

Home Economics (Food & Nutrition)

General Certificate of Secondary Education **GCSE 1973**

Report on the Components

June 2006

1973/MS/R/06

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

The reports on the Examinations provide information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

Mark schemes and Reports should be read in conjunction with the published question papers.

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Chief Examiner's Report Food & Nutrition 1973

Centres should read this report with the question papers and the relevant mark schemes.

The entry this year has increased by an encouraging 10%. Candidates from both existing and new Centres have demonstrated positive achievement across the grade range. There has been evidence of increased accessibility on the Foundation paper. Coursework continues to be well taught in the majority of Centres.

Home Economics Food & Nutrition. 1973

Report on Components 1 & 2 taken June 2006

General Comments:

The Foundation and Higher tier papers were appropriate for the ability range of candidates.

It was very rare for candidates not to attempt some part of each question, and there was little evidence of candidates mismanaging their time.

Some candidates are still not making use of the mark allocation for every question.

The majority of candidates appeared to have been entered for the correct tier.

Answers to free response questions would improve if candidates planned their answers and avoided repetition.

The term "explain" and "describe" are not fully understood by candidates. Many were listing or stating facts/points rather than explaining or developing their answer, thus limiting the opportunity to gain high marks.

Suggestions for candidate support in examination preparation:

- Read the whole question before answering
- Identify key words. Highlight if appropriate.
- One word answers, unless specifically requested, rarely gain a mark. Examiners look for qualification points made.
- Avoid the use of general terms – "good for you" "healthy" etc.
- Avoid merely repeating information that is in the question without further qualification.
- Plan free response questions. Give equal attention to each part of the question.
- It is important to practice free response questions.

1973/1 Foundation Tier

Comments on Individual Questions

Section A

1 Balance of Good Health – 15 marks

- a) Generally answered well. The majority of candidates achieved 1 mark
- b)
 - i Very good answers
 - ii Many gave the answers “because its healthy” “ good for you”. Mainly vitamins given in correct answers
- c)
 - i Well answered – Popular responses included “obesity” & “heart attacks”.
 - ii Many candidates confused “fat” & “sugar”. Only a few candidates gained full marks. The majority gained one mark.
- d)
 - i Good response, most candidates gaining full marks
 - ii Poor answers. Many referred to “kidneys” and “liver”
- e) Usually well answered with the majority of candidates gaining one mark.

2 Methods of Cooking/Food safety – 15 marks

- a) Candidates lost marks by not being sufficiently specific e.g “lamb” “beef”
- b) Good points given, but cross contamination seldom mentioned.
- c)
 - i Usually well answered. Some candidates confused “cooked ham” and “minced beef”
 - ii/iii Not answered well, only a few candidates gave the correct temperature.
- d) Most candidates gained 1 mark. Some answers not related to “the elderly”

3 Customer Choice – 20 marks

Good interpretation of data by all candidates

The best answered question on the paper, many candidates scoring 15 marks

- a)
 - i/ii 90% correct answers
 - iii Confused one word answers, without justification
 - iv Good answers
 - v Reasons given by candidates were often not relevant to the question.
- b)
 - i Correct answer by majority of candidates
 - ii Mixed responses. Many candidates lost marks by not acknowledging a decrease in use of milk, in their answers.
 - iii A range of answers. Most candidates gave one or two reasons, only a few with three.
- c) Good answers
- d) Usually one correct nutrient given. Many candidates gave iron, vitamin C, water and fibre as their answers.

