

**GCE Home Economics  
(Food, Nutrition and Health)**

OCR Advanced Subsidiary GCE in Home Economics (Food, Nutrition and Health) H111

OCR Advanced GCE in Home Economics (Food, Nutrition and Health) H511

version 3 – September 2013  
**specification**

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Vertical black lines indicate a significant change to the previous printed version.

# Contents

# 1 About these Qualifications

This booklet contains OCR's Advanced Subsidiary GCE and Advanced GCE specifications in Home Economics (Food, Nutrition and Health) for teaching from September 2013.

The AS GCE forms the first half of the Advanced GCE course in terms of teaching time and content. In the AS GCE candidates will complete Unit G001 Society and Health and Unit G002 Resource Management.

The A2 GCE forms the second half of the Advanced GCE and candidates will complete Unit G003 Home Economics (Food, Nutrition and Health) Investigative Study and Unit G004 Nutrition and Food Production.

Candidates will have an understanding of a variety of issues including nutrition, food production, food safety and hygiene, social and environmental issues and family and society issues.

## 1.1 The Two-Unit AS

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The Advanced Subsidiary GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, i.e. between GCSE and Advanced GCE.

From September 2013 the AS GCE is made up of two mandatory units which are externally assessed and form 50% of the corresponding four-unit Advanced GCE.

These two AS units are: AS Unit G001: Society and Health and AS Unit G002: Resource Management .

AS Unit G001: Society and Health is an externally assessed unit and includes health, social and environmental issues, family and society and demography.

AS Unit G002: Resource Management is an externally assessed unit and includes food safety and hygiene, food provision and preparation, financial awareness and retailing.

## 1.2 The Four-Unit Advanced GCE

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From September 2013 the Advanced GCE is made up of **two** mandatory units at AS and **two** further units at A2. **One** A2 unit is externally assessed and **one** A2 unit is internally assessed.

A2 Unit G003: Home Economics (Food, Nutrition and Health) Investigative Study is an internally assessed coursework unit and A2 Unit G004: Nutrition and Food Production is an externally assessed unit.

A2 Unit G003: Home Economics (Food, Nutrition and Health) Investigative Study is an internally assessed unit and is of an investigative nature. Candidates select their own content and develop their own task to include practical work.

A2 Unit G004: Nutrition and Food Production is an externally assessed unit and includes nutrients and energy, properties of food, dietary needs and development and production of food.

## 1.3 Qualification Titles and Levels

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These qualifications are shown on a certificate as:

- OCR Advanced Subsidiary GCE in Home Economics (Food, Nutrition and Health).
- OCR Advanced GCE in Home Economics (Food, Nutrition and Health).

Both qualifications are Level 3 in the National Qualification Framework (NQF).

## 1.4 Aims

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The aims of these specifications are to encourage candidates to:

- develop and apply knowledge, understanding and skills to meet human need in a broad range of activities;
- develop an awareness of the management of resources to meet an identified human need in a diverse and ever-changing society, including values issues;
- take account of rapid technological changes and the growth of scientific knowledge and understanding;
- critically evaluate evidence to justify informed decisions;
- use information and communications technology (ICT) where appropriate;
- develop innovative, creative and original ideas through active investigations;
- make use of their wider knowledge and understanding.

## 1.5 Prior Learning/Attainment

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No prior knowledge of the subject is required. The specifications build on, but do not depend on, the knowledge, understanding and skills specified for GCSE Home Economics. It is recommended that candidates have attained communication and literacy skills at a level equivalent to GCSE Grade C in English.

# 2 Summary of Content

## 2.1 AS Units

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### Unit G001: *Society and Health*

- *Demography*
- *Family and society*
- *Key issues for society*
- *Environmental issues*
- *Social issues*

### Unit G002: *Resource Management*

- *Resources*
  - *Food provision*
  - *The selection and purchase of food and household goods*
  - *Food preparation and cooking equipment*
  - *Food safety and hygiene*
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## 2.2 A2 Units

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

- *Candidates select their own content and develop their own task*

### Unit G004: *Nutrition and Food Production*



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- *Introduction to nutrition*
  - *Nutrients and energy*
  - *Groups with nutritional and dietary needs*
  - *Properties of food*
  - *Design, development and production of food*
  - *Developments in the food industry*
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# 3 Unit Content

## 3.1 AS Unit G001: *Society and Health*

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### Demography

Candidates should be able to understand:

- the factors that influence the population patterns/trends in the United Kingdom;
- the implications of these patterns/trends for the structure of society in the future, eg the increase in elderly population in the United Kingdom.

### Family and society

#### Structures

Candidates should be able to understand:

- the definition of a household and a family;
- the different types of households and families.

#### Role of the family

Candidates should be able to understand:

- the changes in household and family group composition and the impact of these changes on individuals and on society from the 1960s onwards.

#### Standard of living

Candidates should be able to understand:

- the basic human needs of individuals, household and family groups;
- the factors that affect the standard of living for household and family groups;
- the interpretation of statistical data related to household and family patterns, eg Social Trends, and National Food Survey.

### Key issues for society

#### Poverty

Candidates should be able to understand:

- the definitions of absolute and relative poverty;
- the causes and effects of poverty.

#### Employment and unemployment

Candidates should be able to understand:

- the patterns of employment and unemployment;
- the effects of unemployment on individuals, households, family and society;
- the support services for the unemployed.

