Pearson

Entry Level Certificate

Design and Technology (8911)

Food Technology

Level 3 – Exemplar portfolio with commentary

Introduction

This material is provided for guidance only, it is by no means compulsory and centres can and are encouraged to use their own interpretation.

The examples are taken from real portfolios that have been presented for moderation in past years.

The notes that go with the slides are written to give guidance to centres so that it is clear what the Principal Moderator is looking for under each title in the Candidate Assessment Booklet.

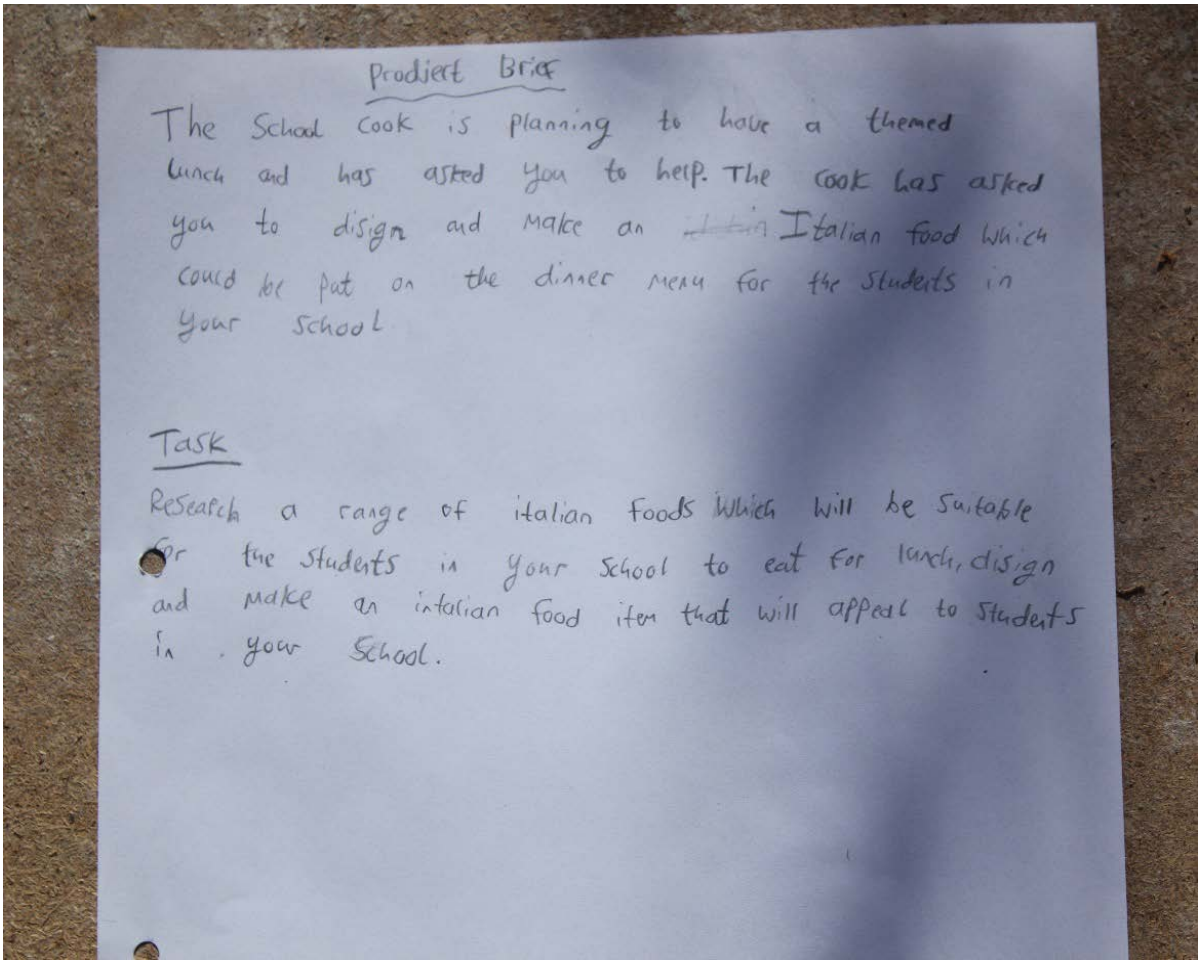
The work shown does not necessarily cover all the assessment criteria but this does not exclude the award of a level 3. Care must be taken to ensure there is sufficient evidence to allow the award of level 3.

