

# Home Economics Food Nutrition & Health

Advanced GCE A2 H511

Advanced Subsidiary GCE AS H111

## Reports on the Units

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**January 2010**

**HX11/MS/R/10J**

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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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### Advanced Subsidiary GCE Home Economics (H111)

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## **Chief Examiner's Report**

This introduction to the Report to Centres is by the Chief Examiner and draws out a number of common themes from the reports on the different units. In this session all four units were examined but entries were low.

Principal Examiner reports have a number of common features in the scripts they have assessed. These include:

- Planning needs to be concise.
- Attention to the questions set is essential.
- The skilful management of time is evident in good responses.

### **Planning needs to be concise.**

The preparation of candidates for the written examinations is important. Good responses in Section B were usually accompanied by concise, bullet style plans. Centres are encouraged to give candidates guidelines on the ways in which an answer can be planned and developed concisely. The entire written responses should be contained within the constraints of the examination booklet. The examination booklet has been designed to accommodate even the longest answers that candidates should be writing.

### **Attention to the questions set is essential.**

A significant number of candidates are not applying their knowledge to the particular question set. The command words used and the nature of the task set are carefully monitored to ensure that all candidates have the opportunity to produce an appropriately detailed response within the time set. A mistaken interpretation of a word can lead to a poor answer, so candidates who fail to read the question carefully will inevitably penalise themselves. Centres should allocate time to the analysis of exam questions so that candidates develop a greater understanding of the command words and are able to identify the key words in a question.

### **The skilful management of time is evident in good responses.**

This is a problem particularly at AS level. The papers usually begin with some short, structured questions with small mark allocations. Candidates tend to write too much in response to these questions. In section B, there are 10 and 15 marks. It is important that candidates reserve the energy and time to these mark rich questions later in the paper. Some candidates wrote out the question they were answering, this is not necessary and wastes time.

The Principal Moderator's report highlights that to realise objectives a variety of primary and secondary investigative methods should be used in Assessment Criterion 3. The methods used should be executed with skill and precision to be allocated high band marks. In Criterion 4 a critical evaluation is required giving full consideration to the prediction and the context and question for the high band marks. Candidates must analyse and review their findings, outcomes and predictions. Statements made by candidates must be supported by references to their findings and cross referenced to the appendices.

Finally, examiners would like to congratulate Centres on the attentiveness they have shown in delivering the specification. There were some very good quality scripts in which candidates demonstrated considerable engagement and enthusiasm in the topics studied.

## G001 Society and Health

### General Comments

Section A was answered adequately by the vast majority of candidates.

The vast majority of candidates followed the instructions for section B and only picked two questions to answer. It was evident that many candidates spent considerable time writing detailed plans, only to then more or less re-write them as their final answer. This may have been a contributory factor in some candidates not completing their final question. Similarly, candidates who wrote out the question they were answering reduced the time available for answering the question. It would be useful if Centres could take note of the fact that at this level, the section B answers are extended answers not essays. Planning should be brief with just a few words as prompts or a brief thought shower.

Some candidates wrote answers to both parts of a Section B question as one piece of continuous prose. This proved difficult to mark, and was unlikely to have produced clearly focused responses.

There are still too many candidates wasting paper in the booklet by starting a new question on a new page and then needing extra paper.

### Comments on Individual Questions

- 1(a) The data was extracted correctly by virtually all candidates.
- (b) The majority of candidates could identify only one valid reason for the decline in birth rate and repeated the same reason in different words for the second answer.
- (c) A number of candidates struggled with this question. A frequent incorrect answer was that 'life expectancy is increasing.'
- (d) Candidates were often able to identify two implications of an increasing elderly population on society but were unable to explain their answer.
- (e) Candidates often gave very imprecise answers such as cut down on bad foods, live a healthy lifestyle and many discussed smoking and exercise which are not dietary habits.
- (f) This question was quite well answered with many identifying the GP, optician and dentist as primary services provided by the NHS. Some of the better candidates were able to identify the other services such as pharmacy, NHS Direct and walk in centres.

