

Food Studies

OCR Entry Level Certificate in Food Studies R357

November 2009

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1 Introduction to Entry Level Certificate in Food Studies

1.1 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. |

1.2 What is new in OCR Entry Level Certificate in Food Studies?

Do you currently teach OCR Entry Level Certificate in Design and Technology: Food Technology? If so, please check the table below for details of the main differences between that and the new Entry Level Food Studies for first teaching in September 2010.

| What stays the same? | What is changing? |
|---|--|
| The qualification is still internally assessed and externally moderated. | The new specification incorporates the focus of our GCSE Design and Technology: Food Technology (J304) and Home Economics: Food and Nutrition (J431), which means it can be taught alongside both updated GCSEs. |
| The internal assessment tasks can be linked to the learner's own interest. | |
| The focus is still on creativity and practical work. | The new specification contains only one unit – learners complete three tasks to build up a portfolio of evidence of their work for assessment. |
| Starting points are provided for the centre-set tasks, and a choice of themes is provided for the OCR-set task. | The new specification contains fresh, up-to-date content, enabling you to engage learners and bring the subject to life. |
| It still provides a suitable progression pathway to and from GCSE Food Technology. | You can submit evidence electronically, via the OCR Repository. |
| You can still submit evidence by post for moderation. | The sample for moderation will now be selected by the Moderator, and the centre will be advised. |

1.3 Guided learning hours

There are no specified guided learning hours for this course; typically it could take between 60 and 120 guided learning hours depending on the ability of the candidates and the delivery approach adopted.

1.4 Total Qualification Time

Total Qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study and assessment. The Total Qualification time for Entry Level Certificate in Food Studies is 140 hours.

2 Content of Entry Level Certificate in Food Studies

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).

In addition to the 40 hours internal assessment, there should also be further teaching time to increase candidates' depth of knowledge, understanding and development of skills in preparation for the supervised internal assessment. Practical activities will enable candidates to acquire knowledge and experience of the subject content.

Nutrition and Health

Understanding the function and sources of:

| | |
|-----------------------------|---|
| Nutrients | <ul style="list-style-type: none">• Protein• Fats• Carbohydrates• Vitamins (A, B, C, D)• Minerals (Calcium, Iron, Sodium)• Water• Fibre. |
| Diet | <ul style="list-style-type: none">• Importance of a balanced diet to include healthy eating recommendations including the "Eatwell plate"• Basic understanding of the relationship between food intake and physical activity• Basic information on food labels i.e. information required by law. |
| Modifying recipes | <ul style="list-style-type: none">• How to adapt recipes/dishes to promote healthy eating. |
| Nutritional needs of groups | <ul style="list-style-type: none">• Dietary needs of different groups<ul style="list-style-type: none">– Vegetarian– Medically required diets (eg diabetics, coronary heart disease)– Food allergies– Sports people– Pregnancy– Weight loss• That food choice is affected by social, economic and environmental factors• That food choice is affected by cultural and religious diversity. |

Food commodities

- The nutritional value of the following:
 - Meat
 - Fish
 - Eggs
 - Milk
 - Cheese
 - Fruit
 - Vegetables
 - Cereals
- Ready prepared foods and pre-manufactured components.

Food preparation and cooking

Candidates should be able to understand and use a range of processes and skills in their practical work:

Processes and skills

- Why food is cooked
- Select and use tools and equipment appropriately
- A range of cooking methods:
 - grilling, baking, microwaving, steaming, frying
- A range of skills to include:
 - rubbing in, creaming, melting, whisking, all-in-one, kneading, folding, rolling, shaping
- Fruit and vegetable preparation
- Preparation of meat, fish, dairy products and alternative protein foods
- Preparation and cooking of staple foods
- Finishing techniques:
 - garnishing and decorating of food dishes.

