

GCSE (9-1)

Moderators' report

FOOD PREPARATION AND NUTRITION

J309

For first teaching in 2016

J309/02/03 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.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

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If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

General overview

All candidates were able to access each element of the task to varying degrees. The most popular task was based on caramelisation. Clear evidence shows that candidates identified, researched, understood, and applied their knowledge to the task. Chemical and functional properties were generally addressed, demonstrating a good understanding particularly for the steam investigation.

Caramelisation appeared to give more opportunity for scientific information. At times properties and evidence provided was confusing, especially when discussing temperatures for caramelisation and types of caramelisation which then resulted in some contradictory investigations being completed.

Research linked to the commodity was tenuous at times. More able candidates had produced research that was relevant and concise as they had been encouraged to summarise research so that irrelevant information was not included.

The most popular focus of the investigation for steam was Yorkshire puddings and choux pastry. A few centres focused on puff pastry/lamination and its effects when cooked at different temperatures to produce steam. Fair testing was stated but did not explain 'how'. Controls were mentioned but did not always include a control sample for comparison purposes which then resulted in difficulties when discussing findings and evaluating results as there was nothing to compare against.

Less able candidates were not always sure about what their investigations would show and were unable to develop their initial thoughts. Predictions/hypotheses were mentioned; however, few candidates then used their research to inform themselves and many did not include reasons for choosing their investigations. The majority of candidates planned three investigations/variables.

Some centres discussed and trialled the control ideas/recipe first which enabled them to compare all their investigations against. A good range of recording methods were seen, these included, written, photographic, charts and star diagrams. Quality was very variable. Descriptors were applied successfully when they were relevant and specific to the investigation being completed.

A very wide range of responses was seen in the analysis section. Candidates produced strong results when they could interpret their findings and link them to the chemical and functional properties of caramelisation or steam. They had reflected back to their original aims and predictions against their results. Most candidates had made good use of the sensory outcomes. Where candidates did well scientific explanations and terminology had been utilised.

The evaluation section proved challenging for some candidates. Most managed to include strengths and weaknesses, however, conclusions relating back to the task were not a strong aspect.

Where teachers had a clear understanding of the specification; the appropriate guidance and support was given.

Most centres presented their investigations as a succinct report within the 2000 word count.

Assessment for learning



Use of research using textbooks written for this specification is recommended. Non UK based websites should be avoided.

Control methods and their purpose should be addressed.

Glossary for scientific terminology to be created.

Candidates who did well generally:	Candidates who did less well generally:
<p><u>Planning</u></p> <ul style="list-style-type: none"> wrote out their task at the beginning of their work put into their own words elements of the research were able to produce planning that was set out in a structured format undertook relevant initial research on caramelisation or steam which was summarised and concise explained what they were going to do and included detailed reasons for choice made predictions/hypotheses setting out what they thought would happen produced clear aims for their investigation included a control recipe that was clearly explained and applied used scientific terminology throughout. <p><u>Investigations</u></p> <ul style="list-style-type: none"> set out three investigations/variables relevant to caramelisation or steam trialled the control recipe first so they had the results to compare all investigations against made changes as a result of the investigations provided methodology demonstrating clear understanding of their investigations. <p><u>Analysis</u></p> <ul style="list-style-type: none"> were able to interpret and understand their findings were able to look back and link their original aims and predictions to the results made full use of sensory results used scientific explanations and terminology. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> were able to refer back to the research and analysis are those that focused on each aspect of their performance were able to draw meaningful and relevant conclusions made suggestions to influence future practice. 	<p><u>Planning</u></p> <ul style="list-style-type: none"> did not understand the task were unable to show a clear structure how the investigations were going to be conducted provided inadequate planning resulting in confusion and inability to 'move forward' made limited use of resources, many taken from dubious websites produced limited reasons for choice of investigation did not explain how it will be a fair test gave aims and predictions which were not clear produced no control method as there was a lack of variety of approach, all very similar where only one to two variables/investigations carried out when there were limited adaptations/modifications made frequent use of similar proforma for recording results as planning was not logical or detailed. <p><u>Investigations</u></p> <ul style="list-style-type: none"> as little clarification of why investigations had been carried out as no plan to work through as their own results/records were not completed when candidates participated in shared investigations in groups explained limited development of their own ideas when group work had been undertaken as similar structures and formats had been used, providing no originality. <p><u>Analysis</u></p> <ul style="list-style-type: none"> did not fully analyse or understand the results of their investigations made vague and descriptive comments with little reference to the evidence of testing or the original prediction/hypothesis provided limited explanations of what had happened and why

Candidates who did well generally:	Candidates who did less well generally:
	<ul style="list-style-type: none"> gave brief or no viewpoints from other candidates on their results made little use of scientific terminology. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> due to a lack of ability, candidates didn't use vocabulary to their best advantage used a limited range of evidence on which to base their comments gave brief strength and weakness with limited justification made descriptive comments rather than an evaluative review drew no conclusions made no reference to future practice or application of findings.

Most common causes of centres not passing

A lack of understanding of what is expected to plan and investigate based on the actual context of the task and commodity.

No scientific application to demonstrate the chemical and functional properties of caramelisation or steam.

Investigations without plans for candidates to follow.

The use of recipes to produce an outcome rather than having a scientific focus.

Common misconceptions

Fair testing must be explained. A control method should be clearly identified and set out at the beginning of the planned investigations.

Aims should be clearly set out at the beginning and/or at the start of each investigation.

Three investigations are sufficient.

An end food product is not required as this is a scientific investigation.

All sources of information should be provided throughout the body of the portfolio or as a bibliography.

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.

Large departments undertake internal standardisation.

Any group work candidates must have their own results/findings to use for their own analysis and evaluation.

All record keeping for all candidates are regularly updated, for example trackers.

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

Ensure all sources of information are well referenced.

Make sure the scientific investigations meet the 2000 word count including any dates and photographs.

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

Additional comments

The MC1 Marking Form must be correct and fully completed to include centre name, number, candidate name and number.

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

MC1 Marking Form is annotated in each section to support the mark awarded.

When using the digital submission, the correct code to use is J309/02.

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

Supporting you

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

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.

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?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrextams**

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Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.