Leisure	Candidates should be able to understand: <ul style="list-style-type: none"> <li>the changing patterns of leisure.</li> </ul>
Housing and homelessness	Candidates should be able to understand: <ul style="list-style-type: none"> <li>the definition of homelessness;</li> <li>the causes and effects of homelessness;</li> <li>the range and type of housing available;</li> <li>the design of houses to suit the changing life cycles and patterns of individual and household groups;</li> <li>the design of houses to ensure the effective management of resources within the home environment;</li> <li>the community facilities, and amenities in relation to the choice of available housing.</li> </ul>

## Environmental issues

Recycling	Candidates should be able to understand: <ul style="list-style-type: none"> <li>the range of recycling processes available;</li> <li>the need to sustain our environment;</li> <li>the management and conservation of energy resources in the home.</li> </ul>
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## Social issues

The Welfare State	Candidates should be able to understand: <ul style="list-style-type: none"> <li>the definition of the welfare state;</li> <li>the private, statutory and voluntary provision of health services;</li> <li>the private, statutory and voluntary provision of social services.</li> </ul>
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## Health

Health problems	Candidates should be able to understand: <ul style="list-style-type: none"> <li>the current incidences and causes of the major health problems in the United Kingdom to include obesity, dental decay, coronary heart disease (CHD), smoking and excess alcohol;</li> <li>the modifications of diet suitable for diabetics, coeliacs and people with osteoporosis;</li> <li>the role of diet and lifestyle in the context of CHD.</li> </ul>
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Health of the Nation

Candidates should be able to understand:

- current dietary habits and their influence on the health of the nation;
  - the value of current health education and policies;
  - and interpret statistical data relevant to dietary related health issues;
  - the reports and advice from statutory and non statutory agencies relevant to the nutritional health of society.
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## 3.2 AS Unit G002: *Resource Management*

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*With special reference to the management of food resources and related issues.*

### Resources

#### Management of resources

Candidates should be able to understand:

- the inter-relationship between time, money and energy (human and fuel energy);
- the factors that affect how time, money and energy are managed;
- the management of resources in response to social, economic, cultural and technological change.

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#### Financial awareness

Candidates should be able to understand:

- the source of income for individuals and households and an outline of the following – wages, salaries, pensions, allowances, welfare benefits and interest on investments;
- the interpretation of data related to income and expenditure patterns;
- the methods of payment for the purchase of goods and services to the home to include cash, direct debit, standing order, credit card, store card and credit agreements;
- financial planning for individuals and households.

### \*Food provision

Candidates should be able to understand all of the following, as well as to conduct a range of activities demonstrating practical capability using these areas as a context:

- the patterns of eating by individuals and households in the United Kingdom;
- the choice of food/foods by individuals and households both inside and outside the home;
- the psychological, social, technological, economic and cultural issues that affect the patterns of eating and the choice of food;
- the purchase of food resources appropriate to individual and household needs;
- the management of resources to provide meals for individuals and households in a range of contexts, eg single provision for the elderly.

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N.B. It is expected that candidates will undertake a range of practical activities relating to the following specification areas: \*Food Provision and \*Food Preparation and Cooking Equipment.

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## The selection and purchase of food and household goods

### Consumer rights

Candidates should be able to understand:

- the rights of the consumer when purchasing goods and services;
- the complaints procedures and routes available to the consumer.

### Purchasing

Candidates should be able to understand:

- the advantages and disadvantages of the range of retail outlets, eg supermarkets, specialist shops, internet, markets, etc available to households for the purchase of food;
- the role of dietary guidelines in influencing food purchase and preparation methods;
- the management of food resources appropriate to individual and household need;
- sources of information available to the consumer when purchasing goods and services, eg media consumer reports, television programmes, internet, consumer exhibitions, consumer help-lines and advertising.

### Retailing

Candidates should be able to understand:

- current marketing strategies used in the retail food industry including the methods used to attract and secure customer loyalty;
- the technological advances in the distribution and retailing of food.

## \*Food preparation and cooking equipment

Candidates should be able to understand all of the following, as well as to conduct a range of activities demonstrating practical capability using these areas as a context:

- the advantages and disadvantages of a range of equipment used for the preparation and cooking of food;
- the effective use of food preparation and cooking equipment in the provision of meals for individuals and households in a variety of contexts;
- technological advances in the use and management of this equipment;
- the factors that influence the selection and purchase of household products to include cost, quality, fitness for purpose;
- equipment labelling to include CE mark, British Electro Technical Approvals Board label, BSI Kite marking and Eco labelling.

N.B. It is expected that candidates will undertake a range of practical activities relating to the following specification areas: \*Food Provision and \*Food Preparation and Cooking Equipment.

## Food safety and hygiene

### Food contamination

Candidates should be able to understand:

- the micro-organisms responsible for food spoilage and food contamination to include salmonella, staphylococcus aureus, listeria, campylobacter, clostridium perfringens, clostridium botulinum, E coli;
- the conditions and factors necessary for their growth;
- the sources and methods of transmission of commonly occurring food poisoning bacteria.

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### Food handling

Candidates should be able to understand:

- the techniques for safe handling of food during storage, preparation and cooking;
- the incidence and patterns of food poisoning outbreaks in the United Kingdom.

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### Monitoring standards

Candidates should be able to understand:

- the implementation of the Food Safety Act 1990 and the work of the statutory agencies that monitor Food Hygiene Standards including Environmental Health Departments and the Food Standards Agency;
  - the role of the environmental health department at local level in ensuring that food is fit for consumption;
  - the regulations and standards as laid down in the Food Hygiene (England) regulations 2006.
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### 3.3 A2 Unit G003: *Home Economics (Food, Nutrition and Health)* *Investigative Study*

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This is a coursework unit. Candidates select their own content and develop their own task, up to 3000 words.

#### Exemplar Coursework Titles

Coursework titles should be developed by the candidate with teacher guidance if necessary. The title should be in the form of a context that sets the scene and a question. The contexts and questions here may only be used as a guide.

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**Many university students have a limited income that often results in them eating food products that do not promote a healthy diet.**

Can a new low cost, nutritious food product be developed that would appeal to university students?

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**Current nutritional recommendations state we should be eating five portions of fruit and vegetables a day. Many children's diets do not meet this requirement.**

Can a product be developed for children that will encourage them to increase their intake of fruit and/or vegetables?

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**As demand for party food products continues to increase, food manufacturers are constantly trying to develop products that meet consumers' needs.**

Can a new snack-sized party food be developed that will fill a current gap in the market?

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**Luxury products, although more expensive, are often seen by the consumer as being no better in quality than their average equivalent.**

Can a luxury dessert be developed that is superior in taste to its average equivalent?

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**Diabetes, according to recent research is on the increase yet the range of products being designed for our busy lifestyles and aimed specifically at diabetics is limited.**

Can a new product that meets a diabetic's dietary needs and that can be 'eaten on the go' be developed?

