

# GCSE

Specification

## Home Economics: Food and Nutrition

For exams June 2010 onwards

For certification June 2011 onwards



# Contents

<b>1</b>	<b>Introduction</b>	<b>3</b>
1.1	Why choose AQA?	3
1.2	Why choose Home Economics: Food and Nutrition?	3
1.3	How do I start using this specification?	4
1.4	How can I find out more?	4
<b>2</b>	<b>Specification at a Glance</b>	<b>5</b>
<b>3</b>	<b>Subject Content</b>	<b>6</b>
3.1	Nutrition, diet and health throughout life	6
3.2	Nutritional, physical, chemical and sensory properties of foods in storage, preparation and cooking	6
3.3	Techniques and skills in food storage, preparation and cooking	6
3.4	Factors affecting consumer choice	7
3.5	Food hygiene and safety	7
3.6	Nature of the controlled assessment	17
<b>4</b>	<b>Scheme of Assessment</b>	<b>20</b>
4.1	Aims and learning outcomes	20
4.2	Assessment Objectives	20
4.3	National criteria	21
4.4	Prior learning	21
4.5	Access to assessment: diversity and inclusion	21
<b>5</b>	<b>Administration</b>	<b>22</b>
5.1	Availability of assessment units and certification	22
5.2	Entries	22
5.3	Private candidates	22
5.4	Access arrangements and special consideration	22
5.5	Language of examinations	23
5.6	Qualification titles	23
5.7	Awarding grades and reporting results	23
5.8	Re-sits and shelf-life of unit results	24
<b>6</b>	<b>Controlled Assessment Administration</b>	<b>25</b>
6.1	Authentication of controlled assessment work	25
6.2	Malpractice	25
6.3	Teacher standardisation	26
6.4	Internal standardisation of marking	26
6.5	Annotation of controlled assessment work	26
6.6	Submitting marks and sample work for moderation	27
6.7	Factors affecting individual candidates	27
6.8	Retaining evidence and re-using marks	27

---

7	Moderation	28
7.1	Moderation procedures	28
7.2	Consortium arrangements	28
7.3	Post-moderation procedures	28

---

	Appendices	29
A	Grade Descriptions	29
B	Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations	30
C	Overlaps with other Qualifications	31
D	Key Skills	32
E	Assessment Criteria	33

# 1 Introduction

## 1.1 Why choose AQA?

AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why is AQA so popular?

AQA understands the different requirements of each subject by working in partnership with teachers. Our GCSEs

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money.

AQA provides a comprehensive range of support services for teachers

- access to subject departments
- training for teachers including practical teaching strategies and approaches that really work presented by senior examiners
- personalised support for Controlled Assessment
- 24 hour support through our website and online *Ask AQA*
- past question papers and mark schemes
- comprehensive printed and electronic resources for teachers and students

AQA is an educational charity focused on the needs of the learner. All our income goes towards operating and improving the quality of our specifications, examinations and support services. We don't aim to profit from education – we want you to.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

## 1.2 Why choose Home Economics: Food and Nutrition?

- This specification aims to attract candidates to study Home Economics: Food and Nutrition by offering an interesting and stimulating programme of study. Candidates will have the opportunity to develop their knowledge and understanding of human needs in a diverse society and to work in a variety of contexts.
- The skills and knowledge acquired will be relevant and transferable to other settings, enhancing career opportunities and providing a satisfying course of study for candidates of various ages and from diverse backgrounds who may not progress to further study of the subject. It also provides progression to certain aspects of GCE Health and Social Care.
- The specification is set out in a way that is clear for teachers to use and offers guidance on possible teaching activities related to individual aspects of the subject content. The two tasks for the controlled assessment will provide choice of a wide variety of topics.
- The specification retains much of the subject content of the previous specification. Some updating of this content has taken place to bring the specification up to date and to make it even more accessible to candidates.
- The controlled assessment tasks follow the criteria laid down by QCA in the *GCSE controlled assessment regulations for home economics*.

## 1.3 How do I start using this specification?

### Already using the existing AQA Home Economics: Food and Nutrition specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at <http://www.aqa.org.uk/rn/askaqa.php> Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us

know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website ([http://www.aqa.org.uk/admin/p\\_entries.php](http://www.aqa.org.uk/admin/p_entries.php)).

### Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at [centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)

## 1.4 How can I find out more?

### Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at <http://www.aqa.org.uk/rn/askaqa.php>

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

### Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at <http://www.aqa.org.uk/support/teachers.php>

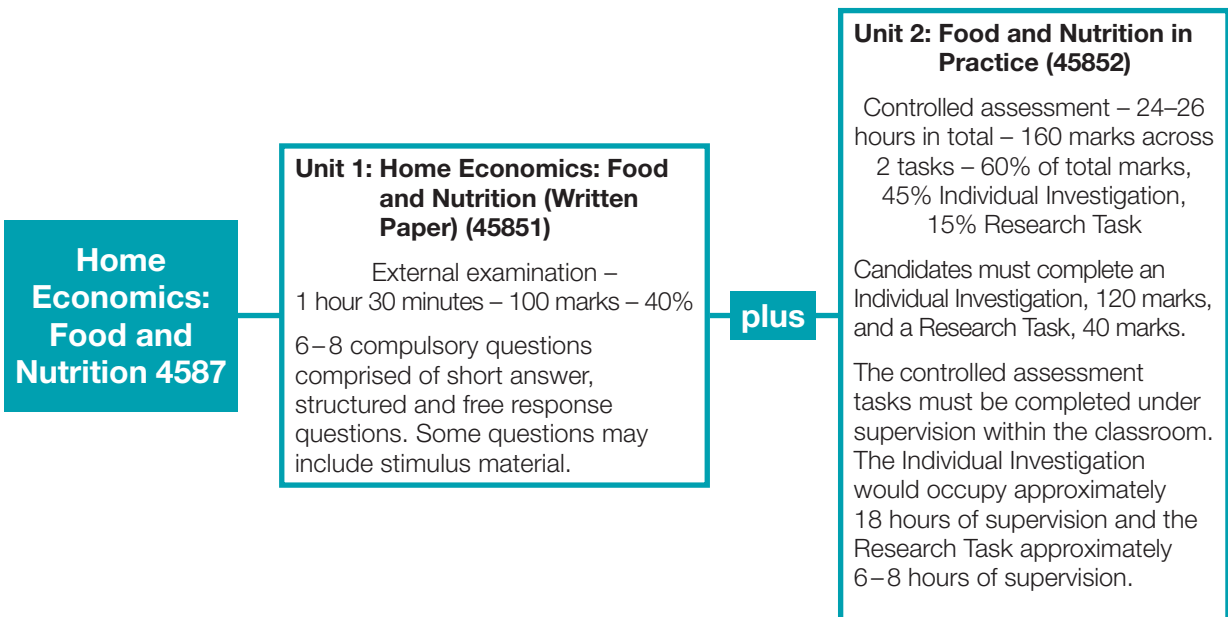
There is also a link to our fast and convenient online booking system for Teacher Support meetings at <http://events.aqa.org.uk/ebooking>

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at [teachersupport@aqa.org.uk](mailto:teachersupport@aqa.org.uk)

## 2 Specification at a Glance

This specification is one of two which follow the GCSE Home Economics criteria. The other specification is GCSE Home Economics: Child Development.