Section B

4 Fish – 20 marks

- a) Disappointing responses. Candidates lacked knowledge of fish. Only a few candidates gave the correct groups of fish. Incorrect answers included : red, tinned, smoked & frozen.
- b) Some good suggestions, including “serve with salad/vegetables” & alternative methods of cooking. The majority of candidates gained 2 marks. Many said “take off the batter” “use potatoes instead of chips”, without any further qualification.
- c)
 - i Poor answers. Few candidates identified more than one HBV food. Some candidates included “fish” from the question in the answer.
 - ii Most candidates failed to gain any marks and most answers were guessed.
 - iii Little understanding shown in answers. Very few candidates achieved a mark for this question.
- d)
 - i Poor answers.
 - ii Vague responses with many candidates not referring to “age group”
 - iii Well answered

5 Bread – 15 marks

- a)
 - i Well answered
 - ii/iii Poor response
- b)
 - i/ii Very few candidates knew the information linked to coeliacs. Many thought they could not eat salt or yeast.
 - iii Majority of candidates gained one mark, but most through guessing as they had incorrect answers for b) i & ii
- c) Disappointing response – very few good answers. Candidates confused processes with cake making and showed little understanding of processes.
- d) Candidates gave some good answers- most gaining one mark

6 Older People – 15 marks

Candidates showed a lack of understanding. Many candidates included general information about healthy diets and balanced diets for other groups not specific to older people.

References to older people “having young children” and “lack of time due to busy working” were frequent.

Planning meals often included references to teenagers and young children and repeated information already stated in the first half of the answer.

Candidates who planned their responses gained more marks.

1973/2 Higher Tier

Comments on Individual Questions

Section A

1 Fish – 20 marks

- a) Disappointing responses. Candidates lacked poor knowledge of fish. Only a few candidates gained full marks. Incorrect responses for groups included “tinned” “red” “smoked” & “frozen”.
- b) Poor answers. Answers included “take off the batter” “use potatoes instead of chips” Correct popular answers, added, salads & vegetables & changed the method of cooking.
- c)
 - i Disappointing answers - lack of knowledge on basic nutritional information relating to HBV foods.
 - ii Only a few candidates gained full marks. Popular responses included “fruit & vegetables” and confusion about Soya as it was often included in this answer.
 - iii Little understanding shown in answers – few candidates gained a mark. Only a few mentioned amino acids. Most answers said “high & low protein”
- d)
 - i Poor quality answers
 - ii Vague responses with many candidates not referring to “age group”. Many one word answers failing to gain a mark.
 - iii Well answered

2 Bread – 15 marks

- a)
 - i Well answered
 - ii/iii Mixed responses. Very good responses; some candidates showed a clear understanding of the function of ingredients.
- b)
 - i/ii Some good answers but others included “not being able to eat salt or yeast” and had little or no knowledge of coeliacs.
 - iii Many candidates gained full marks, but some through guessing as they had incorrect answers for i & ii
- c) Lack of knowledge resulting in weak responses. Very few candidates gained high marks. Candidates showed very little understanding of processes in making bread.
- d) Many candidates gained full marks.

3 Older People – 15 marks

- This question indicates a clear differentiation from Foundation to Higher Tier.
- Some good answers, especially for the first part of the question.
- The answer for the second part of the question was often a repeat of the first part.
- Confusion and misunderstanding of the meaning of “old”.
- Candidates who planned their response gained higher marks.

Section B

4 Convenience Foods – 15 marks

- a) Good answers with many candidates gaining full marks
- b) Marks were lost as candidates answers lacked detail and reasoning. Repetition of answers prevented candidates from gaining full marks. One and two word answers failed to gain a mark.
- c) Some good answers, with most candidates providing comprehensive responses. Knowledge of additives was good but a few candidates missed out on full marks by not explaining how additives are used.

5 “Tingles” – 15 marks

- a) Mixed response. Marks were lost through careless reading of the question. Many candidates did not give reasons or link to breakfasts. Statements such as “low fats” “no additives” failed to gain a mark.
- b) The majority of candidates gave one reason. Some excellent responses.
- c) High quality responses with several points being given. Candidates gave full and detailed answers
A few candidates failed to gain marks as their answers related to adults not children.

6 Food Choices – 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.

- Disappointing response to the first section of this question.
- Many candidates did not identify “who” were affected by low incomes.
- Answers about food choice were too general, with lots of repetition.
- Better quality answers were given for the second part of the question, although some statements were insufficiently explicit.
- Some misconceptions of “family habits” e.g. “vegetarianism” being considered as a tradition.
- Candidates who read the question carefully, planned their answers, understood the word “explain” and then demonstrated their factual knowledge and understanding, were able to gain high marks.