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**There is growing concern over the levels of coronary heart disease (CHD) in the U.K.**

Investigate how teenagers/adults can reduce the risks of CHD by making changes in their diet and lifestyle.

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**Tooth decay continues to be a problem for many children/teenagers.**

What could be done to address this problem?

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**Osteoporosis is a diet related condition.**

Investigate the role that diet plays in the prevention of osteoporosis.

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**Current data suggests that one in ten six-year-olds are obese. The total number of obese children has doubled since 1982. Should this trend continue, by 2020 half of all children in England could be obese.**

Investigate the implications of this trend. What can we do to reduce this figure?

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**Schools provide a meals service to students.**

Investigate the choices available, and make a range of dishes that would encourage secondary school students to choose the more healthy option.

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**One in ten teenage girls suffers from iron deficiency anaemia.**

Investigate how teenage girls can reduce this risk through changes in their diet and lifestyle.

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**Food poisoning continues to cause concerns for families and health professionals.**

Investigate the measures that can be taken to minimise risk within the family and the community.

#### Coursework Assessment Criteria

See section 5.11, page 25 and Appendix B, page 38.

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### 3.4 A2 Unit G004: *Nutrition and Food Production*

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#### Introduction to nutrition

##### Concepts

Candidates should be able to understand:

- the concept of nutrition;
- the concept of a balanced diet;
- the concept of malnutrition in the UK.

#### Nutrients and energy

##### The macronutrients proteins

Candidates should be able to understand:

- the dietary functions and sources of proteins;
- the sources of novel proteins;
- the biological value of proteins.

##### Fats

Candidates should be able to understand:

- the dietary functions and sources of fats;
- the types including saturated and unsaturated fatty acids;
- the dietary function and sources of essential fatty acids.

##### Carbohydrates

Candidates should be able to understand:

- the dietary functions and sources of starches and sugars including dietary fibre/non-starch polysaccharide.

##### The micronutrients vitamins

Candidates should be able to understand:

- the dietary function and sources of fat-soluble vitamins A,D,E and K;
- the dietary function and sources of water-soluble vitamins C, B group to include folic acid, thiamine, riboflavin, niacin, vitamin B6 and vitamin B12;
- the effects of deficiencies and excesses of vitamins;
- the effects of storage, preparation and cooking on vitamin C content;
- the value of vitamin supplements in the diet.

##### Minerals

Candidates should be able to understand:

- the dietary function and sources of minerals including iron, calcium, phosphorus, potassium, zinc, fluoride, sodium, iodine, magnesium;
- the effects of deficiencies and excesses of minerals;
- the relationship between vitamins and minerals to include vitamin C and iron, vitamin D and calcium.

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## Energy

Candidates should be able to understand:

- the good sources of energy to the United Kingdom diet;
- the concept of energy balance and the factors affecting an individual's requirement;
- the effects of imbalance, including obesity.

## Groups with nutritional and dietary needs

Candidates should be able to understand:

- the dietary and nutritional needs, to include babies, pre-school children, young children, adolescents, adults, elderly, vegetarians, pregnant and lactating women.

## Properties of food

Candidates should be able to understand:

- the nutritional value, choice and use of the following products in the diet – meat, fish, eggs, dairy products, alternative protein sources, cereals, pulses, fats and oils, fruit and vegetables, sugars and sugar substitutes;
  - the performance characteristics of eggs and flour;
  - the behaviour changes, including beating, whisking, shortening, kneading, heating, which may occur in the production of food products, eg bread, cakes, sauces, pastry;
  - the role and function of additives in the food industry, to include preservatives, antioxidants, colouring, flavourings, flavour enhancers, emulsifiers and stabilisers and nutritional additives.
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## Design, development and production of food

Candidates should be able to understand:

- the process of design, development and production of food products, to include concept generation, concept screening, development and testing, production methods, packaging and labelling, advertising and launch;
- the costs involved in design, development and production of food products to include raw materials and labour, factory and machinery costs, packaging, distribution, advertising, marketing, and how products are priced;
- the importance and types of sensory analysis tests used in food production;
- the importance of risk assessment, including Hazard Analysis and Critical Control Point (HACCP) in the food industry;
- the importance of food packaging and the range of materials used to include glass, paper, board, metal foil and plastics;
- the advantages and disadvantages of these materials to the manufacturer, retailer and consumer;
- the importance of food labelling and current legislation;
- the current approaches to nutritional labelling.

## Developments in the Food Industry

Candidates should be able to understand:

- the current issues in the food industry in the United Kingdom;
  - the major factors that affect food production, including environmental and moral concerns, food safety and health issues, technological and social changes;
  - the developments in the range and type of food products available;
  - the reasons for the changes in the availability and supply of food and food products in the United Kingdom.
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# 4 Schemes of Assessment

## 4.1 AS GCE Scheme of Assessment

### AS GCE Home Economics (Food, Nutrition and Health) (H111)

#### AS Unit G001: *Society and Health*

50% of the total AS GCE marks  
1.5 h written paper  
75 marks

This paper has **two** sections:

**Section A:** consists of structured questions linked by a common theme provided by a stimulus. Some questions require a very short response and others require a longer response in continuous prose. Section A is mandatory.

**Section B:** consists of questions that are structured in **two** parts **(a)** and **(b)** that are worth ten **[10]** and fifteen **[15]** marks respectively. These essay questions all require answers in continuous prose. Candidates answer **two** out of **three**.

#### AS Unit G002: *Resource Management*

50% of the total AS GCE marks  
1.5 h written paper  
75 marks

This paper has **two** sections:

**Section A:** consists of structured questions linked by a common theme provided by a stimulus. Some questions require a very short response and others require a longer response in continuous prose. Section A is mandatory.

**Section B:** consists of questions that are structured in **two** parts **(a)** and **(b)** that are worth ten **[10]** and fifteen **[15]** marks respectively. These essay questions all require answers in continuous prose. Candidates answer **two** out of **three**.

