

Coursework Research Task

40 marks

15% toward a final grade

Controlled Assessment – 6 to 8 hrs
supervised time allowed in class

Research Coursework 1: Title

Research the social factors that influence the traditional British diet. Carry out practical work to support your findings.



Section 1.1: Identify Issues and Questions

Introduction:

1. Explain in your own words what you have been asked to do (what is the title of the project?)
2. Find out what key words mean including - society, culture, tradition
3. List questions, subjects or topics for research



Research the social factors that influence the traditional British diet

Referencing your Research



Book, Magazine or Newspaper

- Name of publication, author, date, page ref.
- e.g. Essentials Food Technology Revision Guide; Sunderland and Englis, 2009; pg. 10



Internet

- Website Address, Name of Site
- e.g. <http://www.food.gov.uk/>, Nutrition Information



Person

- Name, Title, Position of Authority/Expertise, Date
- e.g. Mrs J. Brown, Dietician

Anything written word for word (taken from another source) must be put into **quote marks** and referenced as above. E.g. **“You must write references in your coursework!”** Mrs Johnston, Teacher of DT Food (May 2010).

Research methods in Food and Nutrition

Primary - you discover the facts



Diet Diary

- Ask one (or more) people to log what they eat for one (or more) days
- e.g. List all the food you eat and drink for ... days



Questionnaire

- Select mostly closed questions to ask at least 5 people for facts
- e.g. "Do you follow a special diet? select from the following list:"



Interview

- Select mostly open questions to ask at least one person for facts
- e.g. "Explain how diabetes affects the food you eat"



Survey

- You collect facts from observing and recording information
- e.g. Setting out to investigate a range of multi-cultural food products in one or more supermarkets



Product Analysis

- Looking at items of food or equipment and reporting on facts about them
- e.g. Tesco Finest Lasagne weighs 250g, costs £3.78 per portion,

Secondary – you report on facts discovered by someone else



Books

- E.g. cookery, set text, revision guides, science



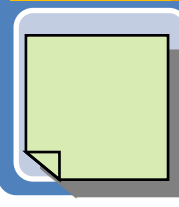
Websites

- E.g. Manufacturers, google, supermarket shopping sites, healthy eating eatwell, food.gov, associations (vegetarian society) help groups, dictionary, encyclopaedia



Magazines or Journals

- E.g. specialist food or consumer magazines, current affairs, business and economics, health and fitness



Leaflets

- E.g. Special diet advice, recipes, health and medical information from doctors surgeries, supermarkets, hospitals, manufacturers of food or equipment



Newspapers

- E.g. Articles reporting on relevant news or research that concerns your work e.g. The Guardian Newspaper reports that rising levels of obesity

Grade
E/F

1. Describe one kind of research to do that will give you information about what people eat.

Teaching dates -
24th/25th May
Deadline date - Wed
8th June 2011

Grade
C/D

1. Explain why you need to do research (to find out more about ...?).
2. Plan a method of research. Describe it.
3. Say what you hope to find out by doing it.

Grade
A/B

1. Explain the difference between primary and secondary research.
2. Explain (using some examples of the factors identified in 1.1) how research is useful, given the task you have to do.
3. Present 5 examples of activities that could help you in this task. Plan 2 methods to do in some detail
4. State clearly the aims & advantages of the methods chosen.

Grade
A*

As A/B. Plan to execute 3 methods of research. Present concisely but comprehensively, the aims, objectives, advantages /disadvantages for alternative methodologies selected for use in this task.

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Section 1.2: Assemble Relevant Information 15 marks

Grade E/F	1. Present 3-4 bits of research in your folder (these can be taken straight from a book or website)
Grade C/D	<ol style="list-style-type: none">1. Write an introduction. Check you have described what research you will do and how you will do it (see 1.1)2. Make clear where your one source of research was from (reference) e.g. book/website3. Present your results
Grade A/B	<p>As C/D but make very clear:</p> <ul style="list-style-type: none">• How you will use a mix of primary and secondary sources of research• Why that source of information is relevant/reliable/interesting/positive in the light of the title of the project.• In stating the results, explain how you could use the information to shape the rest of the project (e.g. research further and plan recipes)• Make clear any criticisms you have of your own research and any tips for improvement (e.g. include pilot questionnaires with an explanation of how you re-modelled questions/formats for answers to get accurate results)
Grade A*	As A/B. Consider brief additional research to qualify/extend/research relevant of key concepts uncovered by the initial research.