Health & Safety

- Understanding of hygiene and safety practices
- Safe use of equipment and tools
- How to avoid and reduce the risk of food contamination when buying, storing, preparing and cooking a range of foods in the home.

Research, designing, planning and evaluation skills

Candidates should understand:

Research and Planning

- Some simple primary and/ or secondary research
- Develop a design specification
- Generate design ideas
- Plan and organise practical work.

Evaluation

- Sensory analysis
 - Simple nutritional analysis
 - Disassemble and evaluate existing products
 - Record and evidence results
 - Evaluation.
-

3 Assessment of Entry Level Certificate in Food Studies

3.1 Overview of the assessment in Entry Level Certificate in Food Studies

Entry Level Certificate in Food Studies R357

Short Tasks

40% of the total marks
40 marks (20 marks per task)

Approx 8 hours per Short Task

Candidates complete **two** Short Tasks.

The Short Tasks are centre set and should be based upon the specification content. The Short Tasks should demonstrate different practical skills and knowledge.

The tasks are internally assessed and externally moderated.

Food Design Task

60% of the total marks
60 marks

Approx 24 hours

Candidates complete **one** Food Design Task based on an OCR-set theme.

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.

3.2 Assessment availability

There is one assessment series each year in June.

3.3 Assessment objectives

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

| | |
|------------|---|
| AO1 | Recall, Select and Communicate Recall and understand the knowledge defined in the specification content |
| AO2 | Apply Skills, Knowledge and Understanding 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 |

| | |
|------------|---|
| AO3 | Evaluate Evaluate information, sources and evidence, make reasoned judgements and present conclusions |
|------------|---|

3.4 Assessment objective weightings

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 |

3.5 Awarding of grades

The grades awarded for the Entry Level Certificate will be at three levels: Entry 1, Entry 2 and Entry 3.

All marking criteria have been written to address the following target boundaries:

| Specification grade | Entry 3 | Entry 2 | Entry 1 |
|---------------------|---------|---------|---------|
| Target | 80% | 60% | 40% |

4 Regulations for internally assessed work

4.1 Internal assessment tasks

The Short Tasks are centre set and should be based upon the specification content. A list of possible titles is included in Appendix C of this specification. These have been designed to be co-teachable with GCSE Home Economics: Food & Nutrition (J431) and Design and Technology: Food Technology (J304).

The Food Design task must be based upon an OCR-set theme. A choice of themes and possible starting points is included in Appendix C. These are also co-teachable with GCSE Home Economics: Food & Nutrition (J431) and Design and Technology: Food Technology (J304).

4.2 Supervision and authentication of internally assessed work

OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance will vary according to the kind of work being undertaken. It should be remembered, however, that candidates should reach their own judgments and conclusions (support may be given to achieve this).

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks
- exercise supervision of the work in order to monitor progress and to prevent plagiarism
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified mark descriptions and procedures.

Work should, wherever possible, be carried out under supervision. However, it is accepted that some tasks may require candidates to undertake work outside the centre. Where this is the case, the centre must ensure that sufficient supervised work takes place to allow the teachers concerned to authenticate each candidate's work with confidence.

4.3 Production and presentation of internally assessed work

Candidates must observe certain procedures in the production of the tasks.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the portfolio 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 must be marked with the:
 - centre number
 - centre name
 - candidate number
 - candidate name

- qualification code and title
- task titles.

Work submitted on paper for moderation must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix D at the end of this specification.

4.4 Annotation of candidates' work

Each piece of assessed work should show how the marks have been awarded in relation to the mark descriptions.

The writing of comments on candidates' work provides a means of dialogue and feedback between teacher and candidate and a means of communication between teachers during internal standardisation of internally marked work.

However, the use of a completed cover sheet for each candidate's work provides a means of communication between teacher and moderator and might replace the need for annotation.

4.5 Marking and moderation

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 that 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 folder.

