

# F I N A L

This brochure covers three different specifications:

- Home Economics: Child Development
- Home Economics: Food Nutrition
- Health and Social Care



## GCSE

### Home Economics and Health and Social Care

Our new specifications for GCSE Home Economics and Health and Social Care offer learners a closer look at food nutrition and child development, and helps them develop skills and knowledge in social care and early years care.

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SEE THINGS DIFFERENTLY...



This specification focuses on the development of a child from conception to the age of five, developing knowledge and understanding in all aspects of child development.

Further benefits for you and your learners:

- A flexible and practical work-based qualification for both you and your learners. It offers un-tiered assessment to reduce examination stress for your learners and to help them gain real-world work experience.
- Many features of the present internal assessment have been retained so to keep a familiar approach.
- Reduced administration through electronic submission of controlled assessment.
- A more stimulating course for your learners as they have three short tasks to complete. These tasks demonstrate different practical skills and knowledge. Two tasks will assess planning, practical work and evaluation skills. The third will assess investigation skills.
- The Child Study Task will assess the following skills: research, selecting and justifying choices, planning, practical work and evaluation, which will enable your learners to progress to further education.
- A full support package has been designed to save you preparation time and to increase your confidence in teaching and marking the new specification. You can find out more about our support package on page 16.

## Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE Home Economics: Child Development specification. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching Home Economics: Child Development.
- Provide a range of Home Economics: Child Development support materials, including schemes of work and sample assessment materials.
- Make our Home Economics: Child Development publisher resources – tailored to the new specification – available way ahead of when you first start teaching the new specification.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at [www.GCSEchanges.com](http://www.GCSEchanges.com)

We've involved teachers throughout the development process, so the new specification, support materials and schemes of work should provide everything you need to teach our GCSE Home Economics: Child Development.

Course  
summary for  
GCSE Home  
Economics: Child  
Development

We've summarised the course details and the assessment objectives for GCSE Home Economics: Child Development.

Unit title and description	Assessment and duration	Weighting
<b>Unit B011: Child Development: Short Tasks</b> <ul style="list-style-type: none"> <li>Learners complete three Short Tasks all of which are set OCR tasks to include investigative skills</li> <li>All three tasks should demonstrate different practical skills and knowledge</li> </ul>	Controlled assessment 7 hours per task (1hr planning, 4-5hrs execution, 1hr evaluation) 60 marks (20 marks per task)	30%
<b>Unit B012: Child Study Task</b> <ul style="list-style-type: none"> <li>Learners complete one Child Study Task which will assess a variety of skills</li> <li>Learners will choose a set OCR theme as a basis for the study</li> <li>Child to be studied must be aged 0–5 years</li> </ul>	Controlled assessment 22 hours 60 marks	30%
<b>Unit B013: Principles of Child Development</b> <ul style="list-style-type: none"> <li>Family and parenting</li> <li>Preparation for pregnancy and birth</li> <li>Physical development</li> <li>Nutrition and health</li> <li>Intellectual, social and emotional development</li> <li>Community support</li> </ul>	Written examination 1 hour 30 minutes 80 marks	40%



### Assessment objectives

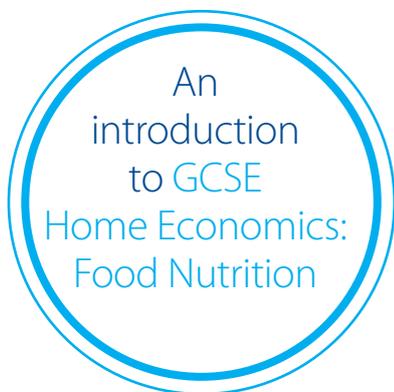
The assessment objectives are designed to reflect the non-statutory guidelines for Home Economics: Child Development. Learners are expected to demonstrate the following in the context of the content described:

- 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.

## What changes, and what stays the same?

While we've made some important changes and improved our GCSEs, we haven't changed everything. Here you can see which aspects of GCSE Home Economics: Child Development are changing, and which will stay the same.

