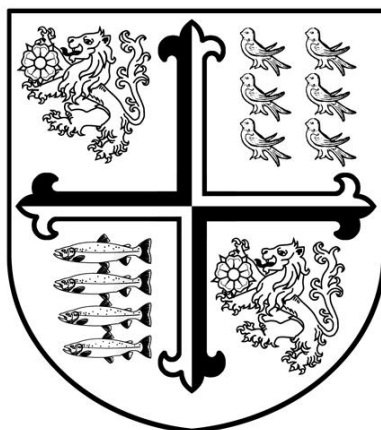




GCSE Food Preparation & Nutrition

Exam Preparation

Exam Board: AQA

Specification: 8585

[GCSE Food Preparation and Nutrition Specification Specification for first teaching in 2016](#)

Contact details:

Ms E Spanjar – espanjar@bournemouth-school.org

Term 1 – 1st September to 23rd October

Key Dates:

1st September – NEA 1 assessment published

w/c 14th September – Begin NEA 1

w/c 28th September – Research and hypotheses to be uploaded to TEAMS

23rd October – Final Deadline for NEA 1 hand in.

Key Reminders:

- Each paper must contain your name, candidate number and the centre number 55119
- Font size 11
- Uses photos – remember to annotate them
- Refer back to the brief
- Submit final report in pdf format

Key places to look for help:

Textbook – OCR GCSE – Page 260

[The Importance of NEA1 Food Science Investigations](#) – videos

OCR NEA 1 – Student guide and candidate style work

Food Preparation and Nutrition

OCR GCSE (9-1) J309
MC1 Marking Form

Candidate name										
Candidate number										
Centre number										

Task 1: Mark Sheet (MC1)			
Planning: (9 marks)	Mark	Comments	Total
• Excellent and thorough research and planning for their investigation to include comprehensive reasons for choice/aim and recommendations/predictions	7-9		
• Good research and planning for their investigation to include some of the reasons for choice/aim and recommendations/predictions	4-6		
• Basic research and planning for their investigation to include limited reasons for choice/aim and recommendations/predictions	1-3		
• No response or no response worthy of credit	0		
Investigation: (21 marks)	Mark		
• Excellent scientific investigation into all of the functional and chemical properties of a commodity/ingredients for the task • Follows the plan with accuracy • Makes changes or adaptations as necessary • Shows excellent recordings of observations and findings using a comprehensive range of different formats	15-21		
• Good scientific investigation into some of the functional and chemical properties of a commodity/ingredients for the task • Makes some changes or adaptations as necessary • Follows the plan with some accuracy • Shows good recordings of observations and findings using a good range of formats	8-14		
• Basic investigation into a limited range of the functional and chemical properties of a commodity/ingredients for the task • Makes limited use of the plan • Shows basic recordings of observations and findings using a limited range of formats	1-7		
• No response or no response worthy of credit	0		
Analyse: (9 marks)	Mark		
• Produce a comprehensive analysis with a wide range of opinions and viewpoints	7-9		
• Produce a good analysis with a good range of viewpoints	4-6		
• Produce a limited analysis with some inaccuracies, and limited viewpoint(s)	1-3		
• No response or no response worthy of credit	0		

Evaluate: (6 marks)	Mark		
• Excellent evaluation of observations and findings using a wide range of evidence to draw thorough conclusions related to task	5-6		
• Good evaluation of overall observations and findings using a range of evidence to draw appropriate conclusions related to task	3-4		
• Basic review of observations and findings with no clear conclusions and limited use of interpretation and evidence	1-2		
• No response or no response worthy of credit	0		
Total Marks	45		

Term 2 – 2nd November to 18th December

Theory Assessment – Year 11 Mocks – 1hr30 Full Paper

Topics covered:

Kitchen equipment

Pastry making

Non-communicable diseases

Food choice: allergy/intolerance, GM foods, ethical/moral choices

Nutritional requirements through the lifespan: energy requirements, vitamins/minerals

Food science: aeration, heat transfer

Fruit and vegetables

Theory – Revision

[Link to Revision RAG chart – focus on those showing red from last year's mock](#)

NEA 2

Key Dates:

