

OCR GCSE IN HOME ECONOMICS (FOOD AND NUTRITION)

1973

Key Features

- A clear progression route to the revised OCR AS/A Level Home Economics specifications.
- Retains essential features of the previous syllabus, but with changes to respond to teachers' suggestions.
- Equal weighting in assessment of examination and coursework, allowing candidates to demonstrate the diversity of their skills.
- More precise marking criteria for the coursework.
- Content has been organised into five clear and concise sections, each about one term's work.
- Provides a distinct alternative to Design & Technology (Food Technology).

Support and In-Service Training for Teachers

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications department (telephone 0870 8706622, fax 0870 8706621).
- Past question papers and mark schemes, available from the Publications department (telephone 0870 8706622, fax 0870 8706621).
- Coursework guidance materials.
- Examples of marked work.
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of internally assessed work.


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Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

 Citizenship

 Key Skills

OCR GCSE IN HOME ECONOMICS (FOOD AND NUTRITION) (1973)

SECTION A: SPECIFICATION SUMMARY

TIERS

Grades	Foundation Tier G to C	Higher Tier D to A*
A*	Candidates take components 1 and 3	Candidates take components 2 and 3
A		
B		
C		
D		
E		
F		
G		

COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1 (Foundation)	1 hour 30 min	50%
2	Paper 2 (Higher)	2 hours	50%
3	Internal assessment		
	1 Individual Task	12 – 14 hours*	30%
	2 Resource Tasks	2 – 3 hours each task*	20%
83	Internal Assessment Carried Forward	-	50%

* Duration of internal assessment will vary depending on the nature of the task set or selected by the candidate.

QUESTION PAPERS

Candidates will be entered for either Paper 1 (Foundation Tier) or Paper 2 (Higher Tier).

Paper 1 has two sections; Section A has three questions; two are structured questions and one is in data response format. Candidates attempt all questions. Section B has short answer, structured and free response questions. Candidates attempt all questions.

Paper 2 has two sections; Section A has short answer, structured and free response questions and is common to Section B of Paper 1. Candidates attempt all questions. Section B has three questions which are in structured, data response and free response format. Candidates attempt all questions.

Paper 1 Section B (Foundation Tier) will be identical to Paper 2 Section A (Higher Tier).

ENTRY OPTIONS

All candidates should be entered for 1973 with one of the following option codes:

Option Code	Title	Components
F	Foundation Tier	1 and 3
H	Higher Tier	2 and 3
FC	Foundation Tier – Internal Assessment (Coursework) Carried Forward	1 and 83
HC	Higher Tier - Internal Assessment (Coursework) Carried Forward	2 and 83

Options FC and HC are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

INTERNAL ASSESSMENT (COURSEWORK)

Internal assessment through coursework assesses the candidates' ability to apply knowledge and understanding in relation to the specification content. Candidates are required to complete:

- One Individual Task.
- Two Resource Tasks.

The Individual Task requires a problem solving and investigative approach. The likely completion time for the task is 12 - 14 hours. The Resource Tasks are short, focused assessments with the emphasis placed on the implementation of practical skills. The likely completion time of a Resource Task will be two to three hours. Over the course of study candidates are expected to complete a number of Resource Tasks as part of the teaching and learning process. Two of these will be submitted for assessment.

Internal assessment will offer opportunities for candidates to work in groups. However, work submitted for assessment must enable the candidate to demonstrate their own unique and identifiable contribution in order to meet the necessary assessment objectives.

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

The specification is a preparation for living in a contemporary, changing and multicultural society. It places an emphasis on the management of resources and informed decision making to meet human needs by the development of relevant, appropriate and transferable skills in the context of home and family.

It presents Centres with the opportunity to explore the specification content through a range of different approaches in order to meet the needs of a specific class or individual candidate. There is flexibility in the approach to internal assessment (coursework) in the nature and structure of tasks set by the Centre and selected by the candidate.

The revised specifications provide a coherent, satisfying and worthwhile course of study for candidates, whether or not they wish to pursue the study of Home Economics (Food and Nutrition) beyond GCSE or whether it will be their last experience of studying the subject.

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

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE Home Economics (Food and Nutrition)

1.3 LEVEL OF QUALIFICATION

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

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A* will have achieved an award at Intermediate Level.

Two GCSEs at grade G to D and two GCSEs at grade C to A* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

1.4 RECOMMENDED PRIOR LEARNING

This specification is suitable for candidates coming new to the subject area, it is also suitable for candidates who wish to make the progression from:

- Key Stage 3 Programmes of Study in Design & Technology
- NVQ Level 1 in Food Preparation and Cooking

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

1.5 PROGRESSION

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

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation Level within the National Qualifications Framework or could proceed to Intermediate Level. Candidates who are awarded mainly grades C to A* at GCSE would be well prepared for study at Advanced Level within the National Qualifications Framework. This would include opportunities to study VCE Hospitality and Catering, or Health and Social Care, and GCE in Home Economics at Advanced Subsidiary and Advanced Level with further progression to relevant employment and/or further and higher education.

1.6 OVERLAP WITH OTHER QUALIFICATIONS

The specification content as a whole is unique to this specification. However there are areas of the content which have some overlap with GNVQ qualifications in Health and Social Care at Foundation and Intermediate Level as listed below:

Foundation

Unit 2 (Full award/Unit B (Part One award): Understanding *Health and Well-being*

Unit 5: *Planning Diets*

Intermediate

Unit 2 (Full award/Unit B (Part One award): Promoting *Health and Well-being*

Unit 4: *Nutrition and Food Hygiene*

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE specification with the certification title Home Economics (Food and Nutrition) in the same examination series.

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

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.

The classification code for this specification is 3350.

1.8 CODE OF PRACTICE REQUIREMENTS

These specifications will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the OCR Information Bureau (telephone 01223 553998).

This GCSE specification has been written to the Key Stage 4 GCSE Home Economics criteria. Candidates entering for this GCSE in Wales/Northern Ireland must be taught all the material required in the National Curriculum for their own country.

2 Specification Aims

This specification gives candidates opportunities to:

- increase their knowledge and understanding of human needs, the interdependence of individuals and groups, and the influence of the social, cultural, and economic factors;
- increase their awareness of the implications for Home Economics of rapid technological changes, the use of information and communication technology (ICT) and the growth of scientific knowledge and understanding, and to develop their ability to respond effectively to such changes;
- foster their critical and analytical approach to decision making and problem solving in relation to the specified context;
- develop the knowledge and skills required for the effective and safe organisation and management of relevant resources.

Not all of these aims can be readily translated into assessment objectives.

3 Assessment Objectives

Candidates should be able to demonstrate the ability to:

AO1 recall and apply the knowledge and understanding specified in the specification;

AO2 plan and carry out investigations and tasks using ICT in which they:

- identify issues and questions, assemble relevant information, examine evidence and hypothesise;
- select and use a range of appropriate Home Economics skills competently;
- gather, record, collate, analyse viewpoints, interpret and evaluate evidence;
- arrive at a personal viewpoint, make decisions, take action and evaluate investigations and tasks.

4 Scheme of Assessment

4.1 TIERS

The scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier assesses grades G to C and Higher Tier assesses grades D to A*. Candidates will be entered for either the Foundation Tier or the Higher Tier.

Under no circumstances will a candidate entered for the Foundation Tier be awarded a grade higher than grade C. Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is however provision for those who narrowly fail to achieve this mark to be awarded a grade E.

Grades	Foundation Tier G to C	Higher Tier D to A*
A*	Candidates take components 1 and 3	Candidates take components 2 and 3
A		
B		
C		
D		
E		
F		
G		

4.2 COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1 (Foundation)	1 hour 30 min	50%
2	Paper 2 (Higher)	2 hours	50%
3	Internal assessment one Individual Task two Resource Tasks	12 – 14 hours*	30%
		2 – 3 hours each task*	20%
83	Internal Assessment Carried Forward	-	50%

* Duration of internal assessment will vary depending on the nature of the task set or selected by the candidate.

4.3 QUESTION PAPERS

Candidates will be entered for either Paper 1 (Foundation Tier) or Paper 2 (Higher Tier).

Both papers have two sections A and B and will test Assessment Objectives 1 and 2. Candidates attempt all the questions. Paper 1 (Foundation Tier) includes short answer, data response, structured and free response questions and is 1 hour 30 minutes in length. Paper 2 (Higher Tier) includes short answer, data response, structured and free response questions and is two hours in length. Section B of Paper 1 and Section A of Paper 2 are common.

Paper 1 (Foundation Tier) - (available grades G to C)

Section A assesses the candidates' knowledge and understanding in relation to the specification content. Candidates are also required to demonstrate their ability to examine issues and to interpret evidence. There are three questions. Two will be structured and one will be in data response format. Candidates are required to answer all questions.

Section B also assesses the candidates' knowledge and understanding in relation to the specification content. Candidates are also required to demonstrate their ability to examine issues, predict and hypothesise, analyse viewpoints and to interpret and evaluate evidence. This section will have short answer questions, structured and free response questions. Candidates are required to answer all questions. Candidates will be given the opportunity to apply their knowledge and understanding to well-defined contexts. Paper 1 lasts for 1 hour 30 minutes.

Paper 2 (Higher Tier) - (available grades D to A*)

Section A assesses the candidates' knowledge and understanding in relation to the specification content and is common to Section B of Paper 1. Candidates are also required to demonstrate their ability to examine issues, predict and hypothesise and to interpret and evaluate evidence. This section will have short answer questions, structured and free response questions. Candidates are required to answer all questions. Candidates will be given the opportunity to apply their knowledge and understanding to well-defined contexts.

Section B assesses the candidates' knowledge and understanding in relation to the subject content. Candidates are also required to demonstrate their ability to examine issues, predict and hypothesise, analyse viewpoints, interpret and evaluate evidence and to arrive at a personal viewpoint. There are three questions which will be in structured, data response and free response format. Candidates are required to answer all questions. Paper 2 lasts for 2 hours.

The question papers will give opportunities for candidates to select and use an appropriate form of extended writing in response to the questions set. Where questions are set which require answers in continuous prose there are references to the quality of written communication included in the marking criteria. Marks are awarded for the candidate's quality of written communication on a common question (Paper 1 Section B question 3 and Paper 2 Section A question 3).

