

**GCSE (9-1)**  
*Specification*

# **FOOD PREPARATION AND NUTRITION**

J309  
For first assessment in 2018



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## Support and Guidance

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Introducing a new specification brings challenges for implementation and teaching, but it also opens up new opportunities. Our aim is to help you at every stage. We are working hard with teachers and other experts to bring you a package of practical support, resources and training.

### Subject Specialists

OCR Subject Specialists provide information and support to centres including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Our Subject Specialists work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. They work with developers to help produce our specifications and the resources needed to support these qualifications during their development.

You can contact our Food and Nutrition Subject Specialists for specialist advice, guidance and support:

01223 553998

[Food@OCR.org.uk](mailto:Food@OCR.org.uk)

[@OCR\\_Food](https://www.instagram.com/OCR_Food)

### Teaching and learning resources

Our resources are designed to provide you with a range of teaching activities and suggestions that enable you to select the best activity, approach or context to support your teaching style and your particular students. The resources are a body of knowledge that will grow

throughout the lifetime of the specification, they include:

- Delivery Guides
- Transition Guides
- Topic Exploration Packs
- Lesson Elements.

We also work with a number of leading publishers who publish textbooks and resources for our specifications. For more information on our publishing partners and their resources visit:

[ocr.org.uk/qualifications/gcse-and-a-level-reform/publishing-partners](https://ocr.org.uk/qualifications/gcse-and-a-level-reform/publishing-partners)

### Professional development

Our improved Professional Development Programme fulfils a range of needs through course selection, preparation for teaching, delivery and assessment. Whether you want to come to face-to-face events, look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub:

[cpdhub.ocr.org.uk](https://cpdhub.ocr.org.uk)

### An introduction to new specifications

We run training events throughout the academic year that are designed to help prepare you for first teaching and support every stage of your delivery of the new qualifications.

To receive the latest information about the training we offer on GCSE and A Level, please register for email updates at: [ocr.org.uk/updates](https://ocr.org.uk/updates)

## Assessment Preparation and Analysis Service

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Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that

focus on skills development, professional guidance for teachers and results data analysis.



### Subject Specialist Support

Our Subject Specialists provide you with access to specifications, high-quality teaching resources and assessment materials.



### Active Results

Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to [ocr.org.uk/activeresults](https://ocr.org.uk/activeresults)



### Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example communication, legislation and research. Download the guides at [ocr.org.uk/skillsguides](https://ocr.org.uk/skillsguides)



# 1 Why choose an OCR GCSE (9–1) in Food Preparation and Nutrition?

## 1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new OCR GCSE (9–1) in Food Preparation and Nutrition course has been developed in consultation with teachers, employers and Higher Education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

### Our specifications

We believe in developing specifications that help you bring the subject to life and inspire your learners to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for

their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - . . . and much more.
- Access to Subject Specialists to support you through the transition and throughout the lifetimes of the specifications.
- CPD/Training for teachers to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.
- ExamCreator – our new online past papers service that enables you to build your own test papers from past OCR exam questions.

All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's GCSE (9–1) in Food Preparation and Nutrition is QN 601/8379/2.

## 1b. Why choose an OCR GCSE (9–1) in Food Preparation and Nutrition?

OCR's GCSE (9–1) in Food Preparation and Nutrition qualification aims to equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The OCR qualification will encourage learners to cook and make informed decisions about a wide range of further learning, opportunities and career pathways as well as develop life skills that enable learners to feed themselves and others affordably, now and in later life.

OCR's GCSE (9–1) in Food Preparation and Nutrition is a new, exciting, up-to-date qualification that is relevant to the world of food today.

This qualification aims to bring about real sustainable change, providing learners with the expertise and skills to feed themselves and others better.

Our qualification builds upon the best elements of our existing and current qualifications and adds new areas of interest.

The heart of our qualification is the development of strong practical cookery skills and techniques as well as a good understanding of nutrition. We believe that learners who learn to cook well are more likely to make better food choices and understand healthy eating.

OCR learners will discover the essentials of food science, nutrition and how to cook. In addition to this, learners will understand the huge challenges that we face globally to supply the world with nutritious and safe food.

OCR sees this qualification as another step towards creating a healthier society and improving the nation's cooking skills as well as setting some learners on the path to careers in the food and hospitality industries.

### Aims and learning outcomes

The OCR GCSE (9–1) in Food Preparation and Nutrition will encourage learners to:

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.



## 1c. What are the key features of this specification?

- Developing an interest in the creative aspect and enjoyment of food.
- Developing confidence in using the high level skills necessary in food preparation and cooking.
- Making connections between theory and practice so that learners are able to apply their understanding of food and nutrition and food science to practical cooking.
- Developing an informed approach that will help learners to evaluate choices and decisions about their own diet and health.
- Support from industry experts and employers.
- Using a simple assessment model with clear marking criteria.

## 1d. How do I find out more information?

If you are already using OCR specifications you can contact us at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not yet an approved centre and would like to become one go to: [www.ocr.org.uk](http://www.ocr.org.uk)

Want to find out more?

Contact a Subject Specialist:

Email: [Food@ocr.org.uk](mailto:Food@ocr.org.uk)

Tel: 01223 553998

Fax: 01223 552627 or 01223 553998

Join our Food community: <http://social.ocr.org.uk/>

Check what CPD events are available:

[www.cpdhub.ocr.org.uk](http://www.cpdhub.ocr.org.uk)

Follow us on Twitter: [@ocr\\_food](https://twitter.com/ocr_food)

## 2 The specification overview

### 2a. OCR's GCSE (9–1) in Food Preparation and Nutrition (J309)

There are two submission options for the non-examined assessment (NEA), postal submission or electronic upload via the OCR Repository.

Repository option: Learners must take (01), (02) and (04).

Postal option: Learners must take (01), (03) and (05).

2

Content Overview	Assessment Overview	
<p>This content should be covered throughout all three components.</p> <p><b>Section A</b> Nutrition</p> <p><b>Section B</b> Food: food provenance and food choice</p> <p><b>Section C</b> Cooking and food preparation</p> <p><b>Section D</b> Skills requirements: preparation and cooking techniques</p>	<p><b>Food Preparation and Nutrition (01)*</b></p> <p>100 marks**</p> <p>1 hour 30 minutes written examination paper</p>	<p><b>50%</b> of total GCSE</p>
	<p><b>Food Investigation Task (02 or 03)*</b></p> <p>45 marks</p> <p>Non-examined assessment (NEA)</p>	<p><b>15%</b> of total GCSE</p>
	<p><b>Food Preparation Task (04 or 05)*</b></p> <p>105 marks</p> <p>Non-examined assessment (NEA)</p>	<p><b>35%</b> of total GCSE</p>

\*Indicates inclusion of synoptic assessment.

\*\* Examination is weighted up to 150 marks to equal the total marks combined for the two tasks.

## 2b. Content of the OCR GCSE (9–1) in Food Preparation and Nutrition (J309)

The range of foods studied within the content of the OCR GCSE (9–1) Food Preparation and Nutrition will be based on the government’s current advice on a healthy balanced diet.

There are four sections covering the content – Section A: Nutrition, Section B: Food (food provenance and food choice), Section C: Cooking and food

preparation and Section D: Skill requirements (preparation and cooking techniques). Content from all these sections may be tested in the examination.

The following table explains the range of foods and ingredients that will need to be studied and can be assessed in either the exam or non-examined assessment (NEA). Any content stating food relates to food and drink.

