

# **Home Economics (Food & Nutrition)**

General Certificate of Secondary Education **GCSE 1973**

## **Report on the Components**

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**June 2007**

**1973/MS/R/07**

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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 870 6622  
Facsimile: 0870 870 6621  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

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## **2007 1973 HE FOOD and NUTRITION**

### **Introduction**

2007 has been a successful examination year, with results clearly indicating positive achievement across all ability levels.

The high level of success is due to the accessibility of the assessment criteria in all components, the commitment of well trained staff and the undoubted enthusiasm of candidates who enjoy the subject.

The encouraging increase in the number of candidate entries, which is reflecting current curriculum guidance, is anticipated to continue.

## **General Comments**

The standard of work produced has been high. Candidates of all abilities have been able to demonstrate a high level of achievement in this component. The enthusiasm of candidates and staff is evident.

Good understanding and guidance is vital for success and so credit goes to the teachers who have read and acted upon the individual reports sent out to schools with the examination results. Training has been of clear benefit both to teachers and candidates in all Centres but particularly to those new to, or returning to, the Specification. Training is recommended for any teachers who:

- are new to the Specification,
- are returning to the Specification
- have had detailed comments on their individual report to Centres, often accompanied by a mark adjustment.

This year there has been an improvement in each of the following areas:

- More candidates are planning and carrying out more than one relatively simple activity in a Resource Task.
- More candidates are producing individual work, setting their own task title from an area of interest to them.
- More candidates are carrying out a range of practical activities in the Development section of the Individual task.
- More candidates are making evaluative judgements throughout their Task in order to review all aspects of their work.
- The majority of Centres sent their **Centre Authentication Sheet** along with their sample of coursework. This is now an **essential requirement** under the Code of Practice. Moderation cannot take place without it.

However, in some Centres, there are still areas that need to be improved namely:

- Candidates carrying out too much research in the Planning section of the Resource Tasks. This cannot be credited and should not be included with the work that is submitted for moderation.
- Candidates enclosing too much unused internet information and large sections of copied information. Encourage candidates to summarise and use the information they gather from the internet or from books/journals rather than just copy or stick it into their work without making reference to it.
- There is still some misunderstanding of the requirements of the Development section of the Individual Task
- Results of Research and Development activities should be seen to be **used** in the making of choices for practical work and should be referred to in reasons for choice.
- Candidates must be encouraged to comment on and use Data such as nutritional information that they print out from computer software. This data cannot be given marks if it is not referred to.  
The use of detailed nutritional assessment should be encouraged where the task title is appropriate  
e.g. meals for individuals with particular nutritional requirements or adapting meals to comply with dietary recommendations
- Candidates must carry out sufficient practical activities to warrant high marks in the Execution of the Individual Task. **Two** activities are **not enough** and the marks awarded should reflect this.
- High planning marks should not be awarded if insufficient work is to be attempted
- Annotation should relate to the assessment criteria for the Resource or Individual Tasks. It should be written on the front mark sheet. It is also helpful if centres indicate within the work where they are giving credit for different sections of the work. This can be done using abbreviations, for example in the Individual task where the teacher is awarding marks for

## *Report on the Components taken in June 2007*

the Task Analysis, the abbreviation TA could be written on the work. This can then be continued using other relevant abbreviations throughout this Task.

- Sufficient annotation must be available to justify the awarding of marks for practical execution.

Administration issues include-

- **not** completing the MS1 **correctly**. This should contain a mark in the **mark column** as well as **shaded in lozenges** for the mark given.
- Form CSF should be sent to the moderator with the MS1.
- Inaccurate addition and transposition of marks
- Lack of naming and numbering of candidates' work.

**It is worrying to see in a minority of Centres, an acceptance that moderation will adjust marks, whilst the Centre does not address the issues of misunderstanding that result in over marking.**

### **Use of ICT**

Many candidates now demonstrate excellent and relevant ICT skills including the use of digital photography and spreadsheets to evidence their work. Use of the internet for information to support research has improved with candidates now being more selective in what they choose to include and refer to in their work.

Some candidates are crediting web addresses used.

