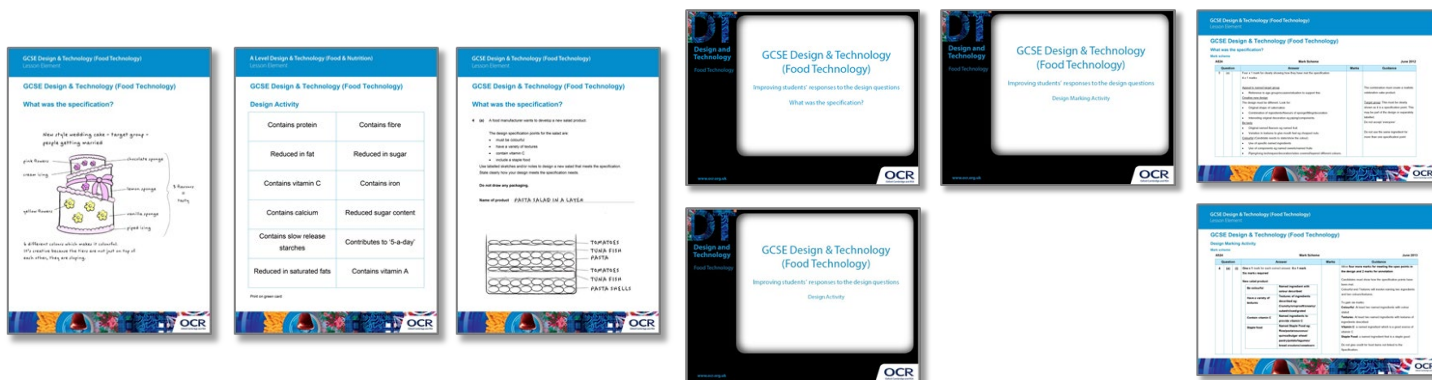# GCSE Design & Technology (Food Technology)

Improving candidates' understanding of design questions

Instructions and answers for teachers

These instructions should accompany the OCR resource 'Improving Candidates' Understanding of Design Questions*' activity* **which supports OCR GCSE Design & Technology (Food Technology).**

The Activity:

This resource comprises of 3 tasks.

This activity offers an opportunity for English skills development.

Associated materials:

'Improving Candidates' Understanding of Design Questions' Lesson Element learner activity sheets and PowerPoints:

- Task 1 (What was the specification?) cake design task sheet
- Task 1 (What was the specification?) cake design mark scheme
- Task 1 (What was the specification?) PowerPoint
- Task 2 (Design activity) PowerPoint
- Task 2 (Design activity) design cards
- Task 3 (Design Marking activity) PowerPoint
- Task 3 (Design Marking activity) salad design task sheet
- Task 3 (Design Marking activity) salad design mark scheme

Task 1 – What was the specification?

Sometimes students do not put sufficient detail into their responses and therefore do not score the higher marks. The idea of this activity is to get students to try and work out what the question was.

Resources required

- PowerPoint Presentation – 'What was the specification?' or printed copies of the designs
- Mark scheme.

Activity

Show the students the work in order on the PowerPoint. Ask them to write down what they think the question was for the first design, then show them the second design. Students to add to their response. Finally show them the question.

Ask the students to mark the two different responses and justify why they have given the marks they have - pay particular reference to the fact students need to show reference to decorative and construction details.

Task 2 – Design activity

This activity provides students with the opportunity to build on the knowledge they have gained from activity 1 and to develop their own skills in relation to answering exam questions. This can also involve the students in peer and self-assessment when looking at their responses.

Resources required

- PowerPoint Presentation
- Design Activity Cards
- Post-its.

Activity

Use the PowerPoint presentation to guide you through the activity.

Students need to be working in groups of three. Each student takes a **white** card – this is what you have been asked to design and then takes **one green**, **one red** and **two yellow** coloured cards. These are the specification points for your product.

They must not show them to the others in the group. They need to produce their response to the activity in the 5 minutes allowed. After 5 minutes they pass their design onto another person in the group. Who writes on a post- it what they think the design was. The design and post-it is passed to the final member of the group who checks the design and marks it - is it worth 6 marks and looks at what the task was. Group can then discuss the work and marks awarded.

Task 3 – Marking a design question

The aim of this resource is to give students the opportunity to mark design questions with the mark scheme so that they understand what is required when they tackle these questions.

Resources required

* Either the PowerPoint presentation '*Marking a Design Question'* or the printed copies of the students responses.
* Exam mark scheme for question A524 question 4a (it is also the last slide on the PowerPoint presentation).

Activity

Give the students time to look at the question and mark scheme and to discuss what they are expecting to see. Allow the students to mark the questions. Annotate the responses to show what they have given marks for from the marks scheme.

An extension task would be for them to complete the designs to show how they could be added to further to gain higher marks where necessary.