The range of foods and ingredients to be studied in ALL sections	Learners should be able to demonstrate and apply their knowledge and understanding of:	Points to cover
<b>The major commodity groups</b>	Bread, rice, potatoes, pasta and other starchy foods	✓ Bread, rice, potatoes, pasta, flour and cereals (including wheat, oats, maize, barley, rye)
	Fruit and vegetables	✓ Fresh, frozen, dried, canned and juiced fruit and vegetables
	Milk and dairy foods	✓ Milk, cream, cheese and yoghurt
	Meat, fish, eggs, beans and other non-dairy sources of protein	✓ Meat, fish, eggs, beans, nuts, seeds and alternative protein foods (Quorn®, soya: textured vegetable protein TVP®, tofu)
	Foods and drinks high in fat and/or sugar.	✓ Butter, margarine, spreads, plant oils, sugar and syrup.

## 2b. Content of Section A: Nutrition

Topic		Learners should be able to demonstrate and apply their knowledge and understanding of:	Points to cover
1	<b>The relationship between diet and health</b>	A balanced diet to provide the correct combination of food and nutrients for good health	<ul style="list-style-type: none"> <li>✓ The importance of a healthy diet</li> <li>✓ How to use the major commodity groups to make a balanced food choice</li> </ul>
		The government's guidelines for a healthy diet and the inclusion of new regulations as they are issued	<ul style="list-style-type: none"> <li>✓ The application of the eight tips for healthy eating</li> </ul>
		Major diet-related health issues	<ul style="list-style-type: none"> <li>✓ Diet-related diseases and conditions: obesity (weight loss and gain), cardiovascular, coronary heart disease (CHD), diabetes, diverticulitis, bone health (osteoporosis), dental health, anaemia and high blood pressure</li> </ul>
2	<b>Nutritional and dietary needs of different groups of people</b>	Dietary needs for different stages of life	<ul style="list-style-type: none"> <li>✓ Balanced combinations of food, nutrients and correct portion sizes for babies, toddlers, pre-school children, school-aged children, adolescents, adults, older people, pregnant and lactating women</li> </ul>
		Food allergies and intolerances	<ul style="list-style-type: none"> <li>✓ Foods that may cause an allergic reaction</li> <li>✓ Food intolerance: lactose and gluten (coeliacs)</li> </ul>
		The dietary reference values (DRVs) Macronutrients and micronutrients Calculation of nutritional values	<ul style="list-style-type: none"> <li>✓ Recommended daily amounts of macro and micro nutrients and energy</li> <li>✓ Plan recipes, meals and diets based on nutritional analysis</li> </ul>
3	<b>Nutritional needs when selecting recipes for different groups of people</b>	Modifying recipes and meals to follow current dietary guidelines	<ul style="list-style-type: none"> <li>✓ Altering or substituting ingredients, changing the method of cooking or process and changing the portion size</li> </ul>

Topic		Learners should be able to demonstrate and apply their knowledge and understanding of:	Points to cover
4	<b>Energy balance</b>	The relationship between food intake and physical activity and how to maintain a healthy body weight throughout life	✓ Basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements
		How to calculate energy values and the main sources of energy in the diet	✓ Recommended percentage of daily energy intake ✓ Sources of energy: protein, fat, carbohydrate and alcohol ✓ Units (kcal and kJ) for measuring energy
		The main factors that influence an individual's energy requirements	✓ Gender, life stage, pregnancy/lactation, size/body weight, genetics, occupation and lifestyle ✓ Deficiency and excess
5	<b>Protein</b> (Macronutrient)	Types and functions	✓ Types and structure: High biological value (HBV) and low biological value (LBV) ✓ Functions and deficiency
		Sources	✓ Animal and vegetable
6	<b>Fat</b> (Macronutrient)	Types and functions	✓ Types and structure: fats and oils (saturated, unsaturated and polyunsaturated) ✓ Functions and deficiency
		Sources	✓ Animal and vegetable: visible and invisible
7	<b>Carbohydrate</b> (Macronutrient)	Types and functions	✓ Sugar: monosaccharides, disaccharides, starch: complex carbohydrates and fibre ✓ Functions and deficiency
		Sources	✓ Sugar, starch and fibre
8	<b>Vitamins</b> (Micronutrients)	Types and functions	✓ Fat soluble vitamins: A (retinol and carotene), D, E, K ✓ Water soluble vitamins: B1 (thiamine), B2 (riboflavin), B3 (niacin), B9 (Folate/Folic acid), B12 (cobalamin), C (ascorbic acid) ✓ Functions and deficiency
		Sources	✓ Food sources of vitamins

Topic		Learners should be able to demonstrate and apply their knowledge and understanding of:	Points to cover
9	<b>Minerals</b> (Micronutrients)	Types and functions	✓ Calcium, iron, sodium, fluoride, iodine, phosphorus ✓ Functions and deficiency
		Sources	✓ Foods that supply minerals
10	<b>Water</b>	Importance of water	✓ Functions and deficiency ✓ Recommended guidelines for daily intake of water
		Sources	✓ Sources and foods that give us water
11	<b>Nutritional content of the main commodity groups</b>	Bread, rice, potatoes, pasta and other starchy foods Fruit and vegetables Milk and dairy foods Meat, fish, eggs, beans and other non-dairy sources of protein Foods and drinks high in fat and/or sugar	✓ Nutritional content of each commodity group

## 2b. Content of Section B: Food (food provenance and food choice)

Topic		Learners should be able to demonstrate and apply their knowledge and understanding of:	Points to cover
1	<b>FOOD PROVENANCE: Food source and supply</b>	Food sources and how they are: a) grown: cereals, sugars, fruits and vegetables	<ul style="list-style-type: none"> <li>✓ Advantages and disadvantages of locally produced and seasonal foods</li> <li>✓ Where and how they are grown: organic and non-organic farming</li> <li>✓ Classification of fruits and vegetables</li> </ul>
		b) reared: meat and poultry	<ul style="list-style-type: none"> <li>✓ Where and how they are reared: intensive farming methods, free-range products, rearing of the animals</li> <li>✓ Classification of meat, poultry and game</li> </ul>
		c) caught: fish	<ul style="list-style-type: none"> <li>✓ Where and how they are caught: sustainable fish supply</li> <li>✓ Classification of fish</li> </ul>
2	<b>Food processing and production</b>	Primary stages of food processing	<ul style="list-style-type: none"> <li>✓ How wheat is milled and processed to produce flour</li> <li>✓ Heat treatment of milk</li> </ul>
		Secondary stages of food processing and production	<ul style="list-style-type: none"> <li>✓ The processes that raw food undergoes to transform it into a food product</li> <li>✓ How milk is processed to produce butter, cream, yoghurt and cheese</li> <li>✓ How flour is used to produce bread and pasta</li> </ul>
		Food processing and preserving methods: industrial and domestic	<ul style="list-style-type: none"> <li>✓ High temperatures: pasteurisation, sterilisation (ultra heat treated (UHT) and canning)</li> <li>✓ Cold temperatures: chilling, freezing, cook-freeze/blast chilling and accelerated freeze-drying (AFD)</li> <li>✓ Drying and smoking</li> <li>✓ Using acids, salt and sugar</li> <li>✓ Controlled atmosphere packaging (CAP)/modified atmosphere packaging (MAP) and vacuum packing</li> </ul>

