GCSE (9-1)

FOOD PREPARATION AND NUTRITION

Accredited Summary Brochure

ocr.org.uk/gcsefoodprepaandnutrition
GCSE Reform: An Update

GCSE (9-1) Food Preparation and Nutrition has now been accredited and is available for first teaching from September 2016.

Background to The Reforms

The former Secretary of State for Education, Michael Gove, initiated the reform of GCSEs and A Levels in February 2013, asking Ofqual to implement changes that would lead to new qualifications.

By reforming GCSEs and A Levels, the Department for Education (DfE) intends to:

• Make the qualifications more ambitious
• Better prepare young people for employment and further study
• Give everyone greater confidence in the integrity and reliability of the qualifications system.

The Government has stated that GCSEs will demand more from all students and that the purpose of taking A Levels is primarily for entry to university – changes are needed so students are better prepared to start their university course.

GCSE Timeline

First teaching of new GCSEs (9-1) in Ancient Languages, Art and Design, Biology, Chemistry, Citizenship Studies, Computer Science, Dance, Double Science, Drama, Food Preparation and Nutrition, Geography, History, Modern Foreign Languages, Music, Physical Education, Physics and Religious Studies

First teaching of GCSEs (9-1) in English Language, English Literature and Maths

First exams for GCSEs (9-1) in English Language, English Literature and Maths
Changes to Assessment

Key structural features of the new GCSEs:
- Linear GCSEs with assessment at the end of the two-year course in June
- Tiering in certain subjects only, such as Maths and Modern Foreign Languages
- Assessment predominantly by external exam only
- A new 9-1 grading system (9 = top level)
- Re-sit opportunities in November for Maths and English Language only.

School accountability and performance measures key headlines:
- Progress across a suite of 8 subjects (Progress 8)
- Attainment across 8 subjects (Attainment 8)
- The percentage of pupils achieving a C grade or better in English and maths
- The EBacc.

For more information refer to ocr.org.uk/gcsereform
Everything we do is about improving lives through better knowledge of food, where it comes from and how it affects our bodies. Whether it’s training young people to give them careers in the food industry or teaching learners how to grow and cook food from scratch, we want to show that simple choices can make a big difference. We aim to encourage our young people to take our GCSE (9-1) Food Preparation and Nutrition by creating an exciting and contemporary qualification. This new inspiring GCSE will motivate teachers and in turn, motivate our young learners to develop the high level of knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating thus enhancing their ability to access further education.
GCSE (9-1) specification in Food Preparation and Nutrition must enable students to make the connections between theory and practice so that they are able to apply their understanding of food and nutrition to practical cooking.

<table>
<thead>
<tr>
<th>Component title</th>
<th>Content overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Nutrition</td>
<td>Students develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks. Students understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.</td>
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<tr>
<td>B. Food:</td>
<td>Students understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.</td>
</tr>
<tr>
<td>Food provenance</td>
<td></td>
</tr>
<tr>
<td>Food choice</td>
<td></td>
</tr>
<tr>
<td>C. Cooking and food preparation</td>
<td>Students demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.</td>
</tr>
<tr>
<td>D. Skill requirements: preparation and cooking techniques</td>
<td>Students demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment. Students understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.</td>
</tr>
</tbody>
</table>
WHAT’S STAYING THE SAME, WHAT’S CHANGING?

GCSE (9-1) Food Preparation and Nutrition

The relationship between the teaching of food as a life skill and the use of food as a medium for teaching Design and Technology caused confusion for teachers and curriculum developers. In an effort to clarify this, the decision was made to remove Food Technology from the Design and Technology suite.

This has resulted in the removal of the GCSE Design and Technology: Food Technology, GCSE Home Economics: Food and Nutrition and GCSE Hospitality and Catering to create the proposed new GCSE (9-1) Food Preparation and Nutrition.
ASSESSMENT OVERVIEW

In respect of the total marks available for the GCSE (9-1) qualification in Food Preparation and Nutrition, centres must ensure that:

- 50 per cent of the marks are through assessments by written examination
- 50 per cent of the marks are through assessments that are not assessments by examination.

In respect of that 50 per cent, a learner’s knowledge, skills and understanding are assessed in relation to:

a) The Food Investigation Assessment

- 15 per cent of the total marks for the NEA are made available through tasks which assess the scientific principles underlying the preparation and cooking of food: carbohydrates, fats/oils, protein, fruit and vegetables
- Through practical experimentation, we require each learner to investigate and evaluate an understanding of the working characteristics, functional and chemical properties of ingredients and use the findings of that investigation to achieve a particular result with respect to the preparation and cooking of food
- The task that will be set for the Scientific Investigation will be communicated to centres after 1 September in the academic year in which the assessment is to be taken.

