

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

General Certificate of Secondary Education **GCSE J431**

## **Reports on the Units**

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**June 2010**

**J431/R/10**

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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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# **Chief Examiner's Report**

## **Chief Examiner's report June 2010**

In this first examination of both controlled assessment and external assessment units, candidates have shown positive achievement across the whole ability range. The new format of both controlled assessment tasks and of the un-tiered written paper have been well received by centres and well accessed by candidates. Centres have certainly benefited from the training programme and have consequently been able to give clear guidance to their candidates.

It is important to be aware that the external assessment covers all areas of the specification. Consequently, centres should ensure that candidates are sufficiently prepared as questions may be from any part of the specification.

## **Unit B001/02 Short Tasks**

### **Report to centres on the Controlled assessment Unit taken in June 2010**

In this first examination of the Short Task Unit it has been highly encouraging to see the quality of work submitted and the level of understanding of the assessment criteria.

The Short Tasks seen were of an excellent standard. The work reflected good quality teaching and credit goes to the teachers who have supported the development of the new specification and who have attended subsequent 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 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 2 practical are required and the vast majority of candidates submitted the three as necessary.
- It is important to remember that these Tasks do not assess research skills. 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.
- At the higher mark band, reasons for choice should be detailed. Responses do need further development particularly those for investigation tasks.
- After making and justifying choices candidates need to produce an accurate list of ingredients. They need to produce a well sequenced accurate timed plan or plans.
- 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 quantity of practical work should be sufficient to warrant the high mark weighting.
- Teachers should use their professional judgement and know their candidates well enough to encourage them 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**

- Candidates should not carry out research in the Planning section of the Short Tasks.
- Develop improved reasons for choice, particularly for investigations.
- 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.
- Annotation of both written work and of practical work is absolutely essential.
- Develop improved conclusion drawing within evaluations.

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

- 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 enable 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 as such
- Consistent marking between members of a department
- Clearly labelled work with annotated mark sheets attached to the front of each Task
- The majority of centres sent their Centre Authentication Sheet along with their sample of coursework.

### **Areas to improve within the Administration of the Tasks**

- Centres should complete the MS1 correctly. This should contain a mark in the mark column as well as shaded in lozenges for the mark given.
- The Coursework Summary Mark sheet must be sent with the MSI. The form can be found on the OCR website.
- ONE copy of the Centre Authentication Sheet should be sent to the moderator with the MS1.
- Inaccurate addition and transposition of marks can be an issue. The OCR website allows completion of the CSF form and will add up the marks, so preventing errors.
- Centres should ensure that candidate names and numbers are on all pieces of work and that each task is securely fastened together, not in plastic pockets.

## **Application of assessment criteria**

### **Planning**

High level responses from candidates should provide evidence of their ability to:

- Make decisions in relation to the Tasks showing an underlying understanding of the topic area set
- Apply knowledge from previous lessons in making decisions
- Justify their choices
- Produce accurate and well sequenced time plans
- List the ingredients needed for the practical aspect of the Tasks.
- Produce testing and recording sheets as necessary, this is essential for the Investigative Task

### **Practical Work**

The marks given in this section must be justified by clear annotation.

High level responses from candidates should provide evidence of their ability to:

- Organise their time and resources effectively
- Work independently, anticipating and overcoming problems
- Produce high quality outcomes in both food and recorded results as appropriate.
- Demonstrate a range of skills across the three tasks

### **Evaluation**

High level responses from candidates should provide evidence of their ability to:

- Review all aspects of their work including their planning, practical work and results.
- Consider personal strengths, weakness and improvements within the task.
- Refer back to the Task title when drawing conclusions about the success of their work.

## B003 Principles of Food and Nutrition

### General comments – Overall performance

It was felt that the degree of difficulty of the paper was appropriate for GCSE level candidates, with a mix of challenging questions for the more able candidate and more structured questions for the less able candidates. There was a wide range of marks as expected for the style and structure of the paper, although with a limited number of candidates it is difficult to extrapolate the results and make conclusive judgements.

### Questions specific comments

#### Question 1

1 a) This was considered a straight forward lead in question, however, only a few candidates gave the correct answers. Unfortunately, candidates often failed to add units to a number given (i.e.) 2 which was considered to be too non-specific for GCSE level candidates.

1 b i) Generally candidates were able to gain 2 out of the 3 marks for this question. The most popular answers were linked to preventing dehydration or blood pressure/the function of water in the blood.

1 b ii) The majority of candidates were able to gain at least 1 mark for this question. The most popular answers given were; “exercise”, “hot weather”, “when ill” and “when dehydrated”.

