

Home Economics (Food and Nutrition)

General Certificate of Secondary Education J431

Examiners' Reports

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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Home Economics (Food and Nutrition) (J431)**

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Chief Examiner's Report

In the three units of the specification candidates achieved a high standard.

Candidates were well prepared for the external assessment and were generally well directed to meet assessment criteria in the controlled assessment. Candidates' enjoyment and enthusiasm for the subject was clearly evident.

It is clear that Centres who attend training benefit from the advice given and are able to better guide their candidates in both the external and controlled assessment.

Unit B001/02 Short Tasks

The Short Tasks seen were of a high standard. It is encouraging to see the quality of work submitted and the level of understanding of the assessment criteria. The work reflected good quality teaching and credit goes to the teachers who have supported the development of the specification and who have attended training events. Training has been of clear benefit to both teachers and candidates.

Candidates of all abilities have been able to demonstrate a high level of achievement in this component and their enjoyment of the subject has been clear to see.

All Centres used OCR set Short Task Titles as required.

Key issues within the Short Tasks

- These were carried out to a high standard. It was evident that candidates enjoyed the very practical nature of them. Candidates demonstrated a range of different skills across the three OCR set tasks.
- Three tasks, one investigation and two practical are required and the vast majority of candidates submitted the three as necessary.
- A variety of tasks were used by centres without alteration.
- Reasons for choice of practical work should be detailed. Responses do need further development particularly those for Investigation tasks.
- Investigation Task choices should include a clear indication of what factors will be investigated and a justification for this decision.
- Research skills are not assessed in Short Tasks. The focus is on decision making and justifying choices followed by planning of the task. Candidates do of course need the knowledge in order to make suitable choices but this information, which may have been obtained in a lesson or through individual research, is not part of the assessment.
- Plans of action were generally well done. An accurate list of ingredients followed by a well sequenced accurate timed plan(s) is required.
- Candidates should plan and design (or choose) the necessary testing or recording documents for taste panels. This applies in particular to the Investigative Task.
- The majority of candidates produced two practical items per Task. The quantity of practical work should be sufficient to warrant the high mark weighting.
- A good range of practical skills were demonstrated by candidates. Teachers should encourage candidates to demonstrate a range of skills for the practical work.
- Nutritional data if included should be referred to and nutritional information should be specific.
- Star diagrams should be referred to.
- The Evaluations need to be well thought out and should contain evaluative comments which are pertinent to the particular Task in hand. In some cases candidates make simple and repetitive comments about their personal hygiene or their ability to work safely during their Task with little reference to the Task Title itself. These comments cannot be given full marks under Evaluation. The drawing of conclusions is a skill which again needs further development
- Centres must ensure that there is clear annotation relating to the assessment criteria on the mark sheets attached at the front of each Task. It is recommended that a personal mark grid is designed and used to further support practical marks.

Areas to Improve within the Short Tasks

- Investigation Task choice and reasons for choice to include investigative factors in addition to the food choice.
- Recording charts and tester instructions should be planned, this is essential in Investigation Tasks. Blank copies should be included.
- Candidates should not carry out research in the Planning section of the Short Tasks
- Candidates must carry out sufficient practical activities to warrant high marks for this section of the Tasks. A marking grid to support award of marks is suggested
- Investigation tasks should clearly show all factors for investigation being addressed.
- Complete all planned investigation factor charts.
- Develop improved conclusion drawing within evaluations.
- Investigation evaluations should draw conclusions based on the range of factors investigated.
- Annotation of both written work and of practical work is absolutely essential.

Good practice within teacher's preparation and marking of the Short Tasks

- Refer to OCR guidance and support on marking controlled assessment.
- Attend training.
- Using OCR set task Titles as required. Three Tasks submitted, one of which is an investigation
- Using tasks to apply knowledge gained from teaching the course content.
- Candidates submitting Tasks which enables them to demonstrate a range of practical skills as well as cover a range topic areas
- Clear guidance being given to candidates so that they are able to understand the assessment criteria
- The use of tasting panels, star diagrams and other sensory analysis methods in all three Tasks this being planned in advance.
- Discussion of work with candidates in order to support the evaluative comments produced
- Good annotation of all aspects of the Tasks but in particular the practical work carried out
- Good use of digital photography to support marks awarded – although this is not a requirement.

