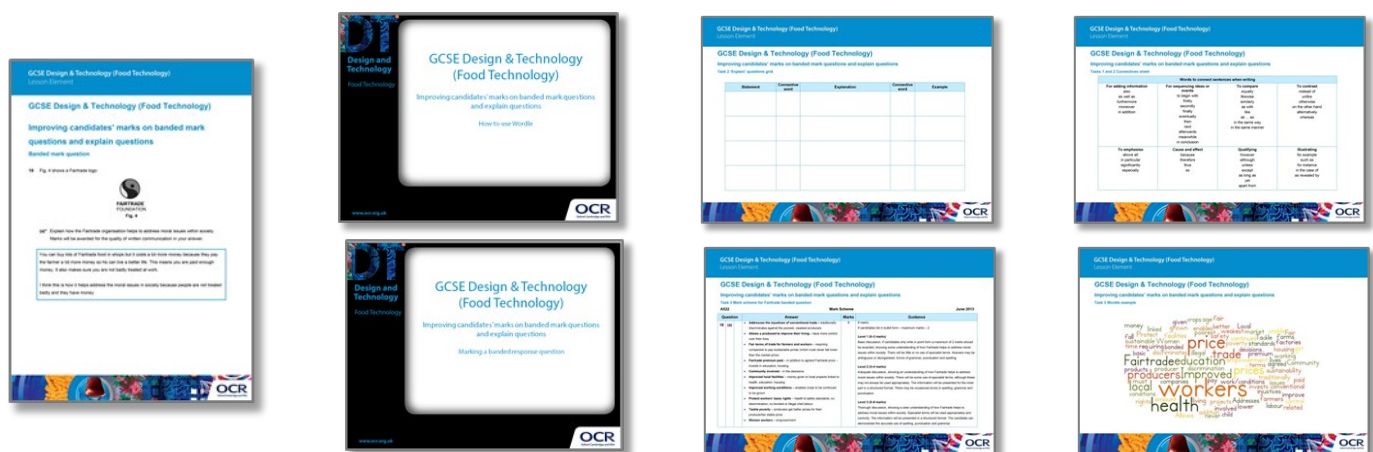


GCSE Design & Technology (Food Technology)

Improving candidates' understanding of banded mark questions and explain questions

Instructions and answers for teachers

These instructions should accompany the OCR resource 'Improving Candidates' Understanding of Banded Mark Questions and Explain Questions' activity which supports OCR GCSE Design & Technology (Food Technology).



The Activity:

This resource comprises of 3 tasks.



This activity offers an opportunity for English skills development.

Associated materials:

'Improving Candidates' Understanding of Banded Mark Questions and Explain Questions' Lesson Element learner activity sheets and PowerPoints:

- Task 1 Banded mark question worksheets
- Task 1–3 Mark Scheme Q18a
- Task 1 Banded mark question presentation
- Task 1 & 2 Connectives sheet
- Task 2 Explain questions sheet
- Task 3 How to use Wordle (PowerPoint)
- Task 3 Wordle 'Fairtrade' sheet

The aim of this resource is to help candidates to get a deeper understanding of how the mark scheme is applied to expanded and explain examination questions and to apply this learning to their answers.

There are several activities which can be used with students to support their learning.

Task 1 – Marking a banded response question

Resources required

- Banded mark scheme responses with mark scheme from June 2013 for Unit 522 Question 18 (on worksheets or within the PowerPoint presentation)
- Connectives sheet.

Activity

Individually ask students to mark the questions. Ask students to mark the questions individually. You can use the separate learner activity worksheets and mark scheme or the PowerPoint presentation for this. They can then work with a partner or in small groups to discuss the marking of the questions - what marks have they given and why?

Discuss with the students what makes a good response.

Look at the connectives sheet which gives examples of possible connecting words.

Ask the students to identify the connective words in the responses. Why is it useful to use connectives?

Students can then improve the responses or tackle the question themselves.

Task 2 – Using the explain grid to answer questions

Resources required

- Past papers and mark schemes (these can be found on our website at www.ocr.org.uk)
- Connective sheet
- Grid for explain questions.

Activity

Pupils are to practise answering questions and marking them. Pupils can use the connective sheets/display to help them add extra information. There are many more connective words the pupils could use other than those on the resource. Encourage the students to add any additional connective words to the connectives sheet.

This could be peer marking or by the teacher or by the pupil.

An example of a sheet which has been filled in is shown next.



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Lesson Element

Sample of completed Explain Grid

Question: compare the advantages and disadvantages of buying ready prepared vegetables

Statement	Connective word	Explanation	Connective word	Example
Advantage Vegetables are harvested when in best condition.	This means	not as many nutrients are lost	eg	vitamin C stays in peas – picked to frozen in a few hours.
Advantage Most families are busy because parents work.	This means	these vegetables can be used straight away you don't have to spend time peeling or chopping	eg	carrots require peeling and chopping.
Disadvantage Do not know where produced – not always clearly displayed.	Therefore	you do not know if you are supporting local producers/ campaigns	eg	red tractor veg.



Task 3 – Using Wordle to help students write extended answers

Use the presentation “How to use Wordle”.

An example has been completed for the question 'Describe the advantages of using acrylic fibres rather than wool fibres for school jumpers'.

Resources required

- How to use Wordle (PowerPoint presentation)
- Wordle example
- Mark Scheme A522 June 2013 Q18a

Activity

Students answer the question without any prompts or guidance.

They are then given the Wordle document and asked to mark off any of the words they have already used and asked to add additional information using the key words not included.

Students could possibly mark their work after the different stages and then can see clearly how they have improved their answers.

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OCR Resources: *the small print*

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