4.6 Minimum requirements for internally assessed work

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

4.7 Submitting the moderation samples via the OCR Repository

The OCR Repository allows centres to submit moderation samples in electronic format via Interchange. Please check the Entry codes in Section 7.1 in this specification. Instructions for how to upload files using the OCR Repository can be found on OCR Interchange.

5 Support for Entry Level Certificate in Food Studies

5.1 Free resources available from the OCR website

The following materials will be available on the OCR website www.ocr.org.uk:

- Entry Level Certificate in Food Studies Specification
- Teacher's Handbook

5.2 Training

- For more information go to www.ocr.org.uk/training

5.3 OCR support services

OCR 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 free access to candidate information at your convenience. Sign up at interchange.ocr.org.uk.

6 Access arrangements for Entry Level Certificate in Food Studies

Arrangements for candidates with special needs for Entry Level Certificate specifications are based on the principle that the centre is best able to assess the needs of the candidate and the appropriateness of the arrangements required. Arrangements for candidates with special needs should not advantage nor disadvantage a particular candidate, nor should they reduce the reliability and validity of the assessment.

The arrangements for candidates with special needs are more flexible than those currently available at GCSE and as such it should not be assumed that any arrangements made at Entry Level will automatically be available at GCSE or GCE Level. Please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*. Entry Level Forms are available on the JCQ website (Forms 11-13).

The following arrangements can be made for candidates without permission being sought:

- mechanical and technological aids may be used by candidates who are physically dependent on them; (screen readers must not be used in reading tests)
- language support staff may provide linguistic help; (please see regulations relating to readers and scribes, sign language and oral language modifiers)
- bilingual and word exchange lists may be used.

For information relating to permission to use the following special arrangements, please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Under certain circumstances:

- the teacher may act under the candidate's instructions to perform simple physical actions that the candidate is unable to undertake. The skills being tested are practical. A practical assistant may hold or set up equipment or pass items to the candidate but must not perform skills for which marks are being credited; (please see regulations on the use of practical assistants)
- mechanical and technological aids may be used by candidates who generally use them in their normal work; (for screen readers, please see regulations relating to readers)
- communicators or signers may be used
- readers and amanuenses may be used

It is expected that, generally, the candidate's own teacher will act as a communicator, a signer, a reader or an amanuensis.

Further clarification of any special arrangements may be obtained by consulting the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* or by contacting the OCR Special Requirements Team.

7 Administration of Entry Level Certificate in Food Studies

7.1 Registration and entries

Centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries.

Both estimated and final entries must be made in the certification year. Estimated entries, giving estimated numbers only, are needed for the appointment of the centre Moderators and final entries provide the necessary individual candidate details.

Candidates should be entered for the qualification code **R357**.

It is essential that entry codes are quoted in all correspondence with OCR.

For this qualification candidates must be entered for either component 01 (electronic submission via the OCR Repository) or 02 (postal moderation). Centres must enter all of their candidates for **one** of these components. It is not possible for centres to offer both components within the same series.

| Entry option code | Component code | Submission method |
|-------------------|----------------|--------------------------|
| R357A | 01 | <i>OCR Repository</i> |
| R357B | 02 | <i>Postal moderation</i> |

7.2 Entry deadlines

Candidate entries must be made by the dates published on the OCR website.

7.3 Grading and award of certificates

Final certification is available from OCR on a three-point scale of grades: Entry 1, Entry 2 and Entry 3, where Entry 3 is the highest grade available.

7.4 Qualification resits

Candidates may enter for the qualification an unlimited number of times.

7.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results must be made immediately following the series in which the qualification was taken (by the enquiries about results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

7.6 Restrictions on candidates entries

Candidates who enter for this Entry Level specification **may not** also enter for any other Entry Level Food qualification in the same examination series. They may, however, also enter for any GCSE, NVQ or equivalent qualification.

8 Other information about Entry Level Certificate in Food Studies

8.1 Overlap with other qualifications

There is some overlap of content with OCR GCSE in Design and Technology: Food Technology and Home Economics: Food and Nutrition, although the assessment requirements are different.

