



# Home Economics

**GCSE 2012**

## **Home Economics: Food and Nutrition**

Teachers' Handbook

J431

Version 1

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# Introduction

OCR's GCSE in Home Economics (Food and Nutrition) entered first teaching in September 2009.

We have improved the quality of our GCSEs for teachers and students alike. We've made improvements in two key areas: updated and relevant content and a focus on developing students' personal, learning and thinking skills.

In addition and in response to reforms announced by the Government and in response to Ofqual mandated changes to GCSEs, unitised assessment of this qualification is being replaced by linear assessment from September 2012. This means that candidates commencing a two year course from September 2012 will take all of their GCSE units at the end of the course in June 2014.

The main changes are:

- Controlled assessment and examinations will be summative
- Examinations provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Equality Act.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the specification and to support you while teaching them.

It is important to make the point that this Teachers' Handbook plays a secondary role to the specifications themselves. The GCSE Home Economics (Food and Nutrition) specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teachers' Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

# Subject specific guidance

## Introduction to the handbook - Home Economics, B003 Principles of Food and Nutrition

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The Home Economics specification aims to give candidates a broad understanding of nutrition and its global applications. The units allow candidates to look at a wide variety of topics including meal planning, consumer education, and food preparation & cooking, forming strong links with other subjects. The units aim to provide candidates with knowledge and skills they can use in everyday life as well as in a wider community context. Due to the diversity of the units and the specification, it is expected that individual teachers will approach the delivery of the specification according to the needs and learning styles of their candidates. This will help to make it interesting and relevant to all parties involved.

This booklet contains a series of documents designed to help teachers and candidates to get the most out of the Home Economics qualification offered by OCR. Please use the following documents as guidance which should answer the most common concerns and questions.

A comprehensive resource list derived from a variety of media sources is included. These resources are designed to provide teachers with some ideas for the specification content as well as ideas for delivery of the content. It is however, important to note that this is not an exhaustive list of the resources available. Teachers are encouraged to look for and use local resources such as local companies, organisations, the school canteen and so on so that candidates can easily relate to the resources being used and the topics being taught and delivered.

The guidance for the banded mark scheme should demonstrate the key principles of the banded response approach to marking. It should also illustrate how the banded mark schemes are applied to questions and relate to marking for candidates. It is hoped that the frequently asked question (FAQ) section should cover any questions that teachers should have. However, where teachers are unsure it is suggested that further clarification is sought from any one of the suggested sources.

## Guidance on type/structure of questions likely to be asked - Home Economics, B003 Principles of Food and Nutrition

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The paper will contain 5 main questions, split into limited and free response answers, with a range of mark allocations from 1 to 15 marks per question. The question paper will be worth 40% of the course and carry 80 marks in total.

The questions will not necessarily be set out in the traditional way, meaning that the question eliciting a free response may be presented before the limited response questions. For example, each of the main questions may begin with higher order skill question such as explain or describe rather than a state or give question as seen in other papers. It is important to state that this does not mean the paper is harder for the students. The students are still being examined using a similar style of the questions and allocation of lower and higher order skill questions throughout the paper, they just appear in a different order. It does however; mean that the order and allocation of the marks for the paper are less predictable year on year.

All questions will begin with a stem statement or description, which aims to focus the students on the area(s) being examined. All the questions are based upon the course material outlined in the specification. The marks allocated for each main question (numbers 1 to 5) will appear at the end of the question and the marks available for the parts of each of these questions are in bold and brackets.

The papers will include pictorial questions so that all abilities and learning styles are catered for. Some questions will also use case studies or stimulus material to engage the students and get them to apply their knowledge and skills in a different way. Such questions can be linked to higher or lower order questions.

As with all examination papers the students should be encouraged to look at the allocation of marks and the command words used in the question to distinguish how much information they are required to provide. The command words that will be used within the questions include; state, give, identify, describe, analyse, explain, evaluate and justify. Examples of the answers expected from command words are provided below. In conjunction with the mark allocation and the command words the students should use the length of answer space provided as a guide to deciding how much information is expected for each question.

The use of command words

Lower mark question command words

- **State/give and identify** –looking for a list of one or two word answers

Mid range mark question command words

- **Describe** –requiring students to provide the key features of what ever is being asked

Mid to higher mark question command words

- **Discuss** – asking students to provide a structured answer usually looking at two sides of an area or topic, could be an argument
- **Explain** – requiring students to formulate an answer to include a step-by-step type of procedure, it can also mean to make plain and comprehensive or to offer justification. The meaning will depend upon the structure and subsequent wording of the question (i.e.) “Explain why, explain how or explain the....” will all elicit different answers

### Higher mark question command words

- **Evaluate** – students are expected to judge something, provide a balanced argument or look at the negative and positive aspects of something, where appropriate to end with a conclusion.
- **Analyse** – this can be defined being the “because in evaluation”, for example providing the reasoning of the evaluation made. Analyse can also be formulated from questions asking “explain why ...”
- **Justify** – requires the students to provide reasoning for a decision, judgement or action.

