Home Economics

GCSE 2012

Home Economics: Food & Nutrition

Specification

J431

Version 1

April 2012

OCR

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1.1 Overview of GCSE Home Economics (Food and Nutrition)

GCSE Home Economics (Food and Nutrition) is made up of **three** mandatory units.

Unit B001	60 marks (20 marks per task)
Food and Nutrition Short Tasks	30% of the total GCSE marks
Candidates submit three short tasks chosen from a list of titles provided by OCR	Controlled assessment - Three OCR-set short tasks 21 hours: 7 hours per task (1 hour planning, 4-5 hours execution and 1 hour evaluation)
	This unit is internally assessed and externally moderated

+

Unit B002	60 marks
Food Study Task	30% of the total GCSE marks
Candidates submit one food study task chosen from a list of themes provided by OCR	Controlled assessment 22 hours
	This unit is internally assessed and externally moderated

+

Unit B003	80 marks
Principles of Food and Nutrition	40% of the total GCSE marks
• Nutrition and health	1 hour 30 minutes written paper
• Food commodities	This unit is externally assessed
• Meal planning	
• Food preparation and cooking	
• Food safety and preservation	
• Consumer education	

1.2   Guided learning hours

GCSE Home Economics (Food and Nutrition) requires 120-140 guided learning hours in total.

1.3   Aims and Learning Outcomes

GCSE specifications in home economics should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study.

They should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE specifications in home economics must enable learners to:

- engage actively in the processes of home economics to develop as effective and independent learners

- develop their knowledge and understanding of human needs within a diverse society

- develop their knowledge and understanding of relevant technological and scientific developments

- develop a critical and analytical approach to decision making and problem-solving in relation to the specified context

- examine issues that affect the quality of human life, including an appreciation of diversity

- evaluate choices and decisions to develop as informed and discerning consumers.

1.4   Prior Learning/Attainment

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

2 Content of GCSE Home Economics (Food and Nutrition)

2.1 Unit B001: *Food and Nutrition Short Tasks*

Assessment and information
- This is a controlled assessment unit
- Candidates complete three short tasks set by OCR
- Each of the three tasks should focus on **different** practical skills and knowledge

2.2 Unit B002: *Food Study Task*

Assessment and information
- This is a controlled assessment unit
- Candidates complete one food study task which assesses a variety of skills
- Candidates choose a set OCR theme as a basis for the study

2.3 Unit B003: *Principles of Food and Nutrition*

Assessment and information
- This is a 1 hour 30 minutes written paper
- Candidates are required to answer five compulsory questions, including short answers and free-response formats
- Questions will cover all aspects of the specification content

Candidates should be made aware of advances in food and nutrition advice and the impact that advances may have on areas of the specification content.

Candidates should be able to recognise and understand:

2.3.1 Nutrition and health

Function and role of nutrients	• The function and sources of the main macro/micro nutrients in the diet
	• The consequences of a deficiency of nutrients
	• The importance of water in the diet
	• The importance of fibre in the diet
Relationship between diet and health	• The current dietary guidelines, to include the 'eatwell plate' showing the balance of foods in a healthy diet
	• Major diet-related health issues, to include obesity, coronary heart disease, cancer, high blood pressure, diabetes, osteoporosis
	• How to adapt meals/diets to follow current dietary guidelines
	• The recommended daily amounts of nutrients for different groups
Energy and food	• The main sources of energy in the diet and how energy is measured
	• The factors that influence an individual's energy requirements
	• Energy provision, intake/expenditure/imbalance

2.3.2 Food commodities

Nutritional value and role	• The nutritional value and types of major food commodities, including meat, fish, eggs, milk, cheese, fruit, vegetables and cereals
	• The use of the major food commodities in the diet
	• The types and use of convenience foods
	• The role of genetically modified, organic and functional foods
	• Fortified foods

2.3.3 Meal planning

Balanced diets	• The term 'balanced diet'
	• The importance of a balanced diet for good health
Nutritional needs of groups	• The issues/factors to consider when planning and serving balanced meals
	• Dietary needs of different age groups
	• The needs of groups with special dietary requirements, including pregnancy, weight loss, vegetarians, coeliacs, diabetics, food allergies/intolerances, coronary heart disease
	• That food choice is affected by social and economic factors
	• That food choice is affected by cultural and religious diversity