**Question 2** was answered by a very high proportion of candidates.

- (a) Many candidates were able to identify correctly the support services available to the unemployed and answered the question fluently. Less able candidates had only the most tenuous grasp of any facts, frequently misnaming benefits and schemes.
- (b) The second half of the question was generally well answered with many candidates describing clearly the psychological effects of unemployment. However, some candidates chose to link a lack of income to extreme scenarios of depression, suicide, crime and drug abuse.

**Question 3** was also popular.

- (a) Many candidates could identify the factors that affect the standard of living for households and family groups. However, some candidates did not read the question and discussed standards of living and poverty rather than the actual factors affecting standards of living.
- (b) Candidates were able to describe a variety of reasons as to why household and family group composition had changed over the years.

**Question 4** was answered only by a minority of candidates and was generally not answered well by those who attempted the question.

- (a) Candidates often focused on the type of housing available referring to examples including a flat, house or bungalow but failed to mention how to obtain a house by means such as renting, social registered landlords, private landlords, housing association and buying.
- (b) Generally this question was not well answered. Very few candidates mentioned the Lifetime Home Standards and many spent far too long discussing how a house could be adapted for the elderly or the disabled. Some also discussed community issues such as location which did not answer how housing design can meet the differing needs of individuals, families and household groups.

## G002 Resource Management

The vast majority of candidates followed the instructions on the paper correctly, answering just two questions from three in Section B. Some candidates wrote that they ran out of time, or had rather brief answers to part (b) of their second long answer question, indicating that they could have managed their time better.

Many candidates wrote plans; the better ones were concise bullet points which guided the candidate's answers well. There were few lengthy plans which was good to see.

Some candidates wrote out the question they were answering, this is not necessary and again limits their time for answering the question.

In Section B, some candidates did not make it clear which was part (a) and (b) in their responses. Some wrote a continuous prose which sometimes made it difficult to mark, particularly in Q4.

Handwriting was generally legible in almost all cases.

The paper was accessible to all abilities. There were few overall very poor scripts, but also very few excellent ones. Section A was accessible to all candidates, however, there were a number of candidates who gave a very weak performance on Section B.

It was encouraging to see that fewer candidates than last year needed additional paper for their answers. This suggests that they are acting on good advice to keep their answers concise. A small minority of candidates requested additional sheets to use for planning when there was plenty of space remaining in their booklets. Entire responses should be contained within the examination booklet provided.

When deciding which questions to answer in Section B, candidates should be advised to read all parts of the questions carefully first to ensure they have fully understood what is being asked, and to decide whether they can answer all parts of the question.

### SECTION A

- 1(a) (i), (ii), (iii)** These questions were answered accurately by virtually all candidates.
- 1(b)** This question was answered well. Most candidates were aware of welfare benefits, however, some were not named correctly. The most common error was stating 'disability benefit' rather than a named specific disability benefit e.g. 'disability living allowance'
- 1(c)** This question was answered well. The majority of candidates were able to name two methods of payment. Cash and either credit or debit cards were the most popular. However, the advantages given were not always relevant to the purchase of goods and services. 'Credit' and 'debit' were stated by a minority of candidates without qualification of the type.
- 1(d)** Most candidates understood the definition of 'disposable income'. Most achieved at least one mark, and many gave clear, concise definitions.
- 1(e)** This proved a tricky question for some candidates. They misinterpreted the question and wrote about how money can be managed or saved, rather than the factors influencing how it can be managed.

- 1(f)** Some candidates explained sources of information very well. As this was an 'explain' question, some depth of knowledge was required to gain high marks, rather than just identifying and describing a source of information. A few misinterpreted the question and confined their answer to just the information found on a label (either food or electrical appliances) or even the rights of the consumer.