### **Key Issues within the Coursework Tasks**

#### **Resource Tasks**

- These are generally carried out to a high standard. It is evident that candidates enjoy the very 'practical' nature of them.
- It is important to remember that these Tasks **do not** assess research skills. They focus on planning skills. These include lists of ingredients, resources and equipment and a well sequenced accurate timed plan for the Execution of the Task plus any necessary testing or recording documents.
- Many centres use the Resource Tasks from the Teacher Guidance. Whilst it is acceptable to do this teachers should now feel more confident in developing their own Tasks that arise from teaching the topics in the syllabus.
- Centres must ensure that there is clear annotation relating to the assessment criteria on the mark sheets attached to the work.

#### **Individual Task**

It is vital that candidates are guided to understand the assessment criteria for this Task.

#### **Task Analysis**

The assessment criteria for this section can only be fully achieved if candidates are **allowed to choose** an area of interest to them.

- Most Centres allow candidates to achieve the assessment criteria for the Individual Task researching and selecting information from a variety of sources both primary and secondary, based on a subject area of their own choice. However there are a small but increasing number of Centres limiting the choice of subject areas available to candidates. This is generally undesirable as candidates appear more motivated when able to make choices based on personal interest and experience

- There are still some Centres where candidates focus immediately on their Task Title and so cannot be given high marks for the Task Analysis.

### **What is Good Practice in the Analysis Section?**

Below are some guidelines using 'Healthy Eating' as the broad open ended topic as a starting point.

After considering sources of information and main factors, candidates might begin by carrying out detailed **secondary** research to find out what we mean by healthy eating, the principles behind healthy eating and which kinds of foods we can eat to keep us healthy. Information from the internet should be summarised by the candidate rather than simply copied and put into the text with little or no reference made to it.

**Primary** research could include a questionnaire to find out what people already know about the topic or a shopping survey to find out what kinds of basic 'healthy' foods are being sold in shops. Questionnaires and surveys should have clear aims, displayed results and conclusions drawn. Relevant topical information may be assembled and assessed.

From this **candidates can decide** which aspect of this topic they would like to focus on. Typical **focused** Task Titles seen this year have been:

- 'Five a day – how and why should teenagers be encouraged to eat 5 a day'
- 'Healthy eating for teenagers who wish to be vegetarian'
- 'Healthy eating in Pregnancy'
- 'Healthy eating for young children who eat a packed lunch (or school dinner)'
- 'The role of fibre in the diet of teenagers'
- 'Reducing fat and sugar in the diet of ...'

This is just one broad topic area with examples of possible focused Task Titles. There are many other areas of the Specification that candidates could choose from. They produce better and more focused work when they are guided into a manageable Task Title.

- **The Task Title**  
The Task Title should appear at the end of the Task Analysis.
- The wording of the focused title must allow access to the remainder of the task. Too broad a title does not give focus whilst too narrow a title will not allow development to take place.
- **Criteria for Completion**  
Having written their Task Title, candidates must then produce their 'Criteria for Completion'.  
This is a list of all the activities that the candidates intend to do in the Development section of the Task. Candidates can then use this list as a checklist to ensure that they DO NOT simply produce a questionnaire, with results and a list of practical work.

### **Development**

There has been an improvement in the marking and implementation of this section. However some centres still need to act upon the comments within their individual report from moderation.

- **The main section in which marks have been adjusted is the Development section of the Individual Task.** In most cases the problem arises where candidates have not been

asked to write their 'Criteria for Completion' or 'Next Steps' at the end of the Task Analysis i.e. they have not made a list of all the tasks they need to do in the Development section.

- A questionnaire alone is **not enough** to warrant even half of the marks allocated to this section.
- Teachers should give guidance on the kinds of primary and secondary research required here in order to develop the Task.

### **What is Good Practice in the Development Section?**

It is good practice to encourage candidates to include SOME of the following:

- Carry out further research if needed. E.g. if the healthy eating focus has become teenagers or 5 a day, then further research may be needed on these.
- Visit shops to find out products available or to cost foods
- Interview individuals who the candidates are choosing dishes for to establish their preferences, lifestyle, food diaries etc.
- Interview food advisors, school canteen assistants, dieticians depending on the topic chosen to establish their views on the topic or to extend research
- Produce a questionnaire to find out the views of people who may choose to eat the dishes.
- Make and trial some ideas before deciding on final choices for practical work
- Consider nutritional data on possible choices making specific comments
- Suggest a number of items based on results from the development activity which are then assessed /sorted for suitability.