There is no significant overlap between the content of this specification and those for other OCR Entry Level qualifications. The format of this specification is comparable with OCR Entry Level Design and Technology and Child Development. The nature of designing and making means that processes are similar. However, the content that is assessed is unique to this specification.

Of a more general nature this specification provides opportunities to promote knowledge and understanding of a wide range of skills, many of which are shared with other subject areas.

8.2 Progression from this qualification

This Entry Level qualification is a general qualification designed to enable candidates to progress either directly to employment or to Foundation Level courses.

The progress of some candidates during the course might be sufficient to allow their transfer to a Design and Technology: Food Technology or Home Economics: Food and Nutrition GCSE course.

8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

8.4 Regulatory requirements

This specification complies in all respects with *The Statutory Regulation of External Qualifications 2004*.

8.5 Language

This specification and associated assessment materials are in English only.

8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

This specification offers opportunities which can contribute to an understanding of these issues, for example:

- Factors affecting food choice: when exploring the issues and beliefs which form the basis for choice of a specific diet such as a vegetarian diet
- Individual food preferences: class discussion of the factors which determine an individual's food choice
- Dietary requirements of low-income groups: when candidates are learning about the effect of income on the choice of food
- Legislative requirements: basic exploration of the legal requirements for food labelling.

There are no direct references to spiritual issues within this specification. However, opportunities may exist to explore this area through the planning and preparation of foods that relate to a religious or spiritual context.

8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

Although this specification does not make specific reference to the above issues, they may be drawn into the course of study in a number of ways, for example;

- Legislation on food hygiene: when candidates are learning about the causes of food spoilage
- Hygiene and Safety considerations: when planning and carrying out practical work.

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification. European examples should be used where appropriate in the delivery of the subject content.

Sustainability may be drawn into the course of study (particularly in the Food Design Task), for example in class discussion about the development of food products which are environmentally acceptable.

8.8 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication (C)*, *Application of Number (AoN)*, *Information Technology (IT)*, *Working with Others (WwO)*, *Improving Own Learning and Performance (IOLP)* and *Problem Solving (PS)* at Level 1. However, the extent to which this evidence fulfils the Key Skills criteria at this level will be totally dependent on the style of teaching and learning adopted.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Level 1.

| | C | AoN | IT | IOLP | WwO | PS |
|------|---|-----|----|------|-----|----|
| | 1 | 1 | 1 | 1 | 1 | 1 |
| R357 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

8.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of the programme of study for Citizenship (2007) may be delivered through an appropriate treatment of other subjects.

This section offers examples of opportunities for developing knowledge, skills and understanding of citizenship issues during this course.

Candidates may carry out tasks which require data to be collected from a number of different sources. There are a number of opportunities to research issues of this nature, for example:

- The use of prepared food products in the diet for sports people
- The importance of encouraging people to eat more fruit and vegetables
- The social and cultural issues which determine food choice
- The major health problems associated with the Western diet.

As part of the learning process for this specification, candidates may experience group and class discussions on a range of topics for example:

- The role of additives
- How food choices are affected by social, economic and environmental factors.

Appendix A: Internal assessment teacher guidance

Short Task teacher guidance

Candidates should complete **two** Short Tasks.

All Short Tasks are **centre set** and should be based upon the specification content. A list of possible titles is included in Appendix C. These are co-teachable with GCSE Home Economics: Food & Nutrition (J431) and Design and Technology: Food Technology (J304).

- The Short Tasks submitted should demonstrate different practical skills
- Research is not part of these tasks
- These tasks should give candidates the opportunity to produce quality practical outcomes
- It is essential to annotate the work fully to support the marks awarded
- Evidence through digital photos is advised.

Guidance on the assessment criteria for the Short Tasks

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

Each task is marked out of a total of 20 marks.