Putting these command words into examples:



{A picture of a red cross and a green cross}

- **State/give/identify** – Q) “What colours are the crosses, pictured above?” A) Red and green
- **Describe** – Q) “Describe the red cross, pictured above” A) The cross is red, large and bold.
- **Discuss** – Q) “Discuss the differences between the two crosses.” A) The crosses are different colours; one is red and the other green whilst the red cross is also larger than the green one. Another difference is that the green cross is not emboldened whereas the red cross is.

Using a meal in a restaurant as an example:

- **Explain** – Q) “Explain how the restaurant offered good service” A) The restaurant provided good service through welcoming staff and a relaxed atmosphere.
- **Analyse** – Q) “Analyse the service you received at the restaurant” A) The service at the restaurant was good because the waiter was friendly and our food was delicious, although the price of the meal was expensive.
- **Evaluate** – “Evaluate the extent to which the restaurant catered for your needs” The restaurant had a good atmosphere and had a good choice of meals for people who ate meat but had a limited choice for vegetarians, with only one meal to choose from.
- **Justify** – “How could the restaurant improve its service?” I think that the restaurant could reduce the price for main meals, as this would attract more customers and make them a greater profit long term.

Generally questions with six or more marks will be marked as banded responses. The idea of the banded response is that all students are able to complete the question but to different skill levels and therefore provides a differentiated mark for the same question. More information on how to use the banded response questions can be found in the “Guidance for banded response” section.

## Guidance on how to use the banded mark schemes – Home Economics, B003 Principles of Food and Nutrition

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The banded mark scheme/response questions allows all students to attempt the same questions but the higher scoring students are able to access more marks through application of greater or more in depth knowledge and skills. This type of question enables marks to be fairly differentiated among students across all scoring levels and centres.

The banded mark scheme is applied to questions with an allocation of six or more marks. For questions carrying 6-8 marks there are usually three bands and for questions with 8 or more marks there are four bands.

Each banded question will have its own set of guidelines to follow so that the mark allocation and skill level required to achieve each band is fair and appropriate to the question. As a general guide the following things will be taken into consideration:

- Style of writing – a bullet pointed list or structured sentences
- The application of appropriate knowledge
- Analysis, evaluation, suggestion and justification skills
- Spelling, grammar and punctuation
- Balance of arguments
- Coverage of specific points depicted in the question or case study
- Use of appropriate answers
- Use and appropriateness of suggestions and justifications
- Use of technical terminology
- Linkage to and use of the case study or stimulus materials provided

It is important to note that some of the above points are not applicable to some questions, such as evaluation skills will not be assessed or expected from a question in which the command word is describe.

Below is an example of a four-banded mark scheme for a 15-mark question.

**Question:** “Food eaten at school is an important part of a teenagers diet.”

- “Describe the nutritional requirements of teenagers.
- Explain what the school can do to help meet these guidelines”

### **A high level response 12-15 marks**

The candidates present a well-balanced answer covering equally both areas; they link the two questions together (i.e.) what the teenagers need and how the school could meet these, as well as clearly linking directly to the questions. Good reasoning and application of knowledge, which is relevant to the questions being asked. The student will provide some justification and reasoning for their ideas in relation to how the school can help to meet the guidelines. A whole range of specialist terms are used with precision and confidence. The candidate demonstrates the accurate use of spelling, punctuation and grammar. The response will be well presented and in structured sentences throughout.

### **A mid to high-level response 9-12**

The format will be predominately-structured sentences, with little or no bullet points. Both areas will be equally covered with good linkage to the questions. Students may not link the two questions together throughout the answer. They demonstrate a good level of knowledge but some points may not relate directly to the question. Specialist terms will be used accurately. The candidate will offer some justification and reasoning for answers given relating to how the school can help meet the guidelines. Some spelling, punctuation and grammar errors present throughout the answer.

### **A mid to low-level response 5-8 marks**

The answer will be presented in a mixture of bullet points/list and structured sentences. The candidate will have made an attempt to cover the nutritional requirements of teenagers and apply this to what the school can do to meet these requirements. However, there will not be much direct linkage between the two questions, resulting in some repetition. Students will not necessarily link to the question all of the time and present information which is irrelevant to the question being looked at. General terms will be used with little attempt to use specialist terms, or specialist terms will be used in the incorrect context. There will be some noticeable spelling, punctuation and grammar errors.