	What changes?	What stays the same?
<b>Short Tasks</b>	<ul style="list-style-type: none"> <li>• 30% controlled assessment.</li> <li>• Three Short Tasks to be completed.</li> <li>• Two of the tasks will assess the following skills: planning, practical work and evaluation.</li> <li>• The third task will be set by OCR and will assess investigative skills.</li> <li>• The three tasks should demonstrate different practical skills and knowledge.</li> <li>• 7 hours per task. (1hr planning, 4-5hrs execution, 1hr evaluation)</li> <li>• Assessment criteria have been clarified.</li> </ul>	<ul style="list-style-type: none"> <li>• Internally assessed.</li> <li>• Postal moderation.</li> <li>• Learners are still required to demonstrate planning, practical and investigative skills and evaluation skills.</li> <li>• Practical items are not required for moderation purposes.</li> <li>• Evidence of practical work is still necessary in the form of photographic evidence and written work.</li> <li>• Each task is marked out of 20.</li> </ul>
<b>Child Study Task</b>	<ul style="list-style-type: none"> <li>• 30% controlled assessment.</li> <li>• The Child Study Task will assess the following skills: research, selecting and justifying choices, planning, practical observations and evaluation.</li> <li>• 22 hours for completion.</li> <li>• The assessment criteria have been clarified and the marks have been allocated differently.</li> </ul>	<ul style="list-style-type: none"> <li>• Internally assessed.</li> <li>• Postal moderation.</li> <li>• Learners are still required to observe a child aged 0–5 years.</li> <li>• Learners submit one Child Study Task.</li> <li>• 60 marks.</li> <li>• Quality of written communication is assessed.</li> </ul>
<b>Principles of Child Development</b>	<ul style="list-style-type: none"> <li>• 40% external assessment.</li> <li>• Un-tiered written paper.</li> <li>• 1 hour 30 minutes for completion.</li> <li>• Learners required to answer five compulsory questions.</li> <li>• Specification content has been modified.</li> </ul>	<ul style="list-style-type: none"> <li>• Externally assessed.</li> <li>• Questions include short answers, picture stimulus, data response, structured and free response format.</li> <li>• Questions will cover all aspects of the specification content.</li> <li>• Quality of written communication is assessed.</li> </ul>



This specification focuses on broader areas of nutrition, diet and health, including food hygiene and safety, food storage, food preparation and cooking.

Further benefits for you and your learners:

- A flexible and practical work-based qualification for both you and your learners. It offers un-tiered assessment to reduce examination stress for your learners and to help them gain real-world work experience.
- Reduced administration through electronic submission of controlled assessment.
- A stimulating course for your learners as they have three short tasks to complete. Two of these will assess planning, practical work and evaluation skills. The third task will assess investigation skills.
- The Food Study Task will assess the following skills: research, selecting and justifying choices, planning, practical work and evaluation, which will enable your learners to progress to further education.
- A full support package has been designed to save you preparation time and to increase your confidence in teaching and marking the new specification. You can find out more about our support package on page 16.

## Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE Home Economics: Food Nutrition specification. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching Home Economics: Food Nutrition.
- Provide a range of Home Economics: Food Nutrition support materials, including schemes of work and sample assessment materials.
- Make our Home Economics: Food Nutrition publisher resources – tailored to the new specification – available way ahead of when you first start teaching the new specification.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at [www.GCSEchanges.com](http://www.GCSEchanges.com)

We've involved teachers throughout the development process, so the new specification, support materials and schemes of work should provide everything you need to teach our GCSE Home Economics: Food Nutrition.



Course  
summary for  
GCSE Home  
Economics: Food  
Nutrition

We've summarised the course details and the assessment objectives for GCSE Home Economics: Food Nutrition.

Unit title and description	Assessment and duration	Weighting
<b>Unit B001: Food and Nutrition: Short Tasks</b> <ul style="list-style-type: none"> <li>Learners complete three Short Tasks all of which are set OCR tasks to include investigative skills</li> <li>All three tasks should demonstrate different practical skills and knowledge.</li> </ul>	Controlled assessment 7 hours per task. (1hr planning, 4-5hrs execution, 1hr evaluation) 60 marks (20 marks per task)	30%
<b>Unit B002: Food Study Tasks</b> <ul style="list-style-type: none"> <li>Learners complete one Food Study Task which will assess a variety of skills</li> <li>Learners will choose a set OCR theme as a basis for the study</li> <li>Learners must produce a log of practical work.</li> </ul>	Controlled assessment 22 hours 60 marks	30%
<b>Unit B003: Principles of Food and Nutrition</b> <ul style="list-style-type: none"> <li>Nutrition and health</li> <li>Food commodities</li> <li>Meal planning</li> <li>Food preparation and cooking</li> <li>Food safety and preservation</li> <li>Consumer education.</li> </ul>	Written examination 1 hour 30 minutes 80 marks	40%