2

2.3.4 Food preparation and cooking

Cooking methods	• Why food is cooked
	• The transfer of heat to food
	• A range of cooking methods, to include grilling, frying, roasting, steaming, poaching, baking, stewing, boiling, barbequing and microwaving
Effect of preparation and cooking/processing on foods and nutrients	• The properties and functions of major ingredients
	• The use of raising agents in recipes
	• The effect of heat on food
	• The changes that take place when food is cooked, to include cakes, biscuits, scones, pastries, bread, sauces, batters
	• The effect of acid and alkali on food
The role of additives	• The function of additives in food products

2.3.5 Food safety and preservation

Preservation	• The advantages of food preservation
	• The causes of food spoilage and the conditions in which it occurs
	• The positive and negative effects on food of yeasts, moulds, enzymes and bacteria
	• The different methods of home preservation and how they work, to include jam-making, pickling and freezing
	• The different types of commercial methods of preservation and examples of their use, to include canning, accelerated freeze drying, controlled-atmosphere packaging, vacuum packaging, cook–chill, modified-atmosphere packaging, radiation, cryogenic freezing
Food safety	• How to avoid and reduce the risk of food contamination when preparing, cooking and storing a range of foods in the home
	• The principles of hygienic practice in the kitchen
	• The causes and effects of food poisoning

2.3.6 Consumer education

Consumer education	• The role of marketing and advertising in influencing food choices and trends
	• That the purchase of food is dependent upon shopping trends, facilities and environmental issues
	• Food labelling requirements
	• The function of food labelling for the consumer
	• The rights of the consumer if the goods purchased are faulty or of unsatisfactory quality

Assessment of GCSE Home Economics (Food and Nutrition) ③

3.1 Overview of the assessment in GCSE Home Economics (Food and Nutrition)

For GCSE Home Economics (Food and Nutrition) is made up of **three** mandatory units.

GCSE Home Economics (Food and Nutrition) (J431)	
Unit B001: *Food and Nutrition Short Tasks*	
30% of the total GCSE marks 60 marks (20 marks per task) 7 hours per task: • 1 hour planning • 4-5 hours execution • 1 hour evaluation	Candidates submit **three** short tasks chosen from a list of titles provided by OCR. Two of the short tasks will assess the following skills: • planning • practical work • evaluation. The third task will assess investigation skills. The three tasks should demonstrate **different** practical skills and knowledge. This unit is internally assessed and externally moderated.
Unit B002: *Food Study Task*	
30% of the total GCSE marks 60 marks 22 hours	Candidates submit **one** food study task chosen from a list of themes provided by OCR. The food study task will assess the following skills: • research • selecting and justifying choices • planning • practical work • evaluation. This unit is internally assessed and externally moderated.
Unit B003: *Principles of Food and Nutrition*	
40% of the total GCSE marks 1 hour 30 minutes written paper 80 marks	Candidates are required to answer **five** compulsory questions, including short answers and free-response formats. Questions will cover all aspects of the specification content. This unit is externally assessed.

3.2 Assessment Objectives (AOs)

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

AO1	Recall, select and communicate their knowledge and understanding of a range of contexts
AO2	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks
AO3	Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions

3.2.1 AO weightings

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit B001: *Food and Nutrition Short Tasks*	3%	18%	9%	30%
Unit B002: *Food Study Task*	3%	18%	9%	30%
Unit B003: *Principles of Food and Nutrition*	24%	14%	2%	40%
Total	30%	50%	20%	100%

3.3 Grading and awarding grades

GCSE results are awarded on the scale A* to G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 41/60.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
30%	60	54	48	42	36	30	24	18	12	0
40%	80	72	64	56	48	40	32	24	16	0

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Max Uniform Mark	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE	200	180	160	140	120	100	80	60	40	0

The written paper will have a total weighting of 40% and controlled assessment a weighting of 60%.

A candidate's uniform mark for each paper will be combined with the uniform mark for the controlled assessments to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

3.4 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

3.4.1 Grade F

Candidates recall, select and communicate knowledge and understanding of basic aspects of home economics.

They apply basic knowledge, understanding and skills to plan and carry out simple investigations and tasks, with an awareness of the need for safety and precision. They modify their approach in the light of progress.

They review their evidence and draw basic conclusions.

