

GCSE (9-1)

Moderators' report

FOOD PREPARATION AND NUTRITION

J309

For first teaching in 2016

J309/04/05 Summer 2023 series

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Introduction

Our moderators' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

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General overview

Candidates produced work that was wide ranging and across the spectrum of levels. The evidence demonstrated that the NEA task proved accessible to all and provided opportunities for a wide range of abilities to validate their achievement. Differentiation had taken place as could be seen in the variety and depth of work across each section. It was apparent that where teachers had a clear understanding of the specification, the appropriate guidance and support was given. Where candidates had spent valuable time in the planning of their practical task and used the information to apply it to the relevant assignment, this enhanced the outcomes.

Candidates who did well generally:	Candidates who did less well generally:
<p>Planning</p> <ul style="list-style-type: none"> • undertook initial research, focusing on the specific task • related each recipe idea and analysed to assess its suitability • clearly had ideas linked to seasonality and provenance, which led to a better consideration of these aspects • included detailed and qualified reasons for choices, applying specifically to the task. For example, staple foods or families with school aged children • gave a comprehensive justification of the chosen dishes • explained the nutritional contents and applied this to the task • justified and included detailed descriptions of skills and techniques • clearly identified the equipment required • linked time plans by colour coding and highlighting key skills • included designated columns and addressed safety and quality points • addressed costings that were relevant and contained an accurate breakdown, especially if undertaking the 'families with school-aged children' where considering the costs of ingredients was a key part of the task. <p>Methods of working</p> <ul style="list-style-type: none"> • demonstrated excellent personal preparation and were well organised throughout the practical session 	<p>Planning</p> <ul style="list-style-type: none"> • included research, which was not relevant or was brief in content, i.e. some cultural aspects were interesting, however, research was not always as detailed as it could have been • spent valuable time obtaining nutritional data and costings and then did not use the information • included justification that was not related to the task, i.e. families with school aged children • included dishes, which lacked skills, when an accompaniment could have been added to increase the skill level • did not evidence cooking times and temperatures clearly • included missing, not broken down or inaccurate costings (one task had 'consider the cost' in the task title). <p>Methods of working</p> <ul style="list-style-type: none"> • were unable to complete their dishes within the allocated time • showed a lack of preparation and organisational skills resulting in poor time management • required significant help with the use of equipment • did not carry out methods of working effectively due to complex dishes being produced. <p>Skills and cooking</p> <ul style="list-style-type: none"> • used only one type of starch, rather than a range, i.e. wheat

Candidates who did well generally:	Candidates who did less well generally:
<ul style="list-style-type: none"> • followed their time plans, enabling them to work independently • performed a variety of complex skills • completed all dishes within the time available and served at the correct temperature • were able to show excellent application of food safety procedures. <p>Skills and cooking</p> <ul style="list-style-type: none"> • were able to show competency through using correct tools and equipment • stretched themselves and produced high level complex skills, for example, fresh pasta, pastry work and bread making, so showcasing a wide variety of skills • demonstrated excellent cooker management • Presentation • carefully considered side dishes and garnishes • styled dishes according to the task • showed creativity • were able to gauge appropriate portion control • clearly defined tasting charts and results of sensory testing. <p>Analysis and evaluation</p> <ul style="list-style-type: none"> • considered the whole task including reasoned judgements on their strengths, weaker points, changes and improvements • recorded sensory results in detail with clear reference to the organoleptic properties. 	<ul style="list-style-type: none"> • showed limited manipulative skills and use of equipment • showed a limited application of skills and cooking methods, resulting in a basic level of demand • Presentation • used limited or no garnishes on any of the dishes • showed basic food styling, which was often not suitable to the task • used unclean plates, chipped crockery or spilt food • did not direct presentation and styling to the target group • did not clearly address sensory testing, with incomplete tasting charts and no supporting explanation of findings. <p>Analysis and evaluation</p> <ul style="list-style-type: none"> • did not always link evaluations to the task or show a range of techniques • showed sensory analysis had been completed without any thorough analysis of data • carried out of testing without showing what they want to find out and why, i.e. say what they have found out, but do not relate it to the specific task. For example, international dishes were cooked, and they did contain staple foods, but this often did not appear in this section • did not use a range of testing • showed a lack of discussion on star diagrams linking to the brief/target group • evaluated only parts of the task, not just the practical elements.