There is one tier of assessment, with a single paper which covers all of the grades A\*–G.



# 3 Subject Content

---

## Summary of subject content

The subject content of this specification has been divided into sections for ease of reference. However, candidates and teachers will be aware of the interrelationship between the sections. The question

paper (Unit 1) and the controlled assessment (Unit 2) will test any or all of the five areas of the subject content. Also included in this section of the specification is key information relating to the controlled assessment.

---

## 3.1 Nutrition, diet and health throughout life

An introduction to nutrition

Macro nutrients

Micro nutrients

Diet and health

Energy from foods

Digestion

---

## 3.2 Nutritional, physical, chemical and sensory properties of food in storage, preparation and cooking

Effect of storage on nutrients

Food preparation and cooking

Food additives

---

## 3.3 Techniques and skills in food storage, preparation and cooking

Food storage

Food preparation and cooking

Cooking methods

Recipe balance and modification

Convenience food

---

## 3.4 Factors affecting consumer choice

Social factors

Economic factors

Factors affecting meal planning

Purchase of food and equipment

Advertising

Consumer issues

---

## 3.5 Food hygiene and safety

Food spoilage organisms

Food poisoning organisms

Safer food procedures

Food packaging

### 3.1 Nutrition, diet and health throughout life

This section of the subject content requires candidates to have knowledge and understanding of the following.

		Possible teaching activities
<b>An introduction to nutrition</b>	<p>A study of nutrients, their functions, sources and effect on the body.</p> <p>Application of nutritional knowledge to the special dietary needs of different population groups.</p> <p>Dietary analysis using food tables or computer programmes.</p>	<p>Computer programmes calculating candidates' own diets, linking to members of their families.</p> <p>Consider different population needs.</p>
<b>Macro nutrients</b>		
<i>Protein</i>	<p>Functions in growth, repair and secondary sources of energy.</p> <p>Main food sources in the diet (plant and animal).</p> <p>Nutritional quality, including indispensable (high biological value) and dispensable (low biological value) proteins.</p> <p>Complementation of proteins with particular reference to vegetarians.</p> <p>Novel proteins, e.g. Textured Vegetable Proteins (TVP), tofu and mycoprotein.</p> <p>Their function in the provision of energy.</p> <p>Sugars, starches and dietary fibre.</p> <p>Main food sources in the diet.</p>	<p>Teach through an extensive range of practical work to also include LBV/HBV foods.</p> <p>Class discussion and development.</p> <p>Complementation of protein foods, to show range of foods available.</p> <p>Video/CD – variety available.</p> <p>Practical work on starchy foods – ranges available.</p> <p>Group work of ranges of cereals available. Nutritional analysis.</p> <p>Sugars – reduced sugar products/practical work/nutritional analysis/sensory tasting.</p> <p>NSP – methods of increasing this in practical dishes/nutritional analysis/sensory tasting/comparative group work.</p>
<i>Carbohydrates</i>		
<i>Fats</i>	<p>The function of fats in the provision of fat soluble vitamins and energy supplies.</p> <p>Main types of fatty acids, e.g. saturated, monounsaturated and polyunsaturated.</p> <p>Main food sources in the diet (plant and animal)</p>	<p>Practical work using different fats to determine their properties and uses.</p> <p>Packaging materials to use as basis for discussion re different types of fats.</p> <p>Supermarket visit/questionnaire re types of fats and preferences.</p>

<p><b>Micro nutrients</b></p> <p><i>Vitamins</i></p>	<p>Water soluble – B group, Thiamine, Riboflavin, Niacin, Folate, B12, C (Ascorbic Acid).            Fat Soluble – A, D, E and K.            Main food sources in the diet.            Effects of deficiency and/or excess.            Antioxidant functions of vitamins A, C &amp; E.            Calcium, iron, sodium and fluoride.            Functions in the body.            Main food sources.            Effects of deficiency and/or excess.            The importance of water in the body.            Main food sources.</p>	<p>Video – functions/dietary sources.            Practical recipes analysed for vitamin content and developing different recipes to have high level of daily required vitamins (B and C), also recipes which have high levels of D and A.            Video/range of practical dishes/nutritional analysis.            Comparative group work.            Group discussion – quantities in the body.            Practical work to include selection of recipes to provide high water contents.</p>
<p><b>Diet and health</b></p> <p><i>Current dietary recommendations</i></p>	<p>The concept of a balanced diet.            The relationship between diet and good health.            Relevant publications, e.g. <i>The eatwell plate</i> (<a href="http://www.eatwell.gov.uk">www.eatwell.gov.uk</a>)            Current nutritional terminology, e.g. RNI, DRVs, EARs, with a basic knowledge of DRVs for different population groups.            Major health problems associated with excessive nutrient intake, e.g. obesity, coronary heart disease, dental caries, hypertension, diabetes.            Major health problems associated with inadequate intake of nutrients, e.g. constipation, diverticulitis, anaemia.</p>	<p>Group discussion.            Video.            Individual food diary/assessment of findings.            Use of websites to provide useful materials. Current media coverage linked to diet and health.            Quiz re terminology – link to population groups.            Research using websites for all of these health problems, with group presentations to rest of the group.</p>
<p><b>Energy from foods</b></p>	<p>Basal metabolic rate (BMR) and its importance in determining energy requirements, e.g. physical activity, age, gender.            Energy balance and ideal weight.            Recommended energy values from protein, fat and carbohydrates.            The glycemic index of foods.</p>	<p>Work in groups to provide examples of suitable diets for 7 days, including physical activity and weight and energy balances.</p>
<p><b>Digestion</b></p>	<p>The digestion and absorption of nutrients.</p>	<p>Group discussion.</p>

### 3.2 Nutritional, physical, chemical and sensory properties of foods in storage, preparation and cooking.

This section of the specification requires candidates to have knowledge and understanding of the nutritional, physical, chemical and sensory properties of foods in storage, preparation and cooking.