3.4.2 Grade C

Candidates recall, select and communicate sound knowledge and understanding of aspects of home economics.

They apply suitable knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with precision.

They review the evidence available, analysing and evaluating some of the information clearly and with some accuracy. They make judgements and draw appropriate conclusions.

3.4.3 Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of home economics.

They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with a high degree of precision.

They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

3.5 Quality of written communication

Quality of written communication is assessed in Units B002 and B003 and is integrated in the marking criteria.

Candidates are expected to:

• ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

• present information in a form that suits its purpose

• use an appropriate structure and style of writing and, where applicable, specialist terminology.

Quality of Written Communication is assessed in Unit B002 in the marking criteria for the Home Economics (Food and Nutrition) *Food Study Task.* It is also assessed in Unit B003: *Principles of Food and Nutrition* in the clearly defined levels of response for the essay-style question.

This section provides general guidance on controlled assessment: what controlled assessment tasks are, when and how they are available; how to plan and manage controlled assessment and what controls must be applied throughout the process. More support can be found on the OCR website.

Teaching and Learning

Controlled assessment is designed to be an integral part of teaching and learning. Activities which develop skills take place regularly in the classroom, using a variety of appropriate resources. These opportunities allow candidates to practise a wide range of tasks, and teachers can discuss and comment on performance as appropriate. However, once the candidate embarks on the task teacher intervention is limited to general advice and guidance.

When all necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can choose or be provided with an appropriate controlled assessment task.

4.1 Controlled assessment tasks

All controlled assessment tasks are set by OCR.

Each year a number of tasks will be set for candidates to choose from. Controlled assessment tasks will be available on Interchange from 1 June and will be reviewed every two years. Guidance on how to access controlled assessment tasks from Interchange is available on the OCR website.

The tasks/themes for B001 and B002 are sufficiently broad in nature and must not be amended or adapted.

Centres must ensure that candidates undertake a task applicable to the correct year of the examination by checking carefully the examination dates of the tasks on Interchange.

Each task includes a focus e.g. *environmental issues can affect food choice*. The task indicates what the candidates should do and the format of how findings are presented.

4.2 Planning and managing controlled assessment

Controlled assessment tasks are available at an early stage to allow planning time. It is anticipated that candidates will spend a total of about 21 hours producing the assessment evidence for Unit B001 and 22 hours producing the assessment evidence for Unit B002. Candidates must be allowed sufficient time to complete these tasks.

Suggested steps follow with guidance on regulatory controls at each step of the process. Teachers must ensure that the control requirements indicated below are met throughout the process.

It is recommended that evidence is produced over several sessions, each focusing on a specific task within the overall task or scenario. These may be interspersed with opportunities to acquire knowledge and develop appropriate practical skills.

4.2.1   Preparation and research time

Preparation (informal supervision)

Informal supervision ensures that the work of the individual candidates is recorded accurately and that plagiarism does not take place.

Introduction to the task (teacher led)

Includes choice of tasks, possible approaches and sources of evidence, time allocations, programmes of work and deadlines, methods of working, control requirements.

Research (limited supervision)

Limited supervision means that candidates can undertake this part of the process without direct teacher supervision and outside the centre as required. It is important to note when producing their final piece of work, candidates must evidence all work individually.

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

-   alert the candidate to key things that must be included in the final piece of work.

Teachers **must not**

-   comment on or correct the work

-   practise the task with the candidates

-   provide templates, model answers or feedback on drafts.

Research material can include fieldwork, internet- or paper-based research, questionnaires, audio and video files etc. Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

4.2.2 Producing the final piece of work

Producing the final piece of work (formal supervision)

Formal supervision means under direct teacher supervision: teachers must be able to authenticate the work and there must be acknowledgement and referencing of any sources used. Writing up is likely to be carried out over several sessions. Work must be collected and kept secure between sessions.

When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism

- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements

- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Candidates must work independently to produce their own final piece of work.

4.2.3 Presentation of the final piece of work

Candidates must observe the following procedures when producing their final piece of work for the controlled assessment tasks:

- work can be word processed or hand written

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place

- any copied material must be suitably acknowledged

- quotations must be clearly marked and a reference provided wherever possible

- a completed cover sheet must be attached to work submitted for moderation. The cover sheet must include the following information as well as marks given for each of the assessment criteria:

  - centre number

  - centre name

  - candidate number

  - candidate name

  - unit code and title

  - assignment title.

