

Home Economics (Food and Nutrition)

General Certificate of Secondary Education **J431**

OCR Report to Centres

January 2012

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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.

OCR will not enter into any discussion or correspondence in connection with this report.

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

OCR REPORT TO CENTRES

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Overview

The entry in all units for this session was low.

In the Principles of Nutrition written paper candidates achieved across all grades. However, it was clear that the majority of candidates lacked both in depth knowledge and examination technique.

The Controlled Assessment Units allowed positive achievement by the majority of candidates. The Short Task Unit demonstrated good teacher guidance allowing candidates to meet the assessment criteria. However the Food Study Unit showed that there was some misunderstanding of expectations.

There was evidence in both Controlled Assessment Units of generous centre marking.

B001/02 Short Tasks

The entry this session was small. The Short Tasks seen were of a good standard, reflecting good quality teaching and guidance in meeting the assessment criteria.

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

The majority of centres used OCR set Short Task Titles as required.

Key issues within the Short Tasks

- The tasks were carried out to a good 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 all candidates submitted the three as necessary. Eggs and convenience foods were the most popular titles.
- Centre marking was consistent but tended to be rather generous within planning and evaluation sections of both practical and investigation tasks.
- Reasons for choice of practical work should be detailed, demonstrating knowledge of the subject without providing research material.
- Too many centres encouraged candidates to include non-assessable research. The focus is on decision making and justifying choices followed by planning of the task. Candidates 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.
- Investigation Task choices should include a clear indication of what factors will be investigated and a justification of this decision, in addition to the actual food choices and their justification. Too often there is little evidence of actually planning an investigation as opposed to a practical task.
- Candidates should plan and design (or choose) the necessary testing or recording documents for taste panels. This applies in particular to the Investigative Task.
- Plans of action were generally well done. An accurate list of ingredients followed by a well sequenced accurate timed plan or plans is required.
- 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 across the three tasks.
- Nutritional data if included should be referred to and nutritional information should be specific. Star diagrams should be discussed.
- Evaluations need to be well thought out and should contain evaluative comments which are pertinent to the particular task. The drawing of conclusions is a skill which needs further development. The results of investigational work should form the evidence for conclusions in the Investigation Task.
- 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. Annotation in some cases was insufficient.

Areas to Improve within the Short Tasks

- Improve detail in reasons for choices of practical work.

- 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 the investigation being addressed.
- Complete all planned recording charts for the investigation factor charts.
- Develop 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 enable them to demonstrate a range of practical skills as well as cover a range of 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.

Good practice within coursework 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 the 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 moderation 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.

B002/02 Food Study

The number of candidates entered for this session was very small. Whilst some interesting work of a good standard was seen, it was disappointing that some centres over marked work and did not give their candidates good guidance in meeting all areas of the assessment criteria. It is vital that teachers are fully aware of the expectations within assessment areas.

Key issues in the Food Study

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

Research

- Reasons for choice of title lacked detail in most instances.
- Secondary research was often limited and lacked detail. To achieve the higher mark band candidates need to include detailed secondary research on the topic chosen and they should use a range of information sources eg books, websites, fact sheets, reports.
- Primary research was quite well done but results were not always utilised when making choices.
- Aims of primary research were not always clear.

Selection and Planning

- Ideas for practical work should develop from previous research. Many candidates did not list ideas and those that did, showed no indication of where the ideas had originated.
- Little or no sorting and assessing of ideas was completed before making choices. To achieve the higher mark band in this section the candidates need to select/reject dishes by sorting ideas using a variety of techniques/factors.
- Where a leaflet, poster/recipe book is chosen as the 'fourth' practical item there should be evidence of the designing and planning of this within the Planning section of the assignment.
- Reasons for choice of practical work generally lacked detail, as few or no sorting techniques had been used.
- Planning of practical work was good.
- Time plans were well done as were most ingredient lists.
- Few candidates prepared recording charts and testing instructions prior to the practical work.

Practical Work and Outcomes

- Very good practical skills were demonstrated with well presented outcomes.
- 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.
- Insufficient teacher annotation, although the quality of work produced was not in question.

Evaluation

- Some good evaluations were seen.

- Evaluations did not always refer to the whole task. To achieve higher marks for the Evaluation candidates need to review all aspects of the task eg comments should be made on how well they did their secondary research, how useful they found the sources of information used, the strengths and weaknesses of their questionnaires, improvements they could make to their selection of ideas and to their planning of the practical work. They could also comment on how well they carried out taste tests and whether they would change any aspect of the task.
- Candidates tended neither to refer back to the task title nor to draw well evidenced conclusions. This is necessary to achieve the higher mark band in this assessment area.