Good practice within controlled assessment administration

- Decide on appropriate method and timing of entry for assessment.
- Internally standardise all work where there is more than one teacher ensuring that marking is consistent between members of a department.
- Aim to cross mark practical work between department members
- Complete the MS1 correctly.
- Regularly check email for selection of candidates for moderation.
- Ensure accurate addition and transfer of marks.
- Use OCR website to add marks on CSF.
- Ensure that all work has candidate names and numbers.
- Clearly label work with annotated mark sheets attached to the front of each Task.
- Include the Centre Authentication Sheet with the sample of work that is sent to the moderator.
- Remember that individual authentication sheets should be retained in the centre.
- Send work promptly once moderator sample is requested.
- Complete relevant OCR documentation applying for lost work to be moderated or for special consideration.
- During moderation return mark amendments quickly to the moderator as requested.

Unit B002/02 Food Study

The limited number of candidates entered for this unit demonstrated positive achievement across the whole ability range; it was encouraging to see the diversity of individually written titles and the continuing enthusiasm for the subject. It was however disappointing that some centres over marked work and did not give their candidates good guidance in meeting all areas of the assessment criteria, so preventing some candidates from achieving their full potential. It is vital that teachers are fully aware of the expectations within assessment area. A small number of centres directed their candidates very well and they produced work of an excellent standard.

Key issues in the Food Study

- A range of themes were used with Food around the World, Healthy Eating and Special Diets being most popular.

Research

- Titles written were too often long and vague. A title with specific key factors aids candidates throughout the study.
- Reasons for choice of title lacked detail.
- Secondary research was generally well done, with good selection of information from varied sources.
- Sources were credited.
- Primary research was well done but results were not always utilised when making choices.
- Aims of primary research not always clear.

Selection and Planning

This section was poorly done by many candidates who had received insufficient guidance.

- Candidates often did very little in this section but went straight into recipes and time plans for practical.
- Ideas for practical work should develop from previous research. Many candidates did not list ideas.
- Little or no sorting and assessing of ideas was completed before making choices.
- Reasons for choice of practical work were generally poor as no sorting techniques had been used.
- Some failed to make the minimum four choices of practical work.
- A good range of skills was apparent in those making the correct number of choices.
- Time plans were well done as were most ingredient lists.
- Few candidates prepared recording charts and testing instructions prior to the practical.

Practical work and Outcomes

- Some very good practical skills demonstrated with well presented outcomes
- Some really poor practicals too, with candidates failing to complete at least three items with another form of practical eg leaflet.
- Lack of teacher annotation was apparent and did not assist in the moderation process, as it was often difficult to see how and where marks had been awarded.
- Recording charts although not planned were usually produced.
- Nutritional data and star diagrams were not always referred to.
- Logs of practical work were not always completed.
- Good photographic evidence.

Evaluation

- Some high level evaluations were seen.
- Evaluations did not always refer to the whole task.
- Insufficient reference was made to primary and secondary research.
- Evaluations tended to be descriptive rather than evaluating performance, identifying strengths and weakness.
- Evaluations sometimes tended to focus exclusively on the practical aspects of the task.
- Some candidates did not refer back to the task title and draw conclusions.