Teaching date – Wed 8th June
Deadline date – Wed 15th June 2011

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Section 2.2 Analyse Information 8 marks

Grade E/F	<p>1. Write a bullet point list of at last 5 facts you found out when you did research</p> <div data-bbox="1238 315 1866 396" style="background-color: #FFD700; border: 1px solid #000; padding: 5px; text-align: center;"> Teaching date – Wed 15th June Deadline date – Tues 28th June 2011 </div>
Grade C/D	<ol style="list-style-type: none"> 1. Introduce this section of work - explain points 2 & 3 on this list. 2. Present a list of key findings (quotes, data, facts, observations, conclusions*) from your research. 3. Explain how what you found out links to the project title 4. Identify 3 criticisms (or improvements) to your own research 5. Identify which social factor(s) you will investigate further
Grade A/B	<ol style="list-style-type: none"> 1. As C/D, numbers 1-5. 2. Present conclusions in a creative way (e.g. excel) 3. Suggest 2-3 further topics for research linked to what you already found out 4. Suggest improvements to section 1.1 and 1.2 – things to do better with suggestions on how
Grade A*	<p>As A/B. Present concisely but comprehensively , the results and conclusions for the next stage of the task. Identify opportunities for further research. Take up these opportunities and do the additional research.</p>

Section 2.3 Identify a Clear Course of Action 8 marks

Grade E/F	1. Produce a copy of two recipes you want to cook under exam conditions, keep them very simple using basic skills or ready made foods 2. Give brief reasons for choosing them	Teaching date – Tuesday 28 ^h June Deadline date – Wednesday July 13 th 2011
Grade C/D	1. In this section of work you will decide on some recipes that will help you to show off your practical skills to the examiner, link to one (or two) social factors from your work so far and plan to measure your success with the work by doing some tests (e.g. Sensory). Write an introduction to this section answering the points above. 2. Include copies of 2-4 recipes you will use. Write briefly about why you chose them (cost, availability, adaptability, skill, time, convenience, traditional or multi-cultural)	
Grade A/B	1. Write an introduction. Refer closely to any research of further research or analysis you did earlier in the project. 2. Include copies of 4 dishes which show technical (skills/time) challenge, individuality and close application to (1.) 3. Plan to measure the success of the work in 2 relevant ways– e.g. cost, nutrition, time, sensory properties (taste, texture, appearance & aroma)	
Grade A*	As A/B. Seriously consider the most challenging recipes. Plan to measure the success of the work in 3 relevant ways. State how the testing will be made scientifically fair & accurate.	
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Section 2.3 Plan a practical solution 16 marks

Grade E/F	1. Put times next to the instructions on printed copies of recipes.	Teaching date – Wednesday 29 ^h June Deadline date – Wednesday July 20 th 2011
Grade C/D	<ol style="list-style-type: none">1. Complete the ‘practical planning sheet’, including 3 points (minimum) in every section2. The time plans must include planning to complete 2 separate dishes in the same lesson3. Recipe choices may make use of some ready made ingredients if you can argue why4. Two recipes made in each session at least (although the second may be quick/simple) e.g. side salad	
Grade A/B	<ol style="list-style-type: none">1. Complete a plan in your own format, to show the examiner you can accurately manage your time, equipment, ingredients and resources in examination lessons.2. The recipes must show challenge , skill and independent thought (you might want to change methods or recipes in some way, to achieve a relevant aim)3. Recipes must be ‘dove tailed’ – the making of one dish should be combined with the making of another in the same session4. Appropriate skills should be recognised (e.g. if making bread, why/when is it ‘proven’)	
Grade A*	As A/B. The use of appropriate factors from the project title should be commented on. In this brief – use and comment on anything that saves time, money, extends shelf life or could be modified in any way, to extend the range of consumers to whom the dish would appeal.	