Main areas for improvement in the Food Study

- Improve reasons for choosing the title.
- Produce detailed selective research using and crediting a range of sources.
- Specify the aims of primary research.
- 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.
- 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.
- Discuss work with candidates.
- 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 coursework 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.
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B003/01 Principles of Food and Nutrition

General Comments

It was felt that the question paper was appropriate for the target audience. The paper was well attempted by the majority of candidates although gaps in knowledge were shown in a number of answers with NR responses. There was a lot of poor grammar and spelling and lack of correct terminology.

Some candidates failed to read the questions thoroughly (ie) question 1(f), stating storage methods rather than cooking. There was a good overall range of marks, but few high scoring papers. It was evident from the papers that candidates who had learnt their work could and did score high marks.

Specific Comments

- 1
- (a) The majority of candidates gained full marks, a few gave only vegetables or fruit, or vitamins and minerals.
 - (b) Many candidates gave the answer vitamins and minerals and did not name them or seemed to ignore micronutrients stating protein and fat. The most common correct answers were iron and vitamin B.
 - (c)
 - (i) The most common answer given was to kill bacteria/prevent food poisoning. The majority of candidates scored 1 mark.
 - (ii) This question was not answered well. Very few named a method of cooking to make meat tender or gave any explanation of a long slow method of cooking being needed. A few referred to banging or hammering the meat. Some candidates did not understand this question giving methods of cooking for tender cuts of meat ie Grilling.
 - (iii) The most popular answer given was the colour change. The majority of candidates gained 2 marks. A very limited understanding of changes was demonstrated.
 - (d) This question was not well answered, very few candidates referred to coming from farms or food safety standards. A number said the sign referred to the food being organic.
 - (e) This question was quite well answered. The most popular answers given were cut off excess fat and grill the meat rather than fry.
 - (f) This question was well answered, the majority of candidates gaining 2/3 marks, many gaining full marks. Popular answers referred to the colour of chopping boards, and making sure the meat was cooked to the correct temperature. A number of candidates gave points about storage of the meat, therefore did not answer the question.
- 2
- (a)
 - (i) The majority of candidates gained 2/3 marks for this answer. Many candidates thought bananas contained a high proportion of Vitamin A.
 - (ii) The most popular answers given by the majority of candidates were for growth and to keep the skin healthy. Eyesight was a popular answer.

- (b) Many candidates gave water soluble vitamins C and B, the most common correct answer was vitamin D.
- (c) (i) Very few candidates gave a correct answer here. Many thought that vitamin C prevented illness/helped the immune system.
- (ii) This question was well answered by the majority of candidates. The most popular answers were steamed/use the water they have been cooked in for sauces gravy/eat raw/cook quickly.
- (d) (i) Well answered by all unless they just said brittle bones.
- (ii) The majority gained full marks for this question, the most popular answers were milk, cheese (sandwich), and yoghurt.
- 3 The first part of the question was well answered by many candidates. Some candidates went into great detail about healthy eating and what was needed in a balanced diet/eat well plate but did not relate this to the needs in the diet of a teenager. Good answers were protein for growth, calcium for bones, vitamin A for eyes and lots of water/fruit and vegetables.
- The second half of the question was very poorly answered. Few candidates went into detail with suggestions of how a school could meet these requirements. A few candidates did suggest provision of snacks at breaks/vending machines with healthy snacks/the canteen providing healthy meals using the eat well plate and breakfast clubs but very few candidates went beyond this.
- 4 (a) Fairly well answered although a number of candidates failed to score on this question because they gave more than one answer of which one was incorrect (scatter gun rule). Common incorrect answers included scones, pizza, shortbread and biscuits.
- (b) The majority answered sieving the flour and adding water correctly, but very few gained marks for half lard or white fat.
- (c) This was not very well answered.
- (d) Very poorly answered by the majority of candidates. A few said air was trapped between the layers, air made the pastry rise, or water turned to steam but very few were able to provide comprehensive explanations to gain full marks.
- (e) The majority of candidates gained 1 mark for golden brown and crisp texture and a few gave good flavour as an answer. A number of candidates gave risen as an answer but did not qualify by saying well risen, so did not gain the marks. Flaky and crumbly were often given.
- 5 (a) The majority of candidates could suggest two or three pieces of dietary advice but failed to give an explanation to gain the second mark. Many gave general healthy eating guidelines with little reference to diabetics.
- (b) This was well answered with the most popular answers being overweight, genetics, lack of exercise and eating too much sugar.
- (c) This question was well answered by the majority of candidates. Price, nutritional information, advertising, packaging were the points that featured in the majority of answers. Candidates lost marks if they repeated a money type answer eg price/BOGOF/offers.

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