

**GCSE (9-1)**

**Moderators' report**

# **FOOD PREPARATION AND NUTRITION**

**J309**

For first teaching in 2016

**J309/04/05 Summer 2024 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.

## Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

### Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

### GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

### Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left-hand menu on your Subject page.

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## General overview

The work displayed enthusiasm and a great deal of interest by the candidates. All candidates accessed each element of the task to varying degrees. The tasks provided opportunities for a wide range of abilities to demonstrate their achievement with successful results. Differentiation was seen within the outcomes. The most popular task was based on eggs.

Clear evidence was able to show that candidates demonstrated a good understanding of the task. Sensory and nutritional choice, cost, food provenance and seasonality were all addressed. Clear justification for the dishes chosen was validated by the majority of candidates. Many candidates included a wide variety of complex and demanding skills and techniques. Candidates who wrote out the task in full at the beginning of their work were focused on the requirements for each section. Initial research varied, those candidates who produced strong evidence focused and summarised their information to include food value, types, structure and uses of eggs in cooking, enabling them to consider a wide range of dishes.

Candidates who undertook the iron task appeared to limit their research and lacked the necessary detail to include function in the diet, food sources and daily recommended amounts for different groups of people. Those candidates that did well discussed the importance of Vitamin C in the absorption of iron. Those that did less well, due to a lack of relevant research, were limited in their reasons for choice, nutritional analysis, exploration of results and final evaluation sections.

Choice of dishes to demonstrate a wide use of eggs reflected a stronger performance of higher skill levels and reasons for choice/justification.

Costings were addressed with examples per ingredient. Those candidates that did well discussed how the costs could be further reduced and justified the costs of their chosen dishes.

Nutritional programmes were used well when suggesting how the dishes could be adapted to make them healthier. This was particularly evident in the eggs task. In the iron task, where candidates had identified a target audience, they produced stronger evidence comparing the data to daily nutritional needs.

Most candidates included a comprehensive list of ingredients and equipment. There were some excellent examples of time plans, colour coded, dovetailed with key safety and hygiene points. Less detail was evident in the food safety and quality points.

There was strong evidence where candidates had planned sensory feedback and organoleptic qualities. Candidates' that did less well included generic descriptors which were not specific to the dish. This resulted in cursory analysis of results and therefore limited suggestions for changes/improvements later in the analysis and evaluation.

Methods of working were generally well justified with centres providing helpful comments as to how the candidates worked.

Most centres had produced a wide range of excellent skills, for example, filleting and boning fish, portioning chicken, and piping. Many candidates chose accompaniments to increase skills, for example, mayonnaise and custard.

Oven management and use of equipment was demonstrated to an excellent standard, for example the use of pasta makers, whisks and air fryers.

There was evidence of some exceptional plating up, garnishes and decorations. Candidates that did well had considered portion control within the presentation of their work, either serving single portions or showing how a larger quantity would be divided.

Most candidates had addressed strengths, weaknesses and areas for improvement with many drawing conclusions. Candidates that did less well had not referred to the original task and not clearly explained what had been learnt though the completion of the task. No conclusions had been drawn.