## 4.2 Advanced GCE Scheme of Assessment

### Advanced GCE Home Economics (Food, Nutrition and Health) (H511)

AS units as above, Unit G001 being 25% of the total Advanced GCE marks and Unit G002 being 25% of the Advanced GCE marks.

#### A2 Unit G003: *Home Economics (Food, Nutrition and Health) Investigative Study*

25% of the total  
Advanced GCE marks  
Coursework  
100 marks

This is a coursework unit. Candidates select their own content and develop their own task, up to 3000 words.

**Assessment Criteria:** Assessment criteria can be found in Appendix B on page 38. Examples of coursework titles can be found in section 3.3, page 16.

This unit is synoptic.

#### A2 Unit G004: *Nutrition and Food Production*

25% of the total  
Advanced GCE marks  
1.5 h written paper  
75 marks

This paper has **two** sections:

**Section A:** consists of structured questions linked by a common theme. Some questions require a very short response and others require a longer response in continuous prose. Section A is mandatory.

**Section B:** consists of essay questions that are worth twenty five **[25]** marks each. These essay questions all require answers in continuous prose. Candidates answer **two** out of **three**.

This unit is synoptic.

## 4.3 Unit Order

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The normal order in which the unit assessments could be taken is AS Units G001 and G002 in the first year of study, leading to an AS GCE award, then A2 Units G003 and G004 leading to the Advanced GCE award. However, the unit assessments may be taken in any order.

Alternatively, candidates may take a valid combination of unit assessments at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

## 4.4 Unit Options (at AS/A2)

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There are no optional units in the AS GCE specification; for AS GCE Home Economics (Food, Nutrition and Health) candidates must take AS Units G001 and G002.

There are no optional units in the Advanced GCE specification; for Advanced GCE Home Economics (Food, Nutrition and Health) candidates must take AS Units G001 and G002 plus A2 Units G003 and G004.

## 4.5 Synoptic Assessment (A Level GCE)

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Synoptic assessment is included in both A2 Units.

Synoptic assessment tests the candidates' understanding of the connections between different elements of the subject. Each of A2 Unit G003: *Home Economics (Food, Nutrition and Health) Investigative Study*, A2 Unit G004: *Nutrition and Food Production* fulfils this requirement.

## 4.6 Assessment Availability

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There is one examination series each year in June.

From 2014, both AS units and A2 units will be assessed in June only.

## 4.7 Assessment Objectives

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Candidates are expected to demonstrate the following in the context of the content described:

### AO1 Knowledge and understanding

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- Demonstrate knowledge and understanding of the specified content.

### AO2 Apply knowledge and understanding and analyse problems

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- Demonstrate the ability to apply knowledge, understanding and skills in a variety of situations and to analyse problems, issues and situations using appropriate skills.

### AO3 Organise, evaluate and justify

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- Demonstrate the ability to gather, organise and select information, evaluate acquired knowledge and understanding and present and justify an argument.

### AO weightings in AS GCE

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Unit	% of AS GCE			Total
	AO1	AO2	AO3	
AS Unit G001: <i>Society and Health</i>	14	26	10	50%
AS Unit G002: <i>Resource Management</i>	14	26	10	50%
	28%	52%	20%	100%

### AO weightings in Advanced GCE

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Unit	% of Advanced GCE			Total
	AO1	AO2	AO3	
AS Unit G001: <i>Society and Health</i>	7	13	5	25%
AS Unit G002: <i>Resource Management</i>	7	13	5	25%
A2 Unit G003: <i>Home Economics (Food, Nutrition and Health) Investigative Study</i>	7	13	5	25%
A2 Unit G004: <i>Nutrition and Food Production</i>	7	11	7	25%
	28%	50%	22%	100%

## 4.8 Quality of Written Communication

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*Quality of Written Communication* is assessed in all units and credit may be restricted if communication is unclear.

Candidates will:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

*Quality of Written Communication* is assessed in Units G001, G002 and G004 in the clearly defined levels of response for the essay-style questions. It is also assessed in Unit G003 in the marking criteria for the Home Economics (Food, Nutrition and Health) Investigative Study.



# 5 Technical Information

## 5.1 Making Unit Entries

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Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework.

**It is essential** that unit entry codes are quoted in all correspondence with OCR. See Sections 4.1 and 4.2 for these unit entry codes.

## 5.2 Making Qualification Entries

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Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- AS GCE certification (entry code H111).
- Advanced GCE certification (entry code H511).

A candidate who has completed all the units required for the qualification, and who did not request certification at the time of entry, may enter for certification either in the same examination series (within a specified period after publication of results) or in a later series.

AS GCE certification is available from June 2014.  
Advanced GCE certification is available from June 2014.

## 5.3 Grading

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All GCE units are awarded a-e. The Advanced Subsidiary GCE is awarded on the scale A-E. The Advanced GCE is awarded on the scale A-E with access to an A\*. To be awarded an A\*, candidates will need to achieve a grade A on their full A level qualification and an A\* on the aggregate of their A2 units. Grades are reported on certificates. Results for candidates who fail to achieve the minimum grade (E or e) will be recorded as *unclassified* (U or u) and this is **not** certificated.

A Uniform Mark Scale (UMS) enables comparison of candidates' performance across units and across series and enables candidates' scores to be put on a common scale for aggregation purposes. The two-unit AS GCE has a total of 200 *uniform* marks and the four-unit Advanced GCE has a total of 400 *uniform* marks.

OCR converts each raw mark for each unit to a uniform mark. The maximum *uniform* mark for any unit depends on that unit's weighting in the specification. In these Home Economics (Food, Nutrition and Health) specifications, the four units of the Advanced GCE specification have an equal 25% UMS weighting (and the two units of the AS GCE specification have an equal 50% UMS weighting) and the UMS total for each is 100. Each unit's *raw* mark grade boundary equates to the *uniform* mark boundary at the same grade. Intermediate marks are converted on a pro-rata basis.

*Uniform* marks correspond to *unit* grades as follows:

(Advanced GCE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade					U
		a	b	c	d	e	
25%	100	100–80	79–70	69–60	59–50	49–40	39–0

OCR adds together the unit *uniform* marks and compares these to pre-set boundaries (see the table below) to arrive at *qualification* grades.