### **A low level response 0-4 marks**

The candidate presents a one-sided answer, looking at either the guidelines for the teenagers or how the schools can provide these guidelines. A list of ideas on what the school could implement will be offered for the second part of the question with no attempt at explaining or justifying these ideas. The candidate presents the information in a bullet pointed or listed format throughout. Specialist terms will not be used. Basic information is offered to support questions although facts may not always relate to the question being asked. Errors in spelling, punctuation and grammar are noticeable.

Some specific points that may be covered:

### ***Teenager's nutritional requirements***

- Plenty of fresh fruit and vegetables
- Avoid fatty foods
- Sufficient protein
- Sufficient iron – particularly important for girls
- Calcium rich foods
- Large appetites – availability of non junk food
- Reduce salt intake
- Increase fibre intake
- Increase fluid intake – especially water and not carbonated or sugary drinks
- Sensible eating habits
- Or sensible suggestions

### ***What can the school do?***

- Provide healthy choices as snacks and main meals so that they can choose healthy alternatives
- Provide snacks such as reduced fat crisps, yoghurts, fresh fruit and vegetables as the teenagers will be hungry and need to eat but not unhealthy things
- Provide fresh and good quality cuts of meat for iron and reduced fat intake cut off fat
- Provide drinking water to encourage teenagers to drink more water to keep hydrated, important for concentration and performance
- Provide yoghurts, smoothies, semi-skimmed milk for calcium
- Have home economics lessons to learn the nutritional needs and importance of a healthy and balanced diet
- Encourage students to eat healthily – have incentives to use the canteen or bring a healthy packed lunch
- Or sensible suggestions



This example is designed to demonstrate how the banded mark scheme is applied. Higher scoring students gain marks through the correct use of terminology and application of knowledge as well as linkage to the questions. Higher scoring students should be looking to thoroughly apply their knowledge to both areas and present a balanced answer covering both aspects of the question. Whilst lower scoring students are looking to cover one or both areas with less detail and/or less structure to their response. The specific points that may be covered are added to give an idea of things that could be included in a response. However, it is important to note that this is not an exhaustive list as these are for illustration purposes only.

A three banded-mark scheme would be applied in a similar way but as there are fewer marks available fewer banding levels are applied.

Overall a banded mark scheme enables all candidates to sit the same examination still achieving tiered marks so that accurate grades and grade boundaries can be fairly awarded across all centres.

# Resources

## Qualification Title: Home Economics GSCE – B003 Principles of Food and Nutrition

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### A resource list for teachers

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- Anita Tull, Food and Nutrition
- BBC bitesize - [www.bbc.co.uk/schools/gcsebitesize/](http://www.bbc.co.uk/schools/gcsebitesize/)
- BBC news – [www.bbc.co.uk/](http://www.bbc.co.uk/)
- Bender, E., Bender, D. Food Tables and Labelling
- Bender, Oxford Paperbacks Reference, The Dictionary of Food and Nutrition
- British Heart Foundation – [www.bhf.org.uk](http://www.bhf.org.uk) or nearest shop/outlet
- British Nutrition Foundations – [www.nutrion.org.uk](http://www.nutrion.org.uk)
- Cadbury, glass and a half productions - <http://www.aglassandahalfproductions.com/>
- Coeliacs UK - [www.coeliac.co.uk/](http://www.coeliac.co.uk/)
- Colins and Gem Calorie Counter
- Collins Gem – Calorie Counter
- Committee of advertising practice - <http://www.asa.org.uk/cap/>
- Consumer rights expert - <http://www.consumerrightsexpert.co.uk>
- Department for business Enterprise and regulatory reform - <http://www.berr.gov.uk>
- Diabetes UK - [www.diabetes.org.uk](http://www.diabetes.org.uk)
- Diet plan or other similar software programme for dietary analysis.
- McCance and Widdowson, Food composition tables
- Food production daily - <http://www.foodproductiondaily.com/Quality-Safety/Cadbury-apologises-for-Salmonella-outbreak>
- Food Standards Agency – [www.eatwell.gov.uk](http://www.eatwell.gov.uk)
- Food Standards Agency – [www.food.gov.uk](http://www.food.gov.uk)
- Food Standards Agency, Manual of Nutrition
- Free Drinking Water – [www.freedrinkwater.com](http://www.freedrinkwater.com)
- Fox, B. A., Cameron, A. G. Food Science, Health and Nutrition
- Jamie Oliver's School Dinners campaign - <http://www.jamieoliver.com/school-dinners>
- Jamie Oliver's School Kitchen Series DVD – Channel 4
- Jenny Ridgewell, Examining Food and Nutrition
- Joint Health Claims Initiative - <http://www.jhci.org.uk/info/code.pdf>

