

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

OCR GCSE in Home Economics (Food and Nutrition) J431

**July 2009**

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# 1 About this Qualification

This booklet contains OCR's GCSE specification in Home Economics (Food and Nutrition) for teaching from September 2009.

GCSE specifications in Home Economics should encourage candidates to be inspired and motivated by following a broad, coherent, satisfying and worthwhile course of study. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

The specification requires candidates to plan and carry out investigations. Candidates produce tasks in which they analyse issues and problems, and identify, gather and record relevant information and evidence. Candidates will also analyse and evaluate evidence, make reasoned judgements and present conclusions. Candidates will develop knowledge and understanding of human needs within a diverse society and relevant technological and scientific developments.

The specification focuses on food and nutrition issues in relation to nutrition, diet and health throughout life; factors affecting consumer choice; the nutritional, physical, chemical and sensory properties of foods in storage, preparation and cooking; food hygiene; safety; and techniques and skills used in food storage, preparation and cooking.

This specification contains two Controlled Assessment units for which evidence can be submitted electronically via the OCR Repository.

## 1.1 GCSE (Full Course)

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From September 2009 the GCSE is made up of three mandatory units:

**Unit B001** *Food and Nutrition Short Tasks* is internally assessed and externally moderated.

Candidates submit **three** short tasks and these form 30% of the total GCSE marks.

**Unit B002** *Food Study Task* is internally assessed and externally moderated.

Candidates submit **one** task and this forms 30% of the total GCSE marks.

**Unit B003** *Principles of Food and Nutrition* is externally assessed.

This forms 40% of the total of GCSE marks. Questions will cover all aspects of the specification content.

## 1.2 Qualification Title and Levels

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This qualification is shown on a certificate as:

- OCR GCSE in Home Economics (Food and Nutrition).

This qualification is approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A\* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

## 1.3 Aims and Learning Outcomes

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

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

GCSE specifications in home economics must enable learners to:

- Engage actively in the processes of home economics to develop as effective and independent learners
- Develop their knowledge and understanding of human needs within a diverse society
- Develop their knowledge and understanding of relevant technological and scientific developments
- Develop a critical and analytical approach to decision making and problem-solving in relation to the specified context
- Examine issues that affect the quality of human life, including an appreciation of diversity
- Evaluate choices and decisions to develop as informed and discerning consumers.

## 1.4 Prior Learning/Attainment

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

## 2 Summary of Content

### 2.1 GCSE Units

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#### Unit B001: *Food and Nutrition Short Tasks*

- Candidates complete three short tasks all of which are set OCR tasks.
  - All three tasks should demonstrate different practical skills and knowledge.
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#### Unit B002: *Food Study Task*

- Candidates complete one Food Study Task which will assess a variety of skills.
  - Candidates will choose a set OCR theme as a basis for the study.
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#### Unit B003: *Principles of Food and Nutrition*

- Nutrition and health
  - Food commodities
  - Meal planning
  - Food preparation and cooking
  - Food safety and preservation
  - Consumer education
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# 3 Content

## 3.1 Specification Content Unit B003

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

### 3.1.1 Nutrition and health

#### Function and role of nutrients

- The function and sources of the main macro/micro nutrients in the diet
- The consequences of a deficiency of nutrients
- The importance of water in the diet
- The importance of fibre in the diet

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#### Relationship between diet and health

- The current dietary guidelines, to include the 'eatwell plate' showing the balance of foods in a healthy diet
- Major diet-related health issues, to include obesity, coronary heart disease, cancer, high blood pressure, diabetes, osteoporosis
- How to adapt meals/diets to follow current dietary guidelines
- The recommended daily amounts of nutrients for different groups

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#### Energy and food

- The main sources of energy in the diet and how energy is measured
  - The factors that influence an individual's energy requirements
  - Energy provision, intake/expenditure/imbalance.
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### 3.1.2 Food commodities