It is vital that there is some teacher annotation in the CAB as in this project there is evidence to be found for different sections spread through the portfolio. It helps moderation if there is some inclusion of page numbers to help find the evidence.

Investigate: Analysing the Brief

Analyse your design brief by identifying the design needs you will need to consider before designing your product.

The brief is realistic and there is some direction given by the student as to what research needs to be carried out.



Prodject Brief

The School cook is planning to have a themed lunch and has asked you to help. The cook has asked you to disign and make an ~~italian~~ Italian food which could be put on the dinner menu for the students in your school.

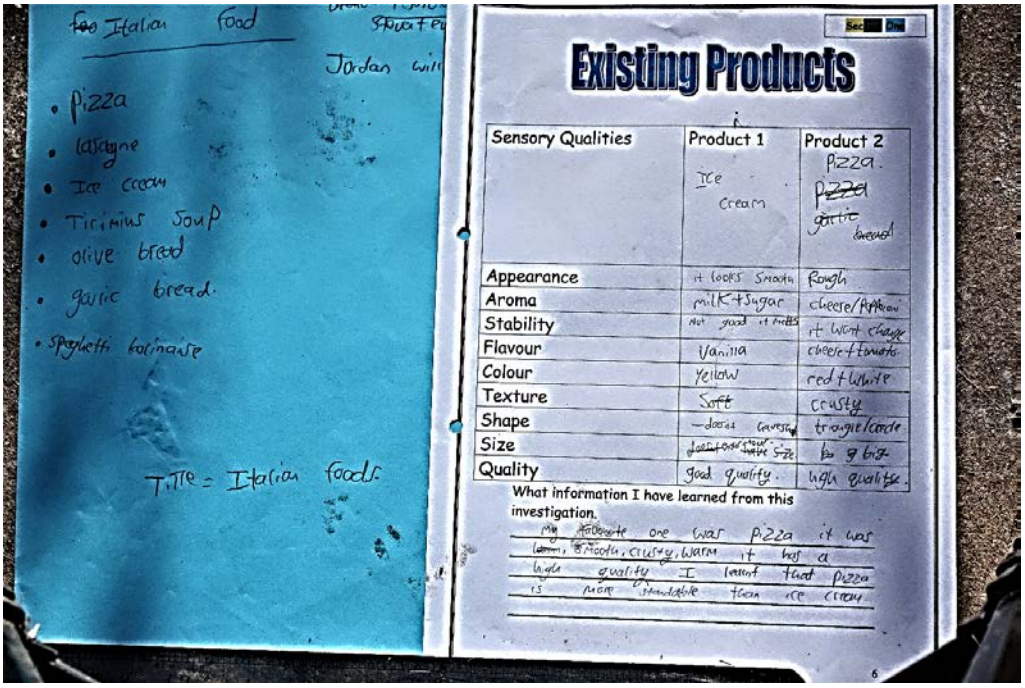
Task

Research a range of italian foods which will be suitable for the students in your school to eat for lunch, disign and make an intalian food item that will appeal to students in your School.

Research

Present selective and focused research that is guided by the analysis in your design brief. **Investigate** a similar existing product to find out useful information to use when designing, to include how it is made, what materials it is made from and how it is assembled.

The research is rather limiting with only two existing products identified from the list that is proposed as Italian food. Some taste testing could have been carried out to inform the project of the 'taste' of Italian foods. This could involve the target audience and their comment would have been helpful. There is a page later in the project about production methods that would have been better place here to inform the project as the brief requires production on some scale for the school canteen.



Specification

Develop a design specification for your product using the following headings:

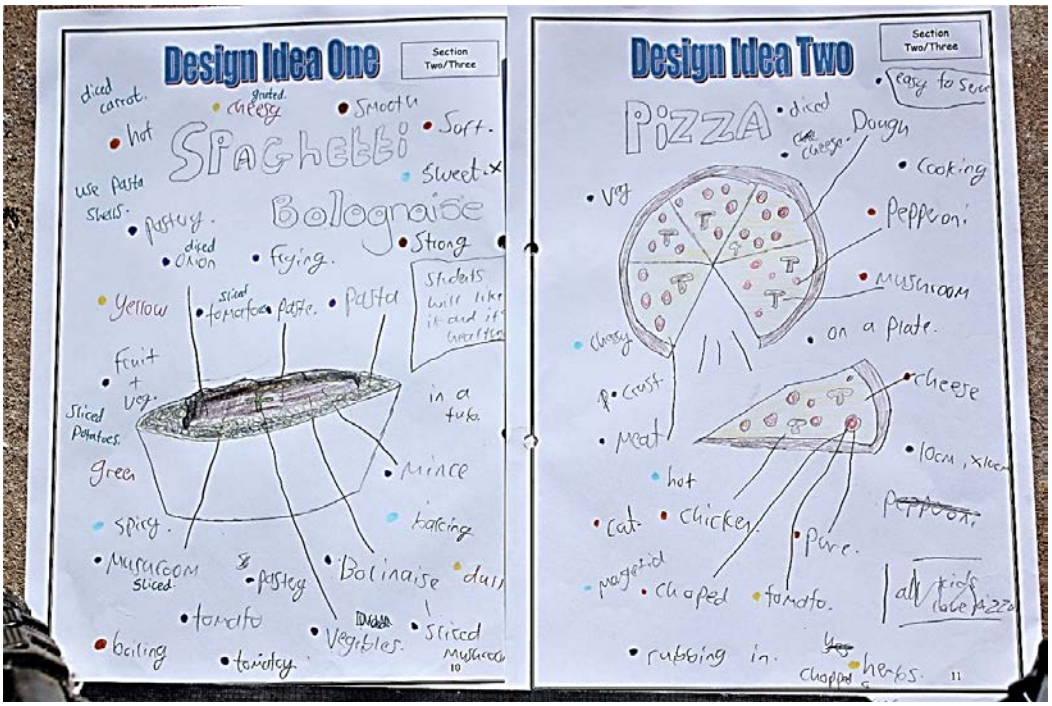
- form
- function
- user requirements
- performance requirements
- Material/ingredients/component requirements.

There is no specification in this project which limits the scope for development and evaluation.

Design: Initial Ideas

Present a range of different initial ideas for your product that are creative, realistic, workable and detailed and meet all the points in your specification. **Explain** your designs/plans using annotation to show the materials, components and processes you will need to make them. **Justify** your selection of specific materials/ingredients/components. Explain how your designs meet your specification points. **Discuss** your designs with peers and gather general and technical information based on specification points to use in design development.

There are only two ideas proposed with no inclusion of any recipe for either. There project would be closer to level 3 in this section with more ideas proposed and some idea of the recipe that could be used so that it can be developed later in the project by the inclusion of taste testing. Although there is a sensory testing commentary later in the project it tends to be largely subjective.



Review

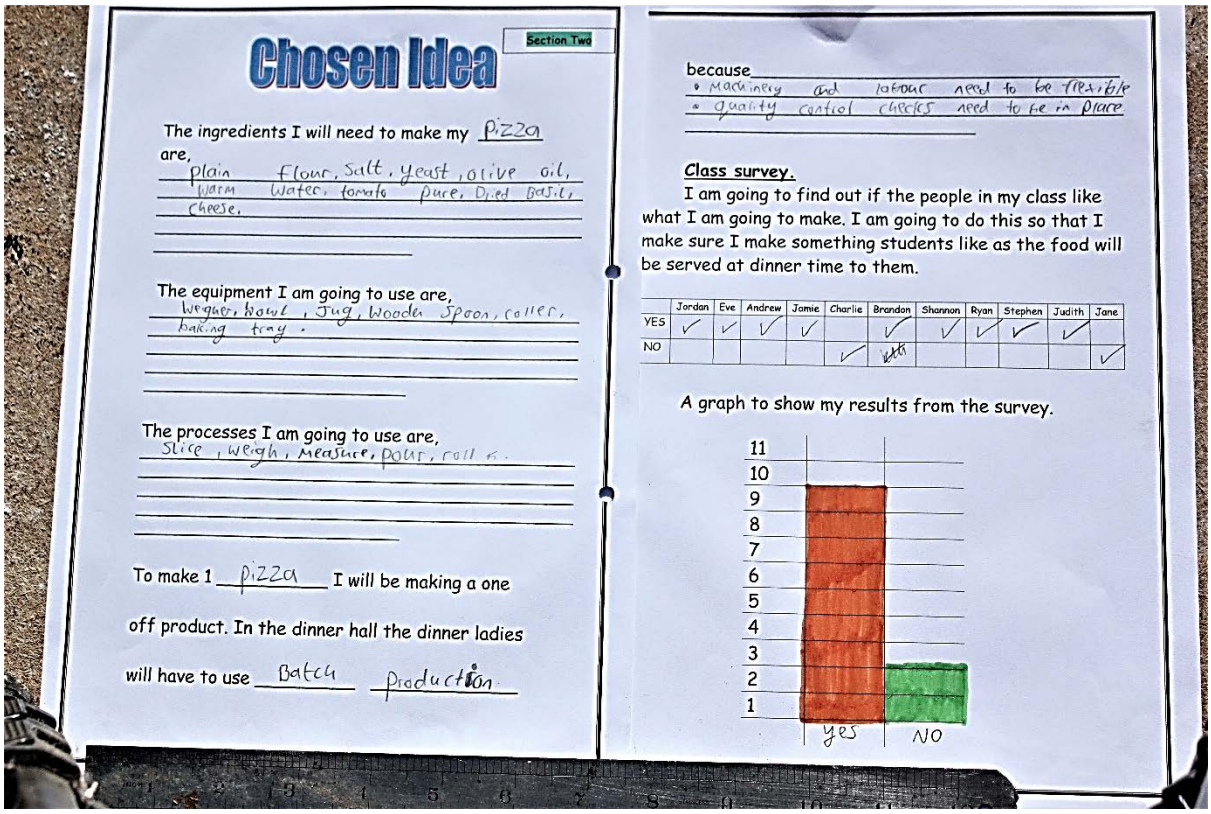
Review your design ideas against your original specification criteria and choose the best **one** to develop in more detail. **Explain** how feedback from peers will be used in development.

