

6100-20

**Level 2 Technical Certificate in
Professional Cookery (450)**

2018

Qualification Report

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Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

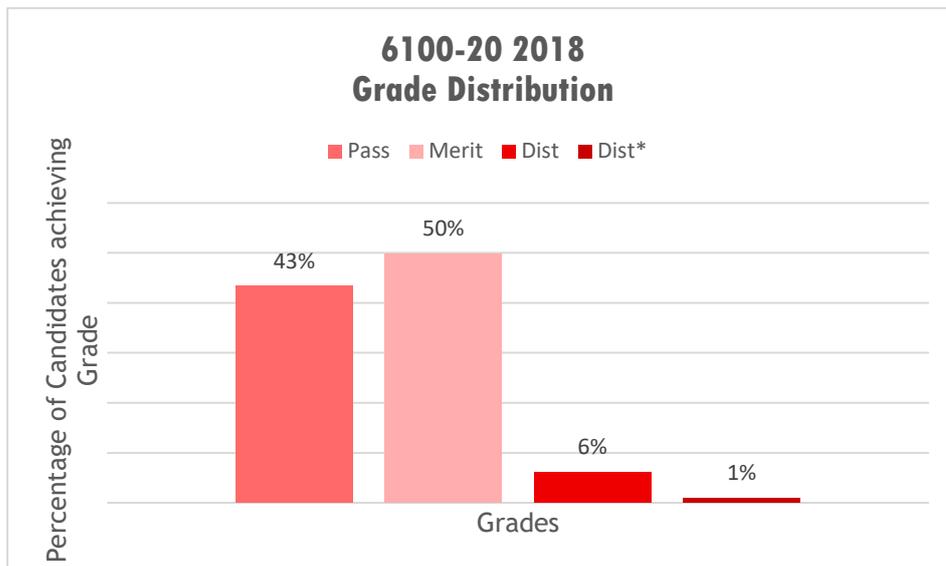
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2018 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 6100-021/521 Level 2 Technical Certificate in Professional Cookery – Theory exam
 - March 2018 (Spring)
 - June 2018 (Summer)
- 6100-022 Level 2 Technical Certificate in Professional Cookery – Synoptic Assignment

Qualification Grade Distribution

The grade distribution for this qualification is shown below;



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

Theory Exam

Grade Boundaries