Work submitted in digital format (CD or online) for moderation or marking must be in a suitable file structure as detailed in Appendix A at the end of this specification. Work submitted on paper must be secured by treasury tags or other suitable method.

4.3 Marking and moderating controlled assessment

All controlled assessment units are marked by the centre assessor(s) using OCR marking criteria and guidance and are moderated by the OCR-appointed moderator. External moderation is either e-moderation, where evidence is online, or postal moderation (paper or CD).

4.3.1 Applying the marking criteria

The starting point for marking the tasks is the marking criteria (see section 4.3.4 *Marking criteria for controlled assessment tasks below*). The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate. OCR provides exemplification through real candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

4.3.2 Use of 'best fit' approach to marking criteria

The assessment tasks for each unit should be marked by teachers according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, teachers select one of the three band descriptors provided in the marking grid that most closely describes the quality of the work being marked.

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

Teachers use their professional judgement in selecting the band descriptor that best describes the work of the candidate.

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

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- where the candidate'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 *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

The final mark for the candidate for each controlled assessment unit is out of a total of 60 and is found by totalling the marks for each of the marking criteria.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for the internally assessed unit(s), then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

4.3.3   Annotation of candidates' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on candidates' work, and cover sheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

4.3.4   Marking criteria for controlled assessment tasks

Unit B001: *Food and Nutrition Short Tasks*

The maximum mark for this unit is **60** (20 marks per task). Candidates submit **three** short tasks for assessment. **One** investigative task and **two** practical tasks, each is marked out of a total of 20 marks using the marking criteria below giving a total out of 60 marks for the complete unit.

0 marks = no response or no response worthy of credit

Support and help needed	Some support given	Candidate works increasingly independently
Planning **AO2 and AO3**		
• Makes a suitable choice in response to the task • Gives limited reasons for choice • Produces brief plan for practical work to include lists of ingredients and timed plan	• Makes suitable choices in response to the task • Gives reasons for choices made • Produces accurate plan for practical work to include lists of ingredients and timed plan • Chooses recording charts for taste panels and/or evaluations of chosen ideas if appropriate	• Makes suitable choices in response to the task • Gives detailed reasons for choices made • Produces accurate and detailed plan for practical work to include lists of ingredients and timed plan • Plans and produces instructions and recording charts for taste panels and/or evaluations of chosen ideas if appropriate
1-2 marks	**3 marks**	**4 marks**
Practical Work **AO1 and AO2**		
• Follows plan with help • Organises equipment/ materials with help • Uses equipment safely • Demonstrates some skills in carrying out practical task	• Follows plan • Organises equipment/ materials effectively • Uses equipment safely • Demonstrates **a range** of skills	• Follows plan effectively • Organises resources independently • Uses equipment safely and independently • Competently demonstrates **a range** of skills
1-3 marks	**4-6 marks**	**7-8 marks**

4

Outcomes
AO2

• Produces a quality outcome	• Produces one or two quality outcomes	• Produces one or two well presented, quality outcomes
	• Completes recording charts if appropriate	• Accurately completes recording charts if appropriate
1-2 marks	**3 marks**	**4 marks**

Evaluation
AO3

• Makes general comments about the task	Produces an evaluation which:	Produces a high quality evaluation which:
	• Identifies some strengths in the work	• Identifies strengths in the work
	• Identifies areas to improve and recommends changes that could be made	• Identifies areas to improve and recommends changes that could be made
		• Draws conclusions that relate to the task title
1-2 marks	**3 marks**	**4 marks**

TOTAL OUT OF 20

Unit B002: *Food Study Task*

0 marks = no response or no response worthy of credit

Support and help needed	Some support given	Candidate works increasingly independently
Research **AO1, AO2 and AO3**		
• Produces a task title from a set theme with direct guidance and help and give a reason for your choice	• Produces a focused task title from a set theme and give some reasons for their choice	• Produces a focused task title from a set theme independently and explain in detail several reasons for their choice
• Identifies one source of information that could be used	• Identifies several sources of information and resources that could be used	• Identifies a range of sources of information and resources that could be used
• Carries out some initial exploration to find out some background information	• Carries out relevant research using some secondary sources of information	• Carries out detailed research using a range of secondary sources of information
• Carries out ONE primary research method	• Carries out ONE primary research method accurately	• Information selected is relevant and summarised
• Presents results	• Presents results clearly and draws conclusions from them	• Carries out TWO primary research methods
		• Methods chosen are accurately produced and implemented
		• Presents results clearly and draws detailed conclusions
1-4 marks	**5-7 marks**	**8-10 marks**