## **SECTION B**

- 2(a)** Higher achieving candidates demonstrated a very good understanding of how to make an effective complaint. Most candidates who selected this question were able to describe the actions that a consumer could take. The best responses were logically sequenced and well structured. Some had learnt the difference between arbitration, conciliation and court action in a small claims court, and explained them well. The descriptions given by some candidates were limited to returning the goods to the store, writing a letter and taking legal action, and lacked detail.

- 2(b)** The best responses to this question showed some detailed knowledge of consumer legislation and rights, with relevant examples to illustrate and support their answers. Unfortunately, many candidates answered one part in much more detail than the other, showing knowledge of either legislation, or rights, but not both. Some found it difficult to distinguish between "legislation" and "rights", so tended to repeat themselves, often including parts of 2a again. Some candidates had chosen to answer this question but could not identify any relevant legislation. This made it difficult for them to access high level marks, and centres should stress the importance of addressing both parts of questions such as this.

- 3(a)** Explaining the sources and methods of transmission of commonly occurring food poisoning bacteria produced a wide range of responses. The higher achieving candidates were able to accurately give sources of a range of named food poisoning bacteria and explain how these were transmitted. A few candidates demonstrated very good knowledge and understanding but many misinterpreted the question. There were many references to chemical and physical contamination of food, with some candidates giving symptoms and onset times for food poisoning bacteria. Some candidates did not refer to any specific food poisoning bacteria. Many candidates tended to discuss food hygiene precautions rather than how the bacteria are transmitted, and discuss different methods of cross-contamination.

- 3(b)** Many candidates were only able to give a general or limited description of the action an Environmental Health Officer can take to enforce food safety in the community. Anecdotal evidence indicated that some candidates had been given the opportunity by their centres to meet an Environmental Health Officer. The general powers of an Environmental Health Officer, such as closing premises, were known but subject specific terms such as 'Hygiene Improvement Notices' and 'Hygiene Emergency Prohibition Notices' were not often used, or were used incorrectly. Although not relevant to the question, many candidates incorrectly mentioned that EHO's were employed by the Food Standards Agency.

- 4** Question 4 was by far the most popular question, with almost all candidates answering it. It was the most accessible of the questions, particularly part (a). Some candidates got the terms "eating patterns" and "food choices" mixed up.

- (a)** This question was generally well answered. Almost all candidates were able to describe at least a few ways in which eating patterns have changed, although some candidates discussed food choices and unhealthy eating habits rather than describing changes in eating patterns. There were many references to the effects of women working and also to 'deskfast' and 'dashboard dining', although these terms were not always used accurately.

*Report on the units taken in January 2010*

The best responses described a good range of changes in our eating patterns and included relevant examples to support their answers.

- (b)** Most candidates discussed all three issues but there was often an imbalance in their answers. In questions such as these, candidates should aim to address all parts of the question roughly equally. Of the three issues, technological and cultural issues were discussed the best, with little reference to economic ones. Many candidates knew of the existence of foods forbidden by some religious groups but the examples chosen were often incorrect. Some candidates incorrectly chose to discuss the social issues affecting food choice.

## **G003 Home Economics (Food, Nutrition and Health) Investigative Study**

### **General Comments.**

One centre entered work for moderation this session.

The investigative study is an internally assessed unit and is of an investigative nature. The context and title of the study is developed by the candidate with teacher guidance if necessary.

The title of the study should be developed from an area of the specification which the candidate finds interesting. Ideally the title should be worded in the form of a context that sets the scene and a question to investigate. Once the title is established the investigating can begin. The titles were well phrased allowing the candidates scope for investigation. It is a good idea for the candidate to choose an area from the A2 area of the specification to study as it will allow them to research on a topic that may be examined on the paper.

In addition the candidate should choose an area where they are able to access information e.g.. if they choose to do something related to pregnant women they will have to have access to a clinic to test ideas, collect food diaries, interviews etc. The title should provide opportunity for practical work to address a significant proportion of marks in the implementation section.