Total uniform marks correspond to qualification grades.

Qualification	Qualification Grade					U
	A	B	C	D	E	
AS GCE	200–160	159–140	139–120	119–100	99–80	79–0
Advanced GCE	400–320	319–280	279–240	239–200	199–160	159–0

Candidates achieving at least 320 UMS marks in their Advanced GCE, ie grade A, and who also gain at least 180 UMS in their two A2 units, will receive an A\* grade.

## 5.4 Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the *OCR Administration Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

## 5.5 Shelf-life of Units

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Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 5.6 Unit and Qualification Re-sits

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There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an AS GCE or Advanced GCE.

Candidates may enter for the full qualifications an unlimited number of times.

## 5.7 Guided Learning Hours

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AS GCE Home Economics (Food, Nutrition and Health) requires **180** guided learning hours in total. Advanced GCE Home Economics (Food, Nutrition and Health) requires **360** guided learning hours in total.

## 5.8 Code of Practice/Subject Criteria/Common Criteria Requirements

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These specifications comply in all respects with the revised *GCSE, GCE, GNVQ and AEA Code of Practice* as available on the QCA website, the subject criteria for GCE Home Economics (Food, Nutrition and Health) and *The Statutory Regulation of External Qualifications 2004*.

## 5.9 Arrangements for Candidates with Particular Requirements

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For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council. In such cases, advice should be sought from OCR as early as possible during the course.

## 5.10 Prohibited Qualifications and Classification Code

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Candidates who enter for the OCR GCE specifications may **not** also enter for any other GCE specification with the certification title *Home Economics (Food, Nutrition and Health)* in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for these specifications is 3310.

## 5.11 Coursework Administration/Regulations

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### Supervision and Authentication

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As with all coursework, teachers must be able to verify that the work submitted for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

### Submitting marks to OCR

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Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework. Coursework administration documents are sent to centres on the basis of estimated entries. Marks may be submitted to OCR either via Interchange on the computer-printed Coursework Mark Sheets (MS1) provided by OCR (sending the top copy to OCR and the second copy to their allocated moderator) or by EDI (centres using EDI are asked to print a copy of their file and sign it before sending it to their allocated moderator).

Deadlines for the receipt of coursework marks are:  
15 May for the June series

The awarding body must require centres to obtain from each candidate a signed declaration that authenticates the coursework they produce as their own. For regulations governing coursework, centres should consult the *Administration Guide for General Qualifications*. Further copies of the coursework administration documents are available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

## Standardisation and Moderation

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All internally-assessed coursework is marked by the teacher and internally standardised by the centre. Marks must be submitted to OCR by the agreed date, after which postal moderation takes place in accordance with OCR procedures.

The purpose of moderation is to ensure that the standard for the award of marks in internally-assessed coursework is the same for each centre, and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work that is submitted to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

## Minimum Coursework Required

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If a candidate submits no work for a unit, then he or she should be indicated as being absent from that unit on the coursework mark sheets submitted to OCR. If a candidate completes any work at all for that unit, the work should be assessed according to the criteria and marking instructions, and the appropriate mark awarded, which may be zero.

# 6 Other Specification Issues

## 6.1 Overlap with other Qualifications

There is no overlap between the content of these specifications and those for other Advanced GCE specifications.

## 6.2 Progression from these Qualifications

Throughout the course of study candidates are encouraged to develop an understanding of issues relating to Society and Health, Resource Management, Nutrition and Food Production as well as investigating an area of content in the Investigative Study.

The specifications, therefore, provide a suitable foundation for the study of academic or vocational courses in higher education, including careers in Food Technology, Nutritional Science, Sports Science and Diet, Consumer Protection, and Food retail and manufacture.

## 6.3 Key Skills Mapping

These specifications provide opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities *may* exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each unit.

Unit	C			AoN			IT			WwO			IoLP			PS			
	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
G001	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
G002	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
G003	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
G004	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## 6.4 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

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These specifications offer opportunities that can contribute to an understanding of these issues in the following areas:

Unit G001 expects candidates to develop critical understanding of the issues that affect households, families, poverty, employment, homelessness, health.

Unit G002 expects candidates to develop critical understanding of the issues that affect management of resources, food provision, financial awareness, purchasing, consumer rights.

Unit G004 expects candidates to develop critical understanding of the issues that affect developments in the food Industry.

The awareness of spiritual, moral, ethical, social, legislative, economic and cultural issues is exemplified in Units G001, G002 and G004.

## 6.5 Sustainable Development, Health and Safety Considerations and European Developments

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These specifications support these issues, consistent with current EU agreements, in the following topics:

Environmental Issues including recycling issues, sustaining our environment, and conservation of energy are studied in Unit G001.

Health and Safety considerations include the role of the Environmental Health Department. Food safety and hygiene standards are studied in Unit G002. Development and production of food and developments in the food industry include major factors that affect food production in relation to food safety and health issues, and are studied in Unit G004.

## 6.6 Avoidance of Bias

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OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

## 6.7 Language

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These specifications and associated assessment materials are in English only.

## 6.8 Disability Discrimination Act Information Relating to these Specifications

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AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations produced by the Joint Council (refer to Section 5.9 of this specification).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in the future.

Visually impaired candidates may have difficulties in preparing for the assessments. A practical assistant may be allowed to hold materials or hand equipment.