Selecting and Planning Practical Tasks
AO1, AO2 and AO3

• Lists several ideas/choices for practical work	• Uses research results to produce a list of possible ideas for practical work	• Uses research results to produce a list of possible ideas for practical work
• Sorts and assesses suitability of ideas briefly	• Sorts and assesses suitability of ideas	• Sorts and assesses suitability of ideas using a variety of techniques
• Selects some choices for practical work	• Selects a range of **suitable** choices for practical work	• Selects a range of **suitable** choices for practical work
• Justifies choices briefly	• Justifies choices referring to research results	• Fully justifies choices referring to research results
• Produces brief plans for practical work to include lists of ingredients and time plans	• Produces accurate plans for practical work to include lists of ingredients and timed plans	• Produces accurate and detailed plans for practical work to include lists of ingredients and timed plans
	• Prepares methods for recording evidence of practical work	• Prepares methods for recording evidence of practical work
	• Includes plans for taste panels/evaluations of choices	• Includes clear plans for taste panels/evaluation of choices
1-4 marks	**5-7 marks**	**8-10 marks**

Practical Work
AO2

• Follows plans with help	• Follows plans	• Follows plans effectively
• Organises equipment/ materials with help	• Organises equipment/ materials effectively	• Organises resources independently and effectively
• Uses equipment safely	• Uses equipment safely	• Uses equipment safely and independently
• Demonstrates limited skills in carrying out practical tasks	• Demonstrates a range of skills across several practical tasks	• Competently demonstrates a range of skills across a number of practical tasks
1-5 marks	**6-10 marks**	**11-14 marks**

Outcomes
AO2

• Produces some outcomes with help	• Produces a range of quality outcomes	• Produces a range of quality and well presented outcomes
• Completes a log of practical work	• Produces records of results	• Produces accurate and detailed records of results
	• Completes a log of all practical work	• Completes a log of all practical work
1-4 marks	**5-8 marks**	**9-12 marks**

Conclusion and Evaluation
AO3

• Makes general comments about the task – focuses mainly on the practical work • Produces evidence of limited written communication with little or no use of specialist terms with errors of grammar, punctuation and spelling maybe intrusive and information may be ambiguous or disorganised	Produces an evaluation which: • Reviews all aspects of the task • Identifies some strengths and weaknesses in the work • Draws some conclusions that relate back to the task title • Produces evidence with adequate/good written communication using some specialist terms/terminology with few errors of spelling and grammar and information will be presented for the most part in a structured format	Produces a high quality evaluation which: • Reviews all aspects of the task including modifications made • Identifies strengths and weaknesses in the work • Draws conclusions that relate to the task title • Suggests improvements or how work could be extended • Produces high level of written communication throughout the task using specialist terms/terminology with accurate use of spelling and grammar and information will be presented in a structured format
1-5 marks	**6-10 marks**	**11-14 marks**
		TOTAL OUT OF 60

4.3.5   Authentication of work

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign and is available from the OCR website and OCR Interchange.

4.3.6   Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

4.3.7   Moderation

All work for controlled assessment (Units B001 and B002) is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 4.3.4.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

4.4   Submitting the moderation samples via the OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to send evidence in electronic file types that would normally be difficult to submit through postal moderation; for example multimedia or other interactive unit submissions.

The GCSE Home Economics (Food and Nutrition) units B001 and B002 can be submitted electronically to the OCR Repository via Interchange. Please check Section 7.4.1 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

1   Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen

2   Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen

3   Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

5 Support for GCSE Home Economics (Food and Nutrition)

5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

- GCSE Home Economics (Food and Nutrition) Specifictaion
- Specimen assessment materials for each unit
- Guide to controlled assessment
- teachers' handbook
- Sample schemes of work and lesson plans

5.2 Other Resources

OCR offers centres a wealth of high quality published support with a choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

5.2.1 Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:

- published support materials available when you need them, tailored to OCR specifications
- high quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials

Hodder Education is the publisher partner for OCR GCSE Home Economics (Food and Nutrition) and produces the following resource for this qualification.