### **Addressing The Criteria**

#### **Assessment criteria 1 - Analysis and aims.**

The candidate is required to undertake analysis, select an appropriate context and title demonstrate an understanding of the opportunities for study and develop aims and objectives.

When marking candidates' work it is essential that the wording of the assessment criteria is considered carefully as there are subtle differences in language. For instance to achieve high bracket marks for criteria 1a the candidate needs to explore thoroughly possible areas of interest and is able to discuss a range of relevant issues and factors.

#### **Assessment Criterion 2.**

The candidate is required to hypothesise, plan and make informed decisions that direct the progress of the study. Good use was made of linking statements in the report which helped to move the work forward.

#### **Assessment Criterion 3.**

The candidate is required to carry out a range of appropriate skills and resources to achieve the realisation of their objectives using a variety of primary and secondary investigative methods. It is necessary that they include some relevant investigative food practical work.

A suggested list of investigative techniques are:

Shop survey, Market research, Packaging comparison, interview, case study, questionnaire, practical food activity, sensory analysis, costing, nutritional analysis, comparison practical's, study of relevant information on TV/magazines, visits, food diaries, PowerPoint presentations, designing of leaflets, background research.

There needs to be a range of these investigative technique carried out in depth in order for high bracket marks to be awarded.

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The objectives stated in section 1 should be carried out. Originality, creativity and aesthetic awareness needs to be considered by the candidate. These factors should also be apparent during the development of the products in practical work. Photographic evidence is useful throughout the practical process.

Technical competence need to be clearly demonstrated in the presentation of the work – for example use of ICT, digital images, scanning, colour printing.

### **Assessment Criterion 4.**

The candidate is required to conclude and evaluate the findings and results achieved whilst carrying out the study. They will also need to critically analyse and review the study as a whole.

A critical evaluation should be produced giving full consideration to the prediction and the title's context and question. Everything the candidate states must be backed up by reference to the relevant results achieved and by also referring to the relevant appendix. They must be critical of their findings and also critically review their prediction. Once they have done that they are then in a position to sum up by looking back at their task title and answering it critically.

### **Writing the Report.**

The format in which the study is presented will depend upon the chosen approach but is most likely to be a report on the findings, and labelled appendices to support and justify statements made in the report.

The report is a SUMMARY of the findings as the candidate works through the investigative process. It is NOT an account or a diary of what they have done.

The report links all their work together with the appendices. It is therefore crucial that the relevant appendix is cross referenced because this will provide the evidence to back up statements made. Use the phrase see appendix.....

The report also draws conclusions from results and shows how the work moves forward in a logical way.

The report must be NO MORE than 3000 WORDS and a word count must be provided. The statements made in the report must be linked together to illustrate how the work has moved forward.

### **Annotation**

It is very useful to annotate the work with H, M and L to assist in the final allocation of marks. The appendices were put to very good use because they were used effectively to record all the investigative work.

It was pleasing to see that the text book and information in the specification was used effectively to ensure that candidates addressed all of the assessment criteria, centres do need to ensure that the assessment criteria are carried out in depth, and the evidence to support marks awarded is in the candidates' work.

## G004 Nutrition and Food Production

### General Comments

The question paper was accessible to all abilities and provided the opportunity for all abilities to achieve. There were few very poor scripts but also few outstanding ones. The majority of candidates achieved between 20 and 60 marks.

Section A was well answered and many candidates did consider the marks allocated to each question by providing more a detailed response for part 1f and 1g.

There were a few candidates whose performance on Section B was weak. Some excellent essays were seen but rarely two on the same paper. Most handwriting was legible although some was difficult to read.

In Section B, some candidates still wasted time by writing out the question at the beginning of each essay. There was also evidence of large, diagram style plans which would have taken time to produce. If required, the planning of essay questions needs to be more concise, the use of a short bullet list or underlining key words in the question maybe a more effective use of candidate time. Centres need to consider the balance between the time devoted to planning and the time allocated to writing activities to ensure there is maximum benefit to their candidates.