Topic		Learners should be able to demonstrate and apply their knowledge and understanding of:	Points to cover
3	<b>Food security</b>	The impact of food and food security on society, local and global markets and the environment  Moral/ethical and environmental issues involved in food production	<ul style="list-style-type: none"> <li>✓ The availability of food, the access to food, the individual's ability to utilise food</li> <li>✓ Moral issues: how Fairtrade affects food producers and workers</li> <li>✓ Ethical issues: relating to the development of genetically modified (GM) food</li> <li>✓ Environmental issues: food waste</li> <li>✓ Carbon footprint and the transportation of materials and goods</li> <li>✓ Sustainability of resources</li> </ul>
4	<b>Technological developments to support better health and food production</b>	Fortification	✓ The advantages and disadvantages of fortification
		Use of additives	✓ Preservatives, colourings, flavourings and sweeteners, emulsifiers and stabilisers and thickeners, antioxidants
		New and emerging foods	✓ Probiotics and prebiotics
5	<b>Development of culinary traditions (learners must study British cuisine and a minimum of TWO international cuisines)</b>	Features and characteristics of individual cuisines	<ul style="list-style-type: none"> <li>✓ Recognise traditional ingredients</li> <li>✓ Understand religious or cultural factors affecting the cuisine</li> <li>✓ Understand traditional cooking methods, presentation and eating patterns</li> <li>✓ Recognise how the traditional recipes have been adapted to suit today's society</li> </ul>
6	<b>Factors influencing food choice</b>	Personal, social and economic factors, medical reasons	<ul style="list-style-type: none"> <li>✓ Food choice can be affected by cost, enjoyment, preference, seasonality, availability, time of day, activity, celebration or occasion</li> <li>✓ Consumer information, food labelling, marketing</li> </ul>
		Religious and cultural beliefs	✓ Food choice can be affected by related beliefs of major religions: Buddhism, Hinduism, Islam, Judaism, Rastafarianism and Sikhism
		Ethical and moral beliefs	✓ Vegetarians (lacto-ovo, lacto, ovo and vegans), animal welfare, local produce, organic food



## 2b. Content of Section C: Cooking and food preparation

Topic		Learners should be able to demonstrate and apply their knowledge and understanding of:	Points to cover
1	Food Science	The reasons why food is cooked	<ul style="list-style-type: none"> <li>✓ Making food safe to eat</li> <li>✓ Making food more digestible/palatable</li> </ul>
		Heat transfer through cooking methods	<ul style="list-style-type: none"> <li>✓ Conduction, convection and radiation</li> </ul>
		How preparation and cooking methods/processing <ul style="list-style-type: none"> <li>• affect the nutritional value</li> <li>• improve the sensory properties</li> </ul>	<ul style="list-style-type: none"> <li>✓ Enrichment/loss, increase/reduce calorific value, vitamin losses</li> <li>✓ Texture, flavour, appearance, aroma</li> </ul>
		Working characteristics and the functional and chemical properties of ingredient groups	<ul style="list-style-type: none"> <li>✓ Carbohydrates: gelatinisation, dextrinisation, caramelisation</li> <li>✓ Fats/oils: shortening, aeration, plasticity, emulsification</li> <li>✓ Protein: coagulation, foam formation, gluten formation, acid denature</li> <li>✓ Fruit and vegetables: enzymic browning/oxidisation</li> <li>✓ Raising agents: yeast, chemical agents, air and steam</li> </ul>
2	Sensory properties	The senses (organoleptic properties)	<ul style="list-style-type: none"> <li>✓ Changes that happen when food is cooked: texture, appearance, colour taste, sound and aroma</li> </ul>
		Sensory systems	<ul style="list-style-type: none"> <li>✓ The importance of the senses of sight, taste, touch, smell and hearing and how they work when making food choices</li> <li>✓ The five basic tastes recognised by receptors (sweetness, sourness, bitterness, saltiness and umami)</li> </ul>
		Preferential and sensory testing panels	<ul style="list-style-type: none"> <li>✓ How to set up a testing panel</li> <li>✓ Styles and forms of rating, ranking and profiling systems with the use of appropriate descriptive terminology</li> </ul>

Topic		Learners should be able to demonstrate and apply their knowledge and understanding of:	Points to cover
3	Food safety	Conditions and control for bacterial growth	✓ The role of time, temperature, moisture and food availability
		Growth conditions and control for mould growth and yeast production	✓ The role of time, temperature, moisture and food availability
		Signs of food spoilage	✓ Natural decay, enzyme action and yeast production
		Helpful properties of micro-organisms in food production	✓ Types of micro-organisms and key points
		Buying food	✓ Labelling and date marks ✓ Visual checks ✓ Reputable supplier
		Storing food	✓ Types of storage and how to store foods correctly
		Preparing food	✓ Preventing cross contamination and food poisoning: direct and indirect methods
		Cooking and serving food	✓ High-risk foods, critical temperatures

## 2b. Content of Section D: Skills requirements (preparation and cooking techniques)

This section shows skills requirements: preparation and cooking techniques that can be applied and combined to achieve specific outcomes and how they relate to the knowledge and understanding from Sections A, B and C.

Throughout this section learners should be able to:

- demonstrate accurate weighing and measurement of liquids and solids
- grease/oil, line, flour flan rings or tins evenly
- select and adjust the cooking process and length of time to suit the ingredient
- test for readiness (use of temperature probe, skewer/knife, finger or ‘poke’ test, ‘bite’, visual colour or sound test)
- use specialist equipment where appropriate (different knives, food processor, mixer, blender, microwave, potato ricer and pasta machine)
- understand the functions of ingredients in basic recipes.

No.	Skill group	Techniques
1	<b>Knife skills</b>	<ul style="list-style-type: none"> <li>• Meat, fish or alternatives: fillet a chicken breast, portion a chicken, remove fat and rinds, fillet fish, slice raw and cooked meat and fish or alternatives (such as tofu and halloumi) evenly and accurately</li> <li>• Fruits and vegetables: bridge hold, claw grip, peel, slice, dice and cut into evenly sized pieces (i.e. batons, julienne)</li> </ul>
2	<b>Preparation and techniques</b>	<ul style="list-style-type: none"> <li>• Tenderise and marinate (when preparing vegetables, meat, fish, and alternatives): acids to denature protein, marinate to add flavour and moisture</li> <li>• Meat, fish or alternatives: roll, wrap, skewer, mix, coat, layer meat, fish and alternatives and shape and bind wet mixtures (such as falafels, meat balls, fish cakes) while demonstrating the technical skill of preventing cross-contamination and handling high-risk foods correctly</li> <li>• Fruits and vegetables: mash, shred, scissor-snip, scoop, crush, grate, peel, segment, de-skin, deseed, blanch, shape, pipe, blend, juice and prepare garnishes whilst demonstrating the technical skills of controlling enzymic browning and spoilage and preventing food poisoning (wash and dry, where appropriate)</li> </ul>
3	<b>Cooking methods</b>	<ul style="list-style-type: none"> <li>• Water-based methods using the hob: steaming, boiling and simmering, blanching and poaching</li> <li>• Dry heat and fat based methods using the hob: dry-frying, pan (shallow frying), stir-frying</li> <li>• Using the grill: char, grill or toast</li> <li>• Using the oven: baking, roasting, casseroles and/or tagines, braising</li> </ul>

No.	Skill group	Techniques
4	<b>Sauces</b>	<ul style="list-style-type: none"> <li>• Make a blended white sauce (starch gelatinisation), such as a roux, and an all-in-one blended sauce, infused sauce, veloute, bechamel, to demonstrate understanding of how liquid:starch ratios affect the viscosity and how conduction and convection work to cook the sauce and the need for agitation</li> <li>• Make a reduction sauce such as pasta sauce, curry sauce, gravy, meat sauce (including meat alternatives such as myco-protein and textured vegetable protein) to demonstrate how evaporation concentrates flavour and changes the viscosity of the sauce</li> <li>• Make an emulsion sauce such as a salad dressing, mayonnaise, hollandaise to demonstrate the technical skill of how to make a stabilised emulsion</li> </ul>
5	<b>Set a mixture</b>	<ul style="list-style-type: none"> <li>• Removal of heat (gelation): use starch to set a mixture on chilling for layered desserts such as custard or cheesecake</li> <li>• Heating (coagulation): use protein to set a mixture on heating such as denatured protein in eggs for quiche, choux pastry</li> </ul>
6	<b>Raising agents</b>	<ul style="list-style-type: none"> <li>• Use egg (colloid foam) as a raising agent – create a gas-in-air foam – whisking egg whites, whisked sponge,</li> <li>• Use chemical raising agents – self-raising flour, baking powder</li> <li>• Use steam in a mixture (choux pastry, batter)</li> </ul>
7	<b>Dough</b>	<ul style="list-style-type: none"> <li>• Use the technical skills of shortening, gluten formation, fermentation (proving) for bread, pastry, pasta</li> <li>• Roll out pastry, use a pasta machine, create layers (palmiers), proving/resting</li> <li>• Glazing and finishing such as pipe choux pastry, bread rolls, pasta, flat breads, pinwheels, pizza, calzone</li> </ul>
8	<b>Judge and manipulate sensory properties</b>	<ul style="list-style-type: none"> <li>• Taste and season during the cooking process, change the taste and aroma through the use of infusions, herbs and spices, paste, jus, reduction</li> <li>• Change texture and flavour, use browning (dextrinisation) and glazing, add crust, crisp and crumbs</li> <li>• Presentation and food styling – use garnishes and decorative techniques to improve the aesthetic qualities, demonstrate portioning and presenting</li> </ul>