Candidates who did well generally:	Candidates who did less well generally:
<p><u>Planning</u></p> <ul style="list-style-type: none"> <li>• set out the task at the beginning of their portfolios</li> <li>• provided relevant and concise research</li> <li>• summarised their information to include, food values, types, structure and uses in cooking</li> <li>• considered a wide range of dishes (8-10)</li> <li>• included sensory and nutritional choice, costs, food provenance and seasonality</li> <li>• justified their chosen dishes applying to the eggs or iron task</li> <li>• explained the nutritional contents and applied to the task</li> <li>• used nutritional analysis programmes with suggestions on how to adapt dishes to make them healthier</li> <li>• listed all the ingredients, quantities, and equipment to be used</li> <li>• sequenced and dovetailed their time plans</li> <li>• included quality and food safety points in their planning</li> <li>• planned sensory feedback and organoleptic properties</li> </ul> <p><u>Methods of working</u></p> <ul style="list-style-type: none"> <li>• worked to time following their plans</li> <li>• were well organised throughout the practical session</li> <li>• demonstrated excellent personal preparation</li> <li>• demonstrated a range of complex skills and techniques across the three dishes and accompaniments</li> <li>• followed safety procedures to a very high standard</li> <li>• completed all planned dishes within the three-hour practical session</li> <li>• served dishes at the correct temperature</li> </ul> <p><u>Skills and cooking</u></p> <ul style="list-style-type: none"> <li>• were able to show competency through using a range of tools and equipment</li> </ul>	<p><u>Planning</u></p> <ul style="list-style-type: none"> <li>• were unclear of the task requirements</li> <li>• provided limited sensory analysis</li> <li>• produced research which was brief and not applied to the eggs or iron</li> <li>• when dishes were chosen and reasons were not linked to eggs or iron</li> <li>• chose dishes that were not compared to any nutritional analysis of their chosen meal</li> <li>• did not consider seasonality or food provenance or gave historical information about the origins of commodities</li> <li>• where sensory properties were not mentioned</li> <li>• when accompaniments were not considered to enhance their dishes, for example combining fruit and vegetables linking to Vitamin C and its function in the absorption of iron</li> <li>• provided inaccurate costings</li> <li>• when sequence plans were limited, and no timings were included</li> <li>• when time plans lacked dovetailing</li> <li>• when safety and quality points were not addressed.</li> </ul> <p><u>Methods of working</u></p> <ul style="list-style-type: none"> <li>• displayed a lack of preparation and organisational skills resulting in poor time management</li> <li>• were unable to complete their dishes in the three-hour allocation</li> <li>• required considerable help with the use of equipment.</li> </ul> <p><u>Skills and cooking</u></p> <ul style="list-style-type: none"> <li>• when the preparation skills were limited and, consequently needed considerable support</li> <li>• prepared dishes containing limited complex skills in which to showcase their results</li> <li>• when many dishes were not always completed within the time frame.</li> </ul>

Candidates who did well generally:	Candidates who did less well generally:
<ul style="list-style-type: none"> <li>successfully undertook and produced high level complex skills</li> <li>exemplified creativity and originality</li> <li>demonstrated excellent cooker management skills</li> <li>used annotated photo diaries to show skills.</li> </ul> <p><u>Presentation</u></p> <ul style="list-style-type: none"> <li>where dishes were attractively finished, styled, and presented</li> <li>when appropriate portion control was considered and demonstrated</li> <li>displayed creativity and flair</li> <li>where testing charts included clear instructions</li> <li>when sensory analysis results were of a high standard.</li> </ul> <p><u>Analysis and evaluation</u></p> <ul style="list-style-type: none"> <li>when users' reactions were comprehensive especially for organoleptic properties</li> <li>included reasoned interpretation of the overall result and used a range of evidence to draw conclusions</li> <li>when strengths and weaknesses were comprehensively addressed</li> <li>when improvements were suggested that were realistic and pertinent</li> <li>where viewpoints and opinions were interpreted throughout the section demonstrating a clear understanding of the demands of the task</li> <li>drew conclusions referring to the original task and clearly explained what had been learnt.</li> </ul>	<p><u>Presentation</u></p> <ul style="list-style-type: none"> <li>when dishes had no garnish or were poorly presented, over/undercooked</li> <li>where food styling was not appropriate to the dish</li> <li>when sensory results and outcomes were not considered</li> <li>completed sensory testing charts with no supporting explanations of findings.</li> </ul> <p><u>Analysis and evaluation</u></p> <ul style="list-style-type: none"> <li>when repetitive comments were made</li> <li>where sensory analysis was included but not referred to or explored</li> <li>produced descriptive accounts of what had been undertaken rather than evaluative</li> <li>made comments which were not related to the task</li> <li>provided brief strengths and weaknesses without being substantiated</li> <li>where views and opinions were not discussed</li> <li>evaluated the practical outcomes of the task without referring to aspects of the research, planning, skills, and cooking</li> <li>where conclusions and linking back to the task were not provided.</li> </ul>

## Most common causes of centres not passing

When there was a lack of understanding of what is expected to plan, prepare, and cook based on the task. Recipes were selected due to personal choice rather than their suitability to meet the demands of the task i.e. to choose dishes showing the versatility of eggs in cooking or dishes that contained good sources of iron.