At the **end** of the **Development** section candidates should:

- **Choose** dishes for the Execution which **relate to** the findings of interviews, questionnaires, shop visits and so on.
- **Justify their choices** whilst referring back to the Task Title and to the further research that they have carried out in this section of the Task.

**PLEASE NOTE** – Questionnaires and interviews should have an aim as this helps to focus the candidate on what they are trying to find out.

Vast numbers of completed questionnaires and bulky examples of food packaging are not required when work is posted. It is good practice to remind candidates that they only need to include samples of a blank questionnaire and some packaging.

### **Planning**

The majority of candidates produced very good planning sections. Although the following were not always seen

- Instructions for organising taste testing would be appropriate here although in many cases candidates were not encouraged to do this.
- inclusion of **any ICT resources** used e.g. digital camera, nutritional analysis software package, word processing package etc
- Produce tasting charts/diagrams ready to be used in the Execution section.

**If insufficient work is chosen for the practical execution then, however good the planning, high marks can not be awarded.**

### **Execution**

- Annotation should provide evidence to support the marks given. This is good practice.
- It is **vital** that candidates undertake **sufficient practical** work in this section to warrant the availability of 40% of the marks for the whole task.
- It is anticipated that teachers use their professional judgement and know their candidates well enough to encourage them to demonstrate a **range of skills and a high level of organisation** in their Execution.

## Report on the Components taken in June 2007

- Nutritional data if included should be referred to and nutritional information should be specific.
- In titles which require nutritional analysis e.g. sports person, weight loss, diabetics, candidates should be encouraged to carry out a nutritional assessment which will provide detailed evidence when commenting on the success of their work.
- **The Practical Record or Log**  
Most centres are now producing this as evidence of the Practical Work undertaken. Below is an example of what a Practical Record might look like. It is filled in by the candidate and signed by the teacher to verify that Practical work has taken place.

### **GCSE Food and Nutrition – Record of Practical Work**

<i>Date</i>	<i>Type of practical activity e.g. practical/ experiment</i>	<i>Dishes made/ Activities carried out</i>	<i>Skills demonstrated</i>	<i>Comment – how well did I do?</i>	<i>Teacher verification</i>

### **Evaluation**

- Evaluations were generally well done and candidates had been encouraged to review all aspects of the task as well as take account of teacher's comments on their work. A candidate should be aware of how she or he could improve their work – this often comes from a discussion with the teacher who has assessed each section of the Individual Task.
- Many candidates use formative evaluation as an ongoing process throughout the Task.
- Full marks in the Individual Task Evaluation can only be awarded if the candidate has shown **accurate spelling, punctuation and grammar throughout the whole of this Task.**

### **Application of Assessment Criteria**

#### **Resource tasks**

#### **Planning**

High level responses from candidates should provide evidence of their ability to:

- Make decisions in relation to the task showing an understanding of the topic area set
- Apply knowledge from previous lessons in making decisions
- Produce accurate and well sequenced time plans
- List the ingredients and resources needed for the practical execution of the Task.
- Produce testing and recording sheets as necessary

#### **Execution**

The marks given in this section must be **justified by clear annotation.**

High level responses from candidates should provide evidence of their ability to:

- Organise their time and resources effectively
- Work independently, anticipating and overcoming problems
- Produce high quality outcomes in both food and recorded results as appropriate.

### Evaluation

High level responses from candidates should provide evidence of their ability to:

- Review all aspects of their work including their planning, execution and results.

### Individual Task

#### Task Analysis

High level responses from candidates should provide evidence of their ability to:

- Explain how they will carry out their task and what they need to do
- Carry out relevant initial research using **both primary and secondary** sources
- Analyse the results of this research and draw conclusions from it about the topic, deciding on further detailed research which is then completed.
- Produce a task title which stems from the original topic and which focuses the work which will follow
- Produce a list or plan of what they intend to do in the Development section of their work i.e. 'Next Steps' (Criteria for Completion)

#### Development

High level responses from candidates should provide evidence of their ability to:

- Plan and carry out further **primary and secondary** [if necessary] research on their focussed topic before making choices for practical work. This may well, include questionnaires but these should be planned. Candidates should be encouraged to write aims for their questionnaires so that they can focus on what it is they want to find out.
- Present the results of their findings and draw conclusions
- Suggest a number of suitable items for the practical execution which meet the needs of the task and apply their findings. These are then sorted in order to make final choices
- Make choices about their practical work based on their findings
- Fully justify the choices made, referring to research activities.
- This might include the use of nutritional data to help to justify choices of practical work.