		Possible teaching activities
<b>Effect of storage on nutrients</b>	An outline knowledge of the loss of Vitamin C through oxidation and rancidity of fats.	Practical investigation using DCPIP to test cooking water of green vegetables of varying ages, e.g. 2 week old broccoli, 1 week old broccoli, frozen broccoli.
<b>Food preparation and cooking</b>	<p>The scientific principles underlying the preparation and cooking of food.</p> <p>The effect of heat and acid/alkaline conditions on proteins, starches, sugars and fats.</p> <p>The loss of water soluble vitamins (B group and C) through soaking in water, peeling, chopping and cooking.</p> <p>Awareness of the effect of preparation and processing on the sensory characteristics of food – taste, texture of mouth, feel, smell, appearance (including colour – loss of chlorophyll from green vegetables through prolonged cooking) and palatability.</p>	<p>Practical work is the best way to teach these principles. For example</p> <ul style="list-style-type: none"> <li>• heat on eggs or egg based dishes to observe denaturation and coagulation</li> <li>• acid vinegar when poaching/boiling eggs</li> <li>• toast or baked products to demonstrate dextrinisation</li> <li>• caramelisation demonstrated through crème brûlée, toffee etc.</li> </ul> <p>Use a thermometer to measure melting point of different fats, butter, white vegetable fat and oils.</p> <p>Regular sensory analysis of practical work to enable candidates to build up analytical skills. Build a word bank to assist candidates' use of relevant descriptions.</p>
<b>Food additives</b>	Main functions of preservatives, anti-oxidants, emulsifiers, stabilisers, flavourings and flavour "enhancers".	Use of a range of food labels to identify additives and discuss their main functions.

### 3.3 Techniques and skills in food storage, preparation and cooking

This section of the specification will require candidates to have knowledge and understanding of the importance of the techniques and practical skills used in food preparation, cooking and storage.

		Possible teaching activities
<b>Food storage</b>	<p>Perishable foods, non-perishable foods.</p> <p>Sensible choice of packaging linked to storage area within the home; refrigerator, freezer, dry stores.</p> <p>Correct storage of foods. The correct maintenance of refrigerators and freezers, including temperature control.</p> <p>Avoidance of cross contamination in food storage areas, e.g. raw onion tainting milk.</p>	<p>Class discussion.</p> <p>Practical application of knowledge.</p> <p>Video on food storage.</p>
<b>Food preparation and cooking</b>	<p>Evidence of organisational and management skills – time, resources, individual's skills and use of equipment during preparation and cooking of food.</p> <p>Safe use and practical assessment of a range of labour/energy-saving pieces of equipment used in the preparation and cooking of a range of foods, e.g. blenders, food processors, food mixers, microwave ovens.</p>	<p>Relevant media articles, e.g. <i>Which? Good Housekeeping</i>.</p> <p>Selective use of Internet to access information on range of appliances.</p> <p>Class discussion. Questionnaires/surveys.</p> <p>Visit supermarkets/retail outlets.</p> <p>Group practical work on a range of appliances to assess features.</p> <p>Group presentation of findings oral/written – consumer report.</p>
<b>Cooking methods</b>	<p>Reasons for cooking foods.</p> <p>Transfer of heat to food; conduction, convection, radiation, microwave cooking, including re-heating. Choice and selection of appropriate cooking methods to conserve or modify nutritive value.</p> <p>Improve palatability; boil, steam bake, grill, fry, stir fry and microwave.</p> <p>Awareness of organoleptic characteristics of food in relation to preparation and cooking, e.g. appearance, smell, taste, texture/mouthfeel.</p>	<p>Experimental work on heat transfer.</p> <p>Video.</p> <p>Range of practical work on cooking methods stated.</p> <p>Taste testing.</p> <p>Sensory analysis of different foods cooked by different methods.</p>

## 3.3 Techniques and skills in food storage, preparation and cooking (continued)

		Possible teaching activities
<p><b>Recipe balance and modification</b></p>	<p>Practical application of modifying traditional recipes in line with current dietary advice.</p> <p>Reducing fat and use of lower fat alternatives.</p> <p>Reducing salt and use of lower salt alternatives.</p> <p>Reducing sugar and use of sugar-reduced products or alternatives.</p> <p>Increasing dietary fibre, use of high fibre cereal foods, fruits and vegetables.</p> <p>An assessment of using “one stage” and “all-in-one methods” when preparing and cooking food.</p>	<p>Practical group work on basic recipe modification.</p> <p>Sensory analysis.</p> <p>Nutritional analysis – computer software.</p> <p>Group discussion.</p> <p>Range of practical work on traditional versus modern methods.</p>
<p><b>Convenience food</b></p>	<p>Realistic use of convenience foods and the combination of fresh/convenience foods when preparing meals. The range of convenience foods available, practical assessment of their value in food preparation; ready made pastry, cake mixes, sauce mixes, pizza bases.</p>	<p>Practical work.</p> <p>Nutritional analysis.</p> <p>Comparative testing.</p> <p>Supermarket visit.</p> <p>Reports – oral/written evidence.</p>

### 3.4 Factors affecting consumer choice

This section of the specification requires candidates to have the knowledge and understanding to enable them to make informed choices regarding food and food-related equipment.

		Possible teaching activities
<b>Social factors</b>	<p>Cultural, religious and traditional factors affecting the choice of food. Multi-cultural influences.</p> <p>The influence of changing lifestyles such as working women, family size, changing roles and an ageing population on food choices.</p> <p>The effect of the time available to buy and prepare food.</p>	<p>Search and select information from the Internet to produce a leaflet on food choices for different cultures/religions.</p> <p>Use of relevant media material.</p> <p>Recipe search for meals that can be made in a short time.</p>
<b>Economic factors</b>	<p>The relationship between disposable income and food choice.</p> <p>The influence of available resources (cooking facilities, storage space and equipment) on choice of food.</p>	<p>Value for money studies. Compare factors such as price, weight, contents, quality and information on packets.</p>
<b>Factors affecting meal planning</b>	<p>Healthy eating habits. Meal patterns, snacking, grazing etc.</p> <p>Budget – how disposable income can affect the range of foods available. Low income/high income.</p> <p>Technological changes.</p> <p>Interest/motivation/skills and knowledge.</p> <p>Food-related disorders/intolerances, e.g. coeliac disease, food allergies.</p> <p>Food scares/current concerns about foods.</p> <p>Special dietary needs for family members (as specified in the 'Diet and Health' section).</p> <p>Influence of media/celebrity chefs.</p>	<p>Use of <i>The eatwell plate</i> to plan healthy meals. Survey on meal patterns.</p> <p>Research on Internet of food prices, e.g. comparison of premium and value ranges. Use of consumer data to identify the most expensive/least expensive foods. Examination of novel foods.</p> <p>Examine products available in shops for those on special diets.</p> <p>Use of media articles. Planning of meals. Internet research. TV programmes/videos.</p>