There is no review of ideas that would be difficult having no specification to work with.

Develop

Develop your best design idea into a final design proposal that is improved and refined compared to the original. **Explain** how your design changes have improved your design. **Model and test** an important part of your design idea as it progresses. This could be a 2D/3D model using traditional materials and/or a 3D model using CAD. **Draw** your final plan and include information on ingredients, techniques and method.

The chosen idea has little development and is largely a statement of intention. There is the inclusion of a user survey although this is limited to one question and a simple yes/no response. This would be better if it had been carried out in the research stage and would have informed the project with more clarity.



Chosen Idea

Section Two

The ingredients I will need to make my pizza are,
plain flour, salt, yeast, olive oil, warm water, tomato pure, Dried basil, cheese.

The equipment I am going to use are,
Weigher, Bowl, Jug, Wooden spoon, roller, baking tray.

The processes I am going to use are,
Slice, weigh, measure, pour, roll e.

To make 1 pizza I will be making a one off product. In the dinner hall the dinner ladies will have to use Batch production

because
- Machinery and labour need to be flexible
- quality control checks need to be in place

Class survey.

I am going to find out if the people in my class like what I am going to make. I am going to do this so that I make sure I make something students like as the food will be served at dinner time to them.

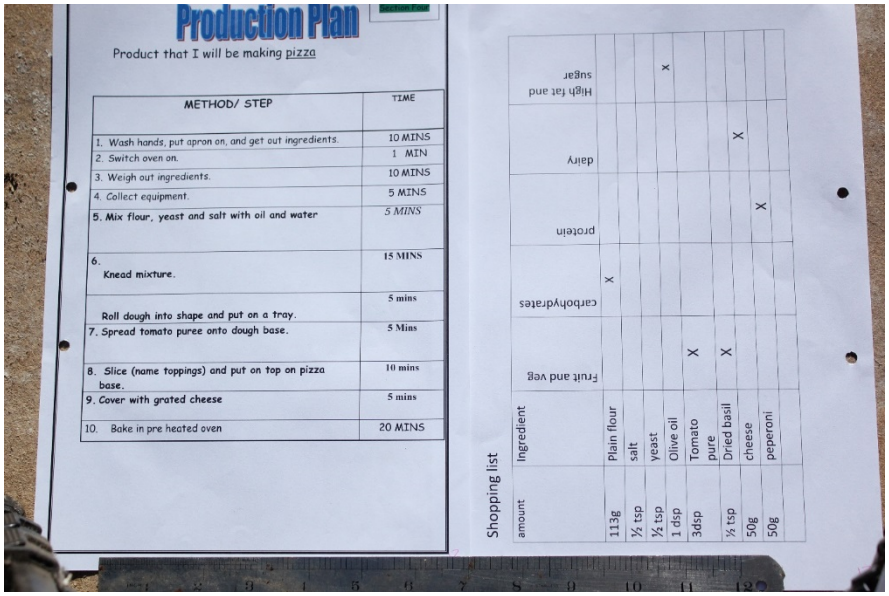
	Jordan	Eve	Andrew	Jamie	Charlie	Brandon	Shannon	Ryan	Stephen	Judith	Jane
YES	✓	✓	✓	✓		✓	✓	✓	✓	✓	
NO					✓						✓