Planning the task

In this section of the Short Task, candidates should demonstrate their ability to:

- Make and justify **one** suitable choice
- Produce a recipe
- Plan for practical work.

Practical work/making

In this section of the Short Task, candidates should demonstrate their ability to:

- Follow a plan
- Effectively use resources
- Safely use equipment
- Use a range of practical skills.

Outcomes

In this section of the Short Task, candidates should demonstrate their ability to:

- Produce a practical outcome.

Evaluation

In this section of the Short Task, candidates should demonstrate their ability to:

- Make general comments about the outcome
- Suggest improvements.

Food Design Task teacher guidance

Candidates should complete **One** Food Design Task.

The Food Design Task must be based upon an OCR-set themed task. A list of possible starting points is included in Appendix C of this specification. This is co-teachable with GCSE Home Economics: Food & Nutrition and Design and Technology: Food Technology.

- This task should demonstrate different practical skills
- This task should give candidates the opportunity to produce quality practical outcomes
- It is essential to annotate the work fully to support the marks awarded
- Evidence through digital photos is advised.

Guidance on the assessment criteria for the Food Design Task

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

This task is marked out of a total of 60 marks.

Research

In this section of the Food Design Task, candidates should demonstrate their ability to:

- Research into chosen task e.g. selective use of the internet, books, questionnaires, shopping surveys, interviews
- Identify target groups (these may be given to candidates)
- Identify and evaluate existing products, for example disassembly of products, sensory analysis and costs if appropriate
- Produce a simple product/dish specification.

Designing and selecting

In this section of the Food Design Task, candidates should demonstrate their ability to:

- Suggest **four** suitable ideas
- Choose **two** food product/dishes (*Reasons for choice are **not** necessary*)

- Make the two chosen food product/dishes (*Marks should be awarded for practical work in Planning and Making below*). The following elements of the marking criteria should be used:
 - Organises equipment/materials effectively
 - Uses equipment safely most of the time
 - With little guidance has used a range of skills and techniques appropriate to the task
 - Select the final food product/dish from those made
 - Gives reasons for the one chosen
 - State improvements that will be made to the final food product/dish.

Planning and making

Teachers should credit practical work carried out in the Designing and selecting section in this area of the Task

In this section of the Food Design Task, candidates should demonstrate their ability to:

- Produce a brief plan for the final food product/dish to include lists of ingredients with quantities
- Make the final food product/dish
- Follow the plan for the final food product/dish
- Effectively use equipment/materials
- Safely use equipment
- Use a range of practical skills.

Outcomes

In this section of the Food Design Task, candidates should demonstrate their ability to:

- Produce a well presented quality final practical outcome.

Evaluation

In this section of the Food Design Task, candidates should demonstrate their ability to:

- Carry out and record sensory analysis (candidates could use proformas, for example star diagrams)
- Carry out simple nutritional analysis if appropriate (this is expected of candidates at Level 3 - the analysis may be simple, a full computerised analysis is not expected)
- Evaluate the final food product/dish against the points made in the design specification (a simple tick chart or checklist would be acceptable).

Appendix B: Internal assessment marking criteria

Short Task marking criteria

| Objective | Constant Support and Guidance Needed | Support and Guidance Needed | Little Support and Guidance Needed |
|------------------------------------|--|--|---|
| Planning (AO1) | <ul style="list-style-type: none"> Makes a choice (with prompting) in response to the task Some record of activity undertaken. | <ul style="list-style-type: none"> Makes a choice in response to the task Gives a reason for choice Produces a simple plan of action. | <ul style="list-style-type: none"> Makes a suitable choice in response to the task Gives detailed reason for choice Produces a suitable plan of action to include lists of ingredients with quantities. |
| | [0-1] | [2-3] | [4] |
| Practical Work/Making (AO2) | <ul style="list-style-type: none"> Carries out some of the plan of action Uses equipment safely Uses limited skills and techniques to carry out the task. | <ul style="list-style-type: none"> Carries out plan of action Organises equipment/materials with help Uses relevant equipment safely Uses basic skills and techniques appropriate to the task. | <ul style="list-style-type: none"> Carries out plan of action appropriately Organises equipment/materials effectively Uses relevant equipment safely and appropriately to task Uses a range of skills and techniques appropriate to the task. |
| | [0-3] | [4-6] | [7-8] |
| Outcomes (AO2) | <ul style="list-style-type: none"> Produces an outcome. | <ul style="list-style-type: none"> Produces a quality outcome. | <ul style="list-style-type: none"> Produces a well presented quality outcome. |
| | [0-1] | [2-3] | [4] |

