

GCSE (9-1)

Moderators' report

FOOD PREPARATION AND NUTRITION

J309

For first teaching in 2016

J309/02/03 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.

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.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

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General overview

After a break in delivering this NEA, it was apparent that some centres found the scientific investigation challenging. Work was wide and varied. From the evidence observed, the NEA tasks proved accessible to all and provided opportunities for a wide range of abilities to demonstrate their achievement. Research was undertaken well by some centres, linking the chemical and scientific properties of the commodity wheat or protein, while others found it difficult. At the same time, this provided a good degree of differentiation. Investigations were often planned covering a range of up to three or four different commodities with different cooking methods, temperatures and sensory testing planned. It was apparent that where teachers had a clear understanding of the specification, the appropriate guidance and support was given.

Most candidates undertook the wheat task and these tended to read considerably more logically. Photographic evidence was used positively to support the work. Most centres presented their investigations as a succinct report within the 2000 word count.

Candidates who did well generally:	Candidates who did less well generally:
<p>Planning</p> <ul style="list-style-type: none"> • included research, which was relevant to the commodity, for example, wheat, milling and types of flour • included a clear explanation of what they were going to do including reasons for choice • gave a clear hypothesis • gave detailed predictions of what they thought would happen • where examples of investigations had aims, gave predictions and recommendations in a structured format • when a control recipe was included, explained its purpose of having this as part of their variables • used a wide range of scientific terminology. <p>Investigation</p> <ul style="list-style-type: none"> • completed a range of investigations relevant to the task, e.g., setting point of eggs, different flours effecting short crust pastry and structure • investigated how coagulation occurs in different ways 	<p>Planning</p> <ul style="list-style-type: none"> • included brief research, which was not always relevant to the task, for example rice • gave no clear reasons for choice given or a clear framework for what they were going to do • showed no clear structure as to how the investigations were going to be carried out • gave no or vague prediction or hypothesis • gave no clear aims for any of the planned investigations • undertook discussions in a group situation, but were then unable to attempt the process • did not include a control recipe • included none or very limited method of working and in consequence the candidates could not provide evidence that they had worked to their plan • attempted only one or two variables • used limited or no use of scientific terminology. <p>Investigation</p> <ul style="list-style-type: none"> • repeated only one simple investigation, for example one egg with three investigations, one type of flour with three investigations following the same focus • did not have a plan to work to (see comment above)

Candidates who did well generally:	Candidates who did less well generally:
<ul style="list-style-type: none"> • identified and defined key words in each of their investigations which they used to explain what happened later in their analysis • used their findings by recording them in a range of different formats, e.g., star diagrams, photographs, bar charts. <p>Analysis</p> <ul style="list-style-type: none"> • used key terms that they had researched to explain their findings as this showed continuity of thought and application of knowledge • structured their investigations by completing each one from plan, recording, finding, analysis • used feedback and opinions when interpreting the results • interpreted findings using appropriate terminology. <p>Evaluation</p> <ul style="list-style-type: none"> • used their knowledge to develop their review further • focused on how they had performed in each section • summarised key findings • suggested improvements for weak points and made recommendations for the commodity being investigated and also for dishes into which their knowledge could be applied. 	<ul style="list-style-type: none"> • did not record their own results when candidates participated in shared investigations in a group • did not develop their own ideas, often as a consequence of group work. <p>Analysis</p> <ul style="list-style-type: none"> • included a limited use of key terms to explain their findings • repeated research rather than analysing findings • gave little evidence that they had applied their knowledge and understanding to the task and their investigations • were unable to explain what had happened and why in any detail • gave limited use of viewpoints and feedback. <p>Evaluation</p> <ul style="list-style-type: none"> • repeated elements of research and analysis • attempted to review strengths and weaknesses with limited justification • gave no conclusions or interpretation of evidence.

Most common causes of candidates not being given higher marks

The reasons that candidates are not given higher marks is:

- a lack of understanding of what is required
- not following the process
- a lack of plans for candidates to follow emphasis on cooking rather than undertaking an investigation, for example, making sausage rolls or a whisked sponge.

Common misconception



All sources of information must be referenced as a bibliography or in the body of the text.

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.

When working in groups, candidates must have their own findings and use them in their analysis and evaluation.

Make sure that all record keeping, i.e., trackers and students records, are up to date.

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

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

Make sure the investigations meet the 2000-word count including any data and photographs.

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

OCR support and beyond



OCR GCSE Food Preparation and Nutrition Student Book.

ISBN: 9781471867491 Publisher Hodder Education.

OCR GCSE Food Preparation and Nutrition Students e Textbook

ISBN: 9781471867132 Publisher: Hodder Education

OCR GCSE Food Preparation and Nutrition Course Companion

Publisher: Zig Zag Education

My Revision Notes: OCR GCSE Food Preparation and Nutrition

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

[British Nutrition Foundation](#)

[Encyclopaedia Britannica](#)

[NHS](#)

Additional comments

The MC1 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 matches that with Submit for Assessment.

MC1 Marking Form be annotated in each section to support the mark given.

When using an electronic submission, the correct code should be used J309/02.

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

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Access to Scripts

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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ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

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.

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals.

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