### Assessment objectives

The assessment objectives are designed to reflect the non-statutory guidelines for Home Economics: Food Nutrition. Learners are expected to demonstrate the following in the context of the content described:

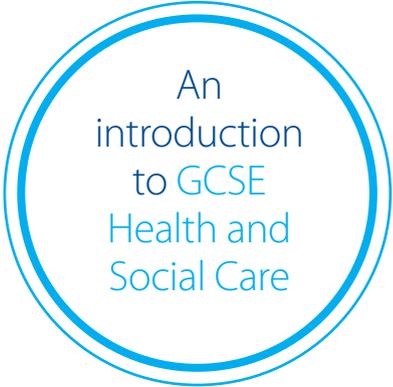
- AO1** • Recall, select and communicate their knowledge and understanding of a range of contexts.
- AO2** • Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
- AO3** • Analyse and evaluate information, sources and evidence,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



## What changes, and what stays the same?

While we've made some important changes and improved our GCSEs, we haven't changed everything. Here you can see which aspects of GCSE Home Economics: Food Nutrition are changing, and which will stay the same.

	What changes?	What stays the same?
<b>Short Tasks</b>	<ul style="list-style-type: none"> <li>• 30% controlled assessment.</li> <li>• Three Short Tasks to be completed.</li> <li>• Two of the tasks will assess the following skills: planning, practical work and evaluation.</li> <li>• The third task will be set by OCR and will assess investigative skills.</li> <li>• The three tasks should demonstrate different practical skills and knowledge.</li> <li>• 7 hours per task. (1hr planning, 4-5hrs execution, 1hr evaluation)</li> <li>• Assessment criteria have been clarified.</li> </ul>	<ul style="list-style-type: none"> <li>• Internally assessed.</li> <li>• Postal moderation.</li> <li>• Learners are still required to demonstrate planning, practical and investigative skills and evaluation skills.</li> <li>• Practical items are not required for moderation purposes.</li> <li>• Evidence of practical work is still necessary in the form of photographic evidence and written work.</li> <li>• Each task is marked out of 20.</li> </ul>
<b>Food Study Task</b>	<ul style="list-style-type: none"> <li>• 30% controlled assessment.</li> <li>• The Food Study Task will assess the following skills: research, selecting and justifying choices, planning, practical skills and evaluation.</li> <li>• 22 hours for completion.</li> <li>• The assessment criteria have been clarified and the marks have been allocated differently.</li> </ul>	<ul style="list-style-type: none"> <li>• Internally assessed.</li> <li>• Postal moderation.</li> <li>• Learners submit one Food Study Task.</li> <li>• 60 marks.</li> <li>• Quality of written communication is assessed.</li> <li>• Learners are required to complete a log of practical work.</li> </ul>
<b>Principles of Food and Nutrition</b>	<ul style="list-style-type: none"> <li>• 40% external assessment.</li> <li>• Un-tiered written paper.</li> <li>• 1 hour 30 minutes for completion.</li> <li>• Learners required to answer five compulsory questions.</li> <li>• Specification content has been modified.</li> </ul>	<ul style="list-style-type: none"> <li>• Externally assessed.</li> <li>• Questions include short answers, picture stimulus, data response, structured and free response format.</li> <li>• Questions will cover all aspects of the specification content.</li> <li>• Quality of written communication is assessed.</li> </ul>



An  
introduction  
to GCSE  
Health and  
Social Care

We've built the specification to include student-led studies on areas of particular interest to be based in the learners' local communities. This is motivating for learners and also allows them to be part of their local communities.