4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

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

Foundation Tier

Assessment Objectives	Paper 1	Internal Assessment	% Weighting of Assessment Objectives
AO1 recall and apply the knowledge and understanding specified in the specification;	40	10	50
AO2 plan and carry out investigations and tasks, using ICT where appropriate, in which they: <ul style="list-style-type: none"> • identify issues and questions, assemble relevant information, examine evidence and hypothesise; • select and use a range of appropriate Home Economics skills competently; • gather, record, collate, analyse viewpoints, interpret and evaluate evidence; • arrive at a personal viewpoint, make decisions, take action and evaluate investigations and tasks. 	7.5	15	50
	0	15	
	2.5	5	
	0	5	
Overall % weighting of components	50	50	

Higher Tier

Assessment Objectives	Paper 2	Internal assessment	% weighting of Assessment Objectives
AO1 recall and apply the knowledge and understanding specified in the specification;	40	10	50
AO2 plan and carry out investigations and tasks, using ICT where appropriate, in which they:			50
• identify issues and questions, assemble relevant information, examine evidence and hypothesise;	2.5	15	
• select and use a range of appropriate home economics skills competently;	0	15	
• gather, record, collate, analyse viewpoints, interpret and evaluate evidence;	5	5	
• arrive at a personal viewpoint, make decisions, take action and evaluate investigations and tasks.	2.5	5	
Overall % weighting of components	50	50	

4.5 ENTRY OPTIONS

All candidates should be entered for 1973 with one of the following option codes:

Option Code	Title	Components
F	Foundation Tier	1 and 3
H	Higher Tier	2 and 3
FC	Foundation Tier - Coursework Carried Forward	1 and 83
HC	Higher Tier - Coursework Carried Forward	2 and 83

Options FC and HC are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

4.6 INTERNAL ASSESSMENT (COURSEWORK)

Internal assessment assesses the candidates' ability to apply knowledge and understanding in relation to the subject content. Candidates are also required to plan and carry out investigations and tasks in which they ask questions, examine issues, predict and hypothesise; select and use Home Economics skills competently; gather, record, collate, interpret and evaluate evidence.

Coursework should arise out of the teaching of the subject content. It should be relevant, appropriate and motivating to the candidate. The coursework is structured into assessment areas to which the candidate will respond by completing the tasks.

Candidates are required to complete:

- One Individual Task.
- Two Resource Tasks.

The Individual Task can be of the candidate's own choice from an area of interest in the subject content. It requires a problem solving and investigative approach. It is suggested that the Individual Task takes 12-14 hours to complete and is undertaken during the latter part of the course. The Individual Task carries 30% of the assessment for the course.

The Resource Tasks are short, focused assessments with the emphasis placed on the implementation of practical skills. Teachers may choose the Resource Tasks from a portfolio of tasks provided by OCR or may choose to set their own tasks in accordance with the guidance provided. It is expected that each Resource Task can be completed in two to three hours. It is suggested that Resource Tasks are undertaken throughout the course as part of the learning process, with two of the tasks selected for final assessment. Each Resource Task carries 10% of the assessment for the course. Detailed guidance notes on the selection and marking of internally assessed work, on the assessment criteria and other aspects of work are given in Section 6.

Examples of appropriate tasks are given in Section 6.

Full details of internal assessment can be found in Section 7.

4.7 ASSESSMENT OF WRITTEN COMMUNICATION AND ICT

Candidates are expected to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

Written communication will attract a mark of 5% within assessment objectives AO1 and AO2.

2% will be accounted for in the continuous prose answers in Paper 1 (Foundation Tier) and Paper 2 (Higher Tier).

3 % is achieved through evidence presented in the internal assessment component.

The question papers will give opportunities for candidates to select and use an appropriate form of extended writing in response to the questions set. When responding to these questions, candidates are expected to analyse, select and apply relevant knowledge of the specification content, analyse viewpoints, interpret evidence or present an argument using subject specific terminology. This requirement is reflected in the assessment objectives for the specification and in the marking criteria for the questions set. Where questions are set which require answers in continuous prose there are general references to the quality of written communication included in the marking criteria. Marks are awarded for the quality of written communication on the common question (Paper 1 Section B question 3 and Paper 2 Section A question 3).

There are many opportunities in Component 3, Internal Assessment, to assess the candidates' quality of written communication. Candidates are expected to select and analyse appropriate material and to synthesise the information into a relevant format for the set tasks. A wide variety of sources will be used by candidates to inform their decisions in analysing, planning, implementing and evaluating their tasks. Candidates are encouraged to proofread their work and to use appropriate strategies to ensure their work is coherent and accurately presented. Marks are specifically allocated for the quality of written communication in the evaluation criteria of the Resource and Individual Tasks. The marking criteria for Component 3 found in Section 7.3, exemplify these opportunities.

Candidates are expected to make effective use of ICT. It is recognised that there will be many opportunities to use and apply ICT both in classwork and in the coursework tasks which are evident in the appropriate marking criteria. In particular in AO2 where candidates are expected to:

- select and use a range of appropriate skills competently;
- gather, record, collate, analyse viewpoints, interpret and evaluate evidence.

4.8 DIFFERENTIATION

In the question papers, differentiation will be achieved by setting questions which are designed to assess candidates at their appropriate levels of ability and which are intended to allow all candidates to demonstrate what they know, understand and can do.

In coursework, differentiation will be by task and by outcome. Candidates will undertake assignments which enable them to display positive achievement.

4.9 AWARDING OF GRADES

The written papers will have a weighting of 50% and internal assessment a weighting of 50%.

A candidate's mark for each of the components taken will be combined in the appropriate weighting to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is however provision for those who narrowly fail to achieve this mark to be awarded a grade E.

4.10 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Section 5; they are not designed to define that content. The grade awarded will depend, in practice, on 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.

Grade F

Candidates recall knowledge and understanding of basic Home Economics issues. They use information from secondary sources. They recall basic scientific knowledge.

Candidates plan and carry out a range of activities, investigations and tasks for which some support and guidance have been provided. They make use of information from a limited range of sources, either by attempting to state hypotheses, some of which will be testable or by identifying and exploring issues. They plan a course of action which meets minimum requirements. When relevant, candidates select and use a range of resources, including ICT, tools and equipment. They collect a range of evidence, leading to restricted conclusions, evaluation and analysis, and express limited views on the issues identified.

Grade C

Candidates recall and apply knowledge and understanding of relevant Home Economics issues. They select appropriately and use information mainly from secondary sources. They recall and apply relevant scientific knowledge.

Candidates plan and carry out a range of activities, investigations and tasks with only limited assistance, involving the careful use of the information selected from a wide variety of sources. They can identify clearly and develop a number of issues or testable hypotheses. They can express their viewpoints, select hypotheses for further investigation, make reasoned justified decisions regarding relevant key issues and available resources, planning work carefully and building in some opportunities for critical evaluation. When relevant, candidates show discrimination in selection and in the use of a wide variety of resources, including ICT, tools and equipment. They analyse some of the evidence available, presenting information clearly, with some evidence of accuracy and precision, leading to appropriate conclusions.

Grade A

Candidates recall and apply knowledge and understanding of complex Home Economics issues. They select appropriately and use information from primary and secondary sources. They recall and apply complex scientific knowledge competently.

Candidates plan and carry out independently a wide range of activities, investigations and tasks, involving the systematic use of complex information selected from a wide variety of sources, leading to the development of a range of testable hypotheses or the identification and detailing of a range of issues. They can set out their own and others' viewpoints and/or select hypotheses for further investigation by making reasoned and justified decisions regarding relevant key issues and available resources. They plan work with a high degree of precision and building in critical evaluation when appropriate. When relevant candidates demonstrate a high level of competence in selection and control in the use of a wide variety of resources, including ICT, tools and equipment. They systematically analyse the evidence available, presenting information clearly, accurately and precisely, leading to carefully reasoned and appropriate conclusions.

SECTION C: SPECIFICATION CONTENT

5 Specification Content

CONTENT AREA

KEY:

(RT) identifies where there is a possibility of completing a Resource Task.



identifies opportunities for Citizenship Programmes of Study coverage

NUTRITION AND HEALTH

Function and role of nutrients

A candidate should be able to understand:-

- the function and sources of the major/macro nutrients in the diet (carbohydrates, fat, protein, minerals, vitamins).
- how an inadequate intake of nutrients can lead to related diseases.
- the importance of water in the body.
- the nutritional value and availability of major food commodities (fruit, vegetables, cereals, dairy products, meat, fish and the range of prepared food products available).
- the role and use of the major food commodities in the diet.
- The role of novel foods eg. QUORN and other new food products including genetically modified foods

Possible learning experiences:-

- Research and gather information. (RT)
Application of nutritional knowledge when planning the dietary needs of individuals/groups.
- Diet analysis/use of food tables. (RT)
Demonstrate a practical understanding of health and dietary balance. (RT)
- Class / individual survey on seasonal changes in cost of fruit and vegetables. (RT)
- Investigate and compare a range of staple foods. (RT)
- Practical application, comparison of traditional against novel (RT)

Nutritional value and role of main food commodities


NUTRITION AND HEALTH CONTINUED

Dietary Reference Values

A candidate should be able to understand:-

- meaning and usage of the term DRV, to include the use of RNIs and EARs.
- the current dietary recommendations eg. ‘Our Healthier Nation’ report.
- the relationship between diet and good health.
- the major health problems associated with the Western diet, to include obesity, coronary heart disease, diabetes, hypertension and osteoporosis.
- the analysis of diets/meals with reference to fats, sodium, sugar, fibre (NSP) and adapt to follow current dietary guidelines.
- and experience ways to adapt meals/diets to follow current dietary recommendations eg. reduction in the amount and change in type of fat, increase in amount of dietary fibre (NSP), change in type of carbohydrate.

Possible learning experiences:-

- Recognise how DRVs can be used when planning meals or diets. (RT)
- Relevant media material – for example video. (RT) Use of external speakers (for example Health Visitor Dietician)
- Class debate 
- Research and gather information from media sources.
- Apply knowledge to demonstrate their understanding of a healthier diet. (RT)
- Practical application. (RT)



FOOD CHOICE

Factors affecting food choice

A candidate should be able to understand:-

- the aesthetic factors which affect food choice, taste, smell, appearance, palatability and texture.
- that food choice is affected by social, economic, cultural, religious and group preferences.
- that the purchase of food is dependent upon shopping trends and facilities.