1st November: NEA 2 assessment published

w/c 14th December – Begin NEA 2

4th January – 9 dishes with pros and cons to be uploaded to TEAMS

Key Reminders:

- Each paper must contain your name, candidate number and the centre number 55119
- Font size 11
- Max 20 slides/sides of paper
- Uses photos – remember to annotate them
- Refer back to the brief
- Submit final report in pdf format

Key places to look for help:

Textbook – OCR GCSE – Page 269

OCR NEA 2 – Student guide and candidate style work

Following websites for recipes:

[Recipes | Good Food](#)

[Recipes - Food A Fact Of Life](#)

[Search Resources Only - Food A Fact Of Life](#)

[The Nutrition Program : Teaching Resources for Food & Nutrition](#)

[Sensory science \(14-16 Years\) - Food A Fact Of Life](#)

[Knowledge organisers \(14-16 Years\) - Food A Fact Of Life](#)

Food Preparation and Nutrition

OCR GCSE (9-1) J309
MC2 Marking Form

Candidate name										
Candidate number						Tick this box to confirm the preparation, cooking and presentation of the three dishes was completed within a single period of no more than three hours. ☐				
Centre number										

Task 2: Mark Sheet (MC2)			
Planning: (20 marks)	Mark	Comments	Total
- Excellent consideration and understanding of the task including sensory and nutritional choice, cost, food provenance and seasonality - Excellent and comprehensive justification for the chosen dishes including identifying a wide variety of complex and demanding skills and techniques - Excellent and comprehensive time plan to show consistent sequencing/dovetailing with excellent reference to the chosen skills, techniques and equipment, and identifying food safety and quality points	17-20		
- Very good consideration and understanding of the task including sensory and nutritional choice, cost, food provenance and seasonality - Very good and detailed justification for the chosen dishes including identifying a variety of skills and techniques with a very good level of demand - Very good and detailed time plan to show very good sequencing/dovetailing with very good reference to the chosen skills, techniques and equipment, and identifying food safety and quality points	13-16		
- Good consideration and understanding of the task including some reference to sensory and nutritional choice, cost, food provenance and seasonality - Good justification for the chosen dishes including identifying some variety of skills and techniques with a good level of demand - Good time plan to show sequencing/dovetailing with some reference to the chosen skills, techniques and equipment, and identifying food safety and quality points	9-12		
- Adequate consideration and understanding of the task including some reference to sensory and nutritional choice, cost, food provenance and seasonality - Adequate justification for the chosen dishes including identifying some skills and techniques with an adequate level of demand - Adequate time plan to show some sequencing/dovetailing with reference to some of the chosen skills, techniques and equipment, and identifying food safety and quality points	5-8		
- Limited consideration and understanding of the task with little reference to sensory and nutritional choice, cost, food provenance and seasonality - Limited justification for the chosen dishes with limited skills and techniques identified, with a basic level of demand - Basic time plan to show limited sequencing/dovetailing with little reference to the chosen skills, techniques and equipment, and little identification of food safety and quality points	1-4		
No response or no response worthy of credit	0		

Learners will prepare, cook and present a menu of three complete dishes within a single session of three hours. Learners will demonstrate a range of technical skills in the preparation, cooking and presenting of the menu of three dishes: please refer to the specification section 2b: "D: Skills requirements: preparation and cooking techniques."