Further benefits for you and your learners:

- This practical and comprehensive qualification features a broad, overall introduction to health, social care and early years, and also offers flexibility for learners to specialise if they choose.
- The most interesting aspects of the current specification have been retained to ensure a smooth transition to the new version, but aspects of the content have been updated to reflect the recent changes in health, social care and early years practices.
- Option for single and double award qualifications to push the more able learner and offer you a more flexible way of teaching.
- Controlled assessment has been introduced for internally assessed units; for more information on this, please see page 13.
- The OCR Repository option is now available for internally assessed units – this is our new online moderation service – although centres that wish to continue using the paper-based postal service will still be able to do so.
- A full support package has been designed to save you preparation time and to increase your confidence in teaching and marking the new Health and Social Care specification. You can find out more about our support package on page 16.

## Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE Health and Social Care specification. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching Health and Social Care.
- Provide a range of Health and Social Care support materials, including schemes of work and sample assessment materials.
- Make our Health and Social Care publisher resources – tailored to the new specification – available way ahead of when you first start teaching the new specification.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at [www.GCSEchanges.com](http://www.GCSEchanges.com)

We've involved teachers throughout the development process, so the new specification, support materials and schemes of work should provide everything you need to teach our GCSE Health and Social Care.



## Course summary for GCSE Health and Social Care

We've summarised the single award course details and the assessment objectives for GCSE Health and Social Care.

### Single Award

Unit title and description	Assessment and duration	Weighting
<b>Unit A911: Health, Social Care and Early Years Provision</b> <ul style="list-style-type: none"> <li>• The range of care needs of major client groups.</li> <li>• The ways people can obtain services and the possible barriers that could prevent people from gaining access to services.</li> <li>• The types of services that exist to meet client group needs and how they are developed and organised.</li> <li>• The principles of care that underpin all care work with clients.</li> <li>• The main work roles and skills of people who provide health, social care and early years services.</li> </ul>	Controlled assessment Up to 18 hours' research and up to 26 hours' writing up 60 marks	60%
<b>Unit A912: Understanding Personal Development and Relationships</b> <ul style="list-style-type: none"> <li>• The stages and pattern of human growth and development.</li> <li>• The different factors that can affect human growth and development.</li> <li>• The development of self-concept and different types of relationships.</li> <li>• Major life changes and sources of support.</li> </ul>	Written examination 1 hour 60 marks	40%

### Assessment objectives

The assessment objectives are designed to reflect the non-statutory guidelines for Health and Social Care. Learners are expected to demonstrate the following in the context of the content described:

- A01** • Recall, select, use and apply their knowledge and understanding of health and social care.
- A02** • Plan and carry out tasks in which they analyse issues and problems; and identify, gather and record relevant information and evidence.
- A03** • Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.



Course  
summary for  
GCSE Health  
and Social Care

We've summarised the double award course details and the assessment objectives for GCSE Health and Social Care.

#### Double Award

Unit title and description	Assessment and duration	Weighting
<b>Unit A911: Health, Social Care and Early Years Provision</b> <ul style="list-style-type: none"> <li>• The range of care needs of major client groups.</li> <li>• The ways people can obtain services and the possible barriers that could prevent people from gaining access to services.</li> <li>• The types of services that exist to meet client group needs and how they are developed and organised.</li> <li>• The principles of care that underpin all care work with clients.</li> <li>• The main work roles and skills of people who provide health, social care and early years services.</li> </ul>	Controlled assessment Up to 18 hours' research and up to 26 hours' writing up 60 marks	30%
<b>Unit A912: Understanding Personal Development and Relationships</b> <ul style="list-style-type: none"> <li>• The stages and pattern of human growth and development.</li> <li>• The different factors that can affect human growth and development.</li> <li>• The development of self-concept and different types of relationships.</li> <li>• Major life changes and sources of support.</li> </ul>	Written examination 1 hour 60 marks	20%
<b>Unit A913: Promoting Health and Wellbeing</b> <ul style="list-style-type: none"> <li>• Define the health and wellbeing of individuals.</li> <li>• Interpret physical measures of health for individuals.</li> <li>• Factors that have positively affected health and wellbeing.</li> <li>• Risks to health and wellbeing.</li> <li>• Health promotion and improvement methods.</li> </ul>	Controlled assessment Up to 18 hours' research and up to 26 hours' writing up 60 marks	30%
<b>Unit A914: Safeguarding and Protecting Individuals</b> <ul style="list-style-type: none"> <li>• Safeguarding individuals.</li> <li>• Infection control.</li> <li>• First aid practice.</li> <li>• How to recognise potential risks to safety and how to reduce risks in settings.</li> </ul>	Computer-based test or written examination 1 hour 60 marks	20%



## What changes, and what stays the same?

While we've made some important changes and improved our GCSEs, we haven't changed everything. Here you can see which aspects of GCSE Health and Social Care are changing, and which will stay the same.