## 3.4 Factors affecting consumer choice (continued)

		Possible teaching activities
<b>Purchase of food and equipment</b>	<p>The advantages and disadvantages of a range of retail outlets including supermarkets, supermarkets, independent grocers, specialist shops, farmers' markets, open markets and the Internet for different consumer groups.</p> <p>Factors to consider when choosing equipment such as cookers, refrigerators, freezers, microwaves, food processors, mixers and blenders. Safety factors in the use of equipment.</p> <p>Environmental issues with regard to food and equipment purchase, e.g. packaging, energy consumption, energy labels, carbon footprints, food miles, recycling of packaging materials.</p>	<p>Individual or group work to research different shopping methods. PowerPoint presentations on advantages and disadvantages of different methods.</p> <p>Practical cookery tasks to evaluate different pieces of equipment. Produce a consumer type of report on a piece of equipment.</p> <p>Examination of packaging materials, recycling labels and energy efficiency labels.</p>
<b>Advertising</b>	<p>Rules about food advertising. Pester power.</p> <p>Regulations of Advertising – <i>Independent Television Commission (ITC) and Advertising Standards Authority (ASA)</i>.</p> <p>Marketing strategies used by the food industry, e.g. product placement, special offers, free samples etc.</p>	<p>Survey on advertising techniques/class discussions.</p> <p>Research legal requirements for different types of adverts. Produce own adverts.</p> <p>Visiting speaker from supermarket/food manufacturer. Visit to supermarket.</p>
<b>Consumer issues</b>	<p>The rights of the consumer when purchasing food and associated equipment.</p> <p>How to complain.</p> <p>Food Safety Act 1990 Sale of Goods Act 1979 Trades Descriptions Act 1968 Weights and Measures Act 1985 Food Labelling Regulations 1984</p>	<p>Use consumer problems from magazines as case studies and discuss how to deal with them.</p> <p>Write a letter of complaint/role play.</p> <p>Research different pieces of legislation. Group presentations. Collect labels to analyse. Group discussions.</p>

### 3.5 Food hygiene and safety

Candidates will need knowledge and understanding of the importance of food hygiene and safety in the handling of food.

		Possible teaching activities
<b>Food spoilage organisms</b>	<p>The growth conditions and control for enzyme action, mould growth and yeast production.</p> <p>The signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria.</p>	<p>Discuss food spoilage organisms.</p> <p>What are the signs of spoilage – take in some examples and discuss.</p> <p>Prevention of food spoilage.</p>
<b>Food poisoning organisms</b>	<p>The sources, symptoms, key methods of control and the main danger points for the following food-poisoning bacteria and food-borne disease</p> <ul style="list-style-type: none"> <li>• campylobacter</li> <li>• E.coli O157</li> <li>• salmonella</li> <li>• clostridium perfringens</li> <li>• bacillus cereus</li> <li>• listeria.</li> </ul>	<p>“Name that bug” – role play through a variety of scenarios – one group as EHOs and the other as food-poisoning sufferers, the EHO investigating the symptoms, food consumed, when and where.</p> <p>All candidates to have tables of notes from content.</p>

### 3.5 Food hygiene and safety (continued)

		Possible teaching activities
<p><b>Safer food procedures</b></p>	<p>The choice and buying of food – within “use by” and “best before” dates.</p> <p>The importance of stock rotation when preventing food poisoning and food spoilage.</p> <p>The importance of correct handling, preparation, cooking, serving, cooling and processing of food.</p> <p>The role of temperature and time in the control of bacteria.</p> <p>Types of bacterial cross-contamination and their prevention.</p> <p>The correct usage and maintenance of refrigerators and freezers, including temperature range control.</p> <p>The scientific principles of food preservation – changes of temperature, water removal and alteration of atmosphere, identified from the following methods of preservation</p> <ul style="list-style-type: none"> <li>• the correct procedures when handling cook-chill</li> <li>• the use of low temperatures when freezing</li> <li>• the use of new technologies to include irradiation, Accelerated Freeze Dried (AFD), Modified Atmosphere Packaging (MAP).</li> </ul>	<p>Selection of packaged foods with “use by” and “best before” dates – discussion around these – which foods have which type of date stamp.</p> <p>Discussion re stock rotation.</p> <p>“Diary of a chosen food in a supermarket” – prepare a diary of a chosen food entering a supermarket, the time it spends there and at what temperatures it is kept before it reaches the consumer – candidates to spot the mistakes.</p> <p>The teacher may like to follow this through to the food arriving in the home and eventually to the plate.</p> <p>Pictures of cross contamination – direct and indirect – spot which is which.</p> <p>Bacteria thermometer – to show what happens from freezer temperature through to boiling temperature.</p> <p>Selection of foods which have been preserved by all methods. Candidates to look carefully at appearance, taste, texture, etc. and compare with fresh.</p> <p>Candidates to prepare grading chart and conclude which is preferred and why.</p> <p>Include alongside these notes how the preservation process takes place, resulting in the change in flavour/texture/appearance etc.</p>
<p><b>Food packaging</b></p>	<p>Types of food packaging materials used and their functions in safeguarding food hygiene.</p>	

## 3.6 Nature of the controlled assessment

### 3.6.1

The controlled assessment, Unit 2 Food in Practice, comprises two externally-set tasks which together make up 60% of the assessment for this specification, weighted as follows

An Individual Investigation	45% (approximately 18 hours)
A Research Task	15% (approximately 6–8 hours)

Both the Individual Investigation and the Research Task **must** be chosen from a range of tasks provided by AQA on an annual basis. Together these tasks provide candidates with opportunities to address the appropriate assessment objectives as set out in the assessment criteria. All work must be completed under supervision within the classroom. Candidates may, however, carry out research away from the classroom providing all work is collated and completed under supervision. Any research material should be retained by the centre but **not** submitted for moderation. Candidates must not merely copy out pre-prepared answers during the controlled assessment sessions. Teacher support may be given but should be recorded in candidates' research material and/or on the Candidate Record Form as appropriate, and be reflected in the final mark awarded as set out in the assessment criteria. Candidates' work may be informed by working with others but candidates must provide an individual response. More detailed guidance on levels of control are given below.

Within the tasks candidates will be expected to demonstrate their ability to recall, apply and communicate their knowledge and understanding within a specific context related to the subject content of the specification. They will also be expected to use their skills and knowledge to plan and carry out appropriate investigations and activities and to analyse and evaluate information and evidence, using these to make reasoned judgements and present conclusions.

### Level of control

Within the controlled assessment unit, levels of control are defined for the following three stages of assessment

- task setting
- task taking
- task marking

#### Task setting

Candidates are required to submit work for both the Individual Investigation and the Research Task which should be selected from a range of tasks provided by AQA at the start of the academic year.

#### Task taking

Authenticity control – research and preparation may be completed under limited supervision. However, all work with the exception of research and preparation, should be completed by candidates under informal supervision. This means that the centre must ensure that plagiarism does not take place, that sources used by candidates are clearly recorded and that each candidate's preparation for the final production of the work is his/her own.