The evidence which will be admissible in the assessment is:

1) A report produced by the learner which explains the findings of the learner’s investigation and how these have been applied to achieve the relevant result. We would expect the total length of such reports to be between 1,500 and 2,000 words.
2) Photographs and/or visual recordings which support the investigation.

b) The Food Preparation Assessment

- 35 per cent of the total marks for the NEA are made available through tasks which assess the planning, preparation, cooking and presentation of food
- We require each learner to:
  - Prepare, cook and present three dishes within a single period of no more than 3 hours
  - Plan, in advance, how this will be achieved
- We will communicate the task that we have set for the Food Preparation Assessment to centres after 1 November in the calendar year in which the assessment is to be taken.

The evidence which will be admissible in the assessment is:

To produce evidence which includes photographs and/or visual recordings which demonstrate the learner’s application of technical skills and the final outcome(s), and explains how the learner has designed, executed and evaluated the preparation, cooking and presentation of the three dishes.
## ASSESSMENT OVERVIEW

<table>
<thead>
<tr>
<th>Objective</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Exam</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A01</strong></td>
<td>1a – Demonstrate knowledge of food, cooking and nutrition.</td>
<td></td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>1b – Demonstrate understanding of food, cooking and nutrition.</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td><strong>A02</strong></td>
<td>Apply knowledge and understanding of food, cooking and nutrition.</td>
<td></td>
<td>10%</td>
<td>20% 30%</td>
</tr>
<tr>
<td><strong>A03</strong></td>
<td>1a – Plan dishes combining appropriate techniques.</td>
<td></td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>1b – Prepare, cook and present dishes, combining appropriate techniques.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A04</strong></td>
<td>1a – Analyse different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</td>
<td></td>
<td>5%</td>
<td>5% 10% 20%</td>
</tr>
<tr>
<td></td>
<td>1b – Evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>15% 35% 50%</td>
<td>100%</td>
</tr>
</tbody>
</table>
An example of the type of questions we will be asking:

1 Vegetables are an important part of a balanced diet.

(a) Name one vegetable from each of the groups listed below.
1. Root .........................................................................................................................
2. Leaf ...........................................................................................................................
3. Bulb ..........................................................................................................................[3]

(b) Vegetables are also a good source of fibre.
Give two reasons why we should increase the amount of fibre in our diet.
1 ......................................................................................................................................
2 ......................................................................................................................................[2]

2 When preparing food it is important to use knives correctly.

(a) Name the two different grips used when preparing fruits and vegetables.
1 ......................................................................................................................................
2 ......................................................................................................................................[2]

(b) Identify the knives below.
1 ......................................................................................................................................
2 ......................................................................................................................................
3 ......................................................................................................................................
The new specifications will have a clear pathway following on from Key Stage 3 through to GCSE.
SPECIALIST ADVICE AND GUIDANCE

Resources and support for our GCSE (9-1) Food Preparation and Nutrition qualifications, developed through collaboration between our Food Preparation and Nutrition Subject Specialists, teachers and other subject experts, are available from our website.

**Subject Specialist Support**

OCR Subject Specialists provide information and support to schools including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Subject Specialists work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. Subject Specialists are dedicated to working with developers to help produce specifications and the resources needed to support these qualifications during development, an essential part of which is working alongside teachers through the Teacher Advisory Groups to obtain genuine honest feedback.

You can contact our Food Preparation and Nutrition Subject Specialists for specialist advice, guidance and support.

Meet the team at [ocr.org.uk/foodprepandnutritionteam](http://ocr.org.uk/foodprepandnutritionteam)

**Contact OCR Subject Specialists at:**

- 01223 553998
- [food@ocr.org.uk](mailto:food@ocr.org.uk)
- [@OCR_Food](https://twitter.com/OCR_Food)

To stay up to date with all the relevant news about our qualifications, register for email updates at [ocr.org.uk/updates](http://ocr.org.uk/updates)

**Food Preparation and Nutrition Community**

The social network is a free platform where teachers can engage with each other – and with us – to find and offer guidance, discover and share ideas, best practice and a range of Food Preparation and Nutrition support materials.