Possible learning experiences:-

- market research techniques/interviews/surveys.
- relevant media material. Food panels. 
- visit to local supermarket to look at the role of computer related equipment in modern shops. (RT) 

Balanced diets

- the term balanced diet.
- why balanced diet is necessary for good health.
- the issues / factors to consider when planning and serving balanced meals for individuals and families eg. social, economic, psychological (age, gender etc.) and environmental factors.

- research and gather information. (RT)
- apply knowledge and understanding when planning and preparing meals for individuals and families. (RT)

Nutritional needs of groups

- why differing groups of people have different dietary needs, to include: all ages and genders, pregnancy, vegetarian, low income groups and those with eating disorders.
- that special diets exist (for example coeliac disease, diabetes).

- recognise and apply suitable dietary recommendations for specific groups. (RT)
- recognise ways to meet the needs of people on special diets by adapting their eating patterns. Consider products available in shops for people on special diets. Market research. (RT)

FOOD CHOICE CONTINUED

Energy and foods

A candidate should be able to understand:-

- how energy is measured (for example kilo joules, kilo calories).
- the main source of energy in the diet.
- the factors that influence an individual's energy requirements including metabolism.
- energy provision – intake/expenditure/imbalance

Possible learning experiences:-

- cross curricular work with PE/Science
- research and gather information from a range of sources relating to the energy values of food products.
- relevant media resources – for example magazines re-slimming diets. (RT)

FOOD PREPARATION AND PROCESSING

Cooking methods

A candidate should be able to understand:-

- why food is cooked.
- the transfer of heat to food, by conduction, convection and radiation (including microwave radiation).
- and experience a range of cooking methods to include grilling, frying, roasting, braising, steaming, poaching, pressure cooking and baking.

Possible learning experiences:-

- practical application of knowledge.
- experimental work on conduction, convection and radiation.
- practical application – for example cook one particular food in a variety of ways and compare. (RT)


Effect of preparation/processing on foods and nutrients

- and investigate the effect of temperature, acid, alkali on the nutritional content of foods.
- the effect of processing on the physical and chemical properties of food.
- the effect of processing on the sensory qualities of food.
- and investigate the properties and functions of ingredients when making and adapting recipes

- practical application (RT). Food tables. practical and experimental work for example using different ingredients to thicken a sauce

The role of additives

- the function of additives in food processing.
- the role of food additives in food processing

- practical application, taste tests etc. (RT)
- practical and experimental work for example using different ingredients to thicken a sauce.
- comparison of home-made with that of commercial products. (RT) Class debate 
- consider effectiveness of additives, comparison. Diet analysis. Supermarket visit.

DETERIORATION, SAFETY AND PRESERVATION OF FOOD

Preservation

A candidate should be able to understand:-

- why foods need to be preserved.
- the different methods of domestic preservation to include jamming, pickling and freezing.
- the different commercial methods of preservation (Canning, Freeze Drying, Controlled Atmosphere Packaging, Cook-Chill and Vacuum Packaging.)

Possible learning experiences:-

- experimental work on food storage, for example different ways of freezing foods.
- investigation to compare cost of home-made and commercially produced preservatives (RT)
- comparison of home-made versus processed. comparison of dehydrated versus AFD products – milk, potato, coffee. Experiments and practical work.

Deterioration of Food

- the causes of food spoilage and effects on the quality of food to include moulds, yeasts, enzymes and bacteria.
- the condition in which food spoilage occurs.
- how to avoid and reduce the risk of food spoilage when preparing, cooking and storing a range of foods in the home
- the effect of storage on the nutritional and sensory characteristics of food

- visiting speakers (for example Environmental Health Officer).
- experimental work – link with Science Department. (RT)
- video, visit by EHO
- class task, experimental work, link with science.

MARKETING, ADVERTISING AND CONSUMER EDUCATION

Marketing and Advertising

A candidate should be able to understand:-

- the range of marketing techniques/strategies used.
- the range of advertising techniques strategies used.
- the role of marketing and advertising in influencing food choices/trends. Advertising Code of Practice.

Possible learning experiences:-

- visiting speakers – research and gather information. [22]
- questionnaire / survey of types of strategy used. (RT) Class debate [22]
- investigation and strategies used in television/magazine advertisements. Survey – ‘most effective advert’. Design own advertisement. (RT) Class debate [22]

Consumer Legislation

- the basic principles of recent legislation that exist regarding food safety and hygiene in the commercial preparation and storage of food.
- the function and purpose of food labelling for the consumer.
- the rights of the consumer if the goods purchased are faulty.

- gather information for example Food Safety Act, food labelling regulations. Investigation of food labels – visit supermarket. (RT)
- collect labels, group work, analyse. Class discussion [22]
- case studies of actual problems and course of action to be taken. [22]

SECTION D: COURSEWORK

6 Coursework Tasks

6.1 NATURE OF COURSEWORK

Candidates should complete three pieces of coursework for the internal assessment component.

- One Individual Task.
- Two Resource Tasks.

Coursework should provide candidates with an opportunity to address the appropriate assessment objectives as set out in the scheme of assessment. The assessment areas which structure the coursework tasks are developed from the assessment objectives.

Relationship between the assessment areas and the assessment objectives

Assessment Area	Objective focus
Task Analysis	AO1 recall and apply knowledge and understanding;
Development and planning	AO2 plan and carry out investigations and tasks using ICT when appropriate, in which they: <ul style="list-style-type: none">• identify issues and questions, assemble relevant information, examine evidence and hypothesise;
Execution	<ul style="list-style-type: none">• select and use a range of appropriate Home Economics skills competently;• gather, record, collate, analyse viewpoints, interpret and evaluate evidence;
Evaluation	<ul style="list-style-type: none">• gather, record, collate, analyse viewpoints, interpret and evaluate evidence;• arrive at a personal viewpoint, make decisions, take action evaluate investigations and tasks.

Coursework should form an integral part of the teaching strategy for the specification. Coursework tasks should be closely defined in nature so that it is possible to complete them in the time available. It should be remembered that coursework represents 50% of the scheme of assessment. Candidates should be encouraged to present their coursework using a range of methods including the use of ICT where appropriate. Teachers must recognise however that the completed coursework is moderated by post.

- It is suggested that the Individual Task should take approximately 12-14 hours of class time to complete.
- It is suggested that each Resource Task should take approximately 2 - 3 hours of class time to complete.

Teacher Supervision of Coursework

OCR does not expect candidates to undertake coursework without guidance and continuing supervision from teachers. The degree of teacher guidance of candidates' work will vary according to the kinds of work being undertaken and the ability of the candidates.

When supervising coursework, teachers are expected to:

- offer candidates advice about how best to approach coursework;
- advise on the suitability of the chosen task and the approaches and plans proposed by candidates;
- indicate possible sources of evidence and information, methods of data collection, materials, references, places to visit, organisations or people who might be able to help;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- show clearly how the marks have been awarded in relation to the marking criteria defined in the specification; record appropriate comments on the candidate's task mark sheet;
- 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.

Differentiation and Marking of Coursework

Marking should be positive, rewarding achievement rather than penalising failure. It is the **quality** of the candidate's work and not its **quantity** which is assessed.

The marking criteria which indicate in general terms what candidates should achieve are common to all. Differentiation in the Individual Task is by outcome, with teachers helping candidates to select tasks which provide opportunities to show what they know, understand and can do, so that they score appropriately when the marking criteria are applied. Differentiation in the Resource Tasks can be by differentiated tasks or by outcome, whichever method the teacher feels is appropriate for the candidates.

The award of marks must be directly related to the marking criteria set out in Section 7.3. All assessed coursework should be marked clearly to indicate where, in the work, evidence for the marks awarded may be found. Marks should be entered on the appropriate mark sheet and at the appropriate points in the margins of the work. Words and phrases from the marking criteria could be used by teachers to help annotate candidates' work.

Marking Criteria for Coursework

The assessment objectives have been translated into assessment areas in the mark scheme for the coursework component.

Detailed marking criteria for internally assessed work will be found in Section 7.3.

6.2 THE INDIVIDUAL TASK

The Individual Task is the major piece of coursework submitted for the specification. It carries 30% of the assessment. The task itself can be based on any area of the content and may well arise from a personal area of interest of the candidate. It is the teacher's responsibility to ensure that the task undertaken by the candidate will:

- enable the assessment criteria to be fulfilled;
- be suitable for the ability of the candidate.

It is hoped that many candidates will choose their own area of interest from which to develop their task. However, teachers may provide candidates with specific areas of content if they feel it is appropriate. Support and guidance must be given to all candidates prior to starting the task in order for the candidates to understand what is expected of them in each of the assessment areas. Prior to starting the task candidates should have the opportunity to develop investigation and research skills, in order to apply these skills when carrying out their chosen task. It is suggested that the Individual Task is, therefore, carried out in the latter part of the course. An appropriate length of time for the task is normally 12-14 hours, but it is recognised that particular tasks may be shorter or longer.

Selection of Task Title

From an initial area of interest candidates will develop and define their title as part of the analysis process in the task. The identifying of issues, hypothesising etc. are all part of this process. It is important that candidates develop their own task titles in order to give them the opportunity to address the assessment criteria in the area of analysis. It is understood that some candidates will have a problem achieving this unaided. The marking criteria should enable the teacher to offer support and guidance to these candidates in order to formulate an appropriate, achievable task title. Teachers who define and write the task title for their candidates will restrict their candidates' ability to achieve in this assessment area. The task title chosen by the candidate could be framed as a question to answer, a hypothesis or a statement to evaluate. The exemplar tasks will provide support in this area.


6.3 CANDIDATE'S RESPONSE TO THE INDIVIDUAL TASK

6.3.1 Analysis

 C1.1, C1.2; IT1.1, IT1.2, IT2.1, IT2.2; LP1.1, LP2.1; PS1.1, PS2.1

In the task analysis candidates will have the opportunity to explore the area of content chosen for the task, and to identify issues that arise which could form the basis of the task. Priorities may be identified enabling the candidate to conduct some initial research in order to define a possible task. The selection and prioritising of information from this initial research should enable the candidate to begin to focus on a more defined area on which to base the task. Specific research may be carried out both primary and secondary. More able candidates will then identify further issues and /or a set of criteria. It is at this point that most candidates will be able to give a precise task title.

