
Guidelines for the Research Task

As part of the Controlled Assessment candidates must undertake a short research task, which is completed under supervision within the classroom. Candidates will be allowed a minimum of 6 hours to complete the task, and the timetabling of the task is at the discretion of the centre.

The following guidelines on the six Research Tasks are provided to support teachers and candidates to plan and complete their chosen task successfully. The guidelines closely follow the assessment objectives set out on pages 36-39 of the specification, which indicate the evidence that will be required for marks to be awarded in each of the assessment areas. Teachers are strongly advised to look at the breakdown of criteria for each mark band in order to make decisions on marks.

For more information on the Research Task, see pages 18-19 in the specification and pages 94-95 in the AQA Food and Nutrition student textbook.

Task 1: Research low-sugar snack foods that would be suitable for nursery school children. Carry out practical work to support your findings.

- AO1 Brainstorm task to identify issues and questions.
Brief background information on the effect of sugar on teeth.
Different sources of sugar, high-sugar foods, recommended intake of sugar for nursery school children.
Questionnaire or shopping survey on low-sugar products.
- AO2.1 Task analysis showing conclusions drawn from the research, with clear aims identified.
- AO2.2 Analysis of questionnaires or survey focusing on sugar.
- AO2.3 Identify a clear course of action. Using information gathered from AO2.2, plan practical work and justify your choice of dishes.
- AO2.4 Plan for the practical work which should include recipes, methods and timeplans for all the chosen work.
- AO2.5 Carry out your planned practical work with sensory analysis of some of the items made.
- AO3.1 Evaluate research and practical work, including the sugar content of the items made.
- AO3.2 Interpret information and present conclusions.
Refer back to your research and discuss what you have learned about sugary snack foods, and how recipes can be adapted to give a lower sugar content and still be appealing to nursery school children. Present your conclusions from the investigation.

Task 2: Research the role of fruit and vegetables in the diet. Using fruit or vegetables make a dish and carry out a comparative analysis with a ready-made equivalent.

- AO1 Brainstorm task to identify issues and questions.
Brief background information on the role of fruit or vegetables in the diet.
Include information on the recommendations for daily intake of fruit and vegetables and the consequences of diets low in fruit or vegetables.
Carry out a questionnaire or dietary diary to find out the amount of fruit and vegetables the average person eats. Investigate bought products containing fruit and vegetables.
- AO2.1 Task analysis showing conclusions drawn from the research, with clear aims identified.
- AO2.2 Analysis of questionnaires or dietary diary focusing on fruit and vegetable consumption.
- AO2.3 Identify a clear course of action. Using information gathered from AO2.2, plan practical work and justify your choice of dishes.
- AO2.4 Plan for the practical work which should include recipes, methods and timeplans for all the chosen work. Include plans for carrying out the comparative analysis with a ready-made equivalent.
- AO2.5 Carry out your planned practical work and comparative analysis with sensory testing of both dishes.
- AO3.1 Evaluate research and practical work, including the fruit or vegetable content of the items made.
- AO3.2 Interpret information and present conclusions.
Refer back to your research and discuss what you have learned about the importance of fruit or vegetables in the diet. Present your conclusions from the investigation.

Task 3: Research the social factors that influence the traditional British diet. Carry out practical work to support your findings.

AO1 Brainstorm task to identify issues and questions, for example what is meant by the traditional British diet?
Brief background information on cultural, religious and traditional factors that influence the choice of food. [see page 13 of the specification]
Questionnaire or shopping survey on multi-cultural foods.

AO2.1 Task analysis showing conclusions drawn from the research, with clear aims identified.

AO2.2 Analysis of questionnaires or survey focusing on multi-cultural foods.

AO2.3 Identify a clear course of action. Using information gathered from AO2.2, plan practical work and justify your choice of dishes.

AO2.4 Plan for the practical work which should include recipes, methods and timeplans for all the chosen work.

AO2.5 Carry out your planned practical work with sensory analysis of some of the items made.

AO3.1 Evaluate research and practical work, including reference to recipes or ingredients that may not be regarded as traditional British food.

AO3.2 Interpret information and present conclusions.
Refer back to your research and discuss what you have learned about the social factors that influence our choice of food. Present your conclusions from the investigation.

Task 4: Research a range of cooking methods that would improve the palatability and nutritive value of a food of your choice. Carry out practical work to support your findings.

- AO1 Brainstorm task to identify issues and questions.
Brief background information on the effect of different methods of cooking on the nutritive value and palatability of a range of foods.
Experimental work on the effect of different cooking methods on ingredients such as meat, green vegetables and starchy foods.
- AO2.1 Task analysis showing conclusions drawn from the research, with clear aims identified.
- AO2.2 Analysis of the experimental work on different cooking methods with conclusions drawn on the most successful methods for each of the foods tested.
- AO2.3 Identify a clear course of action. Using information gathered from AO2.2, plan practical work and justify your choice of dishes.
- AO2.4 Plan for the practical work which should include recipes, methods and timeplans for all the chosen work.
- AO2.5 Carry out your planned practical work with sensory analysis of some of the items made.
- AO3.1 Evaluate research and practical work, including the experimental work completed in AO1.
- AO3.2 Interpret information and present conclusions.
Refer back to your research and discuss what you have learned about the effects of different methods of cooking on the palatability and nutritional value of food. Present your conclusions from the investigation.

Task 5: Research a range of healthy, quick and easy to prepare meals suitable for a student living away from home. Carry out practical work to support your findings.

- AO1 Brainstorm task to identify issues and questions.
Brief background information on the dietary requirements of students, cooking facilities, time available and skills needed for preparing meals.
Questionnaire or shopping survey on low-cost nutritious ingredients.
- AO2.1 Task analysis showing conclusions drawn from the research, with clear aims identified.
- AO2.2 Analysis of questionnaires or shopping survey focusing on low-cost easy to prepare meals.
- AO2.3 Identify a clear course of action. Using information gathered from AO2.2, plan practical work and justify your choice of dishes.
- AO2.4 Plan for the practical work which should include recipes, methods and timeplans for all the chosen work.
- AO2.5 Carry out your planned practical work with sensory analysis of some of the items made.
- AO3.1 Evaluate research and practical work, including the nutritional value and cost of the dishes made.
- AO3.2 Interpret information and present conclusions.
Refer back to your research and discuss what you have learned about the nutritional needs of students and how they can eat healthy meals when living away from home.
Present your conclusions from the investigation.

Task 6: Research the use of food additives in convenience foods. Using a convenience food of your choice, carry out a comparative analysis with a home-made equivalent.

- AO1 Brainstorm task to identify issues and questions.
Brief background information on the function of food additives, the range of convenience foods available, reasons for their increased use, and an assessment the sensible use of convenience foods.
Questionnaire or shopping survey on the availability and use of convenience foods.
- AO2.1 Task analysis showing conclusions drawn from the research, with clear aims identified.
- AO2.2 Analysis of questionnaires or survey focusing on the most popular types of convenience foods.
- AO2.3 Identify a clear course of action. Using information gathered from AO2.2, plan practical work and the comparative analysis with justification for your choice of dishes.
- AO2.4 Plan for the practical work which should include recipes, methods and timeplans for all the chosen work.
- AO2.5 Carry out your planned practical work with sensory analysis of the items made.
- AO3.1 Evaluate research and practical work, including the sensory analysis, cost and nutritional value of the items made.
- AO3.2 Interpret information and present conclusions.
Refer back to your research and discuss what you have learned about additives and convenience foods. Present your conclusions from the investigation.