

# **Food Studies**

Entry Level Certificate R357

## **Examiner's Report**

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**June 2011**

**R357/R/11**

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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## **R357 Entry Level Food Studies**

This was the first year for R357 and it was pleasing to see how many centres had entered candidates for this qualification.

Whilst the specification suggests the tasks are co teachable with both GCSE Home Economics (J431) and Design and Technology Food (J304) it is important to ensure these students are not disadvantaged by not meeting and not being assessed against entry level criteria.

Many centres used the front cover sheet and also annotated the sample sent for moderation with comments throughout the coursework folder. This clearly supported the moderation process and was much appreciated. It is stated in the specification that 'where it is not clear within a course work folder, by the candidate's own presentation or work, where marks have been awarded, annotation must be carried out by the person marking the work'. On occasions when neither annotation nor photographic evidence was provided moderators found it difficult to agree marks awarded by the centre, particularly for Making and Outcomes section. The use of digital photographs is to be encouraged, although Centres should try to ensure candidate's faces are covered.

Well organised coursework, with name, candidate number and work divided into assessment objectives was greatly appreciated.

It is expected that candidates studying entry level will be supported in order that they can access the course requirements and demonstrate positive achievement, candidates should not be penalised due to this intervention.

Many centres provided some excellent writing frames/pro formas which helped to guide candidates in their work. Where these frames are used, care must be taken that questions are open ended and encourage more than one word answers, to allow Candidates to access the higher mark range.

The use of ICT should continue to be encouraged. Excellent examples were seen where ICT provided structure and support for candidates who found communication and recording difficult.

Work was presented on both A4 and A3, both are acceptable.

Centres should be aware that this specification is a qualification that aims to reward positive achievement, some marks should therefore be awarded for work produced by candidates throughout the course and there should be very few cases where a zero mark is given.

### **Moderation Procedures**

Centres should submit their marks to OCR by 15<sup>th</sup> May. Centres will then be informed by e mail through OCR Interchange of the samples required for moderation. If there are fewer than six candidates entered the whole sample must be sent to the moderator.

*Examiner's Report - June 2011***Short Task**

All short tasks are centre set and should be based upon the Specification content. A list of possible titles is available in appendix C of the Specification. Candidates are required to produce two short tasks.

**Planning** - In this section candidates are required to select a practical outcome and give a reason for choice. The chosen outcome should be suitable for the task/theme. To achieve full marks in this section candidates are required to give a full list of ingredients with the quantities they will be using as well as a plan of action. Many centres had awarded full marks despite the fact there were no quantities of ingredients.

**Making** - Centres that had produced annotation of practical work or used the practical record sheets available on OCR website are to be thanked; these supported moderators in justifying the marks that had been awarded. High marks can only be awarded if a candidate has shown a range of skills and produced an outcome that is suitable to their task/theme. Candidates are required to produce photographic evidence of their outcome/product.

**Outcomes** - Centres tended to over mark this section, as photographs did not support the mark that had been awarded. To achieve full marks the product/outcome has to be high quality and well presented. The range of skills used to produce the outcome is irrelevant in this section.

**Evaluation** - Most candidates made a comment about what they had made, although stating 'it is nice' is not a level 3 response. To achieve full marks candidates are expected to suggest an improvement to the outcome if it were to be made again.

**Food Design Task**

All Food Design Tasks must be based on a OCR set themed task. A list of Themes and possible starting points is available in appendix C of the Specification. Candidates are required to produce one Food Design Task.

**Research** - The candidates that selected relevant research to the task achieved higher marks here; it is not good practice to just include pages of information that has been downloaded of the internet. Most candidates had carried out some evaluation of existing products, this was well done and candidates seemed to enjoy this activity. Many centres then went on to produce a specification for the existing product that had been evaluated (as in old entry level3960). For this qualification the specification should be for the products to be made.

**Designing and Selecting** - Candidates were required to suggest a range of food products; the specification indicates 4 or more products would be a range. Reasons for choice of the two trialed products were not necessary. For full marks candidates must have chosen a final product/outcome, given a reason for choice that is relevant to the theme/task and suggested an improvement that will be made when the product is made again.

**Planning and Making** - Centres should be aware that 6 out of the 26 marks available are to be awarded for candidates planning. Plans must give a full list of ingredients with the quantities they will be using as well as instructions for making. Many centres had awarded full marks despite the fact there were no quantities of ingredients.

The marks for the making completed in designing and selecting section are awarded here. Candidates were expected to trial two products and then produce a final one. For high marks to be awarded it is important that candidates demonstrate a range of skills and techniques, these are listed in the specification. Photographic evidence of the final product is required. It is important the centre highlights the support help and guidance that candidates have been given and this should be reflected in the marks awarded.

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**Outcome** - It is important to note that this mark is only for the final product/outcome not the two products that are trailed. Centres tended to over mark this section, as photographs did not support the mark that had been awarded. To achieve full marks the final product/outcome has to be high quality and well presented. The range of skills used to produce the outcome is irrelevant in this section.

**Evaluation** - Most candidates were able to make comments about their final outcome and suggest an improvement. For full marks the final product/outcome must have been evaluated against the specification and some testing/ analysis completed this could either have been sensory testing or nutritional analysis.

**Conclusion**

It is pleasing to see the entry level qualification has been well received by centres and a growing number have begun to appreciate the benefits that this type of course brings to candidates who would normally experience problems completing GCSE's.

The centres that maximised the benefits of the course were those who provided clear support materials to assist candidates accessing and achieving in all of the assessment objectives. Much of the work seen this year has been excellent and Centres are to be commended for their hard work in preparing candidates for this specification.

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