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Practical Planning

Mis-en-place	Special equipment

Time	Order of work	Special Points for safety/quality

Section 2.5 Carry out the practical work set 40 marks

Grade E/F	<ol style="list-style-type: none">1. DO the cooking under exam conditions2. Get mostly acceptable/edible results!3. Include a photograph of the results in your folder4. Help is needed/given for you to finish	Exam dates – Tuesdays 12 th & 19 th July 2011
Grade C/D	<ol style="list-style-type: none">1. Cook the dishes you planned under exam conditions2. Achieve good results, with safety and hygiene paramount3. Some help given only occasionally4. Include photographs of the results	
Grade A/B	<ol style="list-style-type: none">1. As C/D grade, but with a very high standard of work completed. You get very good results by managing time, a broad range of equipment, your work space in an effective and logical fashion2. Work is presented to high standard3. You work independently, confidently and can solve any problems that arise with little help4. You use appropriate methods	
Grade A*	As A/B. Commercially high standards for all work. Exceptionally good use of time, space, ingredients, equipment (deep fat fryer, Kenwood machine, food processor, ice cream maker, wok, microwave, bread making machine etc.)	

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A02.5 – Carry Out The Practical Work

0 marks	1–8 marks	9–16 marks	17–24 marks	25–32 marks	33–40 Marks
There is no work worthy of credit	<p>The candidate will have required frequent assistance in carrying out the practical work.</p> <p>Skills will be limited with a lack of awareness of safety and hygienic practices.</p>	<p>The candidate has carried out most of the planned work with some assistance.</p> <p>The candidate can execute simple skills to an adequate standard.</p> <p>Constant assistance will be required when handling equipment.</p>	<p>The candidate has carried out the planned work with only occasional assistance.</p> <p>The candidate can execute a variety of skills to a satisfactory standard.</p> <p>The candidate has reasonable control of equipment and due regard for safety and hygienic practices.</p>	<p>The candidate has carried out all the planned work mainly independently.</p> <p>The candidate can execute a good range of skills to a good standard.</p> <p>Equipment is handled competently with due regard for safety and hygienic practices.</p>	<p>The candidate has carried out all the planned work accurately and independently.</p> <p>The candidate can execute a wide range of skills to a high standard demonstrating excellent control of equipment with due regard for safety and hygienic practices.</p>

Section 3.1 Evaluate Practical Work 10 marks

Teaching date –
Wednesday 13th July
Deadline –Friday 22nd
July 2011

Grade E/F	1. Score each dish out of 10 for results 2. Explain why you think it deserved that score
Grade C/D	1. Present scores and comments to describe the taste, texture and appearance of the dish, ask at two people to do this (one must not be yourself and should be the type of person who would make or eat the food) – explain who this person is 2. Present cost and nutrition details for the dish
Grade A/B	1. Complete an evaluation in your own format to measure using data and comments the success of the dish. This should include: <ul style="list-style-type: none">• the sensory properties of the dish (taste, texture, appearance)• your work in the lesson (hygiene, use of equipment, time)• Nutrition and cost of the recipe• Some discussion of factors relevant to the project title (i.e. time to make, ease of adaptation for special diets, shelf life, convenience, appeal to a range of consumers)
Grade A*	As A/B. Use excel to present the data for sensory tests. Consider a direct comparison with a ready made version of the dish (or one from a café or restaurant) to compare your results to.

Evaluation of Practical Work

Taste	Texture	Appearance	Total

Comments:

Improvements ideas:

Insert photograph here!

Insert Nutrition and cost data here!

Section 3.2 Interpret Information and Present Conclusions 10 marks

Teaching date – Wed
20th July
Friday 22nd July 2011

Grade E/F	1. Commenting on the whole project, which parts were most successful and which were least.
Grade C/D	<ol style="list-style-type: none"> 1. Present conclusions on what you made. What were the most significant or important things you learned from researching, planning, making and evaluating food to investigate the project title? 2. Suggest at least one improvement to each of the areas of the work (research, planning, making and evaluating). Give a reason for each suggestion.
Grade A/B	<ol style="list-style-type: none"> 1. Addressing a range of issues linked to the title of the project, present conclusions about what you did and what you found out in all of this work. Comment on the factors identified in 1.1. 2. Say how what you cooked reflects an understanding of the project title and/or how the choices could be modified (changed) to better reflect it.
Grade A*	As A/B. Suggest further research, the names of alternative recipes and any alternative means of researching, planning, making and evaluating the work you undertook. Give concise, factual justification for your suggestions.

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