6.3.2 Development

 C1.2, C2.2; IT1.1, IT1.2, IT2.1, IT2.2; LP1.1, LP2.1, LP2.1, LP2.2; PS1.1, PS 2.1

In developing the task, the candidate will assemble the relevant information in order to consider and research possible ways of carrying out the task. This may include some testing or modelling and consideration of the feasibility of particular methods that could be used to respond to the task. The development and testing of ideas and possible strategies should be evident in the work. Evidence of the development of ideas should be recorded. This should enable the candidate to make final decisions in order to solve the problem/task set. Justification of decisions should be given. The more able candidate should be able to refer back to the original issues and criteria identified in the analysis. If practical work is undertaken as part of the developmental process, then a detailed record of this **must** be kept and submitted.

6.3.3 Planning

 C1.3, C2.3, IT1.2, IT2.2, WO1.1, WO1.2, LP1.1, LP2.1, PS1.1, PS2.1

In planning the course of action candidates should indicate how they intend to use the time available. A range of formats can be used to express the planning structure that will be undertaken: time plans, log of investigations, flow charts, or any other appropriate means. It is important that the planning is relevant and appropriate for the work undertaken. Planning should include detail of the methods and techniques to be used, a logical sequence and progression through the task and detail of the materials and resources. Detail of any necessary documentation/recording sheets to be used during the investigation or task that will require planning would be evident at this stage, as should the organisation for testing or investigational activity. It is anticipated that during the progression of the task the candidate may need to review and amend the planning for the task.

6.3.4 Execution

■ C2.1b, N1.1, N1.2, N1.3, N2.1, N2.2, N2.3, IT1.1, IT1.2, IT2.1, IT2.2, IT2.3, WO1.2, WO2.2, PS1.3, PS2.3

The work carried out should be substantial enough to reflect the mark weighting in this area. It is expected that a number of lessons will be spent implementing the plan of action in order to respond to the assessment area fully. Candidates will carry out the planned work, which should enable them to demonstrate competently a range of Home Economics skills. This will include the effective organisation and management of resources associated with those skills. Teachers should ensure that the task undertaken will enable the candidate to respond to the assessment criteria. The assessment of candidates during the executing of the task by the teacher is essential. The outcome of the task may vary from investigation results to a product outcome. It is suggested that photographic evidence of product outcome is provided if appropriate and where it is possible. The outcome will be assessed on the extent to which it meets the original specification or criteria. It is **essential that detailed records** of the candidates' performance in this assessment area are kept in order to justify the marks awarded. Candidates must keep a detailed and accurate record of all practical work carried out. This may be in the form of a diary or a log. It should explain work carried out in coursework sessions including development and execution.

6.3.5 Evaluation

■ C.3, C2.3, N2.3, IT1.2, IT2.2, IT2.3, WO1.3, WO2.3, PS1.3, PS2.3

The purpose of the evaluation is:

- to review their own progress in carrying out the entire task. The candidate should review all aspects of the task and justify why modifications and changes were carried out. They should be able to comment on their strengths and weaknesses in implementing the task from initial research to completion.
- to enable the candidate to interpret and evaluate the outcome of the task. Candidates should consider whether they achieved the objectives they set in defining the specific needs/demands or criteria for the task. It is important that the candidate reviews the evidence, draws conclusions in order to arrive at a personal viewpoint when evaluating the outcome of the task.

Many candidates will produce formative evaluation comments during the progression of the work. This is appropriate and should be credited accordingly. A wide variety of approaches can be undertaken for the evaluation of the outcome.

6.4 MARKING THE INDIVIDUAL TASK

Teachers should mark coursework as it is produced. Evidence should be available to support the marks awarded in all assessment areas. Normally this will be in the form of written and graphic evidence. In the execution area of work, teachers **must** provide evidence in terms of comments on the candidate's mark sheet to justify the level of marks awarded. The statements in the marking criteria may help teachers to make annotated comments. The marking criteria are designed to be applied to the wide range of Individual Tasks that candidates may choose. They show clearly that it is the quality of the candidate's response which is valued, the way in which candidates can apply their knowledge and understanding in order to plan and carry out the task.

It is hoped that the assessment areas which structure the tasks will enable a candidate to develop a problem solving and investigative approach to the Individual Task. It is not intended, however, that these assessment areas should form a constraint on the candidates in their approach and response to the task, or to the teacher in applying the marking criteria. The achievement of the criteria should be valued at whatever point in the task they are met. In the evaluation area, in particular, it is recognised that many candidates will respond to this area throughout the progression of the task.

6.5 INDIVIDUAL TASKS: EXEMPLAR MATERIAL

The exemplar tasks that follow should not be seen as model responses, but as possible approaches to the Individual Task which would meet the assessment criteria. The task sheet indicates whether it is a possible response from a candidate that would be entered for the Foundation Tier or that of a candidate entered for the Higher Tier. Some examples are given to indicate how the candidates entered for both the Foundation Tier and the Higher Tier would respond to the same Individual Task. Entry of a candidate for the Foundation Tier would target grades G to C, and for the Higher Tier would target grades D to A*. The responses should be considered in that context.

Home Economics (Food and Nutrition)

Individual Task

Area of Content/Development: Marketing and advertising/Food choices. Topic chosen with teacher support, by candidate, who has been very health conscious for years, and likes the idea of using his/her knowledge and talents to win a prize.

Assessment Areas	Possible Response of a Foundation Tier Candidate
Task Analysis	<p>Candidate would be able to identify current dietary guidelines, carry out some initial basic research and produce a simple spider chart of factors. Candidate would look at magazine articles promoting healthy eating to get some ideas. Candidate focuses on production of dish. Teacher helps candidate define task title.</p> <p>Task Title: A national magazine is offering large exciting prizes if I can produce some attractive savoury dishes in order to promote healthy eating. The magazine wishes to photograph the best of these and print a short article for their next edition. "Can I produce a range of attractive, healthy, savoury dishes?"</p>
Development and Planning	<p>Candidate will investigate a range of savoury dishes that would be 'eye catching' in a magazine by looking at recipe books. Creates questionnaire using ICT to identify popular dishes.</p> <p>Having assembled relevant information candidate would consider a range of possible ways to promote healthy eating. Using their research to base decisions to select an idea for one savoury dish to make for the competition. Justify their course of action, and state clearly how their dish promotes healthy eating and wins them a prize. Candidate makes decision about what to write in article. The candidate would produce a flow chart to plan 3 practical sessions to try out the selected dish. Plan would have some detail.</p>
Execution	<p>i) Organisation</p> <p>The candidate would try out the recipe to produce a suitable product, following a clear plan of action and remembering time constraints and the importance of presentation for the photograph. Teacher support would be needed in order to enable candidate to improve quality of product.</p> <p>ii) Skills</p> <p>They would use correct methods and equipment, follow safe and hygienic working practices but may need guidance. Candidate produces short article explaining 'good things' about the dish. They will assemble and record evidence of practical work.</p> <p>iii) Outcomes</p> <p>Present the dish in an attractive way to be photographed. Outcome should be appropriate to the task.</p>
Evaluation	<p>Candidate would evaluate the effectiveness of the plan and final outcome by responding to some prompting headings.</p> <p>Simple comments are made on final outcome. Teacher - development of conclusions.</p> <p>Basic conclusions are drawn confirming availability of product as a healthy attractive dish.</p>

Home Economics (Food and Nutrition)

Individual Task

Area of Content/Development: Marketing and advertising/Food choices. Topic chosen by candidate who has been very health conscious for years, and likes the idea of using his/her knowledge and talents to win a prize.

Assessment Areas	Possible Response of a Higher Tier Candidate
Task Analysis	<p>Candidate would be able to identify current dietary guidelines and identify important issues concerning food trends. Analyse magazine articles promoting healthy eating. Candidate would consider the priorities necessary in order to define task title and produce a task specification. Research foods that could be used in an original exciting recipe. Identify issues to be used in article.</p> <p>Task Title: A national magazine is offering large exciting prizes if I can produce some attractive savoury dishes in order to promote healthy eating. The magazine wishes to photograph the best of these and print a short article for their next edition. "Can I produce a range of attractive, healthy, savoury dishes?"</p>
Development and Planning	<p>Candidate will investigate a range of savoury dishes that would be 'eye catching' in a magazine by setting up a questionnaire. Consider a range of possible ways to promote healthy eating. Candidate could develop a range of dishes to trial. Planning and execution of taste panels could be undertaken. Using research and results from the trial, base decisions to select the dishes to prepare. Justify course of action and state clearly how the dish promotes healthy eating and wins them a prize. The final plan of action is logical, detailed and uses time effectively, and includes detail of planning article.</p>
Execution i) Organisation ii) Skills iii) Outcomes	<p>The candidate would make the savoury dishes following a clear plan of action and remembering time constraints and any special points to enhance their work. The candidate would remember to give particular attention to the presentation of their work as it will be photographed.</p> <p>The candidate would show good use of manipulative skills using equipment, with resources well organised and followed safe and hygienic work practices. Candidate would assemble and record evidence of practical work.</p> <p>The candidate would write an article to accompany the dish, clear use of language, clear description and advertising phrases would be appropriate. ICT application desirable, possible use of newspaper/database software.</p> <p>The candidate would present the dish in an attractive way to be photographed together with their supporting article. Details would</p>
Evaluation	<p>Candidate would evaluate the effectiveness of the work throughout the task. State why the magazine will print and photograph the article and choice of recipe. Evaluate the range of resources used, commenting on any use of ICT application. Candidate will refer back to the criteria identified in analysis and assess effectiveness of their response to the task and in doing so arrive at a personal viewpoint</p>

Home Economics (Food And Nutrition)

Individual Task

Area of Content/Development: Nutritional needs of groups/Food choices. Candidate feels vegetarianism is topical and wants to undertake a task in this area. Teacher gives support and guidance to enable candidate to respond to task effectively.