#### Planning

High level responses from candidates should provide evidence of their ability to:

- Produce accurate plans for carrying out their practical work to include lists of resources to be used. This should include **any ICT resources** e.g. digital camera, nutritional analysis software package, word processing package etc
- Produce tasting charts/diagrams ready to be used in the Execution section.

#### Execution

High level responses from candidates should provide evidence of their ability to:

- Produce a Log of all Practical Activities that they do for the Task. This should be verified by the teacher.
- Organise their time and resources effectively
- Work independently, anticipating and overcoming problems
- Produce **several** high quality outcomes in order to warrant a high mark in this section of the Task.

#### Evaluation

High level responses from candidates should provide evidence of their ability to:

- Review each of their practical activities
- Review all other aspects of their work including their task analysis, development and planning
- Draw concise conclusions from their results of their work and relate this back to the original task title

### Examples of Good Practice within Teacher's Preparation and Marking of the Coursework

#### **It is good practice to:**

- **Read** the moderator's individual report for the Centre and **act upon** this as soon as possible
- Ensure that candidates understand the assessment criteria within each section
- Encourage candidates to use the assessment sections so promoting a structured flow through the task
- Promote the use of a checklist to ensure coverage of the assessment criteria
- Discuss work with candidates
- Reflect the amount of direct teacher input when awarding marks
- **Annotate** work clearly throughout the text and Execution of all the Tasks
- Encourage candidates to cover a range of topics in their coursework
- Encourage candidates to select their own task title from a broad area for the Individual Task
- Ensure that candidates include '**Completion Criterion**' or 'Next steps' as part of their Task Analysis before going on to the Development section
- Encourage candidates to summarise and use the information they gather from the internet or from books/journals rather than just copy or stick it into their work without making reference to it
- Ensure that candidates carry out **sufficient practical work** to warrant achieving high marks in the Execution of the Individual Task
- Ask candidates to keep a detailed **record of practical work** which is then verified by the teacher as part of their evidence for the Execution of the Individual Task
- Ensure that marking is consistent between members of a department
- Take into account the candidate's **spelling, punctuation and grammar** throughout the Individual Task when giving a mark for the Evaluation of this task. A **comment** to this effect on the work or mark sheet would show that Centres have acknowledged this.

#### **Good Practice within Coursework Administration**

- Internally moderate **all** work where there is more than one teacher
- Avoid plastic wallets for individual pieces of work
- Include only ONE sample questionnaire from candidates once work is called for moderation.
- Complete the **MS1 correctly** including both a **mark** in the **mark column** AND a **shaded lozenge** to reflect that mark.
- Ensure accurate addition and transfer of marks from work to CSF and MS1
- Ensure that all work has candidate names and numbers.
- Ensure that all 3 pieces of work per candidate are together
- Include the **Centre Authentication** Sheet with the sample of work that is sent to the moderator
- Remember that individual authentication sheets should be retained in the Centre
- Send work promptly once moderator is known to Centre
- When 10 candidates or fewer send work straightaway, do not wait for moderator to contact you

## **Report on Components 1 & 2**

### **General Comments:**

Both the Foundation and Higher tier papers were appropriate for the ability and consistent with previous years.

It was very rare for candidates not to attempt some part of each question.

The style of the paper eliminated the rubric error and there was little evidence of candidates mismanaging their time.

It was pleasing to see an increase in candidates' planning of free response questions.

Overall, there was a reasonable performance from the majority of candidates, with some excellent responses from the more able candidates.

Some misreading of questions resulted in inappropriate answers and loss of marks.

### **Suggestions for candidate support in examination preparation:**

- Read the whole question carefully before answering
- Identify key words. Highlight if appropriate. It is very important that answers should refer to the key words.
- Single word answers, unless specifically requested, rarely gain a mark. Examiners look for qualification of points made.
- Avoid merely repeating information that is in the question without further qualification.
- Avoid the use of general terms – “good for you” “healthy” etc.
- Plan free response questions. Give equal attention to each part of the question.
- It is important to practise free response questions.
- Candidates should be reminded to review their answers if they complete the paper before the end of the examination period.