Report on the Components Taken in June 2006

1973 – Component – Coursework

The standard of work produced has been high. The enthusiasm of candidates and staff is evident. Credit is due to the many Centres who have acknowledged and implemented the recent changes to the Specification.

Training has been of clear benefit both to teachers and candidates in all Centres but particularly to those new or returning to the Specification.

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 –this is good practice.

Administration

The majority of Centres remembered to send 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.

Key Issues within the Coursework Tasks

Resource Tasks

- These are generally carried out to a high standard and 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 but focus on **Planning** what is to take place in the Execution of the Task.
- The annotation of the Execution section has improved and there is ample evidence from teachers and candidates to support the marks given. It is essential that this good practice continues.
- Many centres use the Resource Tasks from the Teacher Guidance booklet. 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 specification.

Individual Task

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

1 Task Analysis

The assessment criteria for this section can only be achieved if candidates are allowed to choose a suitable 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.
- **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.

2 Development

- **The main section of Centre mark adjustment 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
- 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 and enables the drawing of conclusions.

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 one sample of the questionnaire and some packaging.

3 Planning

The majority of candidates produced very good planning sections. Although the following areas of good practice were not always included:

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

4 Execution

- Annotation has improved and there is now ample evidence from teachers and candidates to support the marks given. It is essential that this good practice continues.
- 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.
- Nutritional data if included should be referred to and nutritional information should be specific to the task.
- **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 eg 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>

5 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

1 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 resources needed for the practical execution of the Task.

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

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.

2 Individual Task

Task Analysis

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

- Explain how they will carry out their chosen topic and what they need to do
- Carry out relevant initial research using both primary and secondary sources
- Analyse the results of this initial research and draw conclusions from it about the topic and about further research that they would like to do
- 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 having completed their initial research 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 research on their specified title 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
- Make and justify choices about their practical work based on their findings
- 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 eg 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:

- 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
- Annotate work clearly throughout the text and Execution of all the Tasks
- Ensure that candidates carry out sufficient practical work to warrant achieving high marks in the Execution of the Individual Task
- 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
- Give clear guidance about writing questionnaires, including deciding on aims and knowing what it is that candidates want to find out (and why)
- Encourage candidates to 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
- Encourage candidates to discuss their work with teachers so that when evaluating they have some idea of why they achieved the marks given to them and can use this as a basis for discussing improvements
- 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.
- Avoid the use of A3 sheets for the candidates to work on. A4 is less bulky and easier to package and store.

Good Practice within Coursework Administration

- Internally moderate all work where there is more than one teacher
- Include the Centre Authentication Sheet with the sample of work that is sent to the moderator
- Avoid plastic wallets for individual pieces of work
- Include only ONE sample questionnaire from candidates once work is called for moderation
- Check additions and transposition of marks before submitting paperwork.
- 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

**General Certificate of Secondary Education (Home Economics: Food & Nutrition) (1973)
June 2006 Assessment Series**

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	100			56	48	40	33	26
Paper 2	100	65	55	45	35			
Coursework	100	79	67	56	45	34	23	12

Syllabus Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200				112	93	74	56	38
Percentage in Grade					33.3	29.6	19.3	9.44	4.39
Cumulative Percentage in Grade					33.3	62.9	82.3	91.7	96.1

The total entry for the examination was 1957

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	157	138	119	101	80	69		
Percentage in Grade		11.6	26.9	30.6	20.5	8.11	1.16		
Cumulative Percentage in Grade		11.6	38.5	69.2	89.7	97.8	99.0		

The total entry for the examination was 1507

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	5.13	11.9	13.6	27.6	20.0	11.2	5.2	2.45
Cumulative Percentage in Grade	5.13	17.1	30.7	58.3	78.4	89.7	94.9	97.4

The total entry for the examination was 3500

Report on the Units Taken in June 2006

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