Feedback control – teachers may review candidates' work and may provide advice at a general level. Teachers, however, must not provide detailed and specific advice on how the draft may be improved to meet the assessment criteria. The nature of any guidance provided and the details of any feedback given must be clearly recorded. Candidates

may be guided as to the approach they might adopt but the outcome must remain their own. Likewise, any feedback may evaluate progress to date and propose suggested broad approaches for improvement but the detailed correction or annotation of work for feedback purposes is not allowed. All work must be completed on A4 paper.

Time control – each candidate should produce an Individual Investigation and a Research Task. It is expected that the Individual Investigation should take approximately 18–20 hours to complete and the Research Task approximately 6–8 hours to complete, including preparation but not including additional time for the teaching and learning of the subject content.

Collaboration control – the work of individual candidates may be informed by working with others, for example when undertaking research, but candidates must provide an individual response in the task outcome.

Resources – candidates' access to resources is likely to be determined by the availability in centres. Examinations Officers should contact AQA Candidate Services for advice on any candidates who may require the use of any special equipment.

### **Task marking**

Teachers should mark the controlled assessment using the assessment criteria given in Appendix E. Further details regarding this process are given in section 6. Moderation of the controlled assessment work is by inspection of a sample of candidates' work sent by post to a moderator appointed by AQA. Further details are provided in section 7.

## **The Individual Investigation**

An investigation is carried out in the classroom, based on a task selected from a range provided by AQA on an annual basis. The investigation will include written and practical elements and must provide evidence of research, analysis and interpretation of information. This should then be used in the formation of a practical solution. The practical solutions should enable candidates to develop and demonstrate a wide range of food preparation and cooking skills, and should form part of normal lesson activity. The investigation will allow candidates to demonstrate their knowledge and skills acquired over the course of their studies. The practical aspect of the task should include sensory testing and nutritional analysis of the dishes made, and evaluations of the outcome.

It is recommended that the investigation will occupy a minimum of 18 hours and that 6 to 8 hours of this time will be spent on practical work. The investigation will be marked by the teacher and submitted for moderation to AQA.

## **The Research Task**

Candidates must complete a short Research Task, selected from a range of comparable tasks provided by AQA. The Research Task must be completed under supervision within the classroom. It will include written and practical elements and require research, carried out under teacher guidance, to assemble relevant information from suitable sources and materials. This research should be used for the planning of practical work. On completion the task should be evaluated and conclusions drawn on the outcomes of the Research Task. Candidates will be allowed a minimum of 6 hours to complete the task. The timing of the Research Task is at the discretion of the centre.

All work must be completed on A4 paper.

### 3.6.2 Exemplar tasks for the controlled assessment

Please note that the tasks below are examples of the kind of tasks that are likely to be set for the controlled assessment. Actual tasks will be provided by AQA on an annual basis.

#### Exemplar tasks for the Individual Investigation

1. Investigate the scientific principles involved when food is frozen. Make and freeze a selection of dishes that would be suitable for a family party or celebration.
2. Many young people living away from home, e.g. a student, rely on take-away food and ready meals. Investigate and make a range of nutritious dishes that would be economical, easy to make and would satisfy their dietary requirements.
3. Investigate one special dietary need and prepare a selection of interesting dishes that would be suitable for a person suffering from the dietary need studied.
4. Investigate ways in which the dietary needs of an elderly person living alone can be met. Plan and prepare a range of nutritious dishes that a healthy, active 75-year-old person could make.
5. Eating habits in the UK have changed over the last fifty years. Investigate the factors that have brought about these changes and prepare a selection of dishes that reflect your research.

#### Exemplar Research Task

Investigate the ways in which cultural diversity affects the food choices we make.

Outline of content	Suggested class time	Assessment objective tested
Background information on the main different cultural influences on the choice of food.	1 hour	AO1
Shopping survey of food from different cultures.	1–2 hours	AO1 and AO2
Focus on one of the cultures researched, select and make a typical dish and carry out a comparative analysis with a ready-made equivalent.	1 hour planning 2 hours comparative analysis	AO2
Evaluate your investigation. Produce a written report on the outcomes.	1–2 hours	AO3

### 3.6.3 Controlled assessment advisers

Controlled assessment advisers will be available to provide guidance to centres.

# 4 Scheme of Assessment

## 4.1 Aims and learning outcomes

GCSE courses based on this specification should encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

GCSE specifications in home economics must enable candidates to

- actively engage in the processes of home economics to develop as effective and independent learners
- develop their knowledge and understanding of human needs within a diverse society
- develop their knowledge and understanding of relevant technological and scientific developments
- develop a critical and analytical approach to decision-making and problem-solving in relation to the specified context
- examine issues that affect the quality of human life including an appreciation of diversity
- evaluate choices and decisions to develop as informed and discerning consumers.

## 4.2 Assessment Objectives (AOs)

The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

Assessment Objectives		% Weighting
<b>AO1</b>	Recall, select and communicate their knowledge and understanding of a range of contexts.	30
<b>AO2</b>	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	50
<b>AO3</b>	Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions	20

### Quality of Written Communication (QWC)

In GCSE specifications which require candidates to produce written material in English, candidates must

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in the question paper (Unit 1) and the controlled assessment (Unit 2).

## Weighting of assessment objectives for GCSE Home Economics: Food and Nutrition

The table below shows the approximate weighting of each of the assessment objectives in the GCSE units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1	Unit 2	
AO1	20	10	30
AO2	10	40	50
AO3	10	10	20
Overall weighting of units (%)	40	60	100

### 4.3 National criteria

This specification complies with the following

- the Subject Criteria for Home Economics, including the rules for Controlled Assessment
- Code of Practice
- the GCSE Qualification Criteria
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- the requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

4

### 4.4 Prior learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

### 4.5 Access to assessment: diversity and inclusion

GCSEs often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was

reviewed again to ensure such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Further details are given in Section 5.4.

# 5 Administration

## 5.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows

	Availability of Units		Availability of Certification
	Unit 1	Unit 2	GCSE Single Award
January 2010			
June 2010*	✓	✓	
January 2011			
June 2011 onwards	✓	✓	✓

\*Centres should be aware of QCA's 40% terminal rule, as detailed in section 5.2 below.

## 5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – 45851  
Unit 2 – 45852

GCSE Single Award – 4587

QCA's 40% terminal rule means that 40% of the assessment must be taken in the examination series in which the qualification is awarded. This rule is not dependent on the size of the qualification. Therefore, all GCSE candidates, whether taking short course, single and double awards, must have 40% of their assessment taken at the end.

## 5.3 Private candidates

This specification is not available to private candidates.