#### Nutritional value and role

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

### 3.1.3 Meal planning

#### Balanced diets

Candidates should be able to recognise and understand:

- The term 'balanced diet'
- The importance of a balanced diet for good health

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#### Nutritional needs of groups

- The issues/factors to consider when planning and serving balanced meals
  - Dietary needs of different age groups
  - The needs of groups with special dietary requirements, including pregnancy, weight loss, vegetarians, coeliacs, diabetics, food allergies/intolerances, coronary heart disease
  - That food choice is affected by social and economic factors
  - That food choice is affected by cultural and religious diversity.
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### 3.1.4 Food preparation and cooking

#### Cooking methods

- Why food is cooked
- The transfer of heat to food
- A range of cooking methods, to include grilling, frying, roasting, steaming, poaching, baking, stewing, boiling, barbequing and microwaving

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#### Effect of preparation and cooking/processing on foods and nutrients

- The properties and functions of major ingredients
- The use of raising agents in recipes
- The effect of heat on food
- The changes that take place when food is cooked, to include cakes, biscuits, scones, pastries, bread, sauces, batters
- The effect of acid and alkali on food

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#### The role of additives

- The function of additives in food products.
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### 3.1.5 Food safety and preservation

#### Preservation

- The advantages of food preservation
  - The causes of food spoilage and the conditions in which it occurs
  - The positive and negative effects on food of yeasts, moulds, enzymes and bacteria
  - The different methods of home preservation and how they work, to include jam-making, pickling and freezing
  - The different types of commercial methods of preservation and examples of their use, to include canning, accelerated freeze drying, controlled-atmosphere packaging, vacuum packaging, cook–chill, modified-atmosphere packaging, radiation, cryogenic freezing
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#### Food safety

- How to avoid and reduce the risk of food contamination when preparing, cooking and storing a range of foods in the home
- The principles of hygienic practice in the kitchen
- The causes and effects of food poisoning.

### 3.1.6 Consumer education

#### Consumer education

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

## 4.1 GCSE Scheme of Assessment

### GCSE Home Economics (Food and Nutrition) (J431)

#### Unit B001: *Food and Nutrition Short Tasks*

30% of the total GCSE marks  
60 marks (20 marks per task)

7 hours per task

(1 hour planning, 4-5 hours  
execution and 1 hour evaluation).

Candidates submit **three** short tasks chosen from a list of titles provided by OCR.

Two of the short tasks will assess the following skills:  
planning, practical work and evaluation.

The third task will assess investigation skills.

The three tasks should demonstrate **different** practical skills and knowledge.

This unit is internally assessed and externally moderated.

#### Unit B002: *Food Study Task*

30% of the total GCSE marks  
60 marks

22 hours.

Candidates submit **one** food study task chosen from a list of themes provided by OCR.

The food study task will assess the following skills:  
research, selecting and justifying choices, planning, practical work and evaluation.

This unit is internally assessed and externally moderated.

#### Unit B003: *Principles of Food and Nutrition*

40% of the total GCSE marks  
1 hr 30 mins written paper  
80 marks

Candidates are required to answer **five** compulsory questions, including short answers and free-response formats.

Questions will cover all aspects of the specification content.

This unit is externally assessed.

## 4.2 Entry Options

GCSE candidates must be entered for all three units.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification code:

OCR GCSE in Home Economics (Food and Nutrition) – J431

## 4.3 Tiers

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This scheme of assessment is untiered, covering all of the ability range grades from A\* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

## 4.4 Assessment Availability

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There are two examination series each year, in January and June.

The first assessment will be in January 2010 for all three units.

Assessment availability can be summarised as follows:

Unit	January 2010	June 2010	January 2011	June 2011	January 2012 etc
B001	✓	✓	✓	✓	✓
B002	✓	✓	✓	✓	✓
B003	✓	✓	✓	✓	✓

This will offer centres flexibility so candidates can be entered for individual units in January or June ensuring that centres comply with the terminal rule (Section 6.2). Alternatively all units can be entered at the end of the course.

