

# A Level Home Economics: Food, Nutrition and Health

## Understanding Key Terms: Context, Design Brief and Specification

### ***Instructions and answers for teachers***

***These instructions should accompany the OCR resource 'Understanding Key Terms: Context, Design Brief and Specification' activity which supports OCR A Level Home Economics: Food, Nutrition and Health.***



#### **The Activity:**

This resource comprises 3 tasks.

The investigative study at A2 is worth 25% of the final grade. There are four assessment criteria which need to be addressed:

- 1 Analysis and Aims
- 2 Planning and Development
- 3 Implementation – process and realisation
- 4 Evaluation.

In the Analysis and Aims section, the student needs to develop an appropriate context and title.

In the Planning and development section the student needs to determine a clear design specification.

This Lesson Element will explain how to write a context and title and how to write a clear design specification.



*This activity offers an opportunity for English skills development.*

#### **Associated materials:**

'Understanding Key Terms: Context, Design Brief and Specification' Lesson Element learner activity sheet.



### Approaches to teaching the content

The A2 study should be developed from an area of the specification which the student finds interesting. Ideally the study should have a context that sets the scene and a title that can be investigated. It is a good idea to word the title as a question, and the context as some data which shows evidence that the study area chosen is wide enough to allow a range of investigative techniques to be carried out.

The Investigative study should always include a range of practical food related activities which will be undertaken within the process section. These food related activities need a specification which will describe in detail the end food product.

### Common misconceptions or difficulties the students may have

The correct wording of both the context and the title is crucial. If students ensure that their study includes both a data driven context and a title in the form of a question then the investigative part of the work is very much focussed and will avoid the study developing into a project.

When writing a design specification it is crucial that the information is presented clearly and that the necessary detail is included. Where there is reference to a nutrient, for example, specific quantities should be given or reference made to aspects relevant to the food related activity such as specific skills, portion size, cost, and appeal.

### Conceptual links to other areas of the specification

Students could be encouraged to choose an area of interest which will be developed into a context and title from the A2 specification. When the students are researching their area of interest, the information gained as part of their revision can support the written A2 paper. If an area of interest is chosen from the AS specification then the research carried out will not be needed for revision for the A2 paper.



### Developing a context and title

#### Task 1

The Assessment Criteria 1b are *Selects an appropriate context and title with clear justification and reasoning.*

Identify the key words you need to consider when developing a context and title.

Students should be able to note the word selects (plural) so more than one context and title needs to be written. They will also need to clearly justify (explain) and give reasons why they have selected these contexts and titles.

#### Task 2

Explain how to write an outstanding context and title.

Look at these examples of contexts and titles – identify what makes them outstanding:

#### Example 1

In 2012 14% of children aged between 2 and 15 were classed as obese (source 1: HSCIC.gov.uk). What can parents do to reduce this figure?

#### Example 2

In 2008 14% of the population were over 65; by 2041 this figure is expected to rise to 24% (source 2: ageuk.org.uk). How can these over 65's manage their resources efficiently if they are on a limited income?

#### Example 3

In 2012 2% of both adults and children were vegetarian. (source 3: Department of Health and FSA National Diet and Nutrition Survey). How easy is it to meet the nutritional needs of a child who is a vegetarian?



Students should be able to explain that each of the examples have a data driven context and a question to investigate. This is how they should write their context and question. In order to meet the second part of the assessment criteria they need to select and reject, leaving them with the final context and title justifying clearly with reasons why they have chosen it.

They should also recognise that Example 1 is from the AS specification and Examples 2 and 3 from the A2 specification. Teachers should explain the benefits of developing an area from the A2 specification.

### Task 3

Carry out some research in order to write three different contexts and questions.

As students begin their Investigative study they usually have an area of interest that they would like to focus on. Within their area of interest, ask them to do some research to come up with three or four different pieces of data and use the data to write an appropriate question, to investigate, that relates to the data.

If the student has difficulty selecting an area of interest, the following are good areas in which to find appropriate and up to date data:

- Developments in the food industry
- Vitamins
- Minerals
- Properties of food
- Dietary and nutritional needs of the elderly/children/vegetarians
- Fat.



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## Lesson Element

An example:

Area of Interest – Minerals/Iron/Iron deficiency anaemia.

Source – [www.sacn.gov.uk](http://www.sacn.gov.uk) – Iron and Health report.

### Contexts (data extracted from the iron and health report)

- The highest proportion with intakes below the LRNI in low income populations are females aged 11 to 49 years old.
- One of the groups with the highest percentage of iron deficiency anaemia are children aged 1½ to 2½ and girls aged 15 to 18.
- Women aged 15 to 50 are at risk from iron deficiency anaemia.

### Questions

- Is it possible to achieve a balanced diet containing enough iron on a low income?
- Can a vegetarian diet meet the iron requirements of children aged 2½?
- How easy is it to meet the iron requirements of a female student who has an active social life and a limited income?

Using the above as an example the student should be able to come up with three or four pieces of data and write a suitable question for each. Teachers can assist in this process. They can then select with reasons which one will be the final idea for their investigative study.

### Developing a clear specification

This will come later in the study when addressing assessment criteria 2 and is easiest to address when completing a food practical activity as part of the process section.

The assessment criterion is *2b – determines clear design specification*. The emphasis is on the word clear.

The design specification can appear as a bulleted list for a food practical activity. Make sure it is approached by using the heading 'Design specification' when the practical activities are written up.

The series of bullet points need to describe what the end product will be like.



The descriptions could contain information on the following:

- **What is it going to be used for** – a snack/main meal
- **Appearance/appeal** – how is it going to be appealing to the target group
- **Cost** – cost to make, selling cost/profit (if appropriate), if it is for a particular budget
- **Nutritional profile** – how much of a specific nutrient per serving/how it contributes to the daily recommendations of that specific nutrient
- **Taste requirements** – acceptability – eg gluten free products compared to wheat products
- **Skill** – reference to skill level of the dish
- **Target market** – who is it aimed at.

### Activity one

Identify why this design specification is not clear and explain what changes could be made to make it clearer.

#### Practical Activity

A dish suitable for a teenager to lose weight: Swiss roll with fruits.

My product will be:

- Appealing
- Low fat
- High fibre
- High skill.

Students should be able to identify the following (this may need to be teacher led):

- Appealing – to whom?
- Low fat – how much fat should it contain? Which type of fat saturated? Unsaturated?
- High fibre – how much fibre? Where from?
- High skill – Which skills?



The Specification should then be rewritten.

My product will:

- Appeal to teenagers aged 16 to 18
- Contain no more than 5g of saturated fat per serving
- Contain at least 1g of fibre per 100g from the fruit
- Demonstrate the whisking method as a high order skill.

Using this suggested format the student should be able to write their own specifications for each practical activity. They can also share their specifications with their group and they can peer assess whether the specification is clear and contains enough detail.

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