## 5.4 Access arrangements and special consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCSE, GCE, AEA, Entry Level, Basic Skills & Key Skills. Access Arrangements and Special Consideration*. This is published on the JCQ website

([http://www.jcq.org.uk/exams\\_office/access\\_arrangements/](http://www.jcq.org.uk/exams_office/access_arrangements/))

or you can follow the link from our website

([http://www.aqa.org.uk/admin/p\\_special\\_3.php](http://www.aqa.org.uk/admin/p_special_3.php)).

### Access arrangements

We can make arrangements so that candidates with special needs can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

### Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements should be submitted to AQA by the Examinations Officer at the centre.

## 5.5 Language of examinations

We will provide units for this specification in English only.

## 5.6 Qualification titles

Qualifications based on this specification are:  
AQA GCSE in Home Economics: Food and Nutrition

## 5.7 Awarding grades and reporting results

The GCSE and GCSE short course qualifications will be graded on an eight-grade scale: A\*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

We will publish the minimum raw mark for each grade, for each unit, when we issue candidates' results. We will report a candidate's unit results to centres in terms of uniform marks and qualification results in terms of uniform marks and grades.

For each unit, the uniform mark corresponds to a grade as follows.

**Written paper** (maximum uniform mark =120)

Grade	Uniform Mark Range
A*	108–120
A	96–107
B	84–95
C	72–83
D	60–71
E	48–59
F	36–47
G	24–35
U	0–23

**Controlled assessment**

(maximum uniform mark = 180)

Grade	Uniform Mark Range
A*	162–180
A	144–161
B	126–143
C	108–125
D	90–107
E	72–89
F	54–71
G	36–53
U	0–35

We calculate a candidate's total uniform mark by adding together the uniform marks for the units. We convert this total uniform mark to a grade as follows.

**GCSE HE: Food and Nutrition**

(maximum uniform mark = 300)

Grade	Uniform Mark Range
A*	270–300
A	240–269
B	210–239
C	180–209
D	150–179
E	120–149
F	90–119
G	60–89
U	0–59

## 5.8 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification within the shelf life of the specification whether or not they have already been used.

Candidates may re-sit a unit once only. The better result for each unit will count towards the final qualification. Candidates may re-sit the qualification an unlimited number of times.

Candidates will be graded on the basis of the work submitted for assessment.

Candidates must take units comprising at least 40% of the total assessment in the series in which they enter for certification.

# 6 Controlled Assessment Administration

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

## 6.1 Authentication of controlled assessment work

In order to meet the requirements of Code of Practice AQA requires

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own
- **teachers/assessors** to confirm on the Candidate Record Form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification
- **centres** to record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

The completed Candidate Record Form for each candidate should be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

## 6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**

- submit work which is not their own
- lend work to other candidates
- allow other candidates access to, or the use of, their own independently sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research)
- include work copied directly from books, the internet or other sources without acknowledgement and attribution
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

## 6.3 Teacher standardisation

AQA will hold annual standardising meetings for teachers, usually in the autumn term, for controlled assessment. At these meetings we will provide support in contextualising the tasks and using the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

AQA will also contact centres if

- the moderation of controlled assessment work from the previous year has identified a serious misinterpretation of the controlled assessment requirements
- or*
- a significant adjustment has been made to a centre's marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres, attendance is optional. If a centre is unable to attend and would like a copy of the written materials used at the meeting, they should contact the subject administration team at

**home-economics@aqa.org.uk**

## 6.4 Internal standardisation of marking

Centres must standardise marking to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve

- all teachers marking some trial pieces of work and identifying differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved in the assessment
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

## 6.5 Annotation of controlled assessment work

The Code of Practice states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods

- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text
- summative comments on the work, referencing precise sections in the work.

## 6.6 Submitting marks and sample work for moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided, by Electronic Data Interchange (EDI) or through the e-Portfolio system (only available for certain units/components) by the specified date (see

<http://www.aqa.org.uk/deadlines.php>).

Centres will normally be notified which candidates' work is required in the sample to be submitted to the moderator. (Please refer to section 7.1 for further guidance on submitting samples.)

## 6.7 Factors affecting individual candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed controlled assessments. An alternative supervised, time session may be organised for candidates who are absent at the time which the centre originally arranged.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Candidate Support of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for controlled assessment work. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

## 6.8 Retaining evidence and re-using marks

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result

has been made, the work must remain under secure conditions in case it is required by AQA.

Candidates who repeat the examination may carry forward their moderated controlled assessment marks.

# 7 Moderation

## 7.1 Moderation procedures

Moderation of the controlled assessment work is by inspection of a sample of candidates' work, sent by post or electronically through the e-Portfolio system from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline (see <http://www.aqa.org.uk/deadlines.php>).

Centres entering fewer candidates than the minimum sample size and centres submitting through the e-Portfolio system should submit the work of all of their candidates. Centres entering larger numbers of candidates will be notified of the candidates whose work will be required in the sample to be submitted for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of additional candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the controlled assessment work and Candidate Record Forms of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

## 7.2 Consortium arrangements

If there are a consortium of centres with joint teaching arrangements (i.e. where candidates from different centres have been taught together but where they are entered through the centre at which they are on roll), the centres must inform AQA by completing the JCQ/CCA form.

The centres concerned must nominate a consortium co-ordinator who undertakes to liaise with AQA on

behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be submitted for each specification.

AQA will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the purpose of moderation.

## 7.3 Post-moderation procedures

On publication of the results, we will provide centres with details of the final marks for the controlled assessment work.

The candidates' work will be returned to the centre after the examination. The centre will receive a report

giving feedback on the accuracy of the assessments made and the reasons for any adjustments to the marks.

We may retain some candidates' work for archive or standardising purposes

# Appendices

## A Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (see Section 4) overall. Shortcomings in some aspects of the candidates' performance may be balanced by better performances in others.

### Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of home economics.

They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with a high degree of precision.

They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

### Grade C

Candidates recall, select and communicate sound knowledge and understanding of aspects of home economics.

They apply suitable knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with precision.

They review the evidence available, analysing and evaluating some of the information clearly and with some accuracy. They make judgements and draw appropriate conclusions.

### Grade F

Candidates recall, select and communicate knowledge and understanding of basic aspects of home economics.

They apply basic knowledge, understanding and skills to plan and carry out simple investigations and tasks, with an awareness of the need for safety and precision. They modify their approach in the light of progress.

They review their evidence and draw basic conclusions.

## B Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

AQA has taken great care to ensure that any wider issues, including those particularly relevant to the education of students at Key Stage 4, have been identified and taken into account in the preparation of this specification. They will not form part of the assessment requirements.