	What changes?	What stays the same?
<b>Structure</b>	<ul style="list-style-type: none"> <li>• This qualification is now available as a single and double award.</li> <li>• To obtain a single award, the learner must complete two units. To obtain a double award the learner must complete all four units.</li> <li>• The new Unit A914 has been introduced into the double award.</li> </ul>	<ul style="list-style-type: none"> <li>• It remains unitised but can be approached in a linear fashion if required.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• The new Unit A914 about safeguarding and protecting people has been introduced into the double award.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit A911 is similar to the current Unit 1 – content reduced to one service only and funding removed.</li> <li>• Unit A912 is similar to the current Unit 3, although it now forms part of the double award.</li> <li>• Unit A913 is similar to the current Unit 2 – just 'slimmed down' to reflect single award status.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• There is now more flexibility with Unit A914, as the assessment could be via computer-based testing and we have allowed a one-week window for this. Alternatively, you may choose a traditional paper-based entry.</li> <li>• Controlled assessment has been introduced for internally assessed units.</li> <li>• The OCR Repository option is now available for internally assessed units – this is our new online moderation service – although centres that wish to continue using the paper-based postal service will still be able to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit A912 has a very similar approach to the current Unit 3 – it's paper-based with a similar style of questioning, although texts will have less content, therefore reducing the amount of reading.</li> <li>• Coursework, now controlled assessment, is internally marked and externally moderated.</li> </ul>



## Controlled assessment – your questions answered

### What are the benefits of controlled assessment?

The benefits of controlled assessment include:

- More straightforward marking – for most subjects, learners are provided with worksheets to submit their work on
- Improved reliability and validity
- Varying levels of control – you will know at the start of the course what is required to help you manage the assessments and your time more easily
- Greater confidence in authenticating learners' work as their own
- Greater ease in fitting assessments into your normal teaching programmes.

### How will controlled assessment be introduced?

Controlled assessment is embedded in the specification and will be introduced when the specification becomes available for teaching in September 2009.

### How will it affect my workload?

With the introduction of a new qualification and a new model of assessment (controlled assessment) it is possible that some additional work will be required in the first year of teaching controlled assessment until you get used to the new way of working.

### What is controlled assessment?

Controlled assessment is coursework in a supervised environment/classroom and will be replacing coursework from September 2009 for GCSEs. This has been introduced by QCA, to address some of the issues raised in coursework reviews, such as plagiarism.

### Will it affect timetabling and curriculum planning?

This will vary from centre to centre. For example, if you are retaining a linear model then all you need to do is to ensure that the learners have completed all units (full course) by the end of the course. Following a unitised approach may allow a more flexible approach to assessment.

### Who will set the tasks of the controlled assessment and will I still need to mark it?

#### For GCSE Home Economics: Child Development and Food Nutrition:

- **Task setting** – One investigative Short Task title must be selected from a number of comparable titles provided by OCR within the specification.
- **Task taking** – OCR has provided clear guidance to centres within the specification regarding authenticity, feedback, time and collaboration control and access to resources.
- **Task marking** – Centres use OCR marking criteria to mark the controlled assessment, which is then forwarded to OCR for moderation.

#### For GCSE Health and Social Care:

- **Task setting** – OCR will assume a high level of control in relation to setting tasks for Units A911 and A913. A controlled assessment task will be available from OCR for each unit. These tasks have been designed to meet the full assessment requirements of the units.
- **Task taking** – OCR will assume a medium level of control. Further details on authenticity and feedback control can be found in the new specification.
- **Task marking** – OCR will assume a medium level of control. All controlled assessment units will be marked by the centre assessor(s) using awarding body marking grids and guidance, and will be moderated by the OCR-appointed Moderator. External moderation will take the form of postal moderation, or e-moderation where evidence has been entered in a digital format.