## 4.5 Assessment Objectives

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

### AO1 Recall, select and communicate

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- Recall, select and communicate their knowledge and understanding of a range of contexts

### AO2 Apply skills, knowledge and understanding

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- Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks

### AO3 Analyse and evaluate information

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- Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions

## AO weightings

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

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

## 4.6 Quality of Written Communication

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*Quality of written communication* is assessed in Units B002 and B003.

Candidates are expected to:

- Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- Present information in a form that suits its purpose
- Use a suitable structure and style of writing.

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

# 5 Controlled Assessment

## 5.1 The Controlled Assessment Units

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Units B001 and B002 have been designed to be internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach.

## 5.2 Task Setting

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### 5.2.1 The OCR approach

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OCR will assume a high level of control in relation to the setting of tasks for Units B001 and B002. A number of Controlled Assessment tasks will be available from OCR for unit B001. Unit B002 provides the opportunity for candidates to choose a set OCR theme and follow a structure to develop a task that best suits their own needs. These tasks have been designed to meet the full assessment requirements of the units.

### 5.2.2 Using Controlled Assessment tasks

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For unit B001, candidates submit **three tasks** for assessment from a number of tasks offered by OCR. **One** must be selected from the list of **investigative tasks** and **two** from the list of **practical tasks**, all provided by OCR. These tasks can be used with a minimum amount of adaptation, or they can be adapted so that they allow the use of local resources available to the centre.

For unit B002, candidates choose a set OCR theme to complete a structured task. This task must be personalised to be more relevant to centres' own environment and targeted at their particular cohorts of candidates and facilities available to them.

Controlled Assessment tasks may be adapted by centres in ways which will not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level. For unit B001, this may allow for little to be adapted other than cosmetic details, for example the description on which a task is based. For unit B002, the medium in which the candidates are working will be a matter of choice within a theme. Each Controlled Assessment task will include a section which briefly specifies the type and degree of adaptation which is appropriate.

The same OCR Controlled Assessment task must NOT be used as the practice material and then as the actual live assessment material.

## 5.3 Task Taking

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### 5.3.1 The OCR approach

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For GCSE in Home Economics (Food and Nutrition) OCR will assume a medium level of control. The task-taking parameters are outlined below.

### 5.3.2 Definitions of the controls

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(a) **Authenticity control:** Candidates will complete all work for assessment under informal teacher supervision. For GCSE in Home Economics (Food and Nutrition) it is acceptable for work to be undertaken outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

(b) **Feedback control:** Within GCSE in Home Economics (Food and Nutrition) OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

(c) **Time control:** The time limit available to candidates to complete the assessment task is as follows:

Unit B001      7 hours per task (1 hour planning, 4–5 hours for execution and 1 hour for evaluation)

Unit B002      22 hours for the task.

Controlled Assessed work should be completed within the time limit, and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, for example research work or testing. It is likely that using or applying this material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.



(d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate. However, where group work is suggested as an alternative to individual work, it is vital to be able to identify the individual contribution, for example by using personal log, peer assessment or teacher witness statements.

(e) **Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates' access to resources is determined by the centre but use of the internet must be restricted to relevant information to the task and must be correctly referenced within any work submitted. Candidates must produce their own work and not include complete downloaded documents from the internet.

### 5.3.3 Quality assuring the controls

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It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

### 5.3.4 Completing the tasks

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

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.

Candidates may use information from any relevant source to help them with producing evidence for the tasks unless there are any restrictions on any evidence or resources to be used; if this is the case, it will be clearly identified within the particular unit.

In general, candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

### 5.3.5 Presentation of work

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Candidates must observe certain procedures in the production of Controlled Assessments:

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the task at the appropriate place.
- Any copied relevant material must be suitably acknowledged, eg quotes, charts, graphs.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:
  - Centre number
  - Centre name
  - Candidate number
  - Candidate name
  - Unit and component codes
  - Assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix D.