## 2c. Content of non-examined assessment (NEA)

These are the components of the qualification that will be assessed by the teacher.

### Food Investigation Task (02, 03)

This task is worth 15% of the qualification and assesses the scientific principles underlying the preparation and cooking of food.

Learners will be expected to draw on knowledge from content studied across Sections A, B, C and D.

The task is set by OCR and will be communicated to centres on 1st September of the academic year in

which the assessment is to be taken. These will be sent electronically directly to centres and will be available on the OCR website.

The task is sufficiently broad in nature and must not be amended or adapted. The task submitted must demonstrate different practical skills and knowledge and should form an integral part of the course arising from the specification content.

### Food Preparation Task (04, 05)

This task is worth 35% of the qualification and assesses the planning, preparation, cooking and presentation of food.

Learners will be expected to draw on knowledge from content studied across Sections A, B, C and D.

The task is set by OCR and should be taken from the OCR-set task titles. The set task will be communicated

to centres on 1st November of the academic year in which the assessment is to be taken. These will be sent electronically directly to centres and will be available on the OCR website.

There are two submission options, postal submission or electronic upload via the OCR Repository.

## 2d. Prior knowledge, learning and progression

Learners who are beginning a GCSE (9–1) Food Preparation and Nutrition course are likely to have followed a Key Stage 3 programme of study in Food.

No prior learning of the subject or qualification is required. The qualification provides an ideal foundation for learners to progress to A level or other areas of vocational study.

## 3 Assessment of the OCR GCSE (9–1) in Food Preparation and Nutrition

### 3a. Forms of assessment

The OCR GCSE (9–1) in Food Preparation and Nutrition is a linear qualification with 50% external assessment by examination and 50% through non-examined assessment (NEA) assessed by the centre and externally moderated by OCR.

There are two submission options for both tasks for the NEA: postal submission or electronic upload via the OCR Repository.

Repository option: Learners must take (01), (02) and (04).  
Postal option: Learners must take (01), (03) and (05).

3

### Food Preparation and Nutrition (01) written examination

The examination will be one hour and 30 minutes and is worth 50% of the overall qualification. It is weighted up to 150 marks to equal the total marks combined for the two tasks.

Learners will be expected to answer questions based on content studied across sections A, B, C and D.

The following types of question will be asked:

- ten compulsory questions including structured and free response questions
- some questions that include stimulus material
- synoptic questions are included.

### Non-examined assessment (NEA)

Learners should complete **two** tasks. In the two tasks, learners should demonstrate their ability to:

- make and justify suitable choices in response to their task
- review all aspects of their work, identifying strengths and weaknesses in each area of the content
- refer to and justify any changes they have made whilst carrying out the task
- suggest and/or justify improvements to their work
- draw conclusions referring back to their task title.

### Food Investigation Task (02 or 03) Non-examined assessment (NEA)

This NEA task assesses the scientific principles underlying the preparation and cooking of food. This component is worth 15% of the qualification.

Learners are required through practical experimentation to investigate and evaluate an understanding of the working characteristics, functional and chemical properties of ingredients and use the findings of that investigation to achieve a particular result with respect to the preparation and cooking of food.

The task that OCR sets will be communicated to centres on 1st September in the academic year in which the assessment is to be taken. The NEA task will be published on OCR Interchange.

In this task, learners should demonstrate their ability to:

- give clear reasons for their choice of investigative methods

- identify sources of information
- sort and assess their ideas, carrying out a nutritional assessment, trialling ideas
- select and summarise research on the nutritional composition and working characteristics of ingredients
- select suitable choices for their practical work, which provides the basis for their investigations
- produce plans for their chosen practical work/ activities/investigations
- plan and prepare methods for recording evidence of their practical work/activities/ investigations. These might include use of a digital camera, star profiles, smiley face charts, comparison charts, graphs, rating scales, sensory analysis, nutritional data and taste testing
- follow their plans
- organise their resources effectively
- use equipment safely and independently
- complete a photographic journal of practical work
- produce accurate analysis and evaluation of results.

The **evidence** that will be admissible for the assessment is:

- a report produced by the learner that explains the findings of the learner's investigation and how these have been applied to achieve the relevant result. OCR would expect the total length of such reports to be between 1500 and 2000 words. Research skills will not be assessed and cannot be credited in the investigative task
- photographs and/or visual recordings that support the investigation.

### Food Preparation Task (04 or 05) Non-examined assessment (NEA)

This NEA task assesses the planning, preparation, cooking and presentation of food. This component is worth 35% of the qualification.

Learners are required to prepare, cook and present three dishes within a single period of no more than three hours and plan, in advance, how this will be achieved.

OCR will communicate the task set for the Food Preparation Task to centres on 1st November in the academic year in which the assessment is to be taken. The NEA task will be published on OCR Interchange.

In this task, learners should demonstrate their ability to:

- give clear reasons for choice of dishes including identification of skills and techniques, sensory/ nutritional choice, costs, food provenance and seasonality with reference to the task
- produce accurate recipes and timed plans for implementing their choices for practical work
- follow their timed plan, making good use of the time available
- organise their resources effectively
- use equipment safely and independently
- demonstrate a range of skills and techniques which should include: food preparation, cooking and presentation skills, ICT skills (use of data analysis programmes), sensory testing

- produce three well-presented practical outcomes demonstrating a range of skills within a three hour period
- suggest improvements to their work
- include their own personal viewpoint about what they have learned from doing the task
- complete a photographic journal of practical work
- produce accurate analysis and evaluation of results.

The **evidence** that will be admissible for the assessment is:

- written evidence of how the learner has planned, executed and evaluated the preparation, cooking and presentation of the three dishes within a three hour period
- photographs that demonstrate the learner's application of technical skills and the quality of the final dishes.

Sufficient practical work should be planned throughout the course to ensure that learners are able to demonstrate a range of practical skills and techniques.



### 3b. Assessment objectives (AO)

There are four Assessment Objectives in the OCR GCSE (9–1) in Food Preparation and Nutrition. These

are detailed in the table below. Learners are expected to demonstrate their ability to:

Assessment Objective	
AO1	Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
AO2	Apply knowledge and understanding of nutrition, food, cooking and preparation.
AO3	Plan, prepare, cook and present dishes, combining appropriate techniques.
AO4	Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.

### 3c. AO weightings in the OCR GCSE (9–1) Food Preparation and Nutrition

The relationship between the Assessment Objectives and the components are shown in the following table:

Component	% of overall GCSE (9–1) in Food Preparation and Nutrition (J309)			
	AO1	AO2	AO3	AO4
Food Preparation and Nutrition (J309/01)	20	20	0	10
Food Investigation Task (J309/02 or 03)	0	10	0	5
Food Preparation Task (J309/04 or 05)	0	0	30	5
<b>Total</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>

### 3d. Assessment availability

There will be one examination series available each year in May/June to **all** learners. The examined component must be taken in the same examination series at the end of the course.