## Controlled assessment – your questions answered

### How long do I need to keep the controlled assessment for?

This will be governed by the awarding bodies Joint Council for Qualifications' (JCQ) regulations when they are published; please visit [www.jcq.org.uk](http://www.jcq.org.uk) for more information. It is expected that learners' work will need to be kept until all possible post results services have been exhausted.

### When can controlled assessment start – in Year 9, 10 or 11?

Controlled assessment can start in Year 9, 10 or 11. However, it is important that you ensure the correct controlled assessment task is given. We recommend you check the full specification details for the Home Economics and Health and Social Care qualifications you will be teaching, before planning assessment schedules.

### When can learners start researching for the controlled assessment and do they need to keep their notes?

Tasks will be made available on 'Interchange', our free, secure website, from June of the previous year of assessment to May of the year of assessment. The time when you pass the tasks on to your learners is for you to manage in whatever way suits you and your learners.

Learners should keep their notes to help them as preparation for controlled assessment. The notes will not be required for moderation.

### Can we submit learners for exams in any exam session now?

Yes, but you need to be aware of the 40% terminal assessment rule, which is detailed in the specification.

### If learners are entered for re-sits, which marks are considered? Latest or highest?

Learners can re-sit each unit once and can count the highest mark.



## Flexible assessment

Assessment for the new GCSEs in Home Economics and Health and Social Care has been organised into units, which can be taken at the end of the course in typical linear fashion, or used to complement a more unitised approach to teaching and learning.

This means you can have the flexibility to choose the assessment approach best suited to your centre, and your learners. A unitised structure also gives you the flexibility to teach short and full courses at the same time.

### Flexible assessment means:

- You have a choice of learning approach – linear or unitised.
- You can now schedule assessments for times during the course when learners' understanding is at its best – giving them a better chance of success.
- Learners can re-sit a unit, rather than repeat the entire assessment.
- Learners can receive ongoing feedback, which many find motivating, as it helps them identify their own learning needs and achieve more.
- Learners find it easier to stay on track with their studies and manage their time more effectively with a unitised approach.
- There's less pressure on your learners – the 'all or nothing' approach to assessment has been removed.
- Exam stress is reduced – assessments are spread out, instead of grouped together in a short, intense examination period at the end of the course.
- With a similar format to A Levels and Diplomas, GCSEs will help prepare learners for the next phase of their education.

To ensure that the assessment supports the coherence of the GCSEs and there is no over-assessment, QCA has put two rules in place:

- A minimum of 40% of the assessment must take place at the end of the course.
- Only one re-sit of each assessment unit is allowed. The better result then counts towards the qualification.



## Support for GCSE Home Economics and Health and Social Care teachers

We offer a range of Home Economics and Health and Social Care support materials, developed through extensive research and consultation with teachers. They're designed to save you time while you're preparing for the new specification, and to support you while teaching.

Our Home Economics and Health and Social Care support materials and events include:

- **FREE** INSET training sessions
- Schemes of work that you can customise
- Endorsed publisher partner resources
- Access to teacher and examiner networks both online and in print
- An extensive past-papers service
- Lesson plans
- Posters and card visuals
- Teacher planner.

Our online resources include:

- e-communities – online networks of subject specialists, for sharing knowledge, views and ideas
- 'Interchange' – a completely secure, free website that helps you and your exams officer with administrative tasks at examination time
- Past examination papers
- Mark schemes
- Subject e-alerts – for you to register for updates.

For more information on our support, visit [www.ocr.org.uk](http://www.ocr.org.uk)



## INSET Training

Our **FREE** Home Economics and Health and Social Care *Get Ready* and *Get Started* events give you a taste of the new specification direct from the experts. For details of the courses and dates near you and to book your **FREE** place, visit [www.ocr.org.uk/training](http://www.ocr.org.uk/training)

### *Get Ready* – introducing the new specification

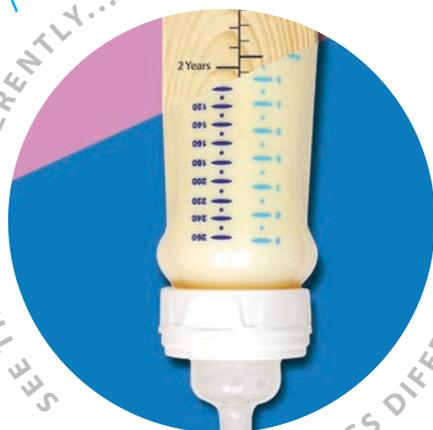
This course will help you find out more about the new Home Economics and Health and Social Care specification, whether you are a new or experienced teacher. It's open to you, even if you don't teach the current specification.