Assessment Areas	Possible Response of a Foundation Tier Candidate
Task Analysis	<p>A candidate will have recognised the basic issues; what is a vegetarian, likes and dislikes of teenagers and identified the need to find out about existing food products. Research will include basic information from a source such as the vegetarian society, a supermarket visit and a survey on teenagers' favourite foods. Teacher will prompt and guide candidate in order to produce a task title.</p> <p>Task Title: More and more of my friends are becoming vegetarian, but I feel that not enough is done to meet their needs. "What food products would teenage vegetarians enjoy?"</p>
Development and Planning	<p>A candidate will have recognised the basic issues; what is a vegetarian, likes and dislikes of teenagers and identified the need to find out about existing food products. Research will include basic information from a source such as the vegetarian society, a supermarket visit and a survey on teenagers' favourite foods. Teacher will prompt and guide candidate in order to produce a task title.</p> <p>Task Title: More and more of my friends are becoming vegetarian, but I feel that not enough is done to meet their needs.</p>
Execution i) Organisation ii) Skills iii) Outcomes	<p>The candidate will carry out a number of practical sessions using a range of skills with some guidance. The candidate will have produced a product that is appropriate to the task, but may not be directly linked to research or surveys for example a cheese and potato pie. The candidate will record and assemble evidence of all the practical work completed.</p> <p>Candidate could use ICT application to calculate the nutritional value of vegetarian dishes chosen.</p>
Evaluation	<p>The candidate will have explained what was done, what equipment was used, how well the dish turned out, how safely he/she had worked, information about the dish being a good choice for a vegetarian may be included, how well he/she had worked, could improvements be made, basic conclusions are drawn.</p>

Home Economics (Food and Nutrition)

Individual Task

Nutritional needs of the individual/Food choices. Candidate is aware through first hand experience of the growing number of young people becoming vegetarian and wanted to develop a task in this area.

Assessment Areas	Possible Response of a Higher Tier Candidate
Task Analysis	<p>The candidate will be able to brain-storm to identify; nutritional needs of teenager, types/reason for vegetarians, products available. The candidate will collect information from text books, Vegetarian society, survey of vegetarian friends, survey of supermarkets to find out what products are available, from surveys look for missing product and develop this, linked to information in nutritional needs of teenager. Decision made on task title.</p> <p>Task Title: More and more of my friends are becoming vegetarian, but I feel that not enough is done to meet their needs. "What food products would teenage vegetarians enjoy?"</p>
Development and Planning	<p>Using the information from the vegetarian and product survey, the candidate will develop a list of possible products, find out nutritional content, link this to needs of teenager to finalise product by developing from initial ideas. Justify decisions with full reference to criteria identified in analysis. Choices will then be made, possible trial of dishes chosen.</p> <p>Plan of action and time plans are produced which are logical and detailed and methods for recording or testing the results are given for example Star charts will be used to test against the specification criteria generated in an ICT application. Tasting will be done. Detailed information and resources are indicated.</p>
Execution i) Organisation ii) Skills iii) Outcomes	<p>The candidate carries out a number of practical sessions developing a range of vegetarian products. A wide range of skills will be used to a high standard. The candidate will record developments, analyse viewpoints received during product testing and make modifications to the outcomes as the task progresses. Assembly of detailed and accurate evidence of practical work.</p> <p>A variety of food products that fit the specification, detailed report of vegetarian needs and the evidence that leads to the solutions created in the practical sessions will be submitted.</p>
Evaluation	<p>The candidate will fully evaluate their performance throughout the whole task explaining how he/she has arrived at the solution, and suggest ways this product could be presented for/by manufacturers. Link back to nutritional needs of vegetarian teenager (food tables ICT application). Suggest ways in which he/she has demonstrated the acceptability of their product to vegetarian teenagers in order to evaluate the outcome of the task. The candidates will review their progress through the task identifying and commenting on any strengths and weaknesses he/she feels are evident.</p>

Home Economics (Food and Nutrition)

Individual Task

Nutrition and health. Dietary guidelines play a key part in the specification, so does meal planning and food choice. The idea came from looking at what foods we eat. The candidate has school meals and wanted to find out how 'healthy' they are and if they could be improved with an idea of coding foods, healthy/non-healthy.

Assessment Areas	Possible Response of a Foundation Tier Candidate
Task Analysis	<p>Candidate will think about what is healthy eating, look at what he/she has for school meals, how could meals be improved, healthy/non-healthy foods identified, look at what work has been done on healthy eating. The teacher may suggest where candidate could get information from. Talk to canteen staff. Look at leaflets/books on healthy eating. Candidate will find some information on healthy eating, do survey (with help) to see what food children like and record results using simple bar graph. Teacher supports candidate to produce task title.</p> <p>Task Title: How healthy are school meals?</p>
Development and Planning	<p>Look at foods sold in canteen and decide if they are healthy or not with brief reason (with help), look at what could be made with help, decide what to make and why with help. Work out how candidate could show healthy/non-healthy foods in canteen (i.e. traffic lights red/amber/green - stop and think/go carefully/put on as much as you like), give candidate list of foods in each colour/category, make choices for practical sessions and justify briefly - equipment, ingredients, what makes a healthy dish (with help), write down a simple method as a flow chart possibly using an ICT application.</p>
Execution i) Organisation ii) Skills iii) Outcomes	<p>The candidate collected equipment at the beginning, but did not work very quickly and did not finish on time, help was given - did not know how to make a dish and had not read the method through - carried out 4 practicals, wholemeal pizza faces, wholemeal fruit scones, fruit salad, quiche. Candidate recorded evidence of work during the progression of the task.</p> <p>Used basic equipment, did not make use of labour saving equipment, used rubbing-in method for pizza and scones and did well, but added too much milk and had to add more flour, pastry - help given on rolling out, achieved a satisfactory standard of work.</p> <p>Changed some ingredients to make dishes 'healthier', foods were suitable for the canteen, labelled foods with 'traffic light' idea.</p>
Evaluation	<p>Candidate evaluated work and discussed ideas, said what were strengths and weaknesses, said what had been learnt from task and how the question had been answered, with help. Candidate looked at colour/taste of dishes and considered the viewpoints of others. The candidate said if work could be improved, whether school meals were healthy. Why? Why canteen could use traffic light idea.</p>

Home Economics (Food and Nutrition)

Individual Task

Food preparation and processing. The candidate wanted to find out more about Quorn and what it has to offer, as well as finding out what it looked and tasted like, so we agreed to investigate Quorn and develop and test recipes.

Assessment Areas	Possible Response of a Higher Tier Candidate
Task Analysis	<p>Candidate will analyse the task and identify what needs to be done, find out what Quorn is and how it has developed, nutritional value of Quorn, link with dietary guidelines, benefits of using Quorn, who suitable for? Types of Quorn available and uses of Quorn, where to obtain information and why (i.e. local vegetarian restaurant to see if Quorn is used), list suitable sources of information, plan survey, where carried out, why? (i.e. supermarket etc.) Make decision on task title and define task. Candidate will carry out research and write to Quorn Information Bureau.</p> <p>Task Title: Quorn is a novel food product. Evaluate its use for vegetarians.</p>
Development and Planning	<p>Candidate decided to look for ideas as to what to make, used an ICT application to search information about quorn on the internet. and Candidate to make and carry out visits to shops/restaurants etc. Carry out survey, record results in form of a planning chart, conclusions, suggest suitable ideas and reasons (using survey results), decide what to make, with reasons for choice, draw up specification including list of equipment, ingredients and any key points to remember, methods used, set up tasting panel, devise a chart to record results, plan out method of work with timings in a clear way.</p>
Execution i) Organisation ii) Skills iii) Outcomes	<p>The candidate carried out 4 practicals and chose suitable dishes for the task to test i.e. chilli-con-carne using Quorn, sweet and sour vegetables - Quorn strips, curry and rice - Quorn pieces, lasagne with minced Quorn. Work was well organised and thought through carefully. Chose suitable equipment and used selection of labour saving equipment. Worked independently through the task. Assembly, recording and collection of evidence about the practical work.</p> <p>Made cheese sauce in microwave to save time, carried out taste tests, used wok for sweet and sour to conduct heat quicker.</p> <p>The candidate carried out work to a high standard, carried out tasting panel and produced results, recorded results accurately, did bar diagrams to present four dishes, presented results in form of a table, preferred dish was recorded as pie chart using computer.</p>
Evaluation	<p>Candidate evaluated each practical as well as the whole task and looked at areas such as: appearance, texture, taste of finished dishes, what other people thought of dishes - why? Which dish least/most popular - why? What other recipes could use Quorn? How acceptable is Quorn in recipes - why? How acceptable is Quorn for vegetarians? Would dishes appeal to 'meat eaters' to widen target group? Cost of Quorn, difference in cooking time and nutritional value compared with meat, how well worked, successful, safety - strengths and weaknesses, could improvements/changes be made - why?</p> <p>Presentation of evidence using ICT application.</p> <p>Evaluate survey, would you recommend Quorn - why? How well was the task answered? Drew conclusions The candidate was able to interpret this evidence in order to review how well he/she met the task requirements.</p>

6.6 THE RESOURCE TASKS

The Resource Tasks are short, focused tasks which should arise naturally out of the teaching of the subject content. They can be set on any area of the subject content. It is expected that a Resource Task will allow the delivery of some of the subject content throughout the course. Candidates will develop their knowledge and understanding of the subject content through the implementation of relevant and appropriate Home Economics skills.

It is hoped that teachers will use the Resource Tasks as a method of implementing a range of Home Economics skills. Candidates should be given opportunities to carry out a number of Resource Tasks as part of the normal learning process. The teacher should then select two to submit for final assessment. The type of task set by the teacher will determine the range and nature of skills used by the candidates. Although the amount of time spent on the Resource Task will vary depending on the nature of the task, it is expected that candidates will be able to respond to the assessment criteria in the 2-3 hours suggested for the task. A common task can be set to the teaching group. However, it is not necessary to assess all the candidates at the same time. A teacher may wish to assess a small number of candidates within the group for a particular task.

Selection of Tasks

It is expected that teachers will choose to set a task at an appropriate point in the delivery of the subject content in order to make the task relevant to the candidates. The candidate should be given information on the time available to carry out the task and the resources which will be available if appropriate. The tasks set must define clearly what is expected of the candidate. The task should state clearly what the candidate is expected to do, for example, compare a range of yogurt products. It is essential that the candidates have a clear understanding of the demands of the task at the outset in order to produce a quality outcome in the time available. Teachers may wish to give candidates within the group different aspects of the tasks to undertake. In the example of the yogurt comparison, different aspects of the product could be compared. One candidate could compare the labelling and packaging of the product; another candidate could compare taste, texture and appearance of the product. Other candidates may be expected to make the decision on what they test for themselves. It is important that teachers feel able to offer support and guidance to candidates in order for them to demonstrate positive achievement. The need for support and guidance is reflected in the marking criteria.

6.7 CANDIDATES RESPONSE TO THE RESOURCE TASK


The candidate, having been given the task, will respond to the assessment areas of Planning, Execution and Evaluation in order to carry out the work.

