

GCSE (9-1)

Moderators' report

FOOD PREPARATION AND NUTRITION

J309

For first teaching in 2016

J309/04/05 Summer 2022 series

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Introduction

Our moderators' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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General overview

From the evidence the NEA task proved accessible to all and provided opportunities for a wide range of abilities to demonstrate their achievement. At the same time this provided a degree of differentiation. Appropriate guidance and support was given and most of the candidate work was structured and logically presented.

Many innovative and exciting practical skills were demonstrated and displayed varied, imaginative, and creative work. Candidates had been clearly well prepared to embrace this NEA task successfully. The teenagers/calcium task was most popular with most candidates using this task rather than the potato task.

Teachers and candidates clearly encompassed the practical element of the tasks which culminated in the candidates achieving successfully. However, many candidates found elements of the written areas more challenging, reflecting a range of evidence across a 'mixed ability' cohort.

Candidates who chose the potato task performed less well as the research was not as focused and was generic, rather than specific as was seen for teenagers/calcium task.

Candidates had provided evidence in varying forms in all areas.

The potato topic did not always have a full range of skills unless candidates chose to complete a potato side dish. Time plans lacked special points relating to quality, safety and hygiene and were more of a cut and paste exercise.

Presentation of dishes highly marked, however, comments and photographs did not support the high marks being given.

Common misconceptions

A range of skills and techniques are acceptable across the completed dishes. Each individual dish does not have to show complex skills.

In the 'method of working' section some centres constructed additional mark sheets that were detailed and clearly annotated but frequently did not justify the mark given.

Frequently the evaluation of the candidates work involved descriptive accounts of what the candidate completed rather than evaluative comments.

Candidates who did well generally did the following:	Candidates who did less well generally did the following:
<ul style="list-style-type: none"> • considered the task applying knowledge and understanding on the needs of a teenager's diet in relation to calcium • considered a range of suitable dishes including calcium and other nutritional aspects in the context of the task, which addressed the advantages and disadvantages of each • took other considerations included seasonality, costs and food provenance • had clearly defined techniques and skill levels for each recipe • included detailed reasons for choice for both recipes • enhanced a range of complex skills across the dishes by the accompaniments selected • dovetailed time plans, and correctly sequenced • incorporated quality, safety and hygiene points into their planning • designed blank testing sheets with instructions to testers on how to complete • provided excellent preparation, planning and presenting of both dishes • correctly used tools and equipment and adhered to safety aspects • followed hygiene and food safety aspects • applied a wide range of skills across the two dishes showcasing their technical skills • completed both dishes and accompaniments in the three hours • used the correct tools for the appropriate methods • presented the completed dishes in a style that suited the task and enhanced the overall appearance with garnishes • undertook testing, usually by three people and results presented in a format which included star profiles and written comments • documented sensory analysis of both dishes on the organoleptic properties • used a range of evidence to consider the strengths and weaknesses of the completing of the task. With improvements being suggested. • drew conclusions relating back to the actual task • completed a photographic journal illustrating the key skills tighter with a final photograph of both completed dishes. 	<ul style="list-style-type: none"> • had limited consideration of the task with little reference to the target group, nutritional choice or food provenance • considered a limited range of dishes with no reference to the context of the task but rather what the candidate wanted to cook • providing no substance for their selection/reasons for choice were simplistic • provided inaccurate costs • used basic manipulative skills on the two dishes or repeated these skills on both dishes • produced separate time plans for each dish with limited sequencing with no reference to quality or safety points • did not follow time plans • demonstrated some disorganisation of self, equipment and work area • showed a basic level of demand in skills used • did not always complete dishes or produce within the three hours • under or overcooked dishes • limited quality of dishes with little attention to presentation • did not complete sensory testing • attempted an evaluation but showed a lack of review comments. Comments mainly descriptive on the making of the dishes rather than evaluative comments • made no suggestions for improvements • did not refer back to the task or any conclusions.

Avoiding potential malpractice

Generic templates and pre-populated sheets should not be used. Candidates should create their own tables, charts to show creativity, originality and independent evidence. Nutritional analysis data should be accompanied with written comments to illustrate their contents and candidate's understanding and interpretation of the contents.

Helpful resources

[British Nutritional Foundation website](#)

[OCR GCSE Food Preparation and Nutrition by Val Fehners OCR Hodder Education](#)

[OCR GCSE My Revision Notes Food Preparation and Nutrition by Val Fehners OCR Hodder Education.](#)

Additional comments

A photograph of the completed two dishes should be in A4 size and include any accompaniments.

Annotation to justify and support the 'Methods of working,' 'Skills and Cooking' and 'Presentation' sections would be helpful to the moderation process.

Portfolios need to be securely attached.

Avoid full faced photographs of candidates in any photographs.

A few centres did not send in MC2, and it had to be requested.

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