A graph to show my results from the survey.

Make: Production Plan

Outline a production plan that shows the main stages for making your product, including some quality control checks.

The production plan is basic and includes timings as well as a list of ingredients required which is part of the planning process. Although there is some inclusion of the process it has to been applied to this plan. If there had been a teacher prepared sheet to guide the student more carefully this would have given a better chance to achieve a suitable production plan with feedback and quality control. The inclusion of the sensory test at this stage does not inform the project, it would have been better if it had been used as part of the evaluation.



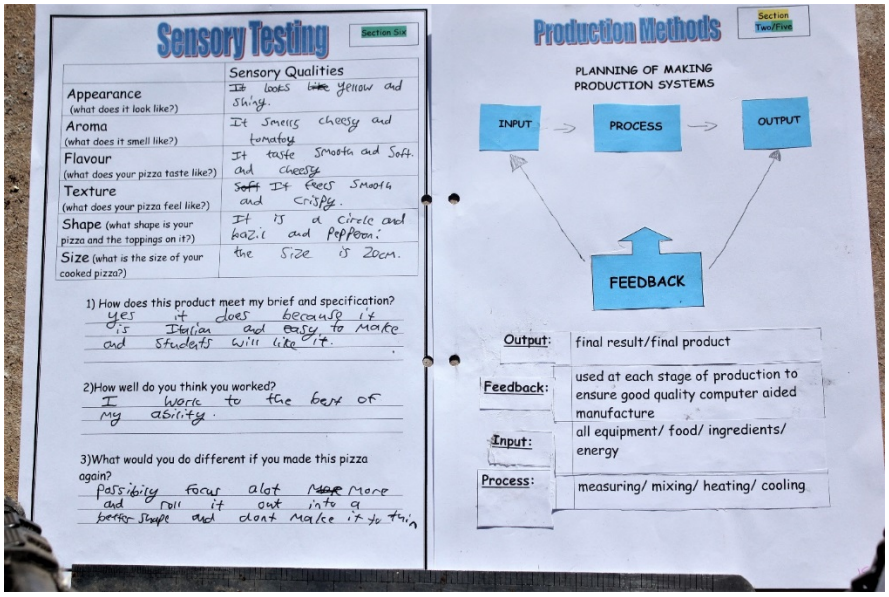
Production Plan

Product that I will be making pizza

METHOD/ STEP	TIME
1. Wash hands, put apron on, and get out ingredients.	10 MINS
2. Switch oven on.	1 MIN
3. Weigh out ingredients.	10 MINS
4. Collect equipment.	5 MINS
5. Mix flour, yeast and salt with oil and water	5 MINS
6. Knead mixture.	15 MINS
Roll dough into shape and put on a tray.	5 mins
7. Spread tomato puree onto dough base.	5 Mins
8. Slice (name toppings) and put on top on pizza base.	10 mins
9. Cover with grated cheese	5 mins
10. Bake in pre heated oven	20 MINS

Shopping list

amount	ingredient	Fruit and veg	carbohydrates	protein	dairy	High fat and sugar
113g	Plain flour		x			
½ tsp	salt					x
½ tsp	yeast					
1 dsp	Olive oil					
3dsp	Tomato pure	x				
½ tsp	Dried basil	x				
50g	cheese				x	
50g	peperoni			x		



Sensory Testing

Section Six

	Sensory Qualities
Appearance (what does it look like?)	It looks ~~take~~ yellow and shiny.
Aroma (what does it smell like?)	It smells cheesy and tomatoy
Flavour (what does your pizza taste like?)	It taste smooth and soft and cheesy
Texture (what does your pizza feel like?)	~~Soft~~ It feels smooth and crispy.
Shape (what shape is your pizza and the toppings on it?)	It is a circle and has pepperoni and peppers.
Size (what is the size of your cooked pizza?)	the size is 20cm.