OCR GCSE Home Economics: Food and Nutrition

by Anita Tull   ISBN: 978 0340 98397 3

5.2.2 Endorsed publications

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partner' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification.

5.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see Event Booker for further information.

5.4 OCR support services

5.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE Home Economics (Food and Nutrition) specifications.

Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data available from e-marking
- you can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the OCR website.

5.4.2   OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up on the OCR website.

6.1 Equality Act information relating to GCSE Home Economics (Food and Nutrition)

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

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

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council www. jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with Ofqual's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of Assessment
Readers	Y	All written and practical assessments
Scribes	Y	All written and practical assessments
Practical assistants	Y	Written and practical assessments
Word processors	Y	All written and practical assessments
Transcripts	Y	All written and practical assessments
Oral language modifiers	Y	All written and practical assessments
BSL signers	Y	All written and practical assessments
Modified question papers	Y	All written and practical assessments
Extra time	Y	All written and practical assessments

6.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the January 2013 and June 2013 examination series:

• at least 40% of the assessment must be taken in the examination series in which the qualification is certificated

• candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of this specification GCSE Home Economics (Food and Nutrition) (July 2009) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

7.1 Availability of assessment

There is one examination series available each year in June (all units are available each year in June).

GCSE Home Economics (Food and Nutrition) certification is available in June 2014 and each June thereafter.

	Unit B001	Unit B002	Unit B003	Certification availability
June 2014	✓	✓	✓	✓
June 2015	✓	✓	✓	✓

7.2 Certification rules

For GCSE Home Economics (Food and Nutrition), from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

7.3 Rules for re-taking a qualification

Candidates may enter for the qualification an unlimited number of times.

Where a candidate re-takes a qualification, **all** units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

For each of the controlled assessment units, candidates who are re-taking a qualification can choose either to re-take that controlled assessment unit or to carry forward the result for that unit that was used towards the previous certification of the same qualification.

- Where a candidate decides to re-take the controlled assessment, the new result will be the one used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

- Where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see section 7.4.1).

7.4 Making entries

7.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

It is essential that correct unit entry codes are used when making unit entries.

For the controlled assessment units, centres can decide whether they want to submit candidates' work for moderation through the OCR Repository or by post. Candidates submitting controlled assessment must be entered for the appropriate unit entry code from the table below. Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Centres should note that controlled assessment tasks can still be completed at a time which is appropriate to the centre/candidate. However, where tasks change from year to year, centres would have to ensure that candidates had completed the correct tasks for the year of entry.

Unit entry code	Component code	Assessment method	Unit titles
B001A	01	Moderated via OCR Repository	*Food and Nutrition Short Tasks*
B001B	02	Moderated via postal moderation	
B001C	80	Carried forward	
B002A	01	Moderated via OCR Repository	*Food Study Task*
B002B	02	Moderated via postal moderation	
B002C	80	Carried forward	
B003	01	Written Paper	*Principles of Food and Nutrition*

7.4.2   Certification entries

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

Centres must enter candidates for:

*   GCSE Home Economics (Food and Nutrition) certification code J431.

7.5   Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant enquiries about results deadline for that series.

Please refer to the JCQ *Post-Results Services* booklet and the OCR *Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at www.ocr.org.uk.

7.6   Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 3350.

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

Centres may wish to advise candidates that, if they take two specifications with the same classification code, colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or from the institution to which they wish to progress.

Other information about GCSE Home Economics (Food and Nutrition) 8

8.1 Overlap with other qualifications

There is a small degree of overlap between the content of these specifications and that for GCSE Health and Social Care, particularly in Unit A913 *Promoting Health and Well-being* relating to a balanced diet, and Unit A914 *Safeguarding and Protecting Individuals* relating to food and personal hygiene.

8.2 Progression from this qualification

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

8.4 Regulatory requirements

This specification complies in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE Controlled Assessment regulations* and the *GCSE subject criteria for Home Economics*. All documents are available on the Ofqual website.

8.5 Language

This specification and associated assessment materials are in English only. Only answers written in English will be assessed.

