biscuit product with layering and coating.
(Investigating different biscuit methods, layering and achieving shapes).

- Savoury product
(Scotch egg/pasty/wrap/roll/batter/breadcrumbs style product).

Students do not need to produce a wide range of alternative ideas. It is better to produce more focused work of a higher quality than a lot of work of a lesser quality. Students should explore different design approaches in their work, applying their knowledge of materials, components/ingredients, processes and techniques to produce realistic design proposals that satisfy the design brief(s)/need(s).

Students should evaluate each of their ideas objectively against the criteria set out in their design brief(s)/need(s) to ensure that their designs are realistic and viable.

The use of detailed annotation is an important feature of design development and students should use it to explain details of their design thinking and to offer thoughts on their design proposals.

Unit 4: Commercial Design (A2 Compulsory Unit)

Unit Description

- *Application of skills in designing and making.*
- *Creative and adventurous.*
- *Time and resources considered.*
- *Commercial design approach.*
- *Real commercial use for the design problem.*
- *Client or user group*
- *Sustainability and environmental issues.*

Commercial Design

Examples of ideas that could be used:

- *Special diets*
- *Ready meals*
- *Cook/chill meals*
- *Desserts*
- *Snack/finger food*
- *Travel food (train, aeroplane, hamper, ferry, car)*
- *World cuisine/cultural influences*
- *Food for catering outlets (café, fast food, school canteens, vending machines)*
- *Specific foods (fish, soup, 5 a day fruit/veg,)*
- *Celebration foods*
- *Event food*
- *Lifestyles related to designing food products*