### Moral and ethical

Candidates should be encouraged to recognise that values, attitudes and beliefs in what is right and wrong, good or bad, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made about personal lifestyle and eating patterns, and the concept of good and bad diets. (Section 3.1 *Nutrition, diet and health throughout life*; Section 3.4 *Factors affecting consumer choice*)

### Spiritual social and cultural

Candidates should be encouraged to consider the values, attitudes and roles of people that prevail in societies and communities. Religious beliefs, social mores and the cultural heritage will, for example, have a bearing on attitudes towards food and nutrition. There are specific opportunities within the course content for candidates to experience and relate to different cultures and explore how these influence individual behaviour. (Section 3.1 *Nutrition, diet and health throughout life*; Section 3.4 *Factors affecting consumer choice*)

### Legislative

Candidates should be encouraged to consider the impact of relevant legislation on food and nutrition.

Opportunities should be provided for candidates to research different legislation and how they affect the preparation, packaging and sale of food items. (Section 3.4 *Factors affecting consumer choice*; Section 3.5 *Food hygiene and safety*)

### Economic

Candidates should be encouraged to recognise that economic factors affect the choices people make on the food they eat and the resources available (e.g. cooking facilities, storage space, and equipment). There are specific opportunities within the specification for candidates to compare the price and value of different food. (Section 3.4 *Nutrition, diet and health throughout Life*)

### European dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

### Environmental education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “Environmental Responsibility: An Agenda for Further and Higher Education” 1993 in preparing this specification and associated specimen units.

### Avoidance of bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

---

## C Overlaps with other Qualifications

There is some overlap with GCSE and GCE Health and Social Care.

## D Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

### Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of Communication, Application of Number and Information and Communication Technology.

The Wider Key Skills of Improving Own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these 'Wider' Key Skills is deemed highly desirable for all candidates.

Copies of the Key Skills Standards may be downloaded from QCA's website:

**[http://www.qca.org.uk/qca\\_6444.aspx](http://www.qca.org.uk/qca_6444.aspx)**

The units for each Key Skill comprise three sections

- what you need to know
- what you must do
- guidance.

Candidates following a course of study based on this specification for Home Economics: Food and Nutrition can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of

- Communication
- Application of Number
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of units, are provided in the Teachers' Resource Bank for this specification.

The above information is given in the context of the knowledge that Key Skills at levels 1 and 2 will be available until 2010 with last certification in 2012.

---

## E Assessment Criteria

### Using the assessment criteria

The assessment criteria identify the range and level of knowledge, skills and understanding required for each task. Each controlled assessment task should be marked by the teacher, according to the relevant criteria for the unit.

Within each criterion, teachers should select the statements which best describe the levels of skills demonstrated within the submitted work.

Teachers should use the full range of marks available and must award full marks within any assessment criterion, where the work submitted fully meets the requirements of the descriptor and is that which can be best expected of a candidate working at this level.

In making decisions, teachers should consider the quality and range of work across the whole of each task and recognise when strong performance in one area can balance weaker performance elsewhere. When awarding marks, teachers should use the best fit approach.

Work which fully matches all of the descriptors within a mark band should be awarded the mark at the top of the available mark range.

Work which only just matches the descriptors within a mark band should be awarded the mark at the lower end of the available mark range.

The complete controlled assessment of each candidate will be marked according to the criteria set out below. These criteria refer to the marking of both tasks. Both tasks should be marked separately out of a total of 120 marks. The mark for the Research Task should then be divided by 3 in order to give a mark out of 40. Where the resulting mark includes a fraction, it should be rounded up or down accordingly, e.g.

a mark of  $20\frac{1}{3}$  becomes a mark of 20  
 a mark of  $20\frac{2}{3}$  becomes a mark of 21.

The combined total mark for both tasks will, therefore, be 160.

### Summary of assessment objectives

Assessment objective	Areas covered in the controlled assessment
<p><b>AO1 (10% of marks)</b>            Recall, select and communicate their knowledge and understanding of a range of contexts.</p>	Identify issues and questions. Assemble relevant information.
<p><b>AO2 (40% of marks)</b>            Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</p>	Task analysis. Analyse information. Identify a clear course of action. Plan a practical solution based on the evidence gathered. Carry out the practical work, demonstrating a wide range of appropriate skills/processes.
<p><b>AO3 (10% of marks)</b>            Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.</p>	Evaluate research, practical work, sensory and nutritional analysis. Interpret the evidence with reference to the issues identified in the task analysis. Produce a report on the conclusions drawn from the investigations.

## Explanation of assessment objectives

<p><b>AO1</b> – recall, select and communicate their knowledge and understanding of a range of contexts.</p>	<p><b>Identify issues and questions</b> The task analysis will provide opportunities for research within the context of the topic.</p> <p><b>Assemble relevant information</b> Initial research using primary and secondary sources should be carried out to identify priorities and define a possible task.</p>
<p><b>AO2</b> – apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</p>	<p><b>Task analysis</b> Candidates should demonstrate that they have fully explored the area of content for the chosen task.</p> <p><b>Analyse information</b> Selecting and prioritising relevant information should enable candidates to focus on possible strategies for completing the task.</p> <p><b>Identify a clear course of action</b> Strategies should include a clear statement of aims which are coherent and linked to the research analysis. Justification of the decision taken should be given.</p> <p><b>Plan a practical solution</b> Written planning should indicate how candidates intend to use the time available. A range of formats can be used, e.g. time plans, flow charts, logs or diaries of the investigations carried out. Planning should be relevant to the task and to the work actually carried out. Planning should include methods and materials to be used, logical progression, e.g. dovetailing of recipes, details of sensory testing or investigational activity.</p> <p><b>Carry out the practical work</b> Candidates should carry out the planned practical work during lesson time. Evidence of a range of practical skills should be shown. Candidates should demonstrate effective time management and organisation, awareness of hygienic practice and health and safety issues. It is essential that detailed records of the candidate's performance during practical sessions be kept by the teacher in order to justify the marks awarded. Photographic evidence of the practical work should be included in the investigation for moderation purposes.</p>
<p><b>AO3</b> – analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.</p>	<p><b>Evaluate research</b> Candidates should gather research from a wide range of primary and secondary sources. Interpretation and evaluation has been thorough and objective throughout the entire task. A high standard of presentation of information should be demonstrated, using a range of suitable techniques.</p> <p><b>Evaluate practical work</b> Ongoing evaluation of the practical work, which includes sensory and nutritional analysis, should be evident with coherent links to the criteria identified in the task analysis.</p> <p><b>Interpret the evidence</b> Candidates should review all aspects of the task with reference to the issues identified in the task analysis. Justification should be given for any modification or changes to the original plan. Candidates should be encouraged to identify any strengths or areas for improvement in the investigation.</p> <p><b>Present conclusions</b> When evaluating the success of the outcome of the task, candidates should draw together the information gathered from the whole of the investigation. They should consider whether or not they achieved the aims identified in their action plans and whether the action taken was appropriate.</p>

**Mark allocations**  
**Assessment objective AO1**

<b>AO1.1 Identify issues and questions</b>				<b>5 marks</b>
0 marks	1–2 marks	3–4 marks	5 marks	
There is no work worthy of credit.	Some issues identified but very little justification.	Several issues arising from the task analysis identified with some justification.	Wide range of issues arising from the task analysis, described fully and with sound justification.	