This specification will be certificated from the June 2018 examination series onwards.

### 3e. Retaking the qualification

Learners can retake the qualification as many times as they wish. They retake the examined component of the qualification. Learners can choose either to retake the non-examined component or to

carry forward their mark for the non-examined component by using the carry forward entry option (see Section 4a).

### 3f. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and

coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

### 3g. Non-examined assessment (NEA)

**The Food Investigation Task:** release date on 1st September in the academic year in which the learner expects to be awarded the qualification.

**The Food Preparation Task:** release date on 1st November in the academic year in which the learner expects to be awarded the qualification.

#### Non-examined assessment (NEA) guidance

There are different stages in the production of the non-examined assessment (NEA) for both tasks: planning of the task, review of the plan, marking and final submission.

##### Planning of the task

It is expected that the teacher will provide detailed guidance to learners in relation to the purpose and requirement of the tasks. The teacher should ensure that learners are clear about the assessment criteria that they are expected to meet and the skills that they need to demonstrate in the task. Further guidance about the nature of advice that teachers can give to learners can be found in the *JCQ Instructions for conducting non-examination assessments*.

In the research and planning stage, including the collection of secondary data, a limited level of control is required. This means that candidates can undertake this part of the process without direct teacher supervision and away from the centre, as required. Learners are also able to work in collaboration during this stage. During the research phase candidates can be given support and guidance. Teachers can explain the task, advise on how the task could be approached,

advise on resources and alert candidates to key things that must be included in their investigation. However, each learner must develop their own, individual report.

##### Marking

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

Teachers should use their professional judgement in selecting the band descriptors that best describe the work of the learner to place them in the appropriate band.

To select the most appropriate mark in the band descriptor, teachers should use the following guidance:

- where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- where the learner's work *adequately* meets the statement, the most appropriate mark in the middle of the range should be awarded

- where the learner's work *just* meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award all the marks in any level for which work fully meets that descriptor.

Teachers should bear in mind the weighting of the assessment objectives, place the response within a level and award the appropriate mark. If a learner does not address one of the assessment objectives targeted in the assessment they cannot achieve all of the marks in the given level.

A response will not be specifically penalised for being outside the indicative word count. However, a response that significantly differs from the word count will be self-penalising, either by not demonstrating the AOs to the required level or by lacking coherence and concision. Teachers must clearly show how the marks have been awarded in relation to the marking criteria.

A combination of the following approaches should be adopted:

Indications as to how marks have been awarded should:

- be clear and unambiguous
- be appropriate to the aims and objectives of the work
- facilitate the standardisation of marking within the centre
- enable the moderator to check the application of the assessment criteria to the marking.

There are marking criteria forms for individual learners for both tasks that can be found on Interchange. There is also one centre recording sheet for all learners.

### Final submission

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are accurate and consistent across all learners entered for each component. In order to help set the standard of marking, centres should use exemplar material provided by OCR, and, where available, work in the centre from the previous year. Where work for a component has been marked by more than one teacher in a centre, standardisation of marking should normally be carried out according to one of the following procedures:

- **either** a sample of work that has been marked by each teacher is re-marked by the teacher who is in charge of internal standardisation
- **or** all the teachers responsible for marking a component exchange some marked work (preferably at a meeting led by the teacher in charge of internal standardisation) and compare their marking standards.

Where standards are found to be inconsistent, the relevant teacher(s) should make adjustment to their marks or re-mark all learners' work for which they were responsible.

Prior to marking, teachers should mark the same small sample of work to allow for the comparison of marking standards. If centres are working together in a consortium they must carry out internal standardisation of marking across the consortium. Centres should retain evidence that internal standardisation has been carried out.

Once the final draft is submitted it must not be revised. Adding any material to the work or removing any material from it after it has been presented by a learner for final assessment would constitute malpractice. If a learner requires additional assistance in order to demonstrate aspects of the assessment, the teacher must award a mark which represents the learner's unaided achievement.

## Food Investigation Task (02 or 03): Marking Criteria

### Food Investigation Task: Evidence required

Learners must complete a report of 1500–2000 words.

We recommend that learners spend no more than 10 hours on this task.

The format for the report should be as follows:

<b>Introduction/Plan</b> (9 marks)	What is the task and how am I planning to complete this?  Learners will show: <ul style="list-style-type: none"><li>• aim for the investigation</li><li>• choice of investigations with detailed explanations linking to the functional and chemical properties of the ingredients.</li></ul>
<b>Investigation</b> (21 marks)	How did I complete the task?  Learners will show: <ul style="list-style-type: none"><li>• the method used for each investigation</li><li>• the changes and adaptations made</li><li>• logical sequence of working</li><li>• completed records of observations and findings (this may include charts, graphs, photos and written descriptions).</li></ul>
<b>Analysis</b> (9 marks)	What does it mean?  Learners will show: <ul style="list-style-type: none"><li>• analysis and interpretation of findings using scientific terms.</li></ul>
<b>Evaluation</b> (6 marks)	What was the conclusion?  Learners will show: <ul style="list-style-type: none"><li>• a review of findings and explanation of how these can be used when developing modifying and creating new dishes.</li></ul>

**Plan: 9 marks**

Learners will use a range of relevant sources to investigate the task, produce a plan for the investigation and predict an outcome.

Level of Achievement: Planning (AO2)	Mark
<ul style="list-style-type: none"> <li>Excellent and thorough research and planning for their investigation to include comprehensive reasons for choice/aim and recommendations/predictions</li> </ul>	7–9
<ul style="list-style-type: none"> <li>Good research and planning for their investigation to include some of the reasons for choice/aim and recommendations/predictions</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Basic research and planning for their investigation to include limited reasons for choice/aim and recommendations/predictions</li> </ul>	1–3
<ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>	0

**Investigation: 21 marks**

Learners will investigate the working characteristics, function and chemical properties of ingredients through scientific experimentation, and record findings.

Level of Achievement: Investigation (AO2)	Mark
<ul style="list-style-type: none"> <li>Excellent scientific investigation into all of the functional and chemical properties of a commodity/ingredients for the task</li> <li>Follows the plan with accuracy</li> <li>Makes changes or adaptations as necessary</li> <li>Shows excellent recordings of observations and findings using a comprehensive range of different formats</li> </ul>	15–21
<ul style="list-style-type: none"> <li>Good scientific investigation into some of the functional and chemical properties of a commodity/ingredients for the task</li> <li>Makes some changes or adaptations as necessary</li> <li>Follows the plan with some accuracy</li> <li>Shows good recordings of observations and findings using a good range of formats</li> </ul>	8–14
<ul style="list-style-type: none"> <li>Basic investigation into a limited range of the functional and chemical properties of a commodity/ingredients for the task</li> <li>Makes limited use of the plan</li> <li>Shows basic recordings of observations and findings using a limited range of formats</li> </ul>	1–7
<ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>	0

**Analysis: 9 marks**

Level of Achievement: Analyse (AO4)	Mark
• Produce a comprehensive analysis with a wide range of opinions and viewpoints	7–9
• Produce a good analysis with a good range of viewpoints	4–6
• Produce a limited analysis with some inaccuracies, and limited viewpoint(s)	1–3
• No response or no response worthy of credit	0

**Evaluation: 6 marks**

Level of Achievement: Evaluate (AO4)	Mark
• Excellent evaluation of observations and findings using a wide range of evidence to draw thorough conclusions related to task	5–6
• Good evaluation of overall observations and findings using a range of evidence to draw appropriate conclusions related to task	3–4
• Basic review of observations and findings with no clear conclusions and limited use of interpretation and evidence	1–2
• No response or no response worthy of credit	0

**45 total marks**

3

## Food Preparation Task (04 or 05): Marking Criteria

Learners will be expected to consider and investigate the influence of the following, as appropriate: lifestyle, life stage, dietary group, culinary tradition.