Most common causes of centres not passing

One of the most common causes of centres candidates not being given higher marks was when candidates lost focus on what the task entailed. This tended to happen from the initial range of dishes onwards and there was little reference in the analysis of ideas. Many candidates attempted to address provenance by implying that it related to which country the ingredients originated or that it would come from a supermarket. Food security was frequently not addressed. Nutrition was sometimes undertaken as a tick box exercise where candidates had used a nutrition programme and pasted in a label without any supporting written comments or forgetting the focus of the task. As many candidates undertook the staple food task, it would have been relevant for them to have discussed the starchy carbohydrate content of their chosen dishes.

Time plans without safety points or basic instructions at the start about washing hands and time allocated at the end for clearing and washing up, did not help some candidates to fully organise themselves. In some cases, no time plans or ingredient lists were produced or included, which would disadvantage them when carrying out the practical elements.

There were often no photos of key skills or showing 'the skill' being performed incorrectly. One example was a candidate cutting a piece of chicken with a knife blade clearly sliding towards their fingers.

Many candidates did not achieve positively as they only completed sensory evaluations and had not considered the rest of the task.

Generalised sensory attributes were used across all three dishes. An example of this was the descriptor 'meaty', which had been used in all three charts and one of the dishes was a brownie.

Common misconceptions

Candidates should undertake a range of complex skills across the three complete dishes. It is not a requirement that all three dishes illustrate high level skills.

All three completed practical dishes must be carried out within the three hours practical task in the classroom environment.

A photograph of the three final dishes is a mandatory requirement and must be provided. Centres are recommended to include A4 colour photograph(s) of the three complete dishes with any accompaniments.

Avoiding potential malpractice

Read and act on any updates from OCR.

In large departments, make sure that all teachers have a good understanding of the standards.

Make sure that each candidate's work is their own and group work has not been undertaken for this task.

Practising of the selected dishes is not permitted.

Make sure that all record keeping, such as tracker and students records, are up to date.

Explain the NEA set tasks and the requirements for each section.

Make sure that the practical task is carried out within a three-hour time frame.

Ask for clarification and/or assistance if needed. OCR will happily support your request.

Encourage candidates to take responsibility for their progress, give constructive feedback and signpost the criteria for them.

Helpful resources

OCR GCSE Food Preparation and Nutrition Students Book -

ISBN:9781471867491 Publisher: Hodder Education

OCR GCSE Food Preparation and Nutrition Student e Textbook

ISBN:9781471867132 Publisher: Hodder Education

OCR GCSE Food Preparation and Nutrition Course Companion

Publisher: ZigZag Education

My Revision Notes; OCR GCSE Food Preparation and Nutrition

ISBN: 978-1-4718-8700-0 Publisher: Hodder Education

[British Nutrition Foundation](#)

[Encyclopaedia Britannica](#)

[NHS](#)

Additional comments

Best practice is also to provide a photographic journal of the key skills being undertaken.

The MC2 Marking Form must be correct and fully completed to include, centre name, number, candidate name and number.

There were many clerical errors. Centres must make sure that the addition of marks and the total mark is correct and that it matches the content on Submit for Assessment.

When using an electronic submission, the correct code should be used J309/04.

When files are uploaded, these should be clearly identifiable with candidate number and tasks.

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For the June 2023 series, Exams Officers will be able to download copies of your candidates' completed papers or 'scripts' for all of our General Qualifications including Entry Level, GCSE and AS/A Level. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

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If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

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