6.7.1 Planning

 C 1.3 C2.3 IT1.2 IT2.2 WO1.1 WO1.2 LP1.1 LP2.1 PS1.1 PS2.1


The candidates will plan a sequence of work in response to the task set. They should be encouraged to identify the priorities in the task in order to plan a logical sequence of work which can be carried out in the time available. The candidate will be expected to give details of techniques/methods used, and to detail the resources which will be used. The information presented by the candidate in the plan should be relevant and appropriate for the given task. The plan of action can be in any appropriate format, from time plan to flow chart or any other effective means of displaying a course of action. An effective plan will enable the candidate to demonstrate positive achievement in the execution of the task. Teachers are encouraged to annotate the candidate's work during its progression. An annotated plan, provided prior to undertaking the execution, would enable candidates to have feedback at an important stage of their work.

6.7.2 Execution

 C2.1b, N1.1, N1.2, N1.3, N2.1, N2.2, N2.3, IT1.1, IT1.2, IT2.1, IT2.2, IT2.3
WO1.2, WO2.2, PS1.3, PS2.3

The candidate will carry out a planned course of action. It should be emphasised to the candidate that the skills chosen should be relevant and appropriate. It is acknowledged that the range and type of skills used will vary enormously depending on the task set. However, the candidate's competence in using a range of Home Economics skills and the level of organisation and management shown form the basis for the marking. During the execution of the task, the assessment of candidates by the teacher is essential. The outcome of the Resource Task can take many forms, from a set of results to a class presentation or a product outcome. The focus should be on the appropriateness of the outcome for the specified task and the quality of the outcome or evidence produced.

6.7.3 Evaluation

 C1.3, C2.3, N2.3, IT1.2, IT2.2, IT2.3, WO1.3, WO2.3, PS1.3, PS2.3

Within the time constraints of normal lessons, the evaluation of the Resource Tasks should be seen as a short, effective review of what has been achieved. The marking criteria for the evaluation give clear guidance on how to assess the quality of a candidate's response rather than crediting the number of statements made. Candidates should review the original purpose of the task, analyse viewpoints, comment on whether they have achieved what they intended, consider their outcomes and draw conclusions, with more able candidates interpreting the evidence and evaluating at a higher level.

6.8 MARKING THE RESOURCE TASKS

Teachers should mark work during its progression. Evidence should be available to support the marks awarded in all assessment areas. Normally this will be in the form of written and graphic evidence. In the execution area of work, teachers must provide evidence in terms of marks and comments on the candidate's mark sheet to justify the level of marks awarded. The statements in the marking criteria may help teachers to make comments on candidate's work. The marking criteria are designed to be applied to the wide range of tasks that teachers may choose to set. The assessment areas are intended to support candidates in their progress through the task. It is not intended, however, that these assessment areas should form a constraint on the candidates in their approach and response to the task, or to the teacher in applying the marking criteria. The achievement of the criteria should be valued at whatever point in the task they are met. In the evaluation area in particular, it is recognised that many candidates will respond to this area throughout the progression of the task. The teacher should mark the work appropriately.

6.9 RESOURCE TASKS: EXEMPLAR MATERIAL

The exemplar Resource Tasks which follow should give teachers an understanding of the type of tasks which could be undertaken and the possible response to the task by the candidate. The possible responses to the tasks by the candidates should not be seen as model responses, but as appropriate, possible approaches that a candidate could make to the task. The tasks illustrate the responses that might be given by a candidate entered for the Foundation Tier or the Higher Tier. The Foundation Tier targets grades G to C, the Higher Tier targets grades D to A*. The responses should be considered in that context.

Home Economics (Food and Nutrition)

Resource Task

- Task Title: Low fat spreads are often used for spreading on toast or onto bread when making a sandwich.
- Plan out a test to look at the spreadability of low fat spreads compared to margarine and butter.
 - Carry out the test.
 - Evaluate which is the most suitable and why?
- Differentiation: Subject content area - Dietary guidelines. This would be suitable for all tiers, Foundation Tier candidates using charts with headings and examples of how to present data (e.g. sample graphs, pie charts.)
- Task Introduction: This could be introduced through dietary guidelines - reducing the fat content or through food choice - palatability (i.e. what is acceptable?). Candidates would have looked at a range of low fat spreads, and have understanding of their composition before undertaking the task.
- Possible time allocation: 1 hour - Planning experiment and drawing charts
1 hour - Execution - tasting, recording results, looking at labelling
1 hour - Evaluation and drawing conclusions
- Possible resources: 'Tasting and Testing', J Ridgwell. Selection of low-fat spreads, butter, margarine spread, toaster. Charts.

Assessment Areas	Possible Response of a Higher Tier Candidate
Planning	The candidate will look at which low-fat spreads are available on the market and decide which ones to use and why, plan out a specification including ingredients, what makes a 'good fat to spread' (for example easy to spread, health factor), give a detailed list of equipment, devise a logical and clear plan of work with a breakdown of timings, devise charts to include; type of fat used, easy to spread, appearance, colour, taste, did it absorb/sink into bread, fat content, plan out tasting panel (use labels), include a control (butter/margarine), survey what tasters actually use, record results in bar graph.
Execution i) Organisation/Skills ii) Outcome	The candidate will be able to carry out work effectively, be well organised and have thought the experiment through, applied investigational skills with precision and accuracy, work safely and independently without any help, using a range of skills competently, have a clear idea of what to do, set up tasting panel and carried out survey to obtain more results. Candidate will present work in a uniform way, tasting of toast was completed when toast was warm, as more acceptable, look at labelling, present and record results in form of a chart completed by both candidate and other people, record results neatly using IT, spreadsheets and charts.
Evaluation	Candidate will record results and draw conclusions from data and will be able discuss areas such as how easy was low fat spread to spread, how did it compare with margarine/ butter?, which was preferred and why?, did the bread/toast drip?, which fat was the 'best' in terms of spreadability - why are low fat spreads popular?, what were the strengths/weaknesses, what improvements could be made?, draw conclusions from survey with comments, which was the lowest in fat, how did this compare with highest in fat?

Home Economics (Food and Nutrition)

Resource Task

Task Title	There is a wide range of low-fat spreads available and many can be used in recipes. a) Plan an experiment to see how acceptable low-fat spreads are when making short-crust pastry. Plan out how you will test and compare the low-fat spreads. b) Carry out the test, making the batches of pastry into an individual apple pie using a bought filling. c) Evaluate the use of low-fat spreads in pastry making.
Differentiation	Work will be differentiated by outcome. Higher Tier candidates will be given charts with headings (i.e. flavour, texture, how easy to rub-in?) to help them with recording of results and drawing conclusions and evaluating their work.
Task Introduction	This could be introduced through nutrition and health - looking at fat, or through dietary guidelines - reducing fat content, or even through food preparation and food processing, functions, properties of ingredients when making and adapting recipes.
Possible time allocation	1 hour - Planning out experiment, devising charts and types of fats to be used, preparing materials. 1 hour – Execution. 30 minutes - Recording/tasting (may need to freeze pies depending on time) and completing charts. 30 minutes - Evaluation/drawing conclusions.
Possible Resources	Tasting & Testing', J. Ridgwell. Tasting box with cups, spoons, serviettes. Share resources/ingredients between class making 150gm batches of pastry. Commercial apple filling used so all pies have the same fruit taste. This can be done as a group activity, then candidates will have more spreads to compare.

Assessment Areas	Possible Response of a Higher Tier Candidate
Planning	The candidate will plan out and look at which low fat spreads are going to be used and why (i.e. low in salt, olive oil based etc.) plan a control (i.e. fat, lard) to compare results with, ingredients listed, give a detailed list of equipment needed (food processor etc.), plan out method with timings in a logical order, list any key points (for example oven temperature), devise a chart, consider type of fat, fat content, easy to rub-in and roll-out, appearance, texture, flavour, set up tasting panel and devise a rank chart using an ICT application.
Execution i) Organisation/Skills ii) Outcome	The candidate carried out the investigation using a wide range of home economics skills to a good standard. Accuracy and precision were evident in preparing sample pastry. Sound manipulative skills were used in preparation of individual apple pies. Recorded results using a detailed chart, set up tasting panel to gather more information (tasted other people's pastry if done in group activity to get more information and fairer comparison, work was presented in uniform way, so not to invalidate results, devised a graph on computer to see which fat was preferred and why?
Evaluation	The candidate recorded results and got other people's comments, drew conclusions and discussed which low-fat spread was most acceptable in terms of taste/appearance/crumbliness/rubbing-in and why?, considered how it is related to fat content (i.e. was it an 'even lower' fat spread or just a low-fat spread?), what was shelf life of pies, what effect did freezing have on the low fat spreads used?, could improvements be made to taste?, how do low-fat spreads compare in pastry making with ½ lard and ½ margarine?, could improvements be made during making (equipment)?, what went well?,

Home Economics (Food and Nutrition)

Resource Task

- Task Title:** Coleslaw is a popular item in the diet of many people. We can buy it quite easily in the shops but would there be any advantage in making it at home?
 a) Plan how you could compare shop and home made coleslaw.
 b) Carry out your comparisons recording your results.
 c) Evaluate the task.
- Differentiation:** By outcome or breakdown of tasks for the candidate to follow using differentiated worksheets.
- Task Introduction:** Subject content area: Food choice/Food preparation and processing. The teacher would discuss the following issues as an introduction to the task; How could you compare shop and home made coleslaw in an impartial way? It is necessary to include in the study, cost, taste, time taken to prepare. How easy is it to make? The manufacturer will have factory equipment for the preparation of his coleslaw but the equipment used at home will be much simpler.
- Possible time allocation:** 1 hour - Plan the investigation.
 1 hour - Produce and taste coleslaw - food tasting and comparisons. Supermarket visit.
 30 minutes - Evaluate and answer original question.
- Possible resources:** Purchase of commercially produced coleslaw. Recipe books. Range of packaging. Questionnaire. IT use.