### Comments on Individual Questions

#### Section A

All candidates were able to attempt all of the questions and there were some very good responses.

- 1(a)** Generally well answered but several students gave spinach or other leafy green vegetables as a source of protein.
- 1(b)** The majority of candidates were able to state a dietary function of protein but few were able to describe it fully. A description requires more than a one word response.
- 1(c)** Whilst many candidates correctly referred to HBV protein providing all the essential (indispensable) amino acids, there were a few who stated HBV is from animal sources and LBV is from plant sources.
- 1(d)** Some students did not read the question properly and missed the word 'deficiency'. Many candidates did not seem to appreciate the link between calcium and vitamin D. Candidates dealt with each nutrient separately and failed to refer to the relationship between them. The terms 'osteomalacia' and 'osteoporosis' were frequently confused.
- 1(e)** Most candidates were able to give a limited explanation of how vitamin C can be retained during the preparation and cooking of food. There were a few excellent responses where candidates were able to fully their knowledge and understanding referring to 'oxidation' and 'ascorbic acid oxidase'. These candidates were able to demonstrate their knowledge and understanding by referring to specific examples during the preparation and cooking of foods.
- 1(g)** This question was not answered well by the majority of candidates who were only able to give a superficial description of the current approaches to nutritional labelling. GDA seemed to be understood by the candidates who referred to it but many candidates were confused by the traffic light system. Many candidates assumed nutritional labelling is mandatory. Some candidates described all the information required by law to be present on a food label.

## **Section B**

Question 3 was slightly less popular. Most candidates seemed to have finished the paper but there were a few whose second response in section B was either considerably weaker or ended abruptly suggesting they had not planned their time wisely. There were no rubric errors.

- Q2** All candidates were able to demonstrate at least a superficial knowledge of how some environmental and moral concerns, health issues and social change are affecting the food industry.

Some candidates misinterpreted the question and wrote about how these factors affect food choice rather than relating the factors to their impact on the food industry. Higher achieving candidates were able to provide a range of detailed explanations with relevant examples and ensured that they produced a balanced response which referred to all the factors in the question.

- Q3** Generally, candidates who chose this question demonstrated a satisfactory knowledge of the nutritional and dietary needs of the elderly with reference to a number of specific nutrients. However, some candidates failed to link their nutritional knowledge to the elderly and gave generalised nutritional and dietary advice. Higher achieving candidates were able to link the functions and deficiencies of the main nutrients with the dietary needs of the elderly.

- Q4** This question produced a range of responses but none were outstanding. The discussion tended to be too descriptive. Most candidates gave more emphasis in their responses to the materials used to package food rather than to the importance of packaging. Very few candidates were able to demonstrate more than a limited knowledge of the importance of food packaging.

Most candidates referred to plastics as a homogenous group. Weaker candidates often listed all the information found on a food packaging label and described the materials used in terms of their use rather than the properties of the materials.

# Grade Thresholds

GCE Home Economics (H511)  
Advanced Subsidiary GCE Home Economics (H111)  
January 2010 Examination Series

## Unit Threshold Marks AS

Unit		Maximum Mark	A	B	C	D	E	U
G001	Raw	75	51	45	39	33	28	0
	UMS	100	80	70	60	50	40	0
G002	Raw	75	53	47	41	35	30	0
	UMS	100	80	70	60	50	40	0

## Unit Threshold Marks A2

Unit		Maximum Mark	A*	A	B	C	D	E	U
G003	Raw	100	90	80	70	60	50	40	0
	UMS	100		80	70	60	50	40	0
G004	Raw	75	56	51	46	41	36	32	0
	UMS	100		80	70	60	50	40	0

## Specification Aggregation Results AS

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H111	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H111	7.27	21.82	43.64	76.36	96.36	100	55

**55 candidates aggregated this series at AS**

**There is no aggregation for A2 this series**

For a description of how UMS marks are calculated see:

<http://www.ocr.org.uk/learners/ums/index.html>

Statistics are correct at the time of publication.

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