1) How does this product meet my brief and specification?
yes it does because it is Italian and easy to make and students will like it.

2)How well do you think you worked?
I work to the best of my ability.

3)What would you do different if you made this pizza again?
possibly focus alot ~~more~~ more and roll it out into a better shape and dont make it so thin

Production Methods

Section Two/Five

PLANNING OF MAKING PRODUCTION SYSTEMS

INPUT → PROCESS → OUTPUT

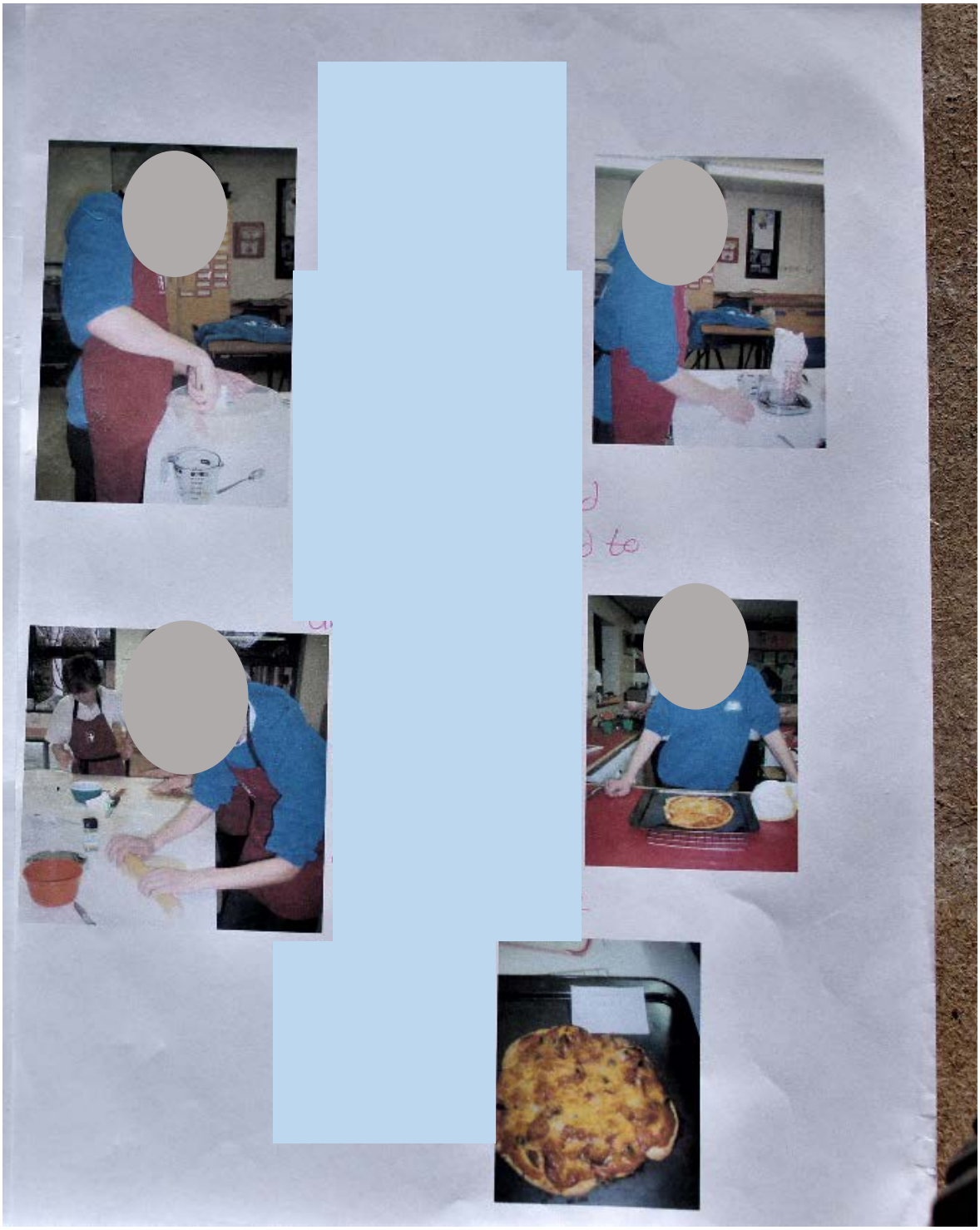
FEEDBACK

Output:	final result/final product
Feedback:	used at each stage of production to ensure good quality computer aided manufacture
Input:	all equipment/ food/ ingredients/ energy
Process:	measuring/ mixing/ heating/ cooling