- National Allergies and Intolerances – [www.allergyuk.org/](http://www.allergyuk.org/)
- National Centre for Home Food Preservation - <http://www.uga.edu>
- National Health Service – [www.nhs.uk](http://www.nhs.uk)
- Office of National Statistics – [www.statistics.gov.uk](http://www.statistics.gov.uk)
- Soil Association – [www.soilassociation.org](http://www.soilassociation.org)
- Supermarkets
- Supersize me – book and DVD
- The Guardian – [www.guardian.co.uk](http://www.guardian.co.uk)
- The Office of Fair Trading - [http://www.offt.gov.uk/oft\\_and\\_cd/](http://www.offt.gov.uk/oft_and_cd/)
- UK national news - <http://www.4ni.co.uk/news.asp?id=16031>
- Vegan Society – [www.vegansociety.com](http://www.vegansociety.com)
- Vegetarian Society – [www.vegsoc.org](http://www.vegsoc.org)
- Wageningen University Food Composition Tables - <http://www.food-info.net/uk/foodcomp/table.htm>
- Which advice - <http://www.which.co.uk/advice>
- World Health Organisation – [www.who.int](http://www.who.int)

# Other forms of Support

In order to help you implement the new GCSE Home Economics Specification effectively, OCR offers a comprehensive package of support. This includes:

## Published Resources

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OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

## Publisher partners

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OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Hodder Education is the publisher partner for OCR GCSE Home Economics : Food and Nutrition.



Hodder Education has produced the following resources for OCR GCSE Home Economics: Food and Nutrition.

OCR Food and Nutrition for GCSE: Home Economics  
Anita Tull  
ISBN: 978 0340 98397 3  
Published: 26/06/2009

## Approved publications

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OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



## Endorsement

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OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.

## Professional Development

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The 2012-13 OCR Professional Development Programme offers more accessible and more cost effective training, with the same valued content that you expect from us.

At OCR, we are constantly looking for ways in which we can improve the support we offer to teachers. Most recently we have been considering the increasing challenges that schools face in releasing teachers for INSET, and how OCR can make its professional development programme more accessible and convenient for all.

From September 2012, our new improved programme will include:

- FREE online professional development units available when and where you want them
- FREE live web broadcasts of professional development events
- FREE face to face training for GCSE controlled assessment and GCE coursework
- A series of 'not to be missed' premier professional development events.

For more information, please email [training@ocr.org.uk](mailto:training@ocr.org.uk) or visit [www.ocr.org.uk/training](http://www.ocr.org.uk/training).

## OCR Social

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Visit our social media site (<http://www.social.ocr.org.uk>). By registering you will have free access to a dedicated platform where teachers can engage with each other - and OCR - to share best practice, offer guidance and access a range of support materials produced by other teachers; such as lesson plans, presentations, videos and links to other helpful sites.

## Interchange

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>

# Frequently Asked Questions

## Qualification Title: Home Economics – B003 Principles of Food and Nutrition

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### What will the paper look like?

The paper will offer a wide variety of questions aimed at all abilities but the questions will be laid out slightly differently. There will still be five compulsory questions ranging from short answers to free response answers. The questions will appear in a non-ramped style (i.e.) the harder questions will be found throughout the paper rather than appearing at the end as they did on the old style papers. The free response questions will be marked as a banded response.

The SAMS paper and specification is available on the OCR website.

### What is a banded response?

The banded response questions are designed so all candidates are able to tackle the questions but their skill and ability levels will dictate the mark achieved. This is a fair and accurate way of differentiating and testing different ability levels. Banded responses are applied when the question has an allocation of 6 or more marks and the banding can be of 3 or 4 levels depending on the mark allocation.

The banding will differ for each question but as a general guide will take into account areas such as; spelling, grammar, punctuation, sentence structure, balance of argument or discussion, use of examples, correct use of technical language, linkage to stimulus materials and degree of analysis or evaluation.

For more examples see the training packs – ‘Guidance on how to use banded marks’ or come to the ‘Get ready’ or ‘Get stated’ training days

### Where can I go for more help?

OCR values its centres and aims to give full support throughout the series. There are a large number of places where support and advice can be sought such as:

- OCR website [www.ocr.org.uk](http://www.ocr.org.uk)
- E-communities [www.ocr.org.uk/communities](http://www.ocr.org.uk/communities)
- Networking, sharing ideas and concerns at training session

### Will candidates be able to re-enter units?

Yes. Controlled assessment units can be carried forward with the moderator mark from one session to the next i.e. June 2014 to June 2015. There is a separate ‘carry over’ code to re-enter the unit.

### What is the break down of marks for the unit?

B001 Food and Nutrition Short Tasks	30%
B002 Food Study Tasks	30%
B003 Principles of Food and Nutrition	40%

## Contact us

Keep up to date with the latest news by registering to receive e-alerts at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates)

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