Assessment Areas	Possible Response of a Higher Tier Candidate
Planning	Candidate would make and complete a selection of suitable charts, using ICT. Comparison of vegetables/cost/time taken and equipment used to make home made coleslaw. Comparison of costs and taste of home made coleslaw with that if shop purchased item. Complete a flow chart for use in the making of home made coleslaw and the tasting of the products. Use quantities similar to those of commercially produced items. Candidate gives precise details of methods and materials used and indicates timings.
Execution i) Organisation/Skills ii) Outcome	Candidate would make home made coleslaw. Set up a taste panel to taste test the products including the home made and commercially made coleslaw. A range of skills would be used to a good standard. Organise a taste test in a safe and hygienic manner. Adhere to time constraints. Use IT spreadsheets to produce tables and charts. Present comparison charts illustrating findings fully.
Evaluation	Candidate would evaluate the tasks under the following headings - Which was the most expensive? The most popular and why? Ease of preparation. Time to make. Colour and attractiveness. Were the vegetable pieces the right size to eat? Was the mayonnaise of the correct quantity? Any changes they would make? Is there any advantage in making coleslaw at home compared with buying it from a shop? Candidate would interpret the evidence to respond to the original task.

Home Economics (Food and Nutrition)

Resource Task

- Task Title: Breakfast is an important meal. Without breakfast we may well be tempted to fill up on sweets and snacks which, in excess, are not good for us. Select a suitable breakfast and:
- Plan how you will prepare, cook and serve the breakfast.
 - Carry out your plan by cooking the chosen breakfast for yourself.
 - Evaluate your task.
- Differentiation: By outcome.
- Task Introduction: Subject content area - Food choices - role of breakfast.
Class investigation carried out to survey nutritional value of breakfast eaten in UK. Class discussion of suitable, healthy breakfast choices as a lead into set task.
- Possible time allocation: 1 hour - Planning session.
1 hour – Execution.
30 minutes - Evaluation of task.
- Possible resources: Books, results of class investigation. Nutrition data base etc.

Assessment Areas	Possible Response of a Foundation Tier Candidate
Planning	Candidate plans recipe and method chosen for the task. The candidate will produce a simple plan of action, some assistance with timings may be necessary. Candidate will indicate briefly materials/resources to be used.
Execution i) Organisation/Skills ii) Outcome	Candidate would make his/her chosen breakfast carrying out their plan with assistance if necessary. Candidate would use knowledge, skills and equipment competently to a satisfactory standard overall. Candidate to work to planned timings with some adjustment if necessary. Candidate would produce a successful breakfast with some assistance.
Evaluation	Candidate would state why the breakfast was successful. State any changes that could be made and comment on the cost of the breakfast. Suggest ways in which to improve on any weaknesses.

Home Economics (Food and Nutrition)

Resource Task

- Task Title:** Young children visit a play group each day and enjoy a mid-morning snack. As so many pre-school age children acquire a sweet tooth from an early age you have been asked to investigate the possibilities of providing a healthy low sugar alternative snack. Discuss in your group a snack you could make to solve this problem.
- How will you make your snack?
 - Carry out your plan by making a low-sugar snack suitable for consumption during mid-morning.
 - Evaluate the task under: strengths and weaknesses, any changes you would make, the suitability of the snack for the task set.
- Differentiation:** By outcome or breakdown of tasks for the candidate to follow using differentiated worksheets, evaluation could be structured to enable candidate to respond to this area.
- Task Introduction:** Subject content area - Nutrition and health. Brainstorm and consider the important points when planning this snack. As the snack has to be low in sugar and healthy, consideration must be given to the ingredients. Group discussion of possible snack recipe, selection of recipe by amending a recipe or designing their own. Think about the other factors when feeding a pre-school age child. For example - easy to transport and handle, likes and dislikes.
- Possible time allocation:** 1 hour - plan how you would make your snack.
1 hour - Produce a healthy low sugar snack appropriate for a pre-school aged child.
30 minutes - Evaluate your task by answering the questions supplied.
- Possible resources:** Display of snacks targeted at pre-school aged children found on the market. Recipe books. Food tables.

Assessment Areas	Possible Response of a Foundation Tier Candidate
Planning	Candidate would produce a simple time plan indicating briefly how he/she would make the snack with some indication of timing. A shopping list of ingredients is given.
Execution i) Organisation/Skills	Candidate would make the chosen snack using ingredients that are healthy and low in sugar. Candidate should follow the flow chart using the methods stated.
ii) Outcome	Candidate will need help and guidance in some aspects of the execution, but will be able to organise his/her resources independently and understand some processes and techniques being used. Candidate would be able to produce a healthy snack that fulfils the brief. The item produced should be able to be transported safely and handled easily by a pre-school aged child.
Evaluation	Candidate would evaluate the tasks under the following headings - is your snack suitable for a child to consume at the play group? Any changes to make? How did you make your snack low in sugar? Was the shape and consistency suitable? Would it transport easily? How did the cost of your snack compare with a similar bought one? How would your snack appeal to a young child. Some help and guidance may be needed in order to enable the candidate to demonstrate positive achievement. Evaluation produced using ICT.

7 Regulations for Internal Assessment

7.1 SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed (e.g. coursework). 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 internally assessed tasks, teachers are expected to:

- Offer candidates advice about how best to approach such tasks.
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism.
- 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.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre eg research work, testing etc. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own.

7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

Candidates must observe certain procedures in the production of internally assessed work.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must clearly indicate the:

Centre number
Centre name
Candidate number
Candidate name
Specification code and title
Task title.

- All work submitted for moderation must be kept in a flat card file (**not** a ring binder).

7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Individual Task

<p>Task Analysis</p> <p>A candidate should be able to:</p>	<ul style="list-style-type: none"> Select an area on which to base the task Suggest a source of information Carry out limited initial research Begin to focus/define task with direct guidance Carry out limited research of mainly secondary nature Assist in the writing of the task title <p style="text-align: right;">1 – 2 marks</p>	<ul style="list-style-type: none"> Select an area on which to base the task, identifying some factors to consider Suggest a number of appropriate sources of information Carry out some initial research Begin to define/focus task Carry out research from primary and secondary sources Write task title Demonstrate understanding of main factors in task title <p style="text-align: right;">3 – 4 marks</p>	<ul style="list-style-type: none"> Select an area on which to base the task and carry out a analysis to identify factors to consider Suggest a range of appropriate sources of information Carry out relevant initial research Begin to define/focus the task Carry out detailed and appropriate research from selected primary and secondary sources Independently write task title Understand the specific demands of the defined task title producing criteria for completion <p style="text-align: right;">5 – 6 marks</p>
<p>Development</p> <p>A candidate should be able to:</p>	<ul style="list-style-type: none"> Suggest simple ideas when applying some of the knowledge gained Consider with help ideas before making choices Make choices and decisions <p style="text-align: right;">1 – 3 marks</p>	<ul style="list-style-type: none"> Develop ideas by applying knowledge gained from the task Carry out some testing/evaluation of ideas Make choices and decisions that are appropriate solutions to the task Justify choices and decisions made by applying knowledge and making reference to the demands of the task <p style="text-align: right;">4 – 6 marks</p>	<ul style="list-style-type: none"> Organise and further research in light of the defined task title Develop ideas by applying knowledge gained from research Sort, test and evaluate ideas assembling and presenting evidence, demonstrating development of task ideas Make choices and decisions which are appropriate solutions to the task Justify decisions/choices explaining clearly and fully how the demands of the task are met, how knowledge has been applied and how decisions have been made <p style="text-align: right;">7 – 8 marks</p>
<p>Planning</p> <p>A candidate should be able to:</p>	<ul style="list-style-type: none"> Produce a plan for the whole task, help may be needed Devise a plan of action, help and guidance may be needed to produce an appropriate sequence to the task List the required materials, tools, equipment and methods including the use of ICT resources, although some detail may be lacking Suggest a method of recording their execution with help and guidance <p style="text-align: right;">1-3 marks</p>	<ul style="list-style-type: none"> Produce a detailed plan for the whole task Devise a clear logical plan of action which demonstrates the ability to sequence tasks List the materials, tools equipment and methods to be used including the use of ICT resources Suggest ways of recording the results of their execution <p style="text-align: right;">4 – 6 marks</p>	<ul style="list-style-type: none"> Produce a comprehensive and detailed plan for the whole task Devise a concise and logical plan of action which demonstrates the ability to sequence tasks and identify priorities List in detail ingredients, materials, tools, equipment and methods to be used, including the use of ICT resources. Suggest a variety of methods to record the results of their execution Identify alternative ways forward in case problems occur <p style="text-align: right;">7 – 8 marks</p>

<p>Execution</p> <p>A candidate should be able to:</p>	<p>ORGANISATION</p> <ul style="list-style-type: none"> Demonstrate some organisation skills, but show little evidence of forward planning, work to time deadlines with help and guidance Select tools correctly although help may be needed Overcome problems with support although recognition of problem may be limited Keep a brief record of practical activity undertaken <p>1 – 3 marks</p>	<ul style="list-style-type: none"> Work in an organised manner showing some initiative and forward planning, use time effectively although timing may not be as originally planned Recognise when help is needed and seek appropriate advice Select materials and tools for the task Recognise when to adapt plans in order to overcome problems and seek advice when making changes Assemble and record evidence of all practical activity <p>4 – 6 marks</p>	<ul style="list-style-type: none"> Demonstrate a high level of organisation showing initiative and the ability to think ahead Use time effectively Work in an economical way, minimising waste Select materials and tools appropriately for the task adapt/modify plans to overcome problems Assemble and record detailed and accurate evidence of all practical activity <p>7 – 8 marks</p>
	<p>SKILLS</p> <ul style="list-style-type: none"> Use equipment and tools safely although help and guidance may be needed Show some knowledge of methods and techniques, although not very confident at working independently Handle materials correctly with guidance Use basic processes including ICT when appropriate, to a satisfactory standard, although help may be needed to achieve the skill <p>1 – 3 marks</p>	<ul style="list-style-type: none"> Use equipment and tools safely recognising when to seek guidance Demonstrate knowledge of methods and techniques, although help may occasionally be needed with the implementation Handle materials correctly Carry out processes including ICT when appropriate to a good standard usually unaided <p>4 – 6 marks</p>	<ul style="list-style-type: none"> Use equipment and tools safely and independently Demonstrate correct and appropriate methods and techniques Show a full understanding of material qualities Independently carry out a wide range of processes including ICT when appropriate. <p>7 – 8 marks</p>
	<p>OUTCOME</p> <ul style="list-style-type: none"> Produce a suitable outcome with help and guidance, which is appropriate for the task using ICT where appropriate. <p>1 – 3 marks</p>	<ul style="list-style-type: none"> Produce a quality outcome which is appropriate and meets the task requirements, using ICT where appropriate <p>4 – 6 marks</p>	<ul style="list-style-type: none"> Produce a high quality outcome in appropriate format whether text, visual or practical making effective use of ICT where appropriate. The task is appropriate and meets accurately the task requirements and is of a high standard of finish and presentation <p>7 – 8 marks</p>
<p>Evaluation</p> <p>A candidate should be able to:</p>	<ul style="list-style-type: none"> Make general comments about their work Identify some strengths and weaknesses Present the information in a legible form. There may be significant errors in the spelling punctuation and grammar and limited use of specialist terms Draw simple conclusions with help and guidance <p>1 –5 marks</p>	<ul style="list-style-type: none"> Review all aspects of their work Identify strengths and weaknesses Draw logical conclusions to the task Arrive at a personal viewpoint about the outcome of the task Present the information in an appropriate form, writing is legible with few mistakes in the spelling punctuation and grammar, sound use of special terms is evident Evaluate the effectiveness of their chosen solution <p>6-10 marks</p>	<ul style="list-style-type: none"> Review and assess performance in all aspects of their work Justify decisions and changes made to their plans Identify strengths and weaknesses in their work and explain why these are evident Draw logical conclusions from their work by analysing and interpreting the evidence Arrive at a personal viewpoint about the outcome of the task supported by evidence Present the information using an appropriate structure and style of writing that is legible with accurate spelling punctuation and grammar, using specialist terms with precision and fluency Evaluate the effectiveness of their chosen solution by referring back to the original task demands and criteria <p>11-14 marks</p>