Main areas for improvement in the Food Study

- Tighter more specific title writing.
- Better more personal reasons for choosing the title.
- Specified aims of primary research.
- Accurately displayed primary research results.
- Use research to develop ideas for practical work.
- Sort and assess ideas using a variety of techniques before making choices of Practical work.
- More detailed reasons for choice based on research and sorting results.
- Plan recording and testing charts, put in a blank copy.
- Choose a minimum of four items to complete in the Practical session.
- Detailed annotation to support practical marks. Design a mark grid.
- Practical logs of work completed by candidates and signed by teachers are essential.
- Accurately complete and refer to any recording charts or data.
- Ensure that evaluations address the whole task, evaluating performance, strengths, weakness and outcomes.
- Suggest improvements where necessary.
- Draw well evidenced conclusions that refer back to all parts of the Study title.

Good practice within teacher's preparation and marking of the controlled assessment Food Study

- Teachers should refer to the assessment and marking criteria advice and support provided by OCR.
- Attend training.
- Read the moderator's individual report for the Centre and act upon this as soon as possible.
- Ensure that candidates understand the assessment criteria within each section.
- Promote use of a checklist to ensure coverage of assessment criteria.
- Encourage candidates to use the assessment sections, promoting a structured flow through the Study.

- Reflect the amount of direct teacher input when awarding marks.
- Annotate work clearly throughout the Study.
- Teach candidates how to write their own title from a chosen theme.
- Encourage candidates to summarise and use the information they gather from the internet or from books/journals rather than just copy or stick it into their work without making reference to it.
- Include only one sample questionnaire from candidates once work is called for moderation.
- Ensure that candidates carry out a minimum of four practical items.
- Ask candidates to keep a detailed record/ log of practical work which is then verified by the teacher as part of their evidence for the Practical section.
- Take into account the candidate's written communication throughout the Individual Task when giving a mark for the Evaluation of this Study. A comment to this effect on the work or mark sheet would show that centres have acknowledged this.

Good practice within controlled assessment administration

- Decide on appropriate method and timing of entry for assessment.
- Internally standardise all work where there is more than one teacher ensuring that marking is consistent between members of a department.
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B003 Principles of Food and Nutrition

General comments:

Overall it was felt that the difficulty of this paper was appropriate and achieved differentiation. The majority of the candidates made an attempt at all of the questions, the exceptions were questions 1b (i) and 5b where many candidates either left the question unanswered or the answers given were unrelated to the question being asked.

Specific comments:

Some examiners found that candidates wrote in areas that they were not supposed to, making it hard to award the marks.

The extra paper added into the booklet for question 3 (the long 15 mark free response) made it better than having a lot of extra sheets attached at the back of the booklet. However, a few candidates still managed to use extra sheets of paper. It was felt that in answers where extra paper had been used candidates tended to give poor answers and were just repeating themselves.

One or two candidates used gel or fountain pens and were not dry when they turned over the paper this covered the paper with dots.

Question 1a(i) and (ii) – well answered with very few wrong answers.

Question 1a(iii) - well done. Most candidates' answers related to the colour or texture change.

Question 1a(iv) - Many candidates gave 'sweeteners' although it was good to see those who had been well taught who gave 'artificial sweetener'. More able candidates gave 'fructose or glucose'.

Question 1a (v) - most gave or made a reference to energy and were awarded 1 mark – tiredness was mainly given for 2nd answer.

Question 1b (i) - few candidates could accurately explain this. A typical answer 'how much the heart beats' or 'how long it takes to digest food'. Many answers referred to Kcal intake for activity or a person's metabolic rate – being high or low.

Question 1b(ii) - most candidates achieved 1 mark for stating the group but did not always give an accurate description to be awarded the 2nd mark. Age and physical activity were the most common groups given although Gender was given by a few but with a wrong description. Some candidates made reference to diabetics.

Question 2a(i) - This was generally well answered by all candidates. Whole milk/full fat milk was the most popular for the toddler and semi-skimmed or skimmed was the most common for someone trying to reduce their fat content. Some candidates simply gave 'low fat milk' as an answer for someone trying to reduce their fat content, this was felt to be too non-specific so was not awarded a mark.

Question 2a(ii) - Most candidates achieved 3 marks for the change but quite a few did not give an explanation as to why milk consumption had changed. The most common reasons for the changes were related to people trying to reduce their fat or energy intake.

