



ELC

Food Studies

Entry Level Certificate **R357**

OCR Report to Centres June 2017

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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.

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CONTENTS

Entry Level Certificate

Food Studies (R357)

OCR REPORT TO CENTRES

Content	Page
Entry Level Food Studies R357	4

Entry Level Food Studies R357

General Comments

A range of quality work was seen this year across a number of centres.

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. Where 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. All photographs require annotation or commentary to provide sufficient evidence. Centres should also try to ensure candidates faces are covered in the photographs submitted. 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 during this course in order to access the assessment requirements and demonstrate positive achievement. The support given should be acknowledged in teacher comments and reflected in the marks awarded in line with criteria on the Unit Recording Sheet.

When writing frames and pro-formas are used to support candidates, care must be taken to use open ended questions, which encourages longer answers, allowing candidates to access the higher level.

The use of ICT is continuing to be encouraged by centres. 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 listed. Plans of making varied considerably. These included pupils sorting instructions, putting them in the correct order and detailed flowcharts, both formats are acceptable.

Where centres had produced annotation of practical work or used the practical record sheets available on the OCR website, best practice was seen. 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.

A number of candidates had produced more than one product for each short task, however, the specification only requires candidates to make one product for each.

All centres had provided photographic evidence of their outcome/product.

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 with regard to the practical outcome. To achieve full marks candidates are expected to suggest an improvement to the

OCR Report to Centres – June 2017

outcome as if it were to be made again. Tabulated formats were frequently used by candidates to complete this section of the coursework.

Some excellent use of writing frames and pro-formas was seen, allowing candidates with limited and basic literacy skills and written presentation to gain some positive achievements. This also enabled candidates to access and attempt all areas 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.

Less group work was seen this year. Whilst this is acceptable centres must ensure they identify this on candidates work and it is reflected in the marking.

The candidates that selected relevant research to the task achieved higher marks. There was far less emphasis on providing information that has been downloaded from the internet this year which contributed to less excessive folders.

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.

The writing of specifications was considerably improved on previous years. Best 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. Candidates achieved full marks when they included a specification listing of at least four criteria points for their product.

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 considered when the product is made again.

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

Plans should give a full and accurate list of ingredients with the quantities they will be using as well instructions for making. Many centres 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.

OCR Report to Centres – June 2017

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. Evidence of testing of the final dishes was frequently seen and this aspect enhanced this section of the work.

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. The majority of the work seen this year has been of an excellent standard. Centres are reminded that this specification can be taught over one or two years.

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