| Objective | Constant Support and Guidance Needed | Support and Guidance Needed | Little Support and Guidance Needed |
|-------------------------|--|---|--|
| Evaluation (AO3) | <ul style="list-style-type: none"> Makes a comment about the outcome. | <ul style="list-style-type: none"> Makes general comments about the outcome. | <ul style="list-style-type: none"> Makes relevant comments about the outcome/task Suggests an improvement. |
| | [0-2] | [3] | [4] |
| | | | TOTAL OUT OF 20 |

Food Design Task marking criteria

| Objective | Constant Support and Guidance needed | Support and Guidance Needed | Little Support and Guidance Needed |
|---|---|--|--|
| Research (AO1 – 6 marks & AO3 – 2 marks) | <ul style="list-style-type: none"> Carries out limited research into chosen task Identifies an existing product related to chosen task Produces a limited specification. | <ul style="list-style-type: none"> Carries out some research into chosen task Identifies an existing product related to chosen task and makes a simple evaluative comment Produces a simple specification | <ul style="list-style-type: none"> Carries out relevant research into chosen task Identifies and evaluates an existing product related to chosen task Produces a relevant specification. |
| | [0-2] | [3-5] | [6-8] |
| Designing and Selecting (AO1 - 5 marks & AO3 – 3 marks) | <ul style="list-style-type: none"> Suggests food products/dishes (design ideas) to meet the specification Makes the chosen food products/dishes Selects the final food product/dish from those made Improvements are suggested by the teacher that will be made to the final food product/dish. | <ul style="list-style-type: none"> Suggests some suitable food products/dishes (design ideas) to meet the specification Chooses food products/dishes from the list, make the chosen food product/dishes Selects the final food product/dish from those made and give a reason for choice States an improvement that will be made to the final food product/dish. | <ul style="list-style-type: none"> Suggests a range of suitable food products/dishes (design ideas) to meet the specification Chooses food products/dishes from the list, effectively make the chosen food product/dishes Selects the final food product/dish from those made and give relevant reasons for choice States an improvement that will be made to the final food product/dish and give a reason for the improvement. |
| | [0-2] | [3-5] | [6-8] |

| Objective | Constant Support and Guidance needed | Support and Guidance Needed | Little Support and Guidance Needed |
|--|---|--|--|
| Planning & Making (AO1 – 6 marks & AO2 – 20 marks) | <ul style="list-style-type: none"> • Produces a brief plan • Makes the final food product/dish • Some organisation equipment/materials • Uses equipment safely • Uses basic skills and techniques. | <ul style="list-style-type: none"> • Produces a simple plan to include lists of ingredients with quantities • Makes the final food product/dish, following some of the plan • Organises equipment/materials • Uses relevant equipment safely • Uses some skills and techniques appropriate to the task. | <ul style="list-style-type: none"> • Produces a suitable plan for the final food product/dish to include lists of ingredients with quantities • Makes the final food product/dish, following the plan effectively • Organises equipment/materials effectively • Uses relevant equipment safely and appropriately to task • Uses a range of skills and techniques appropriate to the task. |
| | | [0-8] | [9-17] |
| Outcomes (AO2) | <ul style="list-style-type: none"> • Produces an outcome. | <ul style="list-style-type: none"> • Produces a quality outcome. | <ul style="list-style-type: none"> • Produces a well presented quality outcome. |
| | | [0-3] | [4-6] |
| Evaluation (AO3) | <ul style="list-style-type: none"> • Contributes to a conclusion of the final food or makes a basic comment about the food product task. | <ul style="list-style-type: none"> • Carry out and records limited sensory analysis • Limited evaluation of the final food product/dish against the points made in the design specification. | <ul style="list-style-type: none"> • Carry out and records sensory analysis • Carries out simple nutritional analysis • Evaluates the final food product/dish against the points made in the design specification. |
| | | [0-2] | [3-5] |
| TOTAL OUT OF 60 | | | |