1 b iii) Candidates struggled to gain marks for this question; many left it blank or provided incorrect answers.

1 c) Candidates tended to provide obvious answers such as “Do not put salt in/on food” and were able to gain 2 out of the 3 marks available. Candidates need to ensure that they make specific suggestions that someone actually trying to reduce their salt intake could understand and implement. Therefore answers such as “eat less salt” were not accepted, but often given by candidates.

1 d i) The majority of candidates seemed to have no idea what was meant by “fortified food” therefore, tended to leave the answer blank or guess at the answer.

1 d ii) The lack of knowledge demonstrated for the previous question indicated that many candidates guessed the answer here too.

1 d ii) Candidates found this part of the question challenging and very few achieved any marks.

#### Question 2

2 a i) The majority of candidates demonstrated a good level of knowledge and understanding with this question.

2 a iii) Again this part was answered well by the large majority of candidates. However, a few candidates demonstrated a limited level of understanding stating “eat more of it”.

2 a iii) Most candidates provided satisfactory answers to this section.

2 b i) The majority of candidates were able to gain the mark for this part with sensible suggestions.

2 b ii) When candidates understood what a “coeliac” was they were able to gain at least one mark. However, many candidates obviously had no idea what a coeliac was so incorrectly guessed the answers. Unfortunately some candidates were only able to gain 1 mark due to not mentioning it is the gluten in the flour/pasta they cannot eat.

2 c i) This was attempted by the majority of candidates who gained at least 2 marks. Candidates were usually able to gain the marks for “Margarine – flavour or colour” and “Flour – bulking agent or raising agent”. The function of eggs was not so well covered. Candidates were not awarded marks for nutritional information (i.e.) eggs provide protein.

2 c ii) Candidates did not attempt to structure their responses to this question. Answers were poor and lacking explanation and technical or subject specific terminology. Candidates as a



## *Reports on the Units taken in June 2010*

whole were only able to gain 3 marks out of 6 as they described the qualities of a successfully cooked sponge but did not explain these qualities.

### Question 3

3 a) The majority gave the correct answers. Occasionally candidates muddled the temperature for “Bacteria destroyed” and “Danger Zone for bacterial growth”. However, freezer temperature was more often than not correct.

3 b) This question highlighted an area of the specification that had not been revised thoroughly. Many candidates did not attempt the question. Of those that attempted it, the majority only achieve 1 out of the 2 marks, few achieving maximum marks. The most common bacterium named were “E-coli” and “Salmonella” with some interesting spellings. The most common incorrect answers were “yeast” and “mould”.

3 c i) It was clear that this was not revised as the questions was poorly answered by all candidates that attempted it. Some candidates obviously misread the question, naming home preservation methods instead.

3 c ii) Again candidates failed to explain good hygiene practises in the kitchen instead giving examples of describing them. Candidates also tended to focus heavily on personal hygiene when cooking making little reference to things such as clean surfaces, food storage or cooking of food which limited access to marks.

### Question 4

4 a) All candidates attempted this question with the majority achieving at least 2 marks. A limit (maximum of 2 marks) was placed on this question for candidates that simply listed the different types of nutritional information you could find on the label (i.e.) fat, sugar, calorie and carbohydrate content.

4 b) The majority of candidates found this question very difficult as they failed to understand what was being asked of them. A number of answers went into detail about advertisements and what must be included if an advertisement is going to be successful. Those that understood the question provided a detailed answer.

4 c) Answers were varied but it was clear that the majority of candidates had not revised this area of the syllabus in detail. Those candidates that attempted it gained at least 2 marks. The most popular answers were “colour”, “flavour/taste” and “to preserve”.

### Question 5

This appeared to be a very straight forward question but many candidates had clearly not revised the current dietary guidelines sufficiently, very few gave an in-depth answer. Many candidates were able to identify obesity and heart problems as major health issues but then simply went on to describe what these were and why they had become problems. Although this contained some really in depth knowledge and information the candidates limited themselves to the marks they could achieve as they had not covered the second area relating to dietary guidelines and it was not relevant to the questions being asked. Those candidates that provided very detailed answers tended to address the two parts together (i.e.) identify obesity as an issue and then describe what it was but then added what could be done and was recommended to do to reduce obesity or the chance of becoming overweight or obese. Candidates tended to make reference to older guidelines rather than the most up-to-date guidelines available, so this is an area which needs covering in greater depth and ensuring candidate knowledge is up-to-date with current legislation(s). Overall, the majority of the coverage was superficial and lacked specialist knowledge or understanding. There were however, a few very structured and well planned responses which demonstrated a high level of knowledge and understanding.

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