Learners will select appropriate dishes demonstrating knowledge and understanding in the choice of dishes when selecting the menu. Choice of dishes will be justified in relation to ingredients, organoleptic properties, skills and techniques, cooking methods and equipment, nutritional value, cost, food provenance and seasonality.

Learners should be aware that the marks available will depend on the complexity of the skills and techniques involved for the dishes chosen.

Learners will plan the task and produce a clear sequence of work to include food safety and quality points.

### Food Preparation Task: Evidence required

We recommend that learners spend no more than 20 hours on this task. This includes the three hour session incorporating the preparing, cooking and presenting of the three dishes.

Learners will produce written evidence. As a recommended guideline for learners, their work should be limited to no more than 10 pages (20 sides) A4 or equivalent A3, recommended font size 11–12, and should include all photographs, graphs and charts.

The Plan, Analysis and Evaluation can be written using accepted file formats, see Section 5c or manually. The sections that will be addressed are shown below:

Reasons for selection	<ul style="list-style-type: none"> <li>• choice of dishes relating to the task</li> <li>• identification of skills and techniques</li> <li>• sensory/nutritional choice</li> <li>• costs</li> <li>• food provenance and seasonality</li> </ul>
Time plan	<ul style="list-style-type: none"> <li>• work sequence/dovetailing identifying food safety and quality points</li> </ul>
Photographic journal	<ul style="list-style-type: none"> <li>• photos of the outcome of the three dishes</li> <li>• photos of evidence of carrying out at least two of the techniques</li> </ul>
Analysis and evaluation	<ul style="list-style-type: none"> <li>• evidence of sensory testing</li> <li>• justification of choice</li> <li>• improvements/modifications</li> </ul>

**Plan: 20 marks**

3

Level of Achievement: Plan (AO3)	Mark
<ul style="list-style-type: none"> <li>• Excellent consideration and understanding of the task including sensory and nutritional choice, cost, food provenance and seasonality</li> <li>• Excellent and comprehensive justification for the chosen dishes including identifying a wide variety of complex and demanding skills and techniques</li> <li>• Excellent and comprehensive time plan to show comprehensive sequencing/dovetailing with excellent reference to the chosen skills, techniques and equipment, and identifying food safety and quality points</li> </ul>	<b>17–20</b>
<ul style="list-style-type: none"> <li>• Very good consideration and understanding of the task including sensory and nutritional choice, cost, food provenance and seasonality</li> <li>• Very good and detailed justification for the chosen dishes including identifying a variety of skills and techniques with a very good level of demand</li> <li>• Very good and detailed time plan to show very good sequencing/dovetailing with very good reference to the chosen skills, techniques and equipment, and identifying food safety and quality points</li> </ul>	<b>13–16</b>
<ul style="list-style-type: none"> <li>• Good consideration and understanding of the task including some reference to sensory and nutritional choice, cost, food provenance and seasonality</li> <li>• Good justification for the chosen dishes including identifying some variety of skills and techniques with a good level of demand</li> <li>• Good time plan to show sequencing/dovetailing with some reference to the chosen skills, techniques and equipment, and identifying food safety and quality points</li> </ul>	<b>9–12</b>
<ul style="list-style-type: none"> <li>• Adequate consideration and understanding of the task including some reference to sensory and nutritional choice, cost, food provenance and seasonality</li> <li>• Adequate justification for the chosen dishes including identifying some skills and techniques with an adequate level of demand</li> <li>• Adequate time plan to show some sequencing/dovetailing with reference to some of the chosen skills, techniques and equipment, and identifying food safety and quality points</li> </ul>	<b>5–8</b>
<ul style="list-style-type: none"> <li>• Limited consideration and understanding of the task with little reference to sensory and nutritional choice, cost, food provenance and seasonality</li> <li>• Limited justification for the chosen dishes with limited skills and techniques identified, with a basic level of demand</li> <li>• Basic time plan to show limited sequencing/dovetailing with little reference to the chosen skills, techniques and equipment, and little identification of food safety and quality points</li> </ul>	<b>1–4</b>
<ul style="list-style-type: none"> <li>• No response or no response worthy of credit</li> </ul>	<b>0</b>



### Prepare: 20 marks

Learners will prepare, cook and present a menu of three complete dishes within a single session of three hours.

Learners will demonstrate a range of technical skills in the preparation, cooking and presenting of the menu of three dishes: refer to Section D: Skills requirements: preparation and cooking techniques.

Level of Achievement: Method of working (AO3)	Mark
<ul style="list-style-type: none"><li>• Demonstrates excellent and meticulous personal preparation and organisation of work area when preparing cooking and presenting dishes</li><li>• Follows time plan exactly, using the correct sequence with appropriate dovetailing</li><li>• All dishes completed and produced successfully within the time available</li><li>• Demonstrates excellent and faultless application of food safety procedures</li></ul>	<b>17–20</b>
<ul style="list-style-type: none"><li>• Demonstrates very good personal preparation and organisation of work area when preparing cooking and presenting dishes</li><li>• Follows time plan, using the correct sequence with appropriate dovetailing</li><li>• All dishes completed and produced within the time available</li><li>• Demonstrates very good application of food safety procedures</li></ul>	<b>13–16</b>
<ul style="list-style-type: none"><li>• Demonstrates good personal preparation and organisation of work area when preparing cooking and presenting dishes</li><li>• Mostly follows time plan using the correct sequence with some appropriate dovetailing</li><li>• Dishes completed and produced within the time available</li><li>• Demonstrates good application of food safety principles</li></ul>	<b>9–12</b>
<ul style="list-style-type: none"><li>• Demonstrates adequate personal preparation and organisation of work area when preparing cooking and presenting dishes</li><li>• Some attempt made to follow the plan with some dovetailing</li><li>• Attempts to complete and produce dishes within the time available</li><li>• Demonstrates adequate application of food safety procedures</li></ul>	<b>5–8</b>
<ul style="list-style-type: none"><li>• Demonstrates limited personal preparation and organisation of work area</li><li>• Little ability to organise time and limited use of the plan</li><li>• Attempts to produce dishes within the time available</li><li>• Demonstrates basic application of food safety procedures</li></ul>	<b>1–4</b>
<ul style="list-style-type: none"><li>• No response or no response worthy of credit</li></ul>	<b>0</b>

**Cook: 25 marks**

<b>Level of Achievement: Skills and cooking (AO3)</b>	<b>Mark</b>
<ul style="list-style-type: none"><li>• Excellent and advanced application of a wide variety of skills, techniques and cooking methods, showing a high and very complex level of demand</li><li>• Excellent level of competency when using a wide range of tools and equipment</li><li>• Demonstrates excellent cooker management</li></ul>	<b>21–25</b>
<ul style="list-style-type: none"><li>• Very good application of a variety of skills, techniques and cooking methods, showing a very good level of demand</li><li>• Very good level of competency when using a range of tools and equipment</li><li>• Demonstrates very good cooker management</li></ul>	<b>16–20</b>
<ul style="list-style-type: none"><li>• Good application with some variety of skills, techniques and cooking methods, showing a good level of demand</li><li>• Good level of competency when using some tools and equipment</li><li>• Demonstrates good cooker management</li></ul>	<b>11–15</b>
<ul style="list-style-type: none"><li>• Adequate application of skills, techniques and cooking methods, showing an adequate level of demand</li><li>• Adequate level of competency when using tools and equipment</li><li>• Demonstrates adequate cooker management</li></ul>	<b>6–10</b>
<ul style="list-style-type: none"><li>• Limited application of skills, techniques and cooking methods, showing a basic level of demand</li><li>• Basic level of competency when using a limited range of tools and equipment</li><li>• Demonstrates basic cooker management</li></ul>	<b>1–5</b>
<ul style="list-style-type: none"><li>• No response or no response worthy of credit</li></ul>	<b>0</b>

3

### Present: 25 marks

Sensory testing of the menu of three dishes will be carried out at the end of the session by the teacher or appropriate member of staff from the centre.