## 5.4 Task Marking

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### 5.4.1 The OCR approach

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For GCSE in Home Economics (Food and Nutrition) OCR will assume a medium level of control in relation to the marking of tasks. All Controlled Assessed units will be marked by the centre assessor(s) using awarding body marking criteria and guidance, and moderated by the OCR-appointed moderator. For this GCSE in Home Economics (Food and Nutrition) external moderation will take the form of postal moderation or e-moderation where evidence in a digital format is required.

### 5.4.2 Applying the assessment criteria

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The starting point for marking the tasks is the marking criteria within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate.

### 5.4.3 Use of 'best fit' approach to marking criteria

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The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment

objectives/criteria, one of the three descriptors provided in the marking criteria that most closely describes the quality of the work being marked should be selected.

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

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

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

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

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

Only one mark per unit will be entered. The final mark for the candidate for each unit is out of a total of 60.

#### 5.4.4 Authentication

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

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

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The

rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material.

**Please note:** Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received by OCR.

### 5.4.5 Internal standardisation

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

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

### 5.4.6 Moderation

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

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

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

## 5.5 Minimum Requirements for Controlled Assessment

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There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

# 6 Technical Information

## 6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for Controlled Assessments.

**It is essential** that unit entry codes are quoted in all correspondence with OCR.

Unit entry code	Component code	Submission method	Unit titles
B001	01	OCR Repository	<i>Food and Nutrition Short Tasks</i>
	02	Postal moderation	
B002	01	OCR Repository	<i>Food Study Task</i>
	02	Postal moderation	
B003	-	-	<i>Principles of Food and Nutrition</i>

For Units B001 and B002 candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of these components. It is not possible for centres to offer both components within the same series.

## 6.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for the full course qualification certification.

The 40% terminal rule for GCSE Home Economics (Food and Nutrition) means the following combination of units have to be taken at the end of the two-year GCSE course:

Either:

Unit B001 (30%) + Unit B002 (30%) + B003 (40%) = 100% of the assessment

Or:

Unit B001 (30%) + Unit B002 (30%) = 60% of the assessment.

In this model, unit B003 can be taken in the earlier examination series, either in January or in June.

Or:

Unit B003 (40%) = 40% of the assessment.

In this model, unit B001 and unit B002 can be taken in the earlier examination series, either in January or in June.

## 6.3 Unit and Qualification Re-sits

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Candidates may re-sit each unit once before entering for certification for a GCSE.

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

## 6.4 Making Qualification Entries

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

Candidates may enter for:

- GCSE certification (entry code J431).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available for the first time in June 2011, and each January and June thereafter.

## 6.5 Grading

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

In unitised schemes, candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades, OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses uniform marks to enable this to be done.

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

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

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

(GCSE) Unit weighting	Maximum unit uniform mark	Unit grade								u
		a*	a	b	c	d	e	f	g	
30%	60	54	48	42	36	30	24	18	12	0
40%	80	72	64	56	48	40	32	24	16	0

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

Qualification	Maximum uniform mark	Qualification grade								U
		A*	A	B	C	D	E	F	G	
GCSE	200	180	160	140	120	100	80	60	40	0

## Awarding grades

The written paper will have a weighting of 40% and Controlled Assessment a weighting of 60%.

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

## 6.6 Enquiries about Results

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

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

## 6.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.



## 6.8 Guided Learning Hours

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

## 6.9 Code of Practice/Subject Criteria/Common Criteria Requirements

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This specification complies in all respects with the current *GCSE, GCE and AEA Code of Practice* as available from the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Home Economics.

