



ELC

Food Studies

Entry Level Certificate **R357**

OCR Report to Centres June 2015

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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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General Comments

Many centres used the front cover sheet and also annotated the sample sent for moderation with comments throughout the coursework folder. This greatly supported the moderation process. When neither annotation nor photographic evidence was provided moderators found it difficult to agree to the marks awarded by the centre, particularly for Making and Outcome sections. The use of digital photographs has increased over recent years although centres should try to ensure candidates' faces are covered. Photographs on their own without any annotation or comment do not provide sufficient evidence.

It is expected that candidates studying Entry Level will be supported in order to access the course requirements and demonstrate positive achievement. Support given should be acknowledged in teacher comments and reflected in the marks awarded in line with criteria on the Unit Recording Sheet.

Where frames/pro-formas are used, care must be taken that questions are open ended and encourage more than one word answers, this allows 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 literacy difficult.

Short Task

Although all short tasks are centre set, many candidates used the titles available in appendix C of the specification.

To achieve full marks in the planning 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 of making varied considerably. These included pupils sorting instructions and putting them in the correct order and detailed flowcharts, both formats are acceptable.

Best practice was seen where centres had produced annotation of practical work or used the practical record sheets available on the OCR website. These supported moderators in justifying the marks that had been awarded. High marks can be awarded if a candidate has shown a range of skills and produced an outcome that is suitable to their task/theme.

Some candidates had made more than one product for each short task; however, the specification only requires candidates to make one product for each.

Candidates are required to produce photographic evidence of their outcome/product.

Centres tended to over mark the outcome 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.

In the evaluation section many candidates made a comment about the practical outcome. To achieve full marks candidates are expected to suggest an improvement to the outcome if it were to be made again.

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There was some good use of writing frames and pro-formas. Most candidates wrote on these frames and although literacy skills and written presentation were limited and basic, positive achievement was gained in all areas. This enabled candidates to access and attempt all of the assessment criteria.

Food Design Task

All food design tasks must be based on an OCR set themed task from appendix C of the specification. Candidates are required to produce one food design task.

Group work was often undertaken; this is acceptable but centres must ensure they identify this on the work and it is reflected in the marking.

The candidates that selected relevant research to the task achieved higher marks. Good practice is seen when pages of information that has been downloaded from the internet are not excessive.

Most candidates had carried out some evaluation of existing products. It is helpful if the existing product is related to the theme otherwise it can distract candidates from the task they have been set.

Centres should consider providing greater focus on the writing of specifications. Good practice is seen when candidates show an awareness of basic characteristics of the foods they could make such as sweet or savoury, cake or pastry. Full marks could be achieved by candidates including a specification listing at least four criteria their product should meet.

Candidates are required to suggest a range of food products; the specification indicates four or more products would be a range. Candidates can achieve full marks when they have chosen a final product/outcome, and given a reason for choice that is relevant to the theme/task. They can suggest an improvement that will be made when the product is made again.

This section was undertaken well by candidates where there was evidence of making improvements/adaptions to their product.

Plans should give a full accurate 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 plan of making is for the final product only, the two trialled ideas do not require a plan and if candidates have produced plans for their trialled ideas these should not be submitted.

Marks are awarded for the making of two chosen food products completed in the designing and selecting section. Candidates are 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.

Marks are awarded 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.

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Most candidates were able to make comments about their final outcome and suggest an improvement. When awarding full marks the final product/outcome must have been evaluated against the specification and some testing/analysis completed. This could be undertaken as sensory testing or nutritional analysis. Excellent sensory analysis had frequently been undertaken and recorded through star profiles and ratings charts.

Evaluations were rarely completed against pupils' original specification. This area was often the most demanding for candidates and the majority gaining marks in the middle mark band.

Conclusion

The Entry Level qualification benefits candidates who would normally experience difficulties completing GCSEs. Much of the work seen this year has been excellent.

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

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