

teachers' handbook

Version 2 July 2010

ENTRY LEVEL CERTIFICATE IN FOOD STUDIES

R357

For teaching from September 2010

www.ocr.org.uk/entrylevel2010



Contents

Contents	2
1. Introduction	3
2. Subject specific guidance	5
3. Curriculum planning	7
4. Guidance on task marking	9
5. Frequently asked questions	15
6. Resources	17
7. Other forms of Support	18

1. Introduction

1.1 What is the purpose of this handbook?

Our Food Studies Entry Level qualification is being redesigned for first teaching in September 2010. It will sit with the new GCSEs in Home Economics: Food and Nutrition (J431) and D&T: Food Technology (J304/J042), enabling us to offer you a coherent package for you and your learners.

This is an exciting, broad-based specification for you and your learners which aims to bring Food Studies to life, engage learners and encourage them to achieve more. The practical possibilities have no limit.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The Entry Level Certificate in Food Studies specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

1.2 Overview of OCR Entry Level Certificate in Food Studies

Food Studies (R357)	
Short Task 1	Internally assessed 20 marks 20% of the qualification Task set by centre Candidates plan and make a dish of their choice and evaluate their work.
+	
Short Task 2	Internally assessed 20 marks 20% of the qualification Task set by centre Candidates plan and make a dish of their choice and evaluate their work.
+	
Food Design Task	Internally assessed 60 marks 60% of the qualification Based upon a theme set by OCR Candidates research, plan, design and make a themed dish, and evaluate their work.

2. Subject specific guidance

Overview of Qualifications and coverage

Food Studies (R357)	
<p>The focus of the specification content closely follows that of the OCR GCSE Design and Technology: Food Technology (J304) and Home Economics: Food and Nutrition (J431).</p> <p>There should be teaching time to develop candidates' depth of knowledge and understanding (see specification for specific subject knowledge to be covered). Practical activities will enable candidates to acquire knowledge and experience of the subject content.</p> <p>This should be in addition to the 40 hours internal assessment;</p>	
Nutrition and Health	<ul style="list-style-type: none">• Understand the function and sources of nutrient groups• Understand and apply healthy eating recommendations• Be aware of the dietary needs of differing groups• Knowledge of nutritional values of major food commodities.
Food Preparation and Cooking	<ul style="list-style-type: none">• Understand and use a range of processes and skills including cooking methods, basic preparation skills and finishing techniques;• Understand and apply hygiene and safety practices.
Research, Designing, Planning and Evaluation Skills	<ul style="list-style-type: none">• Understand and carryout skills including research, developing a design specification, generation of ideas and planning and organising practical work...• Ability to carryout sensory(Levels 2 and 3) and nutritional (level 3) analysis; disassemble and evaluate products(Level 2 and 3); record and evidence results, evaluate and suggest Improvements(Level 3).
Short Task 1 & 2	<p>Internally assessed (8 hours guided learning hours)</p> <p>20 marks each task</p> <p>20% of the qualification for each task complete</p> <p>Task set by centre (examples available in the specification)</p> <p>Candidates plan and make a dish of their choice and evaluate their work.</p>

Centres may write their own short tasks or use the examples in Appendix C of the specification.

When writing short tasks it is recommended that they begin with an introductory sentence. Followed by specific guidance on what practical food product/dish should be planned and prepared for assessment. The short task writing should conclude with an instruction to evaluate the food product/dish.

All centre written task should enable candidates to meet the full marking criteria.

Candidates submit two short tasks which should demonstrate different practical skills. Each short task will assess planning, practical making, outcome and evaluation.

Please note that research skills are not assessed in short tasks.

Food Design Task	Internally assessed (24 hours guided learning hours) 60 marks 60% of the qualification Based upon a theme set by OCR Candidates research, plan, design and make a themed dish, and evaluate their work.
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This is an OCR set task and centres **must** use a theme as listed in Appendix C of the specification, page no. 31.

Example starting points are provided; these may be amended, but should always include an identified target group. Centres may provide candidates with a target group.