## 6.10 Classification Code

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

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

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

## 6.11 Disability Discrimination Act Information Relating to this Specification

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

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

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in

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

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

	Yes/No	Type of assessment
Readers	Y	All written and practical assessments
Scribes	Y	All written and practical assessments
Practical assistants	Y	Written and practical assessments
Word processors	Y	All written and practical assessments
Transcripts	Y	All written and practical assessments
BSL signers	Y	All written and practical assessments
Live speaker	Y	All written and practical assessments
MQ papers	Y	All written and practical assessments
Extra time	Y	All written and practical assessments

We do not foresee any part of the assessment forming a barrier to any student. Students with a physical disability may find elements of the assessment that require physical manipulation difficult, but this should not pose a barrier to assessment.

It is important to note that where access arrangements are permitted, they must not be used in a way that undermines the integrity of the assessment. For example, practical assistants can be used to help learners set up but cannot help perform skills which are assessed, such as the ability to physically manipulate equipment.

## 6.12 Arrangements for Candidates with Particular Requirements

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Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

## 6.13 OCR Repository

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The OCR Repository allows centres to submit moderation samples in electronic format.

The OCR GCSE Home Economics (Food and Nutrition) units B001 and B002 can be submitted electronically to the OCR Repository via Interchange: please check Section 6.1 for unit entry codes for the OCR Repository.

More information on the OCR Repository can be found in Appendix D: Guidance for the Production of Electronic Controlled Assessment. Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

# 7 Other Specification Issues

## 7.1 Overlap with other Qualifications

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

## 7.2 Progression from these Qualifications

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

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

## 7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

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

- Factors affecting food choice: when exploring the issues and beliefs which form the basis for choice of a specific diet such as a vegetarian diet
- Individual food preferences: class discussion of the factors which determine an individual's food choice
- Marketing and advertising: when candidates are exploring the range of strategies used to promote and sell food products
- Dietary requirements of low-income groups: when candidates are investigating the effect of income on the choice of food

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

## 7.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements

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

- The role of 'novel' food: class discussion about the development of food products which are environmentally acceptable
- The major health problems associated with diet: when using nutritional analysis programs to assess contemporary diets
- Recent legislation on food hygiene: when candidates are learning about the causes of food spoilage.

## 7.5 Avoidance of Bias

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OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

## 7.6 Language

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This specification and associated assessment materials are in English only.

## 7.7 Key Skills

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

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

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

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

## 7.8 ICT

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

The assessment of this course requires candidates to:

- Prepare internally assessed tasks and to use a variety of formats to present the tasks:
  - When providing visual images of analysis, eg flow diagrams
  - When selecting, organising and presenting information collected from research
  - When preparing action plans and time plans for practical activities
- Use software to present data in an appropriate form:
  - When producing recording sheets to collect evidence
  - When setting up tables/charts to record results of research
  - When using ICT to handle data, eg the costs of organic vegetables collected in a survey

- Use a research tool when seeking sources of information:
  - When using a search engine to find relevant information
  - When using a database to calculate the nutritional value of a specific individual's diet
- Use ICT to produce images:
  - When presenting evidence from research in a variety of formats
  - When scanning images from other sources to use in the presentation of work.

## 7.9 Citizenship

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

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

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

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

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

- The role of additives
- How advertising influences food choices and food trends.

# Appendix A: Grade Descriptions

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

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

## Grade F

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

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

They review their evidence and draw basic conclusions.

## Grade C

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

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

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

## Grade A

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

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

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



# Appendix B: Controlled Assessment Teacher Guidance

## Unit B001: Food and Nutrition Short Tasks

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Candidates should complete **three** Short Tasks.

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

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

## Guidance on the Assessment Criteria for the Short Tasks

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PLEASE NOTE:

- Research skills will not be assessed and cannot be credited in the Short Tasks.
- Sufficient practical work should be planned to ensure that candidates are able to demonstrate a range of practical skills (including one or two practical outcomes) in each Short Task.
- It is essential to annotate the work fully to support marks awarded.