Resource Task

<p>Planning</p> <p>A candidate should be able to:</p>	<ul style="list-style-type: none"> Produce a simple plan of action, possibly with some assistance List the resources required, although detail may be lacking <p style="text-align: right;">1 mark</p>	<ul style="list-style-type: none"> Produce a competent plan of action with accurate timings indicated Identify the resources required to carry out the plan of action <p style="text-align: right;">2 – 3 marks</p>	<ul style="list-style-type: none"> Produce a concise and logical plan of action with accurate timings Identify accurately the resources required to carry out the plan <p style="text-align: right;">4 marks</p>
<p>Execution</p> <p>A candidate should be able to:</p>	<p>ORGANISATION</p> <ul style="list-style-type: none"> Carry out the planned work with some assistance Organise the resources used with some help Use basic processes/ techniques including ICT when appropriate, to a satisfactory standard In achieving the skills/processes help may be needed <p style="text-align: right;">1 – 2 marks</p>	<ul style="list-style-type: none"> Carry out the planned work to a good standard mainly unaided Carry out work with some accuracy Organise the resources used efficiently and safely Has a sound understanding of processes/techniques used Can use a range of processes/ techniques including ICT when appropriate, to a good standard <p style="text-align: right;">3 – 5 marks</p>	<ul style="list-style-type: none"> Carry out the planned work independently to a high standard Use a range of methods to carry out work with accuracy Organise the resources used efficiently and safely Respond to any changes necessary without prompting Use a range of processes/ techniques including ICT when appropriate, to a high standard. <p style="text-align: right;">6 – 8 marks</p>
	<p>OUTCOME</p> <ul style="list-style-type: none"> Produce a quality outcome with some assistance Produce results from any work undertaken <p style="text-align: right;">1 mark</p>	<ul style="list-style-type: none"> Produce a quality outcome to the task specification Produce valid results from work undertaken Present any results clearly using ICT where appropriate <p style="text-align: right;">2 – 3 marks</p>	<ul style="list-style-type: none"> Produce a high quality outcome to the task specification Produce a range of detailed and accurate results from the work undertaken using ICT where appropriate <p style="text-align: right;">4 marks</p>
<p>Evaluation</p> <p>A candidate should be able to:</p>	<ul style="list-style-type: none"> Identify the strengths and weaknesses in their task with help Make comments on the outcome of the task <p style="text-align: right;">1 mark</p>	<ul style="list-style-type: none"> Identify strengths and weaknesses in the task Suggest ways to improve the weaknesses identified Draw conclusions from most aspects of their work <p style="text-align: right;">2 - 3 marks</p>	<ul style="list-style-type: none"> Identify strengths and weaknesses in all areas of the task Suggest ways to improve the weaknesses identified Interpret the results of the task and draw objective conclusions <p style="text-align: right;">4 marks</p>

7.4 MODERATION

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each Centre and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 7.3.

Where it is not clear within a project folder, by the candidate's own presentation of work, where the marks have been awarded, annotation must be carried out by the person marking the work.

A separate cover sheet containing reference to the criteria applied and their location within the project is recommended.

7.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

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 criteria and marking instructions and the appropriate mark awarded, which may be zero.

SECTION E: FURTHER INFORMATION

8 Opportunities for Teaching

8.1 ICT

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

The assessment of this course gives candidates the opportunity to use a range of ICT applications in carrying out classwork and coursework tasks.


This section offers guidance on opportunities for using ICT during the course. These opportunities are also indicated within Section 9. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills.

ICT Application/Development	Opportunities for Using ICT During the Course
Use to prepare and present classwork and internally assessed work	<ul style="list-style-type: none">• when presenting visual images of analysis such as a web/ spider diagrams• when preparing action plans/time plans/flow charts for practical activities• when preparing a text report of the outcome of research• when selecting, organising and presenting information collected from research such as editing material retrieved from a web site
Use of software to collate, order and present data in an appropriate form	<ul style="list-style-type: none">• when generating recording sheets to collect evidence from observations in a shop survey• when setting up excel tables to record results of research• when using ICT application to handle data such as collating the costs of organic vegetables collected in a survey• when using ICT to handle and transform data such as conversion of data to chart format
Use a research tool when seeking sources of information.	<ul style="list-style-type: none">• when using a search engine to find secondary information or sources of primary evidence such as food producers• when searching databases for information to retrieve and apply to set task• when using a nutritional analysis database to calculate nutritional value of specific individual's diet

Use ICT to produce images	<ul style="list-style-type: none"> • when presenting evidence from research in a variety of formats • when communicating key outcomes of task set • when scanning images from other sources to use in the presentation of work
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8.2 CITIZENSHIP

From September 2002, the National Curriculum for England at KS4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Section 5 by a  symbol.

Citizenship Programme of Study	Opportunities for Teaching Citizenship Issues During the Course
1(h) the rights and responsibilities of consumers, employers and employees	When teaching the consumer education section of the specification content the rights and responsibilities of the consumer will be discussed. Resource Tasks may be set by the Centre based on this section of the content
2(a) research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT based sources, showing an awareness of the use and abuse of statistics.	When carrying out classwork and coursework tasks candidates may collect data including statistics from a range of different sources in order to meet the demands of the task. There are many opportunities to research issues of this nature for example: <ul style="list-style-type: none"> • 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
2(c) contribute to group and exploratory class discussions, and take part in formal debates.	As part of the learning process for this specification candidates may experience group and class discussions on a wide range of topics for example: <ul style="list-style-type: none"> • the role of additives in food • how advertising influences food choices and food trends

8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

This specification offers opportunities for candidates to develop an awareness of these issues through the study of relevant areas of the specification content. The specification content is set in the context of a contemporary, changing and multicultural society.

	Specification Content Area	Internal Evidence or Classwork which Supports Evidence of Achievement
Spiritual Issues	<ul style="list-style-type: none"> 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
Ethical and moral issues	<ul style="list-style-type: none"> Individual food preferences Marketing and advertising 	<p>Class discussion of the factors which determine an individual's food choice</p> <p>When candidates are exploring the range of strategies used to promote and sell food products</p>
Social issues	<ul style="list-style-type: none"> Dietary requirements of low income groups 	When candidates are investigating the effect of income on the choice of food
Cultural Issues	<ul style="list-style-type: none"> Food purchase 	When candidates are learning about the current trends in eating patterns which determine food purchase

8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report Environmental Responsibility: An Agenda for Further and Higher Education, (1993) in preparing this specification and associated specimen assessments.

Candidates can develop an awareness of these issues through the study of relevant areas of the specification content.

	Specification Content Area	Internal Evidence or Classwork which Supports Evidence of Achievement
Environmental issues	<ul style="list-style-type: none"> The role of 'novel' food 	Class discussion about the development of food products which are environmentally acceptable
Health and Safety Issues	<ul style="list-style-type: none"> Recent legislation on food hygiene The major health problems associated with the Western diet 	<p>When candidates are learning about the causes of food spoilage</p> <p>When using nutritional analysis programs to assess contemporary diets</p>


8.5 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

Candidates can develop an awareness of these issues through the study of relevant areas of the specification content.

	Specification Content Area	Internal Evidence or Classwork which Supports Evidence of Achievement
The European Dimension	<ul style="list-style-type: none"> Health and food safety 	Learning about the relevant European legislation which affects the handling of food.

9 Key Skills

Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key skills of communication, Application of Number and Information Technology are indicated through the use of a  symbol in Section 6. The wider Key Skills of Working with Others, Problem Solving and Improving own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates where there may be opportunities to cover aspects of the Key Skills.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓	✓	✓	✓	✓	✓
Level 2	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

10 Reading List

The following list of suggested titles is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the book for the specification. The list details the texts available at the time of the preparation of the specification (May 2000). The possibility exists that more up to date texts which have been prepared for the revised GCSE specifications may become available.

Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list.

DEPARTMENT OF HEALTH	Dietary Reference Values - A guide	HMSO (1992)
GAMAN, P.M,& SHERRINGTON K.B	Science of Food	Butterworth-Heinemann (1996) ISBN 0-75-062373-X
RIDGWELL, J	Examining Food and Nutrition	Heinemann (1996) ISBN 0-43-542058-5
RIDGWELL, J	Tasting and Testing	Ridgwell Press(1994) ISBN 0-95-216450-7

11 Arrangements for Candidates with Special Needs

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (telephone 01223 552505) as early as possible during the course.

12 Support and In-service Training for Teachers

To support teachers using this specification, OCR will make the following materials and services available:

- a full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950);
- specimen question papers and mark schemes, available from the Publications department (Tel 0870 870 6622, Fax 0870 870 6621);
- past question papers and mark schemes, available from the Publications department (Tel 0870 870 6622, Fax 0870 870 6621);
- coursework guidance materials;
- examples of marked work;
- written advice on coursework proposals;
- a report on the examination, compiled by senior examining personnel after each examination session;
- individual feedback to each Centre on the moderation of internally assessed work.