<b>AO1.2 Assemble relevant information</b>				<b>15 marks</b>
0 marks	1–5 marks	6–8 marks	9–11 marks	12–15 marks
There is no work worthy of credit.	The candidate has gathered a limited amount of information, mainly from secondary sources. Assistance may have been required.	The candidate has gathered information from more than one source. Most of the information will be relevant. An adequate standard of presentation has been demonstrated.	The candidate has gathered relevant information from a variety of primary and secondary sources. A good standard of presentation and organisation has been demonstrated using several suitable techniques.	The candidate has gathered relevant information from a wide range of valid primary and secondary sources. A high standard of presentation and organisation has been demonstrated using a wide range of suitable techniques. Specialist terminology will be used with accuracy and understanding.
	There is little or no evidence of use of specialist terminology.	There is some evidence of the use of specialist terminology.	There is good use of specialist terminology.	

## Assessment objective AO2

AO2.1 Task analysis			8 marks
0 marks	1–2 marks	3–5 marks	6–8 marks
There is no work worthy of credit.	Simplistic aims lacking focus.	Adequate aims relevant to the task.	Clear aims, focused on the task, well-expressed.

AO2.2 Analyse information			8 marks
0 marks	1–2 marks	3–5 marks	6–8 marks
There is no work worthy of credit.	Interpretation and evaluation are limited. The candidate may have required assistance.	Interpretation and evaluation cover the main aspects of the information gathered with some evidence of originality. The candidate has mainly worked independently.	Interpretation and evaluation are thorough and objective, showing evidence of originality and an individual approach. The candidate has worked independently throughout.

AO2.3 Identify a clear course of action			8 marks
0 marks	1–2 marks	3–5 marks	6–8 marks
There is no work worthy of credit.	Simplistic aims with a basic approach to the task. For two marks candidates should have given some reasons for their chosen course of action. Assistance may have been required.	Clear statement of aims with links to the research analysis. Issues relating to the task discussed and reasons given for the chosen course of action.	Well-expressed statement of aims, coherent and fully-focused on the research analysis. Issues relating to the task discussed fully with justification given for the chosen course of action.

<b>AO2.4 Plan a practical solution</b>		<b>16 marks</b>	
0 marks	1–5 marks	6–11 marks	12–16 marks
There is no work worthy of credit.	Basic planning showing limited initiative. Some support needed for completion of the task.	Effective plan of action showing some initiative and adequate choice of methods covering most aspects of the chosen solution.	Evidence of a well-planned task showing initiative and appropriate choice of methods, covering all aspects of the chosen solution.

<b>AO2.5 Carry out the practical work</b>		<b>40 marks</b>	
0 marks	1–8 marks	9–16 marks	17–24 marks
There is no work worthy of credit.	The candidate will have required frequent assistance in carrying out the practical work. Skills will be limited with a lack of awareness of safety and hygienic practices.	The candidate has carried out most of the planned work with some assistance. The candidate can execute simple skills to an adequate standard. Constant assistance will be required when handling equipment.	The candidate has carried out the planned work with only occasional assistance. The candidate can execute a variety of skills to a satisfactory standard. The candidate has reasonable control of equipment and due regard for safety and hygienic practices.
		25–32 marks	33–40 marks
		The candidate has carried out all the planned work mainly independently. The candidate can execute a good range of skills to a good standard. Equipment is handled competently with due regard for safety and hygienic practices.	The candidate has carried out all the planned work accurately and independently. The candidate can execute a wide range of skills to a high standard demonstrating excellent control of equipment with due regard for safety and hygienic practices.

Assessment objective AO3

AO3.1 Evaluate research and practical work				10 marks
0 marks	1–2 marks	3–5 marks	6–8 marks	9–10 marks
There is no work worthy credit	The candidate has made some comments about some of the work. A limited amount of information has been gathered.	The candidate has made an attempt to evaluate some aspects of the work. Information has been gathered from more than one source. Evaluation of all the practical work may be limited to simplistic taste tests and nutrient charts without comments.	The candidate has made a reasonable evaluation of most aspects of the task. Information has been gathered from a variety of sources. Evaluation of all the practical has been carried out, which includes some sensory and nutritional analysis.	The candidate has made a critical and effective evaluation of all aspects of the investigation. Information has been gathered from a wide range of primary and secondary sources. Thorough ongoing evaluation of all the practical work has been carried out, which includes detailed sensory and nutritional analysis. A high standard of written and practical work is evident. Spelling, punctuation and grammar are of a high standard.
	Presentation of both the written and practical work will be simplistic with frequent errors in spelling, punctuation and grammar.	Presentation of written and practical work is of a satisfactory standard. There may be some errors in spelling, punctuation and grammar.	A good standard of written and practical work is evident. There may be occasional errors in spelling, punctuation and grammar.	

AO3.2 Interpret information and present conclusions				10 marks
0 marks	1–2 marks	3–5 marks	6–8 marks	9–10 marks
There is no work worthy of credit	No attempt has been made to review the work in progress or suggest improvements.	The candidate has reviewed their progress in a simplistic manner, which may only refer to the outcomes of the practical work.	The candidate has reviewed their progress in most aspects of the task and has made reference to the issues identified in the analysis. Areas for improvement have been identified and reasons given for any changes made to their plans.	The candidate has reviewed their progress in all aspects of the task in relation to the issues identified in the analysis. Strengths and weaknesses have been identified and justification given for any changes to their plans. Logical decisions have been made throughout the investigation. Conclusions on the effectiveness of the outcomes of their investigation have been drawn, with reference to the criteria identified in the task analysis.
	Simplistic conclusions have been drawn with help and guidance.	Some decisions taken may not have been relevant to the task. An attempt has been made to draw conclusions and suggestions made for improvements.	Appropriate decisions have been made throughout the investigation. Some conclusions have been drawn on the effectiveness of the outcomes with reference to some of the criteria identified in the task analysis.	





## GCSE Home Economics: Food and Nutrition Teaching from 2009 onwards

**Qualification Accreditation Number: 500/4388/2**

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 3350.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

To obtain free specification updates and support material or to ask us a question register with Ask AQA:

**[www.aqa.org.uk/ask-aqa/register](http://www.aqa.org.uk/ask-aqa/register)**

Free launch meetings are available in 2008 followed by further support meetings through the life of the specification. Further information is available at:

**<http://events.aqa.org.uk/ebooking>**

Copyright © 2008 AQA and its licensors. All rights reserved.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).

Registered address: AQA, Devas Street, Manchester M15 6EX.

*Dr Michael Cresswell*, Director General.