Food provenance and seasonality was generic with little application to the dishes that had been selected. Food provenance was linked to the country of origin or ingredients would come from a supermarket. Food security was often not attempted or included a cursory comment.

Recipes had been selected from the internet which, on occasions, contained confusing and inaccurate quantities/methods which caused unsuccessful outcomes.

Nutritional content was often presented in a tabulated format which frequently provided little detail, just tick boxes. Tables and charts should be used with caution as they frequently do not provide adequate detail to meet the criteria to gain access to the higher mark bands.

Time plans should be sufficiently detailed and could easily be followed to achieve successful outcomes. They also enable candidates to organise themselves and use their time efficiently.

Photographic evidence of the carrying out of key skills supports outcomes and should be encouraged.

General sensory analysis was undertaken across all three dishes. Descriptors used were based on general attributes.

## Common misconceptions

### Misconceptions



All practical dishes must be carried out within the three hours practical task in an educational classroom environment.

A photograph of the final three dishes is a mandatory requirement and must be provided. Centres are recommended to include an A4 colour photograph(s) of the three dishes with any accompaniments.

## Avoiding potential malpractice

Read and act on any updates from OCR.

Explain the 'live' NEA task and the requirements for each section.

Ensure all teaching staff have a clear understanding of the NEA standards.

In large departments, make sure that internal standardisation takes place so that all teachers have a good understanding of the standards.

Make sure that each candidate's work is their own and group work has not been undertaken for this task.

Practising of the selected dishes is not permitted.

Make sure that record keeping for all candidates such as trackers are regularly updated.

Make sure that the practical task is carried out within the three-hour time frame.

Encourage candidates to take responsibility for their progress, give constructive feedback and signpost the criteria for them.

Ensure all sources of information are well referenced.

Ask for any clarification and/or assistance if required. OCR will happily support your request.

## Helpful resources

[OCR GCSE Food Preparation and Nutrition Student Book](#)

[OCR GCSE Food Preparation and Nutrition Student eTextbook](#)

[OCR GCSE Food Preparation and Nutrition Course Companion](#)

[My Revision Notes: OCR GCSE Food Preparation and Nutrition](#)

[Cooking Explained ISBN:0-582-30573-X Publisher Hammond](#)

[The Science of Cooking](#)

[Egg Exploration Pack](#)

[British Nutritional Foundation BNF](#)

[NHS website](#)

[Food A fact of life](#)

[www.lovefoodlovescience.org](http://www.lovefoodlovescience.org)

[www.soilassociation.org](http://www.soilassociation.org)

## Additional comments

The MC2 Marking Form must be correct and fully completed to include centre name and number, candidate name and number.

To support the moderation process, MC2 Marking Form should be fully annotated, in each section, to support and justify the mark awarded.

There were numerous clerical errors. Centres must make sure that the addition of marks and the total mark is correct and matches that on Interchange.

When using the digital submission, the correct code should be used J309/04.

When uploading files onto the [Submit for Assessment platform](#), these should be clearly identifiable with candidate number and tasks.



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# Supporting you

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## Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

**Don't have access?** If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

## Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

## Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

## Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

## Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

[Find out more](#).

## Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

[Find out more](#).

**You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.**

# Online courses

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## Enhance your skills and confidence in internal assessment

### What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

### Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

### How can you access our online courses?

Access courses from [Teach Cambridge](#). Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

### Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

### How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email [support@ocr.org.uk](mailto:support@ocr.org.uk).

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

## Need to get in touch?

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**support@ocr.org.uk**


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