# Appendix A: Performance Descriptions

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

## AS performance descriptions for Home Economics (Food, Nutrition and Health)

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	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
Assessment Objectives	Knowledge and understanding of specified content.	The ability to apply knowledge, understanding and skills in a variety of situations and to analyse problems, issues and situations using appropriate skills.	The ability to gather, organise and select information, evaluate acquired knowledge and understanding and present and justify an argument.
AS A/B boundary Performance Descriptions	<p>Candidates characteristically:</p> <p>a) demonstrate an in-depth knowledge and understanding of the concepts, principles, theories and issues relevant to people presented in the specification content.</p>	<p>Candidates characteristically:</p> <p>a) use appropriate subject-specific terminology confidently and accurately</p> <p>b) demonstrate a high level of competence in an appropriate range of skills during practical activity, if applicable</p> <p>c) show clear understanding by appropriately applying their knowledge and skills when analysing a variety of different situations.</p>	<p>Candidates characteristically:</p> <p>a) display competence in gathering, organising and selecting information and data from a range of primary and secondary sources during coursework, case studies or research-based assignments and/or written papers</p> <p>b) effectively evaluate their own research-based activities during case studies, if applicable, commenting on the effectiveness of the methodology and the validity of the outcomes while recognising the limitations of both.</p> <p>c) present arguments and make reasoned judgements about the relevance of evidence to particular situations and present appropriate, evidenced conclusions.</p>
AS E/U boundary Performance Descriptions	<p>Candidates characteristically:</p> <p>a) demonstrate some knowledge and understanding of the concepts, principles, theories and issues relevant to people presented in the specification content.</p>	<p>Candidates characteristically:</p> <p>a) show some use of subject-specific terminology</p> <p>b) demonstrate some competence in an appropriate range of skills during practical activity, (if applicable)</p> <p>c) show their understanding by appropriately applying their knowledge when analysing some situations.</p>	<p>Candidates characteristically:</p> <p>a) display competence in gathering and organising information and data from a limited range of primary and secondary sources</p> <p>b) evaluate their own research-based activities during case studies, if applicable, commenting on the outcomes.</p> <p>c) make judgements about the relevance of evidence to particular situations and present conclusions.</p>

## A2 performance descriptions for Home Economics (Food, Nutrition and Health)

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
Assessment Objectives	Knowledge and understanding of specified content.	The ability to apply knowledge, understanding and skills in a variety of situations and to analyse problems, issues and situations using appropriate skills.	The ability to gather, organise and select information, evaluate acquired knowledge and understanding and present and justify an argument.
A2 A/B boundary Performance Descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) display in-depth knowledge and understanding of a range of appropriate social, historical, design, scientific and technological facts, concepts and principles during written papers and coursework</li> <li>b) demonstrate an understanding of relevant theories, legislation and developments</li> <li>c) display clear knowledge and understanding of the management of resources to meet human needs during written papers, coursework or research-based assignments.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) use appropriate subject-specific terminology confidently and accurately</li> <li>b) demonstrate a well-developed ability to apply their knowledge, understanding and skills to a variety of situations</li> <li>c) demonstrate a high level of competence in an appropriate range of skills during practical activity, if applicable.</li> <li>d) analyse the complexity of interrelationships between areas of the specification during coursework, case studies or research-based assignments as well as in written papers</li> <li>e) analyse the effectiveness of their methodology and the validity of the outcomes, recognising the limitations of both.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) select, analyse and interpret information after employing a range of appropriate research methods and show a developed and refined ability to organise material from a range of primary and secondary sources during coursework, case studies or research-based assignments</li> <li>b) demonstrate the ability to effectively evaluate knowledge, understanding and information from a range of sources</li> <li>c) evaluate the effectiveness of methodology and the validity of outcomes, recognising the limitations of both, during coursework, case studies or research-based assignments</li> <li>d) communicate clear, objective and accurate conclusions in a concise, logical and relevant manner- present arguments, evaluate and justify judgements, decisions and/or choices</li> <li>e) show a well-developed understanding of the connections and relationships between the different aspects of home economics presented within the specification.</li> </ul>
A2 E/U boundary Performance Descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) display some relevant knowledge and understanding of social, historical, design, scientific and technological facts</li> <li>b) demonstrate some understanding of relevant theories, legislation and developments</li> <li>c) display an outline knowledge and understanding of the management of resources to meet human need during written papers, coursework or research based assignments.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) demonstrate some use of subject-specific terminology</li> <li>b) demonstrate some competence in the skills necessary to address the task during coursework (if applicable).</li> <li>c) demonstrate ability to apply their knowledge, understanding and skills to some situations</li> <li>d) analyse obvious interrelationships between areas of the specification during case studies or research-based assignments as well in as written papers.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) gather, organise and select information after employing some basic research methods and show an ability to manage material from a limited range of sources in coursework, case studies or research-based assignments</li> <li>b) demonstrate a basic ability to evaluate knowledge, understanding and information</li> <li>c) evaluate the potential of evidence and make some judgements</li> <li>d) evaluate the validity of outcomes</li> <li>e) communicate some conclusions in a logical and relevant way</li> <li>f) present decisions, judgments and/or choices.</li> <li>g) show some understanding of the connections between the different aspects of home economics presented within the specification.</li> </ul>



# Appendix B: Coursework Assessment Criteria for A2 Unit G003

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

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It is essential that teachers and candidates are familiar with the assessment criteria at the beginning of the course.

Marks are awarded on the content of the submission. Marks for each of the assessment criteria are awarded wherever they are found in the coursework submission.

It is recommended that the assessment criteria are followed in a logical order.

In the marking of internally assessed units, teachers must award marks by teachers in accordance with the marking criteria specified. The wording of the high, medium and low brackets needs to be considered carefully when awarding a mark.

For marks to be awarded from the high bracket, the candidate must address **all** the criteria. If they **fail to address one or more** criteria then they can only be awarded marks from the middle or low bracket.

It is essential that within each centre the marks assigned to each different teaching group are internally standardised so that the assessments generate a single reliable order of merit.

It is suggested that the time spent on coursework should reflect the 25% weighting of the specification. Lesson time should be designated to inform and to support the candidate in understanding the coursework criteria. Much of this can be done at AS.

Candidates may take longer than the designated lesson time to conduct research/create design work and present material and may use their own time accordingly.

If teachers are not certain that a proposed coursework context and question will satisfy the specification requirements, they should seek clarification in writing from OCR.

Coursework submissions can involve a range of approaches to include:

- creative;
- 'design and make';
- investigative.

The nature of the final submission will depend on the chosen approach. However, in all cases the chosen approach must demonstrate achievement against the appropriate assessment criteria.

Coursework submissions may be up to 3000 words. However, it is recognised that some good approaches to coursework can result in submissions of fewer words. Appendices should be included but do not contribute to the word count. Appendices should contain evidence to support, justify and illuminate statements and decisions documented in the submission and should be clearly cross referenced.