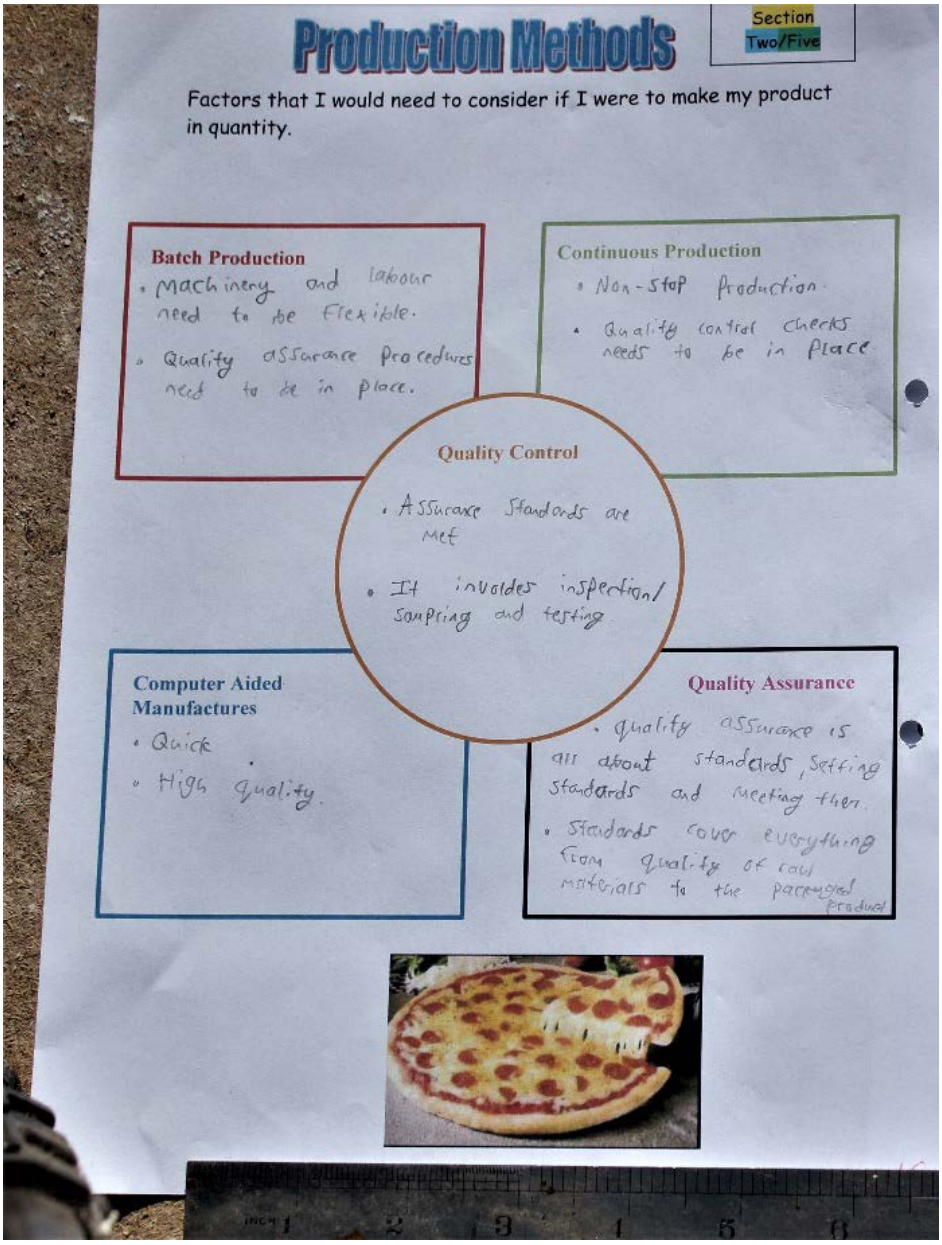
Making Skills

Make a product that involves different component parts using different materials/ingredient/ components, equipment, techniques and processes that functions fully and matches most specification points. **Select** the correct tools, equipment and processes, including CAD/CAM where appropriate, for specific uses. **Use** different making skills that demonstrate precision and accuracy in manipulating and using materials, tools, equipment and processes. **Make** your product safely.