Appendix C: Example tasks and themes for internal assessment

Short Task titles

Centres do NOT have to use these titles. These are examples:

- Many people take a packed lunch to work.

Plan and prepare a food product/dish that would make up a healthy lunch box, incorporating 5-a-day.

Evaluate your work.

- There are several types of pastry.

Plan and prepare a food product/dish that would show your skill in making pastry.

Evaluate your work.

Possibly change to methods of cake making.

- Calcium and Vitamin D are important nutrients for developing strong bones and teeth.

Plan and make a food product/dish which is high in these nutrients.

Evaluate your work.

Possibly change to focus on other nutrients.

- We are being encouraged to eat more fruit and vegetables.

Plan and make a food product/dish that would encourage older people to eat more fruit and vegetables.

Evaluate your work.

Possibly change to focus on other areas of healthy eating eg low fat.

- Sports people have special dietary needs.

Show your understanding of their needs by planning and making a suitable food product/dish for chosen group.

Evaluate your work.

Possibly change to focus on other groups with specific health related needs eg diabetics, children, pregnant women, elderly etc.

- Many people use alternative protein foods as part of a healthy diet.

Show your knowledge of this by planning and making one food product/dish using alternative protein foods.

Evaluate your work.

- We are advised to follow current healthy eating dietary guidelines.

Plan and make a food product/dish that would meet a dietary guideline eg low in fat, sugar, salt or high in fibre.

Evaluate your work.

Food Design Task themes

| Theme | Starting Point |
|---|---|
| Healthy eating | A food product/dish suitable for children/teenagers that meets a current healthy eating guideline |
| Special diets | A food product/dish for a chosen special diet |
| Luxury products | A luxury food product/dish that will appeal to an identified target group |
| Ready meals | A ready meal for an identified target group |
| Food products from around the world | A food product/dish from a chosen country that will appeal to an identified target group |
| Staple foods | A food product/dish based on a chosen staple food and an identified target group |
| Protein foods | A food product/dish based on a protein food/foods that will appeal to an identified target group |
| 'Eating on the go' | A food product/dish that can be 'eaten on the go' for an identified target group |
| 'Filling the energy gap' | A food product/dish that will fill the 'energy gap', which will appeal to an identified group |
| 'Eating outside the home' | A food product/dish that can be 'eaten outside the home', which will appeal to an identified target group |
| Low income eating | A food product/dish for an identified target group |
| Baked products | A food product/dish that demonstrates baking as a method of cooking, for an identified target group |
| Snacks | A snack food product/dish that could be served in your dining hall, suitable for teenagers |
| Seasonality/local produce v. food miles | A food product/dish based on a chosen UK seasonal/local produce for an identified target group |
| Organic goods | A food product/dish based on a chosen organically produced food for an identified target group |

Appendix D: Guidance for the production of electronic internal assessment

Structure for evidence

An internal assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or Moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top-level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code R357, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for internal assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's internal assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the internal assessment portfolio to OCR, the centre should add a folder to the folder tree containing internal assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic internal assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only Word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format from that in which the document was originally created. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the Moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*.xml)

Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)