



ELC

## Food Studies

Entry Level Certificate R357

# OCR Report to Centres

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June 2012

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It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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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**CONTENTS**

**Entry Level Certificate**

**Food Studies (R357)**

**OCR REPORT TO CENTRES**

<b>Content</b>	<b>Page</b>
R357 Entry Level Food Studies	1

# R357 Entry Level Food Studies

## General Comments

There was an increase in both the number of centres and candidates entering for this qualification in only its second year.

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 assessed against the correct criteria for Entry Level rather than the GCSE criteria. This specification is separate to R364 Design Technology and none of the mark sheets or assessment criteria are common/shared.

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. 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 helped to ensure a smooth moderation process.

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 penalized due to this intervention, although support given should be acknowledged in teacher comments and reflected in the marks awarded.

Many centres provided some excellent writing frames/pro formas which helped to provide a structure for candidates' 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 is 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, with marks available for work produced by candidates throughout the course.

## **Administration Procedures**

Please note that entry for R357/01 requires the use of the OCR Repository. Entries for postal moderation should be made as R357/02. Details of the entry methods can be found in the specification booklet and on the OCR website.

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

When sending work for moderation centres must include the form CCS160 Centre Authentication.

The Coursework Coversheet form (CCS) must be attached to the front of each task.

The Coursework Summary Form (CSF) is an optional form that allows centres to list all of the candidates on one form. Its use is recommended as it is a very useful document for moderation purposes.

## **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 his section candidates are required to select a practical outcome and give a reason for choice of that product. The chosen outcome should be suitable for the task/theme. Candidates do not need to produce any research into the task to achieve full marks.

To achieve full marks in this section candidates are required to give a full list of ingredients with the accurate 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. Plans for making varied considerably, we saw examples of pupils sorting instructions and putting them in the correct order to detailed flowcharts, both formats are acceptable.

## **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.

The specification only requires candidates to make one product for each short task.

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 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; the sole inclusion of pages of information that have been downloaded from the internet will not be rewarded. Simple research that is related to the task is far more useful to candidate in producing ideas and writing their specification.

Most candidates had carried out some evaluation of existing products, this was well done and candidates seemed to enjoy this activity, it is helpful if the existing product is related to the theme otherwise it can distract candidates from the task they have been set.

Many centres then still went on to produce a specification for the existing product that had been evaluated (as in old entry level 3960). For this qualification the specification should be for the products to be made.

The writing of specifications was the weakest part of this section. Candidates should show an awareness of basic characteristics of the foods they could make such as sweet or savoury, cake or pastry. Full marks can not be achieved unless candidates had a specification listing at least 4 characteristics their product should meet.

### **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 trialled 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.

This section was done well by candidates and it appeared that candidates had received clear teaching on ways of making improvements/adapting their product.

### **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 accurate list of ingredients with the quantities they will be using as well instructions for making. Many centres had awarded full marks despite the fact there were no quantities of ingredients. The plan of making is for the final product only, the two trialled ideas do not require a plan, although candidates are not penalised if they include one.

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, this should be a development of one of the two previous products, not a totally different product. 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.

*OCR Report to Centres – June 2012*

**Outcome**

It is important to note that this mark is only for the final product/outcome not the two products that are trialled. 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.

Evaluations were rarely completed against pupils' original specification.

**Conclusion**

The entry level qualification appears to have been well received by centres and a growing number appear 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.

Centres are reminded that this specification can be taught over one or two years.

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