To sign up, go to [social.ocr.org.uk](http://social.ocr.org.uk)

Gill Taylor  
Sandra Marsh
RESOURCES

Our aim is to help you at every stage of the introduction of a new specification and we’re working hard to provide a practical package of support in close consultation with teachers and other experts.

For a start, we’ll provide a range of high-quality creative resources. Tailored to the needs of each subject, their focus is on supporting creative teaching approaches and progression for all students. We see our resources as a body of knowledge that will grow throughout the lifetime of the specifications. They are built on the best practice we’ve identified from our ongoing discussions with the teaching community.

We are also developing exciting new digital tools to help you explore and interact with our resources. The Scheme of Work Builder will allow you to construct personalised schemes of work and you’ll be able to add in the specification content, our wide range of resources and teaching suggestions, as well as add your own content and materials.

Please visit our website at ocr.org.uk/reformresources for details of the new tools we are developing and to take a look at the types of resources on offer.

Publisher Partner Resources

We’re working with a number of leading publishers who are publishing resources for the new GCSE specification for 2016. We’re working together to make sure that the resources embed the fundamental content of each specification, while delivering the breadth and depth needed to succeed at GCSE.

You can find more details about all our publisher partners and all the resources they’re providing on our website at ocr.org.uk/publishing-partners
FREE GCSE AND A LEVEL REFORM TRAINING EVENTS

An introduction to the new specifications

We’re running free training events throughout the next academic year to help you get to grips with the reformed qualifications for first teaching in September 2016.

Practical events, created with you in mind

These carefully planned free events are designed to help smooth the path to the first teaching of reformed qualifications and provide you with an understanding of:

- The new specification content, structure and assessment
- The differences between the existing and new specifications
- The resources and support available for qualifications.

They’ll give you the opportunity to speak face to face with our team, network and discuss teaching approaches with colleagues.

To receive more information about dates, and the wide range of locations as we release them, please register for A Level or GCSE reform email updates at ocr.org.uk/updates

Teacher Networks

Join us at Teacher Network groups across the country and meet with other teachers in your local area to share resources and support each other.
ASSESSMENT PREPARATION AND ANALYSIS SERVICES

We recognise that the introduction of a new specification can bring challenges for implementation and teaching. Our aim is to help you at every stage and we’re working hard to provide a practical package of support in close consultation with teachers and other experts so we can help you to make the changes.

Along with subject-specific resources and tools, you’ll also have access to a selection of generic resources that focus on skills development, professional guidance for teachers and results data analysis.

Services and tools for GCSE (9-1) Food Preparation and Nutrition:

**Practice Papers**
Assess students’ progress under formal examination conditions with question papers downloaded from a secure location, well-presented, easy-to-interpret mark schemes and commentary on marking and sample answers.

**Subject Specialist Support**
Our Subject Specialists provide you with access to specifications, high-quality teaching resources and assessment materials available through [ocr.org.uk/foodpreinandnutrition](http://ocr.org.uk/foodpreinandnutrition)

**Active Results**
Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to [ocr.org.uk/activeresults](http://ocr.org.uk/activeresults)

**Skills Guides**
These guides cover topics that could be relevant to a range of qualifications, for example communication, legislation and research. Download the guides at [ocr.org.uk/skillsguides](http://ocr.org.uk/skillsguides)

Building a practical package of support and resources to support you at every stage of the introduction of a new specification in close consultation with teachers and industry experts.
EXTENDED PROJECT QUALIFICATION (EPQ)

Giving your students the edge
Our Extended Project Qualification (EPQ) can provide your students with the skills that universities look for, to help them stand out from the crowd.

Four steps to success
It’s straightforward for your students to take our inspiring EPQ. They can enjoy the freedom of working in their own way as they undertake a project based either on a subject they’re studying or in an area of personal interest.

With its skills-based assessed assignment, the qualification is ideal for helping students improve transferable skills such as planning, research, analysis and evaluation, and they can take it as part of either an academic or vocational curriculum.

It’s the equivalent of an AS Level and designed as a one-year course.

Three reasons to deliver the EPQ
- It’s worth up to 70 UCAS points
- There is real flexibility and ease of delivery – it can be taught by non-specialist staff and run over one or two years, and it has two entry points (January and June)
- Fewer guided learning hours than AS Level and requires fewer resources.

Find out more at ocr.org.uk/extendedproject
Download high-quality, exciting and innovative GCSE (9-1) Food Preparation and Nutrition resources from ocr.org.uk/gcsefoodprepandnutrition

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