## 1973/1 Foundation Tier

### Comments on Individual Questions

#### Section A

##### 1. Methods of Cooking – 15 marks

- a) Answered well. The majority of candidates gained 2 marks. “Steaming” (looking at question c i) and “Sunny Side Up” included in incorrect answers
- b) i Good answers  
Marks lost with “chicken, lamb” etc. as answers  
ii Good answers. Almost all candidates gaining at least 1 mark by referring to “fat reduction”
- c) Usually well answered with the majority of candidates, gaining at least 1 mark Popular answers – “keeps vitamins, minerals and flavour”
- d) Good response, with most correct answers referring to “conduction of heat
- e) Good response, although a lot of repetition “preventing food poisoning” being the most popular answer

##### 2. Carbohydrates– 15 marks

- a) i/ii Excellent answers
- b) i Well answered  
ii Most candidates gained 1-2 marks  
“Obese” and “Overweight” being the most popular answers
- c) Most candidates gained 1 mark with “sugar substitute”  
Popular incorrect answer “low fat sugar”
- d) i Mixed response. Some understanding of “functions of fibre” gaining 2 marks, with others only gaining 1 mark with various descriptions of “waste passing out”  
ii Mixed response. Most answers did not include “wholemeal” or its equivalent, answers were not specific to “fibre” e.g. “bread, pasta, rice” etc.

##### 3. Labels. Rice. Consumer Protection. – 20 marks

- a) Very good answers for i, ii and iv  
iii Surprisingly very few recognised the “microwave” symbol
- b) Majority of candidates gained 2 marks with some very good answers
- c) Poor answers with only a few candidates naming two types of rice
- d) i Mixed responses. Some good answers, showing a clear understanding of what is required by law. Others guessed, often incorrectly, but then managed to pick up marks in ii
- e) The majority of candidates gained 1 mark, with very few referring to legislation. Many references to “suing”

## Section B

### 4. Soup. Ingredients. Fruit and Vegetables – 20 marks

- a) i/iii/iv/v Good answers
  - ii “Margarine” popular but incorrect
- b) Answered well  
Most candidates gained 4 - 5 marks for questions a) and b)
- c) i Mixed responses, some good answers. Other attempts clearly illustrated that candidates did not understand what a “food processor” is.
  - ii Most candidates gained 1 mark. Only a few gained 2 marks. Some misread the question, and gave two advantages or no answer given for a disadvantage
- d) i Most candidates gained 2 -3 marks. A lot of repetition in answers
  - ii Majority of candidates gained 1 mark for “easier or quicker”
- e) Most candidates gained 2 marks. Failure to gain more marks, as previously given answers were repeated

### 5. Buying, storing and cooking food. Microwave – 15 marks

- a) i Poor answers. Candidates had not read the question correctly – “Buying Fresh food”. Incorrect answers included “home storage” and “cooking of food”. Many did not understand the meaning of “fresh food”. Many candidates only gained 1 mark by referring to “date stamp”
- b) Mixed responses. “Eaten the day after buying” was ignored by many candidates whose answers included “storing the lasagne and bread in the freezer”. Lasagne and bread were better answered, with many candidates gaining 2 marks. By not transferring tomatoes to another container, in the “tinned tomatoes” question candidates failed to gain the third mark.
- c) Good answers- most candidates gained 1 mark and several 2 marks
- d) i Poor standard of answers with some wild guesses
  - ii Very few candidates gained full marks. Most answers referred to “getting burnt”. Only a few candidates showed an understanding of cooking in a microwave

### 6. Nutritional requirements of teenagers. School Provision. – 15 marks

Good answers by some candidates who planned their responses and addressed both parts of the question equally. A clear understanding of the nutritional needs of children was given using, using basic terms.

Many ideas for school involvement/improvement given. Canteens, vending machines, water provision, posters – being the most popular suggestions.

Weaker candidates made an attempt, but gave confused answers to the first section, with lots of repetition.

Some understanding shown with examples of “healthy meals” and mention of “Jamie Oliver” in the second part.

Very few candidates used specialist terms.