Question 2b(i) - Well answered – most gave cheese, yoghurt, cream or bread a few mentioned fish and fish with bones.

Question 2b (ii) - Well done – the majority were awarded the mark for 'strong' bones/teeth. A few candidates only said 'bones' or 'teeth' or 'healthy bones' so could not achieve the marks.

Question 2b (iii) - Well answered by the majority who gained 2-3 marks, the most common answers were fat, protein and carbohydrate. Good answers identified the correct micronutrients, poor answers referred to water, iron, or vitamins/minerals in a general manner.

Question 2c - The most common answers were Powdered, UHT and Tinned – some had perhaps not read the question carefully and put Soya and Organic (maybe thinking of UHT packs).

Question 3 - Most candidates achieved half marks and a few high level marks. Answers often lacked planning and many did not read the question correctly. Also some candidates seemed to have little knowledge of what happens when you leave home.

Some candidates were unable to transfer knowledge on choosing, storing and cooking foods to this group of people. Some talked about problems in school for students eg 'ask teachers to buy ingredients'. Some wrote about the nutrients needed and possible food sources or how to avoid food poisoning. Some candidates talked about people with eating problems eg nuts. Answers on the whole were limited. Some candidates gave valid points but rarely followed them through to describe or explain. The most common problems covered in answers were, students lacking knowledge on how to cook, limited storage and lack of equipment. The most common solutions suggested were, buying offers, learning to cook (with friends or from cook book), researching food choices, buying tinned/long-life food, cooking in bulk and or freezing as well as cooking with friends.

Question 4a - The most common correct answers given were 'yoghurt' and 'bread' some candidates incorrectly gave 'mushrooms', 'yeast' or 'Quorn'.

Question 4b - Most candidates were awarded 3 marks showing that it had been taught. There were some who had no knowledge of what preservation was. Some confused preservation with food storage referring to eg put in an air tight box', 'put in fridge'. The most common answers were freezing, pickling, jamming and smoking. An incorrect answer frequently given was canning.

Question 4c - Apart from 'lasts longer' this was poorly answered. Statements such as 'cheaper' unless qualified were not awarded a mark.

Question 4d - Some candidates could give valid answers but rarely went on to describe in sufficient detail reasons for their answers, making little reference to conditions microorganisms thrive in, Danger zone or gave temperatures eg 0-5 or 5-63. Many talked about kitchen/personnel hygiene, talking about clean surfaces/different chopping boards etc.

Question 5a (i) - Well done.

Question 5a (ii) - Most candidates did well achieving 3-4 marks, with the most common responses being vitamins, minerals and a balanced diet. Other frequent answers were antioxidants, fibre and some gave named vitamins and minerals. Well taught but again 'healthy' often featured as an answer.

Question 5a(iii) - The most common answers were adding to smoothies/soups along with cutting up small, helping in preparation/buying, and showing by example. Hiding the fruit and vegetables was given by quite a few candidates suggesting this has been taught in schools.

However, this was not awarded as this was not considered to be encouraging children to eat them but instead making them.

Question 5a (iv) - Banana and apple were the most common given answers – well answered.

Question 5a (v) - Lemon juice and water mainly given. A few said sugar.

Question 5b (i) - This question was poorly answered with vague statements. Answers were very muddled and candidates found it difficult to put onto paper. Many candidates made reference to the 'Eat well plate' for 1 mark but failed to access the 2nd mark.

Question 5c - This was well answered by the majority of candidates. Most candidates were awarded 3 marks for the changes to the packed lunch but the majority scored 4/6 marks. Showed that they had been taught how to alter foods to make a more balanced meal. This is a credit to the teaching staff similar questions in the past were very poorly answered. Some candidates gave 'brown' bread as an alternative for 'white' they need to be reminded 'wholemeal' was the only acceptable alternative. Most candidates seemed to use their time well.

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