Level of Achievement: Presentation (AO3)	Mark
<ul style="list-style-type: none"><li>• Produces dishes of excellent quality that are well-presented and styled to an excellent standard of finish</li><li>• Outcome of sensory testing – excellent level achieved</li><li>• Demonstrates excellent portion control</li></ul>	<b>21–25</b>
<ul style="list-style-type: none"><li>• Produces dishes of very good quality that are presented and styled to a very good standard of finish</li><li>• Outcome of sensory testing – very good level achieved</li><li>• Demonstrates very good portion control</li></ul>	<b>16–20</b>
<ul style="list-style-type: none"><li>• Produces dishes of good quality that are presented and styled to a good standard of finish</li><li>• Outcome of sensory testing – good level achieved</li><li>• Demonstrates good portion control</li></ul>	<b>11–15</b>
<ul style="list-style-type: none"><li>• Produces dishes of adequate quality, some attempt to present and style to a adequate standard of finish</li><li>• Outcome of sensory testing – adequate level achieved</li><li>• Demonstrates adequate portion control</li></ul>	<b>6–10</b>
<ul style="list-style-type: none"><li>• Produces dishes of limited quality, with little attempt to present and style to a basic finish</li><li>• Outcome of sensory testing – basic level achieved</li><li>• Demonstrates limited portion control</li></ul>	<b>1–5</b>
<ul style="list-style-type: none"><li>• No response or no response worthy of credit</li></ul>	<b>0</b>

### Analysis and evaluation: 15 marks

With reference to the chosen task, learners will carry out sensory analysis and evaluation, and identify improvements.

Level of Achievement: Analyse and evaluate (AO4)	Mark
<ul style="list-style-type: none"><li>• Excellent and comprehensive sensory analysis and evaluation of the finished dishes relating to the organoleptic properties</li><li>• Excellent and comprehensive analysis and evaluation that clearly demonstrates reasoned judgements of the overall task and uses a wide range of evidence to draw thorough conclusions</li><li>• Comprehensive suggestions for improvements or changes</li></ul>	<b>11–15</b>
<ul style="list-style-type: none"><li>• Good sensory analysis and evaluation of the finished dishes with some reference to the organoleptic properties</li><li>• Good analysis and evaluation that demonstrates some reasoned interpretation of the overall result and uses a range of evidence to draw conclusions</li><li>• Some suggestions for improvements or changes</li></ul>	<b>6–10</b>
<ul style="list-style-type: none"><li>• Limited sensory analysis and evaluation of the finished dishes with basic reference to the organoleptic properties</li><li>• Basic review with no clear conclusions and limited analysis, evaluation and evidence</li><li>• Little or no suggestions for improvements or changes</li></ul>	<b>1–5</b>
<ul style="list-style-type: none"><li>• No response or no response worthy of credit</li></ul>	<b>0</b>

**105 total marks**

### 3h. Synoptic assessment

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Synoptic assessment is the learner's understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the GCSE (9–1) course.

The emphasis of synoptic assessment is to encourage the understanding of Food Preparation and Nutrition as a discipline.

Synoptic assessment requires learners to make and use connections within and between different

areas of food preparation and nutrition, for example, by:

- applying knowledge and understanding of more than one area to a particular situation or context
- using knowledge and understanding of principles and concepts in planning experimental and investigative work and in the analysis and evaluation of results.

### 3i. Calculating qualification results

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A learner's overall qualification grade for the OCR Level 1/2 GCSE (9–1) in Food Preparation and Nutrition will be calculated by multiplying their mark for Component 01 (the examined component) by 3/2 and adding this to their marks for the two NEA components to give their total weighted mark.

This total weighted mark will then be compared to the qualification level grade boundaries for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

## 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about these processes, together with the deadlines, can be found in the OCR *Admin Guide and Entry Codes: 14–19 Qualifications*, which can be downloaded from the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk).

### 4a. Pre-assessment

#### Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries

should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

#### Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules and ensuring that you choose the entry option for the moderation you intend to use.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking an OCR GCSE (9–1) in Food Preparation and Nutrition must be entered for one of the following entry options:

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J309 A	Food Preparation and Nutrition A	01	Food Preparation and Nutrition	External assessment
		02	Food Investigation Task	Non-examined assessment (Repository)
		04	Food Preparation Task	Non-examined assessment (Repository)
J309 B	Food Preparation and Nutrition B	01	Food Preparation and Nutrition	External assessment
		03	Food Investigation Task	Non-examined assessment (Postal)
		05	Food Preparation Task	Non-examined assessment (Postal)

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J309 C	Food Preparation and Nutrition C	01	Food Preparation and Nutrition	External assessment
		81	Food Investigation Task carry forward	Carry forward
		82	Food Preparation Task carry forward	Carry forward
J309 D	Food Preparation and Nutrition D	01	Food Preparation and Nutrition	External assessment
		81	Food Investigation Task carry forward	Carry forward
		04	Food Preparation Task	Non-examined assessment (Repository)
J309 E	Food Preparation and Nutrition E	01	Food Preparation and Nutrition	External assessment
		81	Food Investigation Task carry forward	Carry forward
		05	Food Preparation Task	Non-examined assessment (Postal)
J309 F	Food Preparation and Nutrition F	01	Food Preparation and Nutrition	External assessment
		02	Food Investigation Task	Non-examined assessment (Repository)
		82	Food Preparation Task carry forward	Carry forward
J309 G	Food Preparation and Nutrition G	01	Food Preparation and Nutrition	External assessment
		03	Food Investigation Task	Non-examined assessment (Postal)
		82	Food Preparation Task carry forward	Carry forward

## 4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

## 4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ publication *Instructions for conducting examinations*.

### Head of centre annual declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

## 4d. Admin of non-examined assessment

It should be made clear to learners that once the final reports have been submitted for assessment, no further work may take place.

### Authentication of learner's work

Teachers must declare that the work submitted for internal assessment is the learner's own work by submitting a centre authentication form (CCS160) for each internally assessed component. This should be sent to the moderator at the same time as the marks.

A copy of the authentication form, which forms part of the coversheet for each learner's work can be found on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). It is important to note that **all** learners are required to sign this form, and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the learner signing the declaration of authentication need not be reported to OCR but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the non-examined assessment is undertaken, the attention of learners should be drawn to the relevant JCQ Notice to Learners. This is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)) and included in *Instructions for Conducting Coursework/Portfolios*. More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations*.

Learners' level of ability and each individual's work should be clearly identifiable and be taken under conditions which ensure that the evidence generated by each learner can be authenticated.

Research may take place outside the centre as well as within the centre. Teachers need to ensure that the research is used as the basis for further work and not the work itself. Internal deadlines may be set for the submission of work. Teachers are expected to supervise and guide learners in the production of their tasks. This will involve:

- ensuring that learners are aware of the criteria for assessment, the levels of achievement against which work will be judged and the mark/grade scale to be used
- advising learners on how to approach their tasks and monitoring their progress
- authenticating that the finally assessed reports are the learner's own work and that any support given is within guidelines or informing OCR where any malpractice is suspected.



Teachers may comment only on work in progress and return it for redrafting, but comments must be framed in such a way as to enable the learner to take the initiative in developing the work further.

The non-examined assessment (NEA) comprises two tasks. For each learner, the two tasks together form a non-examined assessment file stored electronically. Evidence for each component must be stored separately.