## Planning the task

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In this section of the Short Task, candidates should demonstrate their ability to:

- Make and justify suitable choices in response to their Short Task title
- Produce accurate recipes and timed plans for implementing their choices for practical work
- Plan and produce (or select) methods for recording their results, eg star diagrams, sensory analysis, nutritional data, taste testing, comparison charts, costing and so on.

## Practical work

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In this section of the Short Task, candidates should demonstrate their ability to:

- Follow their timed plan, making good use of the time available
- Organise their resources effectively
- Use equipment safely and independently
- Demonstrate a range of skills which might include: food preparation skills, ICT skills (use of data analysis programmes), costing and taste testing.

## Outcomes

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In this section of the Short Task, candidates should demonstrate their ability to:

- Produce one or two well-presented practical outcomes
- Accurately carry out and record results using taste panels or other recording methods.

## Evaluation

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In this section of the Short Task, candidates should demonstrate their ability to:

- Identify strengths and weakness in all aspects of the Short Task
- Suggest and/or justify improvements to their work
- Draw conclusions from their work.

## Unit B002: Food Study Task

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Candidates submit **one** Food Study Task.

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

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

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

### Research

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In this section of the Food Study Task, candidates should demonstrate their ability to:

- Choose a set OCR theme and produce a task title for research
- Give clear reasons for choice of task title
- Identify sources of information
- Carry out research using both primary and secondary sources of information
- Present their research results clearly and draw conclusions from them.

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

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

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

## Selecting and planning practical tasks

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In this section of the Food Study Task, candidates should demonstrate their ability to:

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

## Practical work

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This aspect of the Food Study Task carries 40% of the total marks.

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

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

In this section of the Food Study Task, candidates should demonstrate their ability to:

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

## Outcomes

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In this section of the Food Study Task, candidates should demonstrate their ability to:

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

## Evaluation

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Evaluative comments can be made throughout the Food Study Task but should be credited in this section.

In this section of the Food Study Task, candidates should demonstrate their ability to:

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

EXAMPLE of Food Study log of practical work

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Date	Type of practical activity	Work completed	Skills demonstrated	Teacher verification

# Appendix C: Marking Criteria for Controlled Assessment

## Unit B001 Food and Nutrition: Short Tasks

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

Support and help needed	Some support given	Candidate works increasingly independently
<p><b>Planning AO2 and AO3</b></p> <ul style="list-style-type: none"> <li>• Makes a suitable choice in response to the Task</li> <li>• Gives limited reasons for choice</li> <li>• Produces brief plan for practical work to include lists of ingredients and timed plan</li> </ul> <p style="text-align: right;"><b>0-2 marks</b></p>	<ul style="list-style-type: none"> <li>• Makes suitable choices in response to the Task</li> <li>• Gives reasons for choices made</li> <li>• Produces accurate plan for practical work to include lists of ingredients and timed plan</li> <li>• Chooses recording charts for taste panels and/or evaluations of chosen ideas if appropriate</li> <li>•</li> <li>•</li> </ul> <p style="text-align: right;"><b>3 marks</b></p>	<ul style="list-style-type: none"> <li>• Makes suitable choices in response to the Task</li> <li>• Gives detailed reasons for choices made</li> <li>• Produces accurate &amp; detailed plan for practical work to include lists of ingredients and timed plan</li> <li>• Plans and produces instructions and recording charts for taste panels and/or evaluations of chosen ideas if appropriate</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>
<p><b>Practical Work AO1 and AO2</b></p> <ul style="list-style-type: none"> <li>• Follows plan with help</li> <li>• Organises equipment/materials with help</li> <li>• Uses equipment safely</li> <li>• Demonstrates some skills in carrying out practical task</li> </ul> <p style="text-align: right;"><b>0-3 marks</b></p>	<ul style="list-style-type: none"> <li>• Follows plan</li> <li>• Organises equipment/materials effectively</li> <li>• Uses equipment safely</li> <li>• Demonstrates <b>a range</b> of skills</li> </ul> <p style="text-align: right;"><b>4-6 marks</b></p>	<ul style="list-style-type: none"> <li>• Follows plan effectively</li> <li>• Organises resources independently</li> <li>• Uses equipment safely &amp; independently</li> <li>• Competently demonstrates <b>a range</b> of skills</li> </ul> <p style="text-align: right;"><b>7-8 marks</b></p>