The candidates' work needs to be secured, preferably spirally bound with a clear acetate cover. Work must **not** be submitted in individual plastic wallets or in hardback ringbinders.

All candidates' work should be clearly annotated to show which criteria the candidate has addressed and in what depth. Once that has been recorded, the marks can be allocated accordingly. Marks can only be awarded if there is clear evidence in the work submitted.

Work may be retained by OCR so candidates should keep a copy of their coursework.

### Assessment criteria

Candidates are required to:

Assessment Criterion 1	Undertake analysis, select an appropriate context and title and develop aims and objectives.
Assessment Criterion 2	Plan and develop the task.
Assessment Criterion 3	Implement their course of action.
Assessment Criterion 4	Evaluate the outcomes of the task and critically analyse the decision-making process.

### Guidance on how to address the assessment criteria

The following notes for guidance should be used alongside the assessment criteria.

#### Assessment Criterion 1

- For this criterion candidates are expected to look at the specification topics in both AS and A2 and decide on two to four areas of interest.
- Candidates should carry out initial research to establish the most appropriate area of interest and from that develop a context and a title.
- Candidates identify the possible investigative methods they could use to successfully address their title and, using that, develop aims and objectives.

#### Assessment Criterion 2

- For this criterion, candidates are expected to establish a prediction of what they aim to find out from carrying out the study. This can be as straightforward as answering the question posed in the study title.
- The design specification can be detailed if the approach is a 'design and make' study or it can appear as a bulleted list for a food practical activity. The candidates are expected to plan and carry out a series of practical activities as part of their implementation; each practical should indicate clearly specific resource materials and methods to be used, with all relevant details.

- As the candidates' work moves forward they must make judgements on how the work is to progress and clearly justify their chosen investigative methods. A straightforward way to address this criterion is if, at the end of each piece of investigative research, the candidates use the heading 'future developments' and make sure that each piece of investigative research progresses to the next. Statements such as 'from this I found out that...', 'I can conclude therefore...', 'This led me to...'
- Candidates should develop a plan of action for the entire piece of work with a detailed timescale and an indication of work to complete and any problems that may occur.



### Assessment Criterion 3

#### Process

- This criterion is concerned with carrying out the investigative part of the study.
- A variety of secondary and primary investigative methods should be used. It is necessary that relevant food practical work is carried out to address the psychomotor skills, and the clear awareness of economy and available technology.
- Candidates implement time scales effectively when carrying out practical work and some reference should be made to safety. In the case of Food Technology, a detailed HACCP need only be carried out for the final product and it should show reference to safety.
- Research methodology must be detailed, eg if carrying out a questionnaire it should be piloted, have a target group, question/survey at least 20 people, be analysed and evaluated.

**A suggested list of investigative techniques to use are listed below. The most appropriate ones chosen will depend on the approach used for coursework.**

- Shop survey – cost of a basket, availability of foods, comparisons between shops' own brand/normal, catering for special dietary needs, availability of existing products, identifying how existing products fulfil the needs of the target group.
- Market research.
- Packaging comparison.
- Interview with an appropriate person, relevant questions to move the work forward and influence the next stage in the investigation.
- Case study – this may include food diaries.
- Questionnaire of target group – more planning on type of questions asked.
- Practical food activity – three or four skilful ones with specification, list of ingredients and resources, justification for choice of recipe/ingredients chosen and/or modifications to recipe, timescales where appropriate, photo of finished results, analysis of results and evaluation – to include evaluation against the specification – the approach could be a 'design and make' one where a selection of products are trialled and one is chosen for development.
- Sensory analysis.
- Costing.
- Nutritional analysis – accurate and computer printouts analysed.
- Tasting of dishes, eg bought/home-made, low fat/normal.
- Study of relevant information on TV/magazines.
- Visits, eg different food outlets, canteens.

- Food diaries/diet sheets analysed and evaluated.
- Power point presentations.
- Designing of leaflets.
- Secondary research should be from a variety of sources – textbooks, recipe books, internet, magazines and newspapers.

- A Manufacturing Specification should be included if the approach to coursework is a 'design and make' one, it should include consideration of the possibilities and implications of quantity manufacture – to include – large-scale equipment, scaling up of ingredients, final costing to take into account overheads, etc, commercial production methods, additives, storage requirements, technical and creative feasibility, taste/testing, evaluation of the final product against the Manufacturing Specification.

### **Realisation**

- The objectives stated in section 1 should be realised.
- Originality, creativity and aesthetic awareness need to be considered by the candidates so some degree of freedom should be encouraged when they choose the investigative methods to be used. These factors should also be apparent during the development of the products in practical work.
- Technical competences need to be clearly demonstrated in the presentation of the work, eg use of ICT, digital images, scanning, colour printing.

### **Assessment Criterion 4**

- This criterion is concerned with the conclusion and evaluation of the findings and results of the study. In addition, candidates need to critically analyse and review the study as a whole.
- Each investigative process carried out needs the results to be analysed and evaluated.
- The candidate needs to document fully the degree to which the aims have been met. It is easier to document this if the candidates embolden the aims within the evaluation.
- The work as a whole needs to be analysed and specific strengths and weaknesses need to be identified and evaluated in terms of results obtained.
- A critical evaluation should be produced, giving full consideration to the prediction and the title's context and question.