Method of working: (20 marks)	Mark	Comments	Total
• Demonstrates excellent and meticulous personal preparation and organisation of work area when preparing cooking and presenting dishes • Follows time plan exactly, using the correct sequence with appropriate dovetailing • All dishes completed and produced successfully within the time available • Demonstrates excellent and faultless application of food safety procedures	17–20		
• Demonstrates very good personal preparation and organisation of work area when preparing cooking and presenting dishes • Follows time plan, using the correct sequence with appropriate dovetailing • All dishes completed and produced within the time available • Demonstrates very good application of food safety procedures	13–16		
• Demonstrates good personal preparation and organisation of work area when preparing cooking and presenting dishes • Mostly follows time plan using the correct sequence with some appropriate dovetailing • Dishes completed and produced within the time available • Demonstrates good application of food safety principles	9–12		
• Demonstrates adequate personal preparation and organisation of work area when preparing cooking and presenting dishes • Some attempt made to follow the plan with some dovetailing • Attempts to complete and produce dishes within the time available • Demonstrates adequate application of food safety procedures	5–8		
• Demonstrates limited personal preparation and organisation of work area • Little ability to organise time and limited use of the plan • Attempts to produce dishes within the time available • Demonstrates basic application of food safety procedures	1–4		
• No response or no response worthy of credit	0		
Skills and cooking: (25 Marks)	Mark	Comments	Total
• Excellent and advanced application of a wide variety of skills, techniques and cooking methods, showing a high and very complex level of demand • Excellent level of competency when using tools and equipment • Demonstrates excellent cooker management	21–25		
• Very good application of a variety of skills, techniques and cooking methods, showing a very good level of demand • Very good level of competency when using tools and equipment • Demonstrates very good cooker management	16–20		
• Good application with some variety of skills, techniques and cooking methods, showing a good level of demand • Good level of competency when using tools and equipment • Demonstrates good cooker management	11–15		
• Sound application of skills, techniques and cooking methods, showing an adequate level of demand • Adequate level of competency when using tools and equipment • Demonstrates adequate cooker management	6–10		
• Limited application of skills, techniques and cooking methods, showing a basic level of demand • Basic level of competency when using tools and equipment • Demonstrates basic cooker management	1–5		
• No response or no response worthy of credit	0		

Sensory testing of the menu of three dishes will be carried out at the end of the session by the teacher or appropriate member of staff from the centre.

Presentation: (25 marks)	Mark	Comments	Total
• Produces dishes of an excellent quality that are well-presented and styled to an excellent standard of finish • Outcome of sensory testing – excellent level achieved • Demonstrates excellent portion control	21–25		
• Produces dishes of a very good quality that are well-presented and styled to a very good standard of finish • Outcome of sensory testing – very good level achieved • Demonstrates very good portion control	16–20		
• Produces dishes of a good quality that are presented and styled to a good standard of finish • Outcome of sensory testing – good level achieved • Demonstrates good portion control	11–15		
• Produces dishes of an adequate quality, some attempt to present and style to a adequate standard of finish • Outcome of sensory testing – adequate level achieved • Demonstrates sound portion control	6–10		
• Produces dishes of limited quality, with little attempt to present and style to a basic finish • Outcome of sensory testing – basic level achieved • Demonstrates limited portion control	1–5		
• No response or no response worthy of credit	0		

With reference to the chosen task, learners will carry out sensory analysis and evaluation, and identify improvements.

Analyse and Evaluate: (15 marks)	Mark	Comments	Total
• Excellent and comprehensive sensory analysis of the finished dishes relating to the organoleptic properties • Excellent and comprehensive evaluation that clearly demonstrates reasoned judgements of the overall task and uses a wide range of evidence to draw thorough conclusions • Comprehensive suggestions for improvements or changes	11–15		
• Good sensory analysis of the finished dishes with some reference to the organoleptic properties • Good evaluation that demonstrates some reasoned interpretation of the overall result and uses a range of evidence to draw conclusions • Some suggestions for improvements or changes	6–10		
• Limited sensory analysis of the finished dishes with basic reference to the organoleptic properties • Basic review with no clear conclusions and limited use of evaluation and evidence • Little or no suggestions for improvements or changes	1–5		
• No response or no response worthy of credit	0		
Total Mark	105		

Term 3 – 4th January to 12th February

Key Dates:

4th January – 9 dishes with pros and cons to be uploaded to TEAMS

w/c 11th January – final 3 dishes along with recipes to be uploaded to TEAMS

w/c 25th January – final time plans to be uploaded to TEAMS

w/c 1st February – 3hr cook and evaluation write up time.