All centre amended starting points should enable candidates to meet the full marking criteria

The Food Design Task should demonstrate a variety of skills to include researching, designing, planning, making and evaluating.

The Food Design task is internally assessed and externally moderated.

3. Curriculum planning

The Entry Level Food Studies is designed so that it may run alongside both GCSE Food and Nutrition (J431) and GCSE Design and Technology Food Technology (J304).

Whilst there is no written examination in EL Food Studies, it is important that candidates have sufficient depth of knowledge and understanding combined with developed practical skills, to meet the demands of the internal assessment.

The schemes of assessment address very similar criteria to GCSE Food and Nutrition and Food Technology. Candidates may progress to either of the mentioned GCSE courses or to appropriate NVQ courses.

The course is suitable for delivery in non school settings, however, it is essential that all guidance is followed to ensure the authenticity of work submitted and to guard against plagiarism. All practical work marked as part of the internal assessment should be undertaken in supervised conditions and marked with reference to the assessment criteria.

Exemplar Scheme of Work and Lesson Plan can be found on the OCR website:- This explores some of the generic skill requirements required to complete the qualification and explores in detail by way of example 'Cooking Methods' from the curriculum content area.

Guidance on the production of the outcome

Completing the tasks

It is recommended that evidence is produced in several sessions, each focusing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn sector knowledge and develop appropriate practical skills.

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centres may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for centres to provide model answers.

In general, candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

Presentation of work

Candidates must observe certain procedures in the production of Assessments.

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the written work at the appropriate place;
- any copied material must be suitably acknowledged;
- quotations must be clearly marked and a reference provided wherever possible.
- work submitted for moderation or marking must be marked with the:
 - centre number
 - centre name
 - candidate number
 - candidate name
 - unit code and title
 - assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags.

Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Section 8 Guidance for the Production of Electronic Controlled Assessment.

4. Guidance on task marking

4.1 Generic guidance on how to mark internal assessment tasks

The starting point for marking the Assessment task is the marking criteria for the Task completed. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

The assessment of the internally assessed task should be marked by the teacher according to the given marking criteria for the relevant task using a 'best fit' approach. For each of the assessment objectives, the descriptor provided in the marking criteria that most closely describes the quality of the work being marked should be selected.

For each investigation (1, 2 and 3), a mark is awarded for each assessment objective: AO1, AO2 and AO3. The mark for each investigation is found by totalling the marks awarded for each of the assessment objectives AO1, AO2 and AO3. The mark for the Assessment task is found by totalling the marks awarded for each of the tasks (1, 2 and 3).

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the descriptor, the highest mark in the mark range should be awarded;
- where the candidate's work *adequately* meets the descriptor, the most appropriate mark in the middle of the mark range, or the mark in the middle of the range (as appropriate), should be awarded;
- where the candidate's work *just* meets the statement, the lower mark in the mark range should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'.

The final mark for the candidate for this qualification is out of a total of 100 and is found by totalling the marks for each task 1, 2 and 3.

4.2 Unpacking assessment objectives in internal assessment tasks

Candidates are expected to demonstrate the following in the context of the content described:

AO1	<p>Recall, Select and Communicate</p> <p>Recall and understand the knowledge defined in the specification content. Candidates should be able to appropriately recalling and selecting relevant information required to complete tasks. Clearly planning and communicated what they are going to do.</p>
AO2	<p>Apply Skills, Knowledge and Understanding</p> <p>Apply this knowledge when planning and carrying out tasks where they demonstrate understanding of the aims of the task, use appropriate skills, record and present evidence.</p> <p>Candidates will be able to apply the knowledge and requirements identified through completing A01 to carry out the practical tasks. Candidates will use:</p> <ul style="list-style-type: none"> • appropriate skills • record progress • present evidence.
AO3	<p>Evaluate</p> <p>Evaluate information, sources and evidence; make reasoned judgements and present conclusions.</p> <p>Candidates will be able to carry and demonstrate evaluation skills through completing their tasks. Candidates will:-</p> <ul style="list-style-type: none"> • evaluate information, sources and evidence • make reasoned judgements for their actions in completing their task • present conclusions appropriately.