<p><b>Outcomes AO2</b></p> <ul style="list-style-type: none"> <li>• Produces a quality outcome</li> </ul> <p style="text-align: right;"><b>0-2 marks</b></p>	<ul style="list-style-type: none"> <li>• Produces one or two quality outcomes</li> <li>• Completes recording charts if appropriate</li> </ul> <p style="text-align: right;"><b>3 marks</b></p>	<ul style="list-style-type: none"> <li>• Produces one or two well presented, quality outcomes</li> <li>• Accurately completes recording charts if appropriate</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>
<p><b>Evaluation AO3</b></p> <ul style="list-style-type: none"> <li>• Makes general comments about the Task</li> <li>•</li> </ul> <p style="text-align: right;"><b>0-2 marks</b></p>	<p>Produces an evaluation which:</p> <ul style="list-style-type: none"> <li>• Identifies some strengths in the work</li> <li>• Identifies areas to improve and recommends changes that could be made</li> </ul> <p style="text-align: right;"><b>3 marks</b></p>	<p>Produces a high quality evaluation which:</p> <ul style="list-style-type: none"> <li>• Identifies strengths in the work</li> <li>• Identifies areas to improve and recommends changes that could be made</li> <li>• Draws conclusions that relate to the Task title</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>
<b>TOTAL OUT OF 20</b>		



## Unit B002 - Food Study Task

Support and help needed	Some support given	Candidate works increasingly independently
<b>Research</b> AO1, AO2 and AO3		
<ul style="list-style-type: none"> <li>Produce a task title from a set theme with direct guidance and help and give a reason for your choice</li> <li>Identifies one source of information that could be used</li> <li>Carry out some initial exploration to find out some background information</li> <li>Carries out ONE primary research method</li> <li>Presents results</li> </ul>	<ul style="list-style-type: none"> <li>Produce a focused task title from a set theme and give some reasons for your choice</li> <li>Identifies several sources of information and resources that could be used</li> <li>Carries out relevant research using some secondary sources of information</li> <li>Carries out ONE primary research method accurately</li> <li>Presents results clearly and draws conclusions from them</li> </ul>	<ul style="list-style-type: none"> <li>Produce a focused task title from a set theme independently and explain in detail several reasons for your choice</li> <li>Identifies a range of sources of information and resources that could be used</li> <li>Carries out detailed research using a range of secondary sources of information</li> <li>Information selected is relevant and summarised</li> <li>Carries out TWO primary research methods</li> <li>Methods chosen are accurately produced and implemented</li> <li>Presents results clearly and draws detailed conclusions</li> </ul>
<b>0-4 marks</b>	<b>5-7 marks</b>	<b>8-10 marks</b>
<b>Selecting and Planning Practical Tasks</b> AO1, AO2 and AO3		
<ul style="list-style-type: none"> <li>Lists several ideas/choices for practical work</li> <li>Sorts and assesses suitability of ideas briefly</li> <li>Selects some choices for practical work</li> <li>Justifies choices briefly</li> <li>Produces brief plans for practical work to include lists of ingredients and time plans</li> </ul>	<ul style="list-style-type: none"> <li>Uses research results to produce a list of possible ideas for practical work</li> <li>Sorts and assesses suitability of ideas</li> <li>Selects a range of <b>suitable</b> choices for practical work</li> <li>Justifies choices referring to research results</li> <li>Produces accurate plans for practical work to include lists of ingredients and timed plans</li> <li>Prepares methods for recording evidence of practical work</li> <li>Includes plans for taste panels/evaluations of choices</li> </ul>	<ul style="list-style-type: none"> <li>Uses research results to produce a list of possible ideas for practical work</li> <li>Sorts and assesses suitability of ideas using a variety of techniques</li> <li>Selects a range of <b>suitable</b> choices for practical work</li> <li>Fully justifies choices referring to research results</li> <li>Produces accurate &amp; detailed plans for practical work to include lists of ingredients and timed plans</li> <li>Prepares methods for recording evidence of practical work</li> <li>Includes clear plans for taste panels/evaluation of choices</li> </ul>
<b>0-4 marks</b>	<b>5-7 marks</b>	<b>8-10 marks</b>