Each learner's work should be stored in a folder on a secure area on the centre's network. Prior to submitting the work to OCR, the centre should add the non-examined assessment (NEA) marking criteria forms.

Centres will publish the four required forms on the OCR website:

1. Authentication form (CCS160):  
(identifying the work as the candidates)
2. Food Investigation Task Marking Criteria form (MC1): (teachers will use to mark candidates work)
3. Food Preparation Task Marking Criteria form (MC2): (teachers will use to mark candidates work)
4. Centre recording form (CRS1):  
(all candidates marks to be listed).

In order to minimise software and hardware compatibility issues it will be necessary to save learners' work using an appropriate file format.

Learners must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation.

Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable. Evidence submitted is likely to be in the form of word-processed documents, PowerPoint presentations, digital photos and digital video.

Learners do not gain marks for using more sophisticated formats or for using a range of formats. A learner who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

To ensure compatibility, all files submitted must be in the formats listed in Appendix 5c. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic work submitted for moderation are accessible to the moderator and fully represent the evidence available for each learner.

**Accepted File Formats** – please see Appendix 5c.

Regulations governing arrangements for internal assessments are contained in the JCQ *Instructions for Conducting Coursework/Portfolios*.

## Internal standardisation

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Centres must carry out internal standardisation to ensure that marks awarded by different teachers are

accurate and consistent across all learners entered for the component from that centre.

## Moderation

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The purpose of moderation is to bring the marking of internally assessed components in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learners' work.

Following internal standardisation, centres submit marks to OCR and the moderator. If there are fewer than ten learners, all the work should be submitted for moderation at the same time as marks are submitted.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request. Samples will include work from across the range of attainment of the learners' work.

There are two ways to submit a sample:

**Moderation via the OCR Repository** – Where you upload electronic copies of the work included in the sample to the OCR Repository and your moderator accesses the work from there.

**Postal moderation** – Where you post the sample of work to the moderator.

The method that will be used to submit the moderation sample must be specified when making entries. The relevant entry codes are given in Section 4a.

All learners' work must be submitted using the same entry option. It is not possible for centres to offer both options within the same series.

Centres will receive the outcome of moderation when the provisional results are issued. This will include:

**Moderation Adjustments Report** – Listing any scaling that has been applied to internally assessed components.

**Moderator Report to Centres** – A brief report by the moderator on the internal assessment of learners' work.

## Carrying forward non-exam assessment (NEA)

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Learners who are retaking the qualification can choose either to retake the non-exam assessment or to carry forward their mark for that component from the previous exam series.

If a learner decides to carry forward their mark, they must be entered in the retake series using the relevant entry code for the carry forward option in Section 4a.

Learners must decide at the point of entry whether they are going to carry forward the non-exam assessment, or if they are going to retake it to count

towards their result. It is not possible for a learner to retake the non-exam assessment and then choose whether the retake result or a carried forward result is used for certification.

Learners can only carry forward from one year into the following year. Where the gap between the initial qualification and the retake is more than one year, carry forward is not permitted.

A result for a non-exam assessment component can only be carried forward once.

## 4e. Results and certificates

### Grade scale

GCSE (9–1) qualifications are graded on the scale: 9–1, where 9 is the highest. Learners who fail to reach the minimum standard of 1 will be Unclassified (U).

Only subjects in which grades 9 to 1 are attained will be recorded on certificates.

### Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 1/2 GCSE (9–1) in Food Preparation and Nutrition'.

## 4f. Post-results services

A number of post-results services are available:

- **Enquiries about results** – If you are not happy with the outcome of a learner's results, centres may submit an enquiry about results.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

## 4g. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR as

soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

## 5 Appendices

### 5a. Overlap with other qualifications

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There is no significant overlap between the content of this specification and those for other GCSE qualifications.

### 5b. Accessibility

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Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments*.

The GCSE (9–1) qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

### 5c. Accepted file formats

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#### Movie formats for digital video evidence

MPEG (\*.mpg)  
QuickTime movie (\*.mov)  
Macromedia Shockwave (\*.aam)  
Macromedia Shockwave (\*.dcr)  
Flash (\*.swf)  
Windows Media File (\*.wmf)  
MPEG Video Layer 4 (\*.mp4)

#### Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

#### Graphics formats including:

JPEG (\*.jpg)  
Graphics file (\*.pcx)  
MS bitmap (\*.bmp)  
GIF images (\*.gif)

#### Animation formats

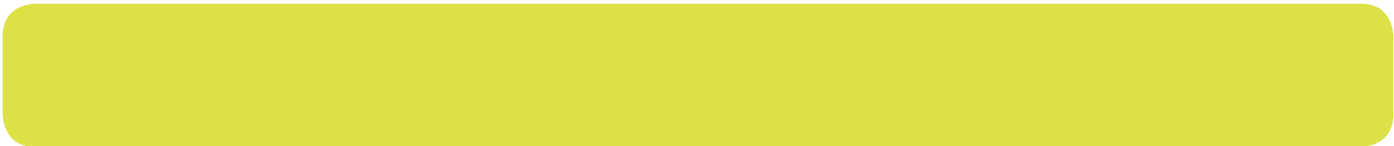
Macromedia Flash (\*.fla)

#### Text formats

Comma Separated Values (.csv)  
PDF (.pdf)  
Rich text format (.rtf)  
Text document (.txt)

#### Microsoft Office suite

PowerPoint (.ppt)  
Word (.doc)  
Excel (.xls)  
Visio (.vsd)  
Project (.mpp)





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# YOUR CHECKLIST

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*Our aim is to provide you with all the information and support you need to deliver our specifications.*

- Bookmark [ocr.org.uk/gcsefoodpreandnutrition](https://ocr.org.uk/gcsefoodpreandnutrition) for all the latest resources, information and news on GCSE (9-1) Food Preparation and Nutrition
  - Be among the first to hear about support materials and resources as they become available – register for Food Preparation and Nutrition updates at [ocr.org.uk/updates](https://ocr.org.uk/updates)
  - Find out about our professional development at [cpdhub.ocr.org.uk](https://cpdhub.ocr.org.uk)
  - View our range of skills guides for use across subjects and qualifications at [ocr.org.uk/skillsguides](https://ocr.org.uk/skillsguides)
  - Discover our new online past paper service at [ocr.org.uk/examcreator](https://ocr.org.uk/examcreator)
  - Learn more about Active Results at [ocr.org.uk/activeresults](https://ocr.org.uk/activeresults)
  - Join our Food Preparation and Nutrition social network community for teachers at [social.ocr.org.uk](https://social.ocr.org.uk)
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# Download high-quality, exciting and innovative GCSE (9-1) Food Preparation and Nutrition resources from [ocr.org.uk/gcsefoodpreandnutrition](http://ocr.org.uk/gcsefoodpreandnutrition)

Resources and support for our GCSE (9-1) Food Preparation and Nutrition qualification, developed through collaboration between our Food Preparation and Nutrition Subject Specialists, teachers and other subject experts, are available from our website. You can also contact our Food Preparation and Nutrition Subject Specialists who can give you specialist advice, guidance and support.

Meet the team at [ocr.org.uk/foodpreandnutritionteam](http://ocr.org.uk/foodpreandnutritionteam) and contact them at:

**01223 553998**

[Food@ocr.org.uk](mailto:Food@ocr.org.uk)

[@OCRexams](https://twitter.com/OCRexams)

To stay up to date with all the relevant news about our qualifications, register for email updates at [ocr.org.uk/updates](http://ocr.org.uk/updates)

## Food Preparation and Nutrition Community

The social network is a free platform where teachers can engage with each other – and with us – to find and offer guidance, discover and share ideas, best practice and a range of Food Preparation and Nutrition support materials.

To sign up, go to [social.ocr.org.uk](http://social.ocr.org.uk)



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company/ocr](https://linkedin.com/company/ocr)



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