The relationship between the tasks and the assessment objectives of the scheme of assessment is shown in the following grid:

	% of Entry Level			Total
	AO1	AO2	AO3	
Food Studies (R357)	25	54	21	100

The break-down of AO's across the tasks can be found below. This illustrates the skills learners will be required to complete in order to achieve that part of the task. This information is also details on the Marking Criteria's in Annex A of the specification.

Short Tasks

Assessment Objectives	Assessment Criteria			
	Planning	Carrying out	Outcome	Evaluation
A01 Recall and understand the knowledge defined in the specification content	✓			
A02 Apply this knowledge when planning and carrying out a variety of situations		✓	✓	
A03 Evaluate information, sources and evidence; make reasoned judgements and present conclusions.				✓

Food Design Task

Assessment Objectives	Assessment Criteria				
	Research	Design & Select	Planning & Making	Outcome	Evaluation
A01 Recall and understand the knowledge defined in the specification content	✓	✓	✓		
A02 Apply this knowledge when planning and carrying out a variety of situations			✓	✓	
A03 Evaluate information, sources and evidence; make reasoned judgements and present conclusions.	✓	✓			✓

Interpretation of the internal assessment marking criteria

Short Tasks

Research skills will **not be** assessed and **will not be** credited in the Short Tasks.

Each short task will **assess planning, making, outcome and evaluation skills**. It is essential that tasks allow candidates to meet the criteria in each of these assessment areas.

It is essential to **annotate the work fully** to support marks awarded.

Food Design Task

The Food Design Task will **assess candidates' research, designing, planning, making and evaluating skills**.

It is essential that the task allows candidates to meet all assessment criteria.

It is essential that all practical work is annotated to support the marks awarded and photographs/digital images are advised.

Guidance on Using the Marking Grids

The marking grids are divided into three bands or levels of ability. Each level also reflects the amount of teacher support that has been given.

When marking the work of a candidate the teacher should decide which level the candidate's response best fits.

Where there is a range of marks within a band or level the teacher should award an appropriate mark within that range.

In general terms a candidate who is able to produce limited evidence of each assessment criteria with constant support and guidance is likely to achieve Level 1.

A candidate who is able to produce some simple evidence of each assessment criteria with some support and guidance is likely to achieve Level 2.

A candidate who is able to produce detailed evidence of each assessment criteria with little support and guidance is likely to achieve Level 3. Independent working would be evident at this level.

Annotating the Work

Centres should annotate the candidates work clearly both within the text to show where marks for the different assessment criteria are being awarded and on the front mark sheets.

4.4 Authentication of internal assessment outcomes

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is, therefore, important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The potential risks of failing to acknowledge such material should be emphasised to the candidate. The candidate must sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the report produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

4.5 Internal standardisation of internal assessment

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

4.6 Moderation of internal assessment

All centres entering candidates are subject to quality control via moderation of a sample of candidates' work towards the end of the course. This specification offers the opportunity for moderation evidence to be submitted by post as well as electronically via the OCR Repository (see Entry codes in Section 7.1 Registration and entries of this specification).

All internally assessed tasks are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The **Moderator will** select the sample and advise the centre where the work is to be sent (postal moderation). Centres entering candidates via the OCR repository must ensure that the sample is uploaded on receipt of the Moderator's selection.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's file.

4.7 Minimum requirements for internal assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

4.8 Submission date for internal assessment

Candidates' marks must be despatched to the Moderator and to OCR. Please refer to the OCR website for details of submission dates relevant to the current series of examinations.

5. Frequently asked questions

Short Task

Do I have to use Board set Tasks?

No.

It is expected that Centres will set their own Short Tasks. However, a selection of example Short Tasks are available in the specification, appendix A.

Can I adapt example Short Tasks to suit my own school?

Yes

Can I make up my own tasks?

Yes

How much practical work is expected for a Short Task?

One practical outcome. A range of appropriate skills and techniques should be used. As two Short Tasks have to be completed it is important that these demonstrate different practical skills.