12th February – Final deadline for NEA 2 Hand in

Term 4 – 22nd February to 25th March and Term 5 12th April – 28th May

Revision for theory exam

Revision tools

OCR Food Preparation and Nutrition Textbook

Seneca – follow link in TEAMS to join our classroom. Not AQA specific but content/information is the same across exam boards

TEAMS – OCR past papers, mind-maps for each topic

OCR specification

Save my exams - <https://www.savemyexams.com/gcse/food-and-nutrition/ocr/food-preparation-and-nutrition/>

[Knowledge organisers \(14-16 Years\) - Food A Fact Of Life](#)

Section A - Nutrition

Topics	Key Concepts	R	A	G
Topic 1 Relationship between diet and health	• Eatwell Guide • 8 Tips for Healthy Eating • Health conditions: Obesity, CVD, Type 2 Diabetes, Diverticulitis, Bone health, Dental Health, Anaemias			
Topic 2 Nutritional and dietary needs of different groups of people	• Allergies / labelling • Nutrition during stages of life • Dietary and Nutritional values			
Topic 3 Nutritional needs when selecting recipes for different groups of people	• How to modify recipes: - Reduce salt - Reduce fat - Reduce sugar - Increase fibre			
Topic 4 Energy Balance	• BMR • PAL • Energy needs			
Topic 5 Protein	• Functions • HBV/ LBV • Sources • Deficiency • Structure •			
Topic 6 Fats	• Functions • Sources • Fatty Acids • Structure • Deficiency •			
Topic 7 Carbohydrates	• Functions • Sources: - Monosaccharides - Disaccharides - Polysaccharides – starches/NSP • Deficiency/excess			

Topics	Key Concepts	<u>R</u>	<u>A</u>	<u>G</u>
Topic 8 Vitamins B group vitamins Vitamin C Vitamin A, D, E and K	• Functions • Sources • Deficiencies • Trace elements			
Topic 9 Minerals Iron Calcium Phosphorous Sodium Fluoride Iodine	• Functions • Sources • Deficiencies • Trace elements			
Topic 10 Water	• Functions • Deficiencies/excess • Intake recommendations			
Topic 11 Nutrients in food	• Starchy foods • Fruit and vegetables • Milk and dairy foods • Meat, fish, eggs and other non-dairy sources of protein • Food and drinks high in fat and/or sugar			

Section B – Food provenance and food choice

<u>Topics</u>	<u>Key Concepts</u>	<u>R</u>	<u>A</u>	<u>G</u>
Topic 1 Food source and supply	• How the following are grown reared or caught - Cereals, Sugars, fruit and vegetables - Meat and poultry - Fish • Farming methods – advantages/disadvantages • Fruit and vegetable classification • Meat and poultry classification			
Topic 2 Food processing and production	• Primary processing of wheat and milk • Secondary processing of: • Milk into butter, cream, yoghurt and cheese • Flour into bread and pasta • Methods of preservation: - High temp - Low temp - Freezing - Chemical - MAP/CAP			
Topic 3 Food security	• Availability • Accessibility • Nourishment and utilisation • Moral, Ethical and Environmental - Waste - Food miles - Carbon footprint - Sustainability			
Topic 4 Technological developments to support better health and food production	• Fortification • Additives • New and emerging foods - Probiotics - Prebiotics - Sterols - Stanols.			
Topic 5 Development of culinary tradition	• British cuisine • International cuisine • Religious factors • Tradition- Cooking and equipment • Presentation and eating patterns			
Topic 6 Factors Influencing food choice	• Personal, social and economic • Marketing / advertising • Religious and cultural beliefs • Ethical and moral beliefs			

Section C – Cooking and Food Preparation

<u>Topics</u>	<u>Key Concepts</u>	<u>R</u>	<u>A</u>	<u>G</u>
Topic 1 Food Science	• Why we cook food • Heat transfer • How cooking methods affect foods - Nutritional value - Sensory properties • Functional and chemical properties of ingredient groups: - Carbohydrates - Fats and oils - Proteins - Acids - Fruits and vegetables - Raising agents			
Topic 2 Sensory properties	• Senses (organoleptic properties) and sensory systems • Testing panels • Food tasting tests: - Ratings test - Difference or comparison testing - Triangle test - Ranking test - Profiling tests - Star profile			
Topic 3 Food safety	• Conditions and control for bacterial growth • Conditions and control for mould and yeast production • Signs of food spoilage • Helpful properties of micro-organisms and enzymes in foods • Buying food • Storing food • Preparing food - Preventing cross-contamination - Rules for food hygiene - Preventing food poisoning • Cooking and serving food			