## Specification grid

Assessment objectives:	Analysis, Aims and Initial Research	Planning and Development	Implementation	Evaluation
Candidates should be able to:	15 marks	20 marks	45 marks	20 marks
identify and recall knowledge and understanding	✓			
analyse, select and apply relevant knowledge by organising and presenting information clearly and logically using appropriate grammar, punctuation and spelling	✓	✓		
make informed and rational choices		✓		
undertake effective research and interpret evidence			✓	✓
realise a course of action using a range of relevant, investigative skills			✓	
present the outcome and undertake a critical analysis of results			✓	✓
critically evaluate acquired knowledge, understanding and the decision-making process				✓

# Marking Guidelines for the Assessment of Coursework

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## 1 Analysis and Aims (15 Marks)

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This assessment criterion relates to the candidate's ability to see potential opportunities for the development of ideas from an area of interest within the AS or A2 specification into a context and title.

criteria	0–5 Marks	6–10 Marks	11–15 Marks
1a	Explores in a limited way possible areas of interest from the AS and A2 specification and is able to identify some issues/factors.	Explores possible areas of interest from the AS and A2 specification and is able to explain a range of relevant issues/factors.	Explores thoroughly possible areas of interest from the AS and A2 specification and is able to discuss a range of relevant issues/factors.
1b	Selects an appropriate context and title with little justification and reasoning.	Selects an appropriate context and title with justification and reasoning.	Selects an appropriate context and title with clear justification and reasoning.
1c	Shows limited understanding of the scope of the opportunities for practical and investigative work relevant to the area of study.	Shows an understanding of the scope of the opportunities presented for practical and investigative work relevant to the area of study.	Shows a clear understanding of the full scope of the opportunities for practical and investigative work relevant to the area of study giving clear reasons for the methods chosen.
1d	Formulates aims and objectives for the study.	Formulates detailed aims and objectives for the study.	Formulates specific, detailed and realistic aims and objectives for the study.

## 2 Planning and Development (20 Marks)

This assessment criterion relates to the candidate's ability to develop objectives, hypothesise, plan and make informed decisions that direct the progress of the study.

criteria	0–6 Marks	7–13 Marks	14–20 Marks
2a	Establishes a simple prediction of what they aim to find out.	Establishes a general prediction of what they aim to find out.	Establishes a relevant prediction of what they aim to find out.
2b	Determines outline for design.	Determines design specification.	Determines clear design specification.
2c	Indicates some of the resource materials and methods to be used, with little detail.	Indicates specific resource materials and methods to be used, with some detail.	Indicates clearly specific resource materials and methods to be used, with all relevant details.
2d	Takes evidence gained from the research and uses it in a limited manner to make simple judgements and justification for choice of investigative methods.	Takes evidence gained from research and uses it as a basis for making judgements and justification for choice of investigative methods.	Takes evidence gained from research and uses it as a basis for making valid judgements and relevant justification for choice of investigative methods.
2e	Produces a plan of action for the entire piece of work.	Produces an effective plan of action for the entire piece of work with an appropriate time scale, indicating work to be completed.	Produces a well-ordered and effective plan of action for the entire piece of work with a detailed time scale, indicating work to be completed and problems that arise.

### 3 Implementation (45 Marks)

[Process – 25 Marks]

This assessment criterion is concerned with the implementation of appropriate skills and resources to achieve the realisation of stated objectives using a variety of primary and secondary investigative methods. It is necessary that candidates include some relevant investigative food practical work related to the given context.

criteria	0–8 Marks	9–16 Marks	17–25 Marks
3a	Researches from a limited number of sources and select suitable background information.	Researches from a variety of sources and selects appropriate background information.	Researches from a wide variety of sources and selects particularly appropriate and relevant background information.
3b	Demonstrates limited awareness of aspects of economy, safety and available technology when carrying out food-related activities.	Demonstrates awareness of relevant aspects of economy, safety and available technology when carrying out food-related activities.	Demonstrates a clear awareness of relevant aspects of economy, safety and available technology when carrying out food-related activities.
3c	Implements <b>timescales</b> when carrying out practical activities.	Implements appropriate <b>timescales</b> when carrying out practical activities.	Implements effectively appropriate <b>timescales</b> as planned when carrying out practical activities.
3d	Carries out a limited range of investigative methods to a satisfactory standard.	Carries out a range of investigative methods to a good standard.	Carries out a wide range of investigative methods to a high standard.
3e	Demonstrates a satisfactory level of competence in <b>psychomotor</b> skills.	Demonstrates a good level of competence in <b>psychomotor</b> skills.	Demonstrates a high level of competence in <b>psychomotor</b> skills.
3f	Demonstrates a sound level of competence in the <b>research methodology</b> chosen.	Demonstrates a good level of competence in <b>research methodology</b> chosen.	Demonstrates a high level of competence in <b>research methodology</b> chosen.

[Realisation – 20 Marks]

criteria	0–6 Marks	7–13 Marks	14–20 Marks
3g	Achieves a limited piece of coursework that meets the original objectives.	Achieves an effective piece of coursework that meets the original objectives.	Achieves an effective piece of coursework that accurately meets the original objectives.
3h	Demonstrates some <b>originality, creativity</b> and <b>aesthetic</b> awareness in an appropriate form.	Demonstrates <b>originality, creativity</b> and <b>aesthetic</b> awareness of a good order in an appropriate form.	Demonstrates <b>originality, creativity</b> and <b>aesthetic</b> awareness of a high order in an appropriate form.
3i	Demonstrates basic technical competences to <b>communicate</b> the outcomes of the process.	Demonstrates clear technical competences to <b>communicate</b> the outcomes of the process effectively.	Demonstrates outstanding technical competences to <b>communicate</b> fully the outcomes of the process effectively.

#### 4 Evaluation (20 Marks)

This assessment criterion relates to the conclusion and evaluation of the findings and results achieved. Candidates are required to critically analyse and review the study as a whole.

criteria	0–6 Marks	7–13 Marks	14–20 Marks
4a	Summarises and interprets the outcomes of some of the individual investigative methods carried out and draws limited conclusions.	Summarises and interprets the outcomes of most of the individual investigative methods carried out and draws appropriate conclusions.	Summarises and interprets the outcomes of all of the individual investigative methods carried out and draws informed conclusions.
4b	Recognises how some of the aims have been met.	Recognises the degree to which the aims have been met.	Recognises fully the degree to which the aims have been met.
4c	Analyses to a limited extent strengths and weaknesses in the results/outcomes achieved.	Analyses specific strengths and weaknesses in the results/outcomes achieved.	Analyses and substantiates specific strengths and weaknesses in the results/outcomes achieved.
4d	Produces a limited evaluation of the task.	Produces a general evaluation of the task.	Produces a critical evaluation of the task.