Food Design Task

Do I have to use Board set Themes?

Yes – Example starting points are provided; these may be used and amended. An identified target group should always be included.

Do candidates have to do all of the Food Study in school?

No. However, it is essential however that all practical work is carried out in school and assessed by the teacher.

Does the work have to be word processed?

No

Do candidates have to provide photographs of their practical work?

It is advised, although not essential.

How much practical work is expected for the Food Study?

Candidates should initially make two food products/dishes within the Designing and Selecting section. One of these is then chosen, to include an improvement, which is then made in the Planning and Making section.

What is meant by 'demonstrate a range of skills?'

A range of skills includes a variety of food preparation skills, see specification guidance for further information.

Do the candidates have to produce records of practical results?

Candidate may if they complete sensory or nutritional analysis at levels 2 and 3.

How much support and guidance is permitted?

- Level 1 Constant support and guidance needed
- Level 2 Support and guidance needed
- Level 3 Little support and guidance needed

6. Resources

A resource list for teachers:

- Anita Tull, OCR Food and Nutrition for GCSE
- [Barbara Dinicoli](#) [Meryl Simpson](#) [Val Fehners](#)
OCR Design and Technology for GCSE: Food Technology
- Anita Tull, Food and Nutrition
- Jenny Ridgewell, Examining Food and Nutrition
- Active kids get cooking
- Licence to cook
- Focus on Food – cook school is free to all secondary schools. Tel. 01422 383191 – <http://www.focusonfood.org/home.html>
- BBC bitesize – www.bbc.co.uk/schools/gcsebitesize/
- BBC Channels– www.bbc.co.uk www.bbc.co.uk/lifestyle
- British Heart Foundation – www.bhf.org.uk or nearest shop/outlet
- British Nutrition Foundations – www.nutrion.org.uk
- British meat www.britishmeat.org.uk
- Diabetes UK - www.diabetes.org.uk
- Food Standards Agency – www.eatwell.gov.uk
- Food Standards Agency – www.food.gov.uk
- Food Standards Agency, Manual of Nutrition
- Free Drinking Water – <http://www.freedrinkingwater.com>
- Jamie Oliver’s School Dinners campaign – <http://www.jamieoliver.com/school-dinners>
- Jamie Oliver’s School Kitchen Series DVD – Channel 4
- Soil Association – www.soilassociation.org
- Vegetarian Society – www.vegsoc.org
- Supermarkets

7. Other forms of Support

In order to help you implement the new Entry Level Certificate in Food Studies Specification effectively, OCR offers a comprehensive package of support. This includes:

Published Resources

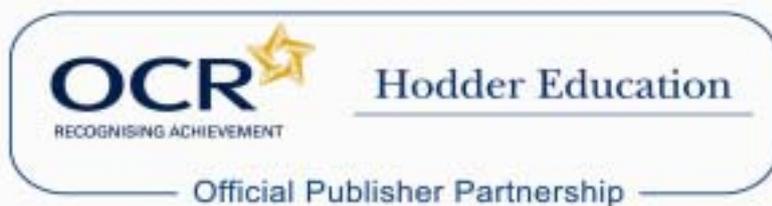
OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Hodder is the publisher partner for OCR Entry Level Certificate in Food Studies.



Approved publications

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.

OCR Training

A full range of training events provide valuable support, for the delivery and assessment of OCR qualifications:

Get Ready...

An overview of new OCR specifications

Get Started...

For teachers preparing to deliver or already delivering OCR specifications

Get Ahead...

For teachers wanting to improve delivery and assessment of a current OCR specification

Lead the way...

to encourage creativity and innovation

View up-to-date event details and make online bookings at www.ocreventbooker.org.uk or view our new training e-books at www.ocr.org.uk/training. If you are unable to find what you are looking for contact us by e-mail training@ocr.org.uk or telephone 02476 496398.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>

www.ocr.org.uk

OCR customer contact centre

Vocational qualifications

Telephone 024 76 851509

Facsimile 024 76 851633

Email vocational.qualifications@ocr.org.uk

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk



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