## 1973/2 Higher Tier

### Comments on Individual Questions

#### Section A

#### 1 Soup. Ingredients. Fruit and Vegetables – 20 marks

- a) Very good answers with most candidates gaining 6 marks.
  - iv Popular incorrect answer – “does not contain any animal products”
- b) Good answers.
- c) i Most candidates gained 1 mark
  - ii Most candidates gained 1 mark. It was easier to find an advantage than disadvantage.
- d) i Good answers. Most candidates gained 3 out of 4 marks. Repetition of answers prevented full marks.
  - ii Most candidates gained full marks for “easier” and “quicker” incorporated in their answers.
- e) Many good answers with the majority of candidates gaining 3 out of 5 marks. Weaker answers failed to give reasons and repeated answers given in d) i

#### 2. Buying, storing and cooking food. Microwave – 15 marks

- a) Candidates lost marks through not reading the question correctly. Candidates who referred to “buying fresh foods” gave good answers.
- b) Lasagne and Loaf of Bread question – very good answers.  
“Opened tin of tomatoes” question – mixed response. Several answers left the tomatoes in the tin.
- c) Mixed response with some good answers and others too vague to gain a mark.
- d) i Poor answers with the exception of “refrigerator” that gained 1 mark.
  - ii Disappointing answers as many candidates failed to relate their answer to “microwave cooking”

#### 3. Nutritional requirements of teenagers. School Provision – 15 marks

Candidates gave some excellent answers, especially for the first part of the question. An impressive knowledge of the nutritional needs of teenagers was demonstrated. The majority then referred to school lunches and vending machines, giving ideas of how they could provide for teenage needs.  
“Drinking water” featured a lot. Fewer candidates explored other ideas for school provision, but some did, with many gaining full marks.  
Candidates often criticised provision in their own schools to illustrate their ideas.

## Section B

### 4. Preservation – 15 marks

- a) The majority of candidates gained 1 out of 2 marks, with “shelf life being extended” the most popular response.
- b) i/ii Very poor answers. The majority of candidates had no idea what “ADF” is.
- c) Poor answers.  
Some candidates gained 4 marks for naming the method of preservation, but could not describe “how it worked”.  
Several answers referring to preservation “as putting in container, in refrigerator”.

### 5. Labels. Marketing. Advertising. – 15 marks

- a) Poor answers. Majority of candidates gained 2 marks from the 4 available. Many candidates repeated information from the label without giving a reason. Statements such as “low fats” “no additives” failed to gain a mark.
- b) Very mixed responses. Candidates who referred to “marketing” and gave excellent answers, gained full marks; others failed to consider “marketing”.
- c) Poor answers. It was evident that few candidates knew what the ASA is or its role.
- d) Poor response, because answers were not linked to target group. When a mark was awarded, it was for “low fat” references. Most candidates gained no more than 2 from 4 marks.

### 6. Carbohydrates – 20 marks

This is the most testing question on the paper and is intended to give the more able candidates the opportunity to demonstrate their knowledge and understanding.

High achieving candidates demonstrated in-depth knowledge with well structured answers for the first part of the question, but failed to do the same in the second half of the question.

Candidates showed an understanding of slow and quick energy release, mentioning appropriate foods and with some reference to special diets.

Lower achieving candidates gave confusing answers with weak or no structure. Answers limited to starch and sugar, with some candidates thinking that fat and protein are types of carbohydrates. The majority omitted to include NSP as a non-starch polysaccharide.

**General Certificate of Secondary Education**  
**Home Economics Food & Nutrition (1973)**  
**June 2007 Assessment Series**

**Component Threshold Marks**

Component	Max Mark	A	B	C	D	E	F	G
1	100			59	51	43	36	29
2	100	63	54	46	36			
3	100	79	67	56	45	34	23	12
83	100	79	67	56	45	34	23	12

**Specification Options**

**Foundation Tier**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200				115	96	77	59	41
Percentage in Grade	200				36.5	28.1	18.3	9.1	4.7
Cumulative Percentage in Grade	200				38.1	67.5	86.6	95.7	99.3

The total entry for the examination was 2106

**Higher Tier**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	155	137	119	102	81	70		
Percentage in Grade	200	11.6	25.8	33.7	18.5	8.6	.95		
Cumulative Percentage in Grade	200	11.7	37.4	71.2	89.7	98.3	99.3		

The total entry for the examination was 1797

**Overall**

	A*	A	B	C	D	E	F	G
Percentage in Grade								
Cumulative Percentage in Grade	5.4	17.7	32.0	61.0	80.2	90.5	96.4	97.7

The total entry for the examination was 3903

Statistics are correct at the time of publication.

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