It's a **FREE** half-day session, with refreshments and a light buffet. You'll receive a selection of course materials and an overview of our new specification for GCSE Home Economics and Health and Social Care. There are separate courses for GCSE Home Economics and GCSE Health and Social Care.

The session includes:

- A look at the new structure, content and assessment methods
- A comparison between the old and new specification content
- An introduction to the support and resources available from us
- A summary of the benefits of choosing our new GCSE specification.

SEE THINGS DIFFERENTLY...



SEE THINGS DIFFERENTLY...

## INSET Training

*Get Started –*  
towards successful delivery of the new specification

This course will help you, whether you are a new or experienced teacher or a centre assessor who will be teaching this Home Economics and Health and Social Care specification.

It's a full-day course which will provide essential information, guidance and practical support for newly qualified teachers or teachers new to the OCR GCSE in Home Economics and Health and Social Care. There are separate courses for Home Economics and Health and Social Care.

It will:

- Explain the requirements of the specification
- Review the assessment criteria and their application
- Explain the requirements of the assessment process
- Review the Chief Examiner's report from the 2008 session
- Consider the collation of appropriate evidence for portfolio building
- Discuss the presentation of learner portfolios
- Review exemplar candidate work
- Offer advice on preparing learners for external assessments
- Explain the administrative procedures.





## Publisher support

We endorse a range of publisher materials to provide quality support for centres delivering our 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.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve one of our qualifications. Any resource lists which are produced by us will include a range of appropriate texts.

For our Home Economics and Health and Social Care GCSEs we're working with publisher partner Hodder Education to provide further resources to support your teaching of the new specification.



Resource	Format	Samples available from	ISBN No.
OCR Home Economics for GCSE: Child Development Student's Book	Paperback	September 2008	978 0340 97506 0

Resource	Format	Samples available from	ISBN No.
OCR Home Economics for GCSE: Food and Nutrition Student's Book	Paperback	September 2008	978 0340 98397 3

Resource	Format	Samples available from	ISBN No.
OCR Health and Social Care for GCSE Student's Book	Paperback	September 2008	978 0340 97508 4

For the latest information on published resources, please visit:  
[www.ocr.org.uk/childdevelopment/newgcse](http://www.ocr.org.uk/childdevelopment/newgcse)  
[www.ocr.org.uk/foodandnutrition/newgcse](http://www.ocr.org.uk/foodandnutrition/newgcse)  
[www.ocr.org.uk/healthandsocialcare/newgcse](http://www.ocr.org.uk/healthandsocialcare/newgcse)  
 and select 'published resources' from the right-hand menu.



## Why choose OCR?

### Who is OCR?

We're one of the UK's leading Awarding Bodies, developing up-to-date GCSE qualifications for the 21st century.

### Why teach OCR specifications?

At OCR, we believe in developing specifications that help you bring the subject to life, so learners are more likely to get involved and achieve more. And because we listen to schools and colleges that teach our specifications, we can improve and update qualifications continually, ensuring you and your learners get as much as possible from the qualification.

You'll receive full support when teaching our qualifications. We're offering more free training than ever before at venues near you – plus adaptable schemes of work you can download, and lesson plans drawn up by teachers who teach the specification.

You'll also have access to cluster support networks and e-communities, where there are plenty of opportunities to give feedback and share your thoughts with other teachers. Please see page 16 for more information.

### Other qualifications

You may be interested to know about some of our other Home Economics and Health and Social Care related qualifications:

- A Level Home Economics
- OCR Nationals in Health and Social Care Levels 1-3



## [www.ocr.org.uk](http://www.ocr.org.uk) OCR customer contact centre

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