<b>Practical Work</b>		<b>AO2</b>	
<ul style="list-style-type: none"> <li>Follows plans with help</li> <li>Organises equipment/materials with help</li> <li>Uses equipment safely</li> <li>Demonstrates limited skills in carrying out practical tasks</li> </ul>	<ul style="list-style-type: none"> <li>Follows plans</li> <li>Organises equipment/materials effectively</li> <li>Uses equipment safely</li> <li>Demonstrates a range of skills across several practical tasks</li> </ul>	<ul style="list-style-type: none"> <li>Follows plans effectively</li> <li>Organises resources independently</li> <li>Uses equipment safely &amp; independently</li> <li>Competently demonstrates a range of skills across a number of practical tasks</li> </ul>	
	<b>0-5 marks</b>	<b>6-10 marks</b>	<b>11-14 marks</b>
<b>Outcomes</b>		<b>AO2</b>	
<ul style="list-style-type: none"> <li>Produces some outcomes with help</li> <li>Completes a Log of Practical Work</li> </ul>	<ul style="list-style-type: none"> <li>Produces a range of quality outcomes</li> <li>Produces records of results</li> <li>Completes a Log of all Practical Work</li> </ul>	<ul style="list-style-type: none"> <li>Produces a range of quality well presented outcomes</li> <li>Produces accurate and detailed records of results</li> <li>Completes a Log of all Practical Work</li> </ul>	
	<b>0-4 marks</b>	<b>5-8 marks</b>	<b>9-12 marks</b>
<b>Conclusion and Evaluation AO3</b>			
<ul style="list-style-type: none"> <li>Makes general comments about the task – focuses mainly on the practical work</li> <li>Produce evidence of limited written communication with little or no use of specialist terms with errors of grammar, punctuation and spelling maybe intrusive and information may be ambiguous or disorganised.</li> </ul>	<p>Produces an evaluation which:</p> <ul style="list-style-type: none"> <li>Reviews all aspects of the task</li> <li>Identifies some strengths &amp; weaknesses in the work</li> <li>Draws some conclusions that relate back to the task title</li> <li>Produce evidence with adequate/good written communication using some specialist terms/terminology with few errors of spelling and grammar and information will be presented for the most part in a structured format.</li> </ul>	<p>Produces a high quality evaluation which:</p> <ul style="list-style-type: none"> <li>Reviews all aspects of the task including modifications made</li> <li>Identifies strengths &amp; weaknesses in the work</li> <li>Draws conclusions that relate to the task title</li> <li>Suggests improvements or how work could be extended</li> <li>Produce high level of written communication throughout the task using specialist terms/terminology with accurate use of spelling and grammar and information will be presented in a structured format.</li> </ul>	
	<b>0-5 marks</b>	<b>6-10 marks</b>	<b>11-14 marks</b>
			<b>TOTAL OUT OF 60</b>

# Appendix D: Guidance for the Production of Electronic Controlled Assessment

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

## Structure for evidence

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

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

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

## Data formats for evidence

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

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

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

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

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

Accepted File Formats

Movie formats for digital video evidence

MPEG (\*.mpg)

Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

Graphics formats including photographic evidence

JPEG (\*.jpg)

Text formats

PDF (.pdf)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)