The diary of making shows the production process in a limited way. There is no evidence to show the topping being prepared or added to the product. There is no annotation to explain the process in each picture. With the addition of this the making skills could be easily seen and allows the moderator to agree the award more readily.



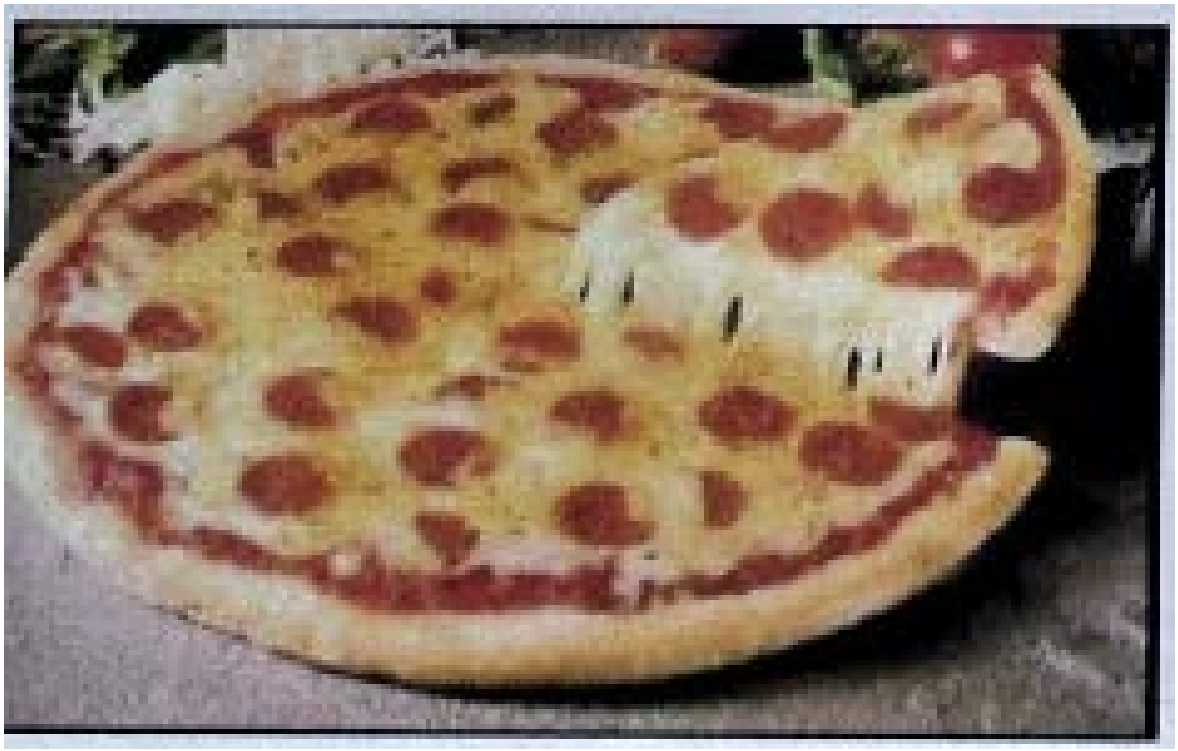
The inclusion of the production plan at this stage does not help the project as it is more of an informational tool for production on a larger scale. Although this is relevant to the original brief (Italian food to be served in the school canteen) it does not move the project forward. Had it been included in the research stage then there would have been some relevance.



Quality of Final Outcome

Make component parts that are accurate, well finished and well assembled into an intended product or demanding sub-systems of the product. **Produce** a product or demanding sub-system of the product that matches the specification criteria and functions as intended.

The only picture of the final outcome is on the bottom of the production methods sheet above. This shows no idea of scale and has no commentary other than the Assessor Witness Statement.



Test and Evaluate: Test and Evaluate Final Outcome

Test and evaluate your final product against the measurable points of your specification criteria.

Suggest Improvements

Suggest and sketch how your product could be modified to improve its performance and/or quality if it were made again.

There is no evaluation section in this project. There is a sheet that has some evaluative comment to be found in the production planning section. The evaluation of this project would have been helped by the inclusion of a specification.