8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

This specification offers opportunities which can contribute to an understanding of these issues in the following topics:

- factors affecting food choice: when exploring the issues and beliefs which form the basis for choice of a specific diet such as a vegetarian diet

- individual food preferences: class discussion of the factors which determine an individual's food choice

- marketing and advertising: when candidates are exploring the range of strategies used to promote and sell food products

- dietary requirements of low-income groups: when candidates are investigating the effect of income on the choice of food

- food purchase: when candidates are learning about the current trends in eating patterns which determine food purchase.

8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

This specification supports these issues, consistent with current EU agreements, as outlined in the following topics:

- the role of 'novel' food: class discussion about the development of food products which are environmentally acceptable

- The major health problems associated with diet: when using nutritional analysis programs to assess contemporary diets

- recent legislation on food hygiene: when candidates are learning about the causes of food spoilage.

8.8 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B001	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B002	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B003	✓	✓	✓				✓	✓				

8.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Home Economics.

The assessment of this course requires candidates to:

- prepare internally assessed tasks and to use a variety of formats to present the tasks:
  - when providing visual images of analysis, e.g. flow diagrams
  - when selecting, organising and presenting information collected from research
  - when preparing action plans and time plans for practical activities
- use software to present data in an appropriate form:
  - when producing recording sheets to collect evidence
  - when setting up tables/charts to record results of research
  - when using ICT to handle data, e.g. the costs of organic vegetables collected in a survey
- use a research tool when seeking sources of information:
  - when using a search engine to find relevant information
  - when using a database to calculate the nutritional value of a specific individual's diet
- use ICT to produce images:
  - when presenting evidence from research in a variety of formats
  - when scanning images from other sources to use in the presentation of work.

8.10 Citizenship

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course.

Candidates may carry out tasks which require data to be collected from a number of different sources. There are a number of opportunities to research issues of this nature, for example:

- the use of prepared food products in the diet
- the increase in the trend for vegetarian diets
- the social and cultural issues which determine food choice
- the major health problems associated with the Western diet.

As part of the learning process for this specification, candidates may experience group and class discussions on a range of topics for example:

- the role of additives
- how advertising influences food choices and food trends.

A Appendix A: Guidance for the production of electronic controlled assessment

The controlled assessment in Unit B001 comprises three tasks. For each candidate, the three tasks together form a controlled assessment portfolio, stored electronically. The controlled assessment in Unit B002 comprises one task. Evidence for each unit must be stored separately.

Structure for evidence

A controlled assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code (B001 or B002), so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for controlled assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's controlled assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the controlled assessment portfolio to OCR, the centre should add a folder to the folder tree containing controlled assessment and summary forms.

Data formats for evidence

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

Candidates 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.

Electronic controlled assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. 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 portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats
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 photographic evidence
JPEG (*.jpg)
Graphics file (*.pcx)
MS bitmap (*.bmp)
GIF images (*.gif)
Animation formats
Macromedia Flash (*.fla)
Structured markup formats
XML (*xml)
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)

Unit B001: *Food and Nutrition Short Tasks*

Candidates should complete **three** short tasks.

All tasks are OCR set and should be chosen from the list of OCR-set task titles. One of the tasks must be chosen from the investigative task list and two tasks from the practical list.

The tasks/themes for B001 and B002 are sufficiently broad in nature and must not be amended or adapted.

The short tasks submitted must demonstrate different practical skills and knowledge and should form an integral part of the course arising from the specification content.

Guidance on the Assessment Criteria for the short tasks

PLEASE NOTE:

• research skills will not be assessed and cannot be credited in the short tasks

• sufficient practical work should be planned to ensure that candidates are able to demonstrate a range of practical skills (including one or two practical outcomes) in each short task

• it is essential to annotate the work fully to support marks awarded.

Planning the task

In this section of the short task, candidates should demonstrate their ability to:

• make and justify suitable choices in response to their short task title

• produce accurate recipes and timed plans for implementing their choices for practical work

• plan and produce (or select) methods for recording their results, e.g. star diagrams, sensory analysis, nutritional data, taste testing, comparison charts, costing and so on.

Practical work

In this section of the short task, candidates should demonstrate their ability to:

• 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 which might include: food preparation skills, ICT skills (use of data analysis programmes), costing and taste testing.

Outcomes

In this section of the short task, candidates should demonstrate their ability to:

• produce one or two well-presented practical outcomes

• accurately carry out and record results using taste panels or other recording methods.

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Evaluation

In this section of the short task, candidates should demonstrate their ability to:

- identify strengths and weakness in all aspects of the short task
- suggest and/or justify improvements to their work
- draw conclusions from their work.

Unit B002: *Food Study Task*

Candidates submit **one** food study task.

The tasks/themes for B001 and B002 are sufficiently broad in nature and must not be amended or adapted.

The theme chosen must be from the set OCR themes. This will enable candidates to give clear reasons for choosing to research the theme and for developing a suitable task title. Candidates may need help in producing a manageable task title.

Candidates **must** produce a log of practical work. This log should be ongoing and should include all practical work completed throughout the task. An example proforma is included.

Teachers must annotate the work fully to support marks awarded, especially in the practical section.

Research

In this section of the food study task, candidates should demonstrate their ability to:

- choose a set OCR theme and produce a task title for research
- give clear reasons for choice of task title
- identify sources of information
- carry out research using both primary and secondary sources of information
- present their research results clearly and draw conclusions from them.

Primary research methods might include surveys, questionnaires, interviews, video or TV programme reviews (summaries), shop visits, letters to food companies, visiting speakers, case studies, food diaries or food tasting/testing.

Secondary research methods might include book-based research, internet sources, newspaper articles, magazine articles, journals.

NOTE: Candidates are expected to select and summarise relevant secondary research.

Selecting and planning practical tasks

In this section of the food study task, candidates should demonstrate their ability to:

- use their research results to produce a list of suitable ideas for practical work
- sort and assess their ideas, for example carrying out a nutritional assessment, costing their ideas, trialling ideas
- select suitable final choices (minimum of four) for their practical work. At least three of the final choices MUST be food based. Other choices may include activities such as the production of leaflets, PowerPoint presentations, displays and taste panels
- justify final choices for their practical work referring to results of research
- produce plans for their chosen practical work/activities, including lists of ingredients and timed plans
- plan and prepare methods for recording evidence of their practical work. These might include, use of a digital camera, star diagrams, smiley face charts, comparison charts, rating scales and so on.

Practical work

This aspect of the food study task carries 40% of the total marks.

It is important, therefore, that sufficient practical work is undertaken. It is essential that candidates produce four or more practical activities or dishes (see list above).

It is essential to annotate the work fully to support marks awarded.

In this section of the food study task, candidates should demonstrate their ability to:

- follow their plans
- organise their resources effectively
- use equipment safely and independently
- demonstrate a range of skills, which must include a variety of food preparation skills. Other skills may include ICT skills (use of data analysis programmes) and conducting taste tests.

Outcomes

In this section of the food study task, candidates should demonstrate their ability to:

- complete a log of practical work
- produce well-presented outcomes demonstrating a range of skills
- produce accurate records of results.

Evaluation

Evaluative comments can be made throughout the food study task but should be credited in this section.

In this section of the food study task, candidates should demonstrate their ability to:

- review all aspects of their work, identifying strengths and weaknesses in each area of the food study task
- refer to and justify any changes they have made whilst carrying out the food study task
- draw conclusions referring back to their task title. They may also include their own personal viewpoint about what they have learned from doing the task
- suggest improvements to their work, OR suggest further work that could be done to develop the Food Study
- demonstrate their written communication skills (with few or no omissions or errors for higher-level candidates).

EXAMPLE of Food Study log of practical work

Date	Type of practical activity	Work completed	Skills demonstrated	Teacher verification

YOUR CHECKLIST

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

✔ Bookmark **www.ocr.org.uk/gcse2012**

✔ Be among the first to hear about support materials and resources as they become available. Register for email updates at **www.ocr.org.uk/updates.**

✔ Book your inset training place online at **www.ocreventbooker.org.uk**

✔ Learn more about active results at **www.ocr.org.uk/activeresults**

✔ Join our physical education social network community for teachers at **www.social.ocr.org.uk**

NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

Email: **general.qualifications@ocr.org.uk**

Online: **http://answers.ocr.org.uk**

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ**

WHAT TO DO NEXT

Become an approved OCR centre – if your centre is completely new to OCR and has not previously used us for any examinations, visit **www.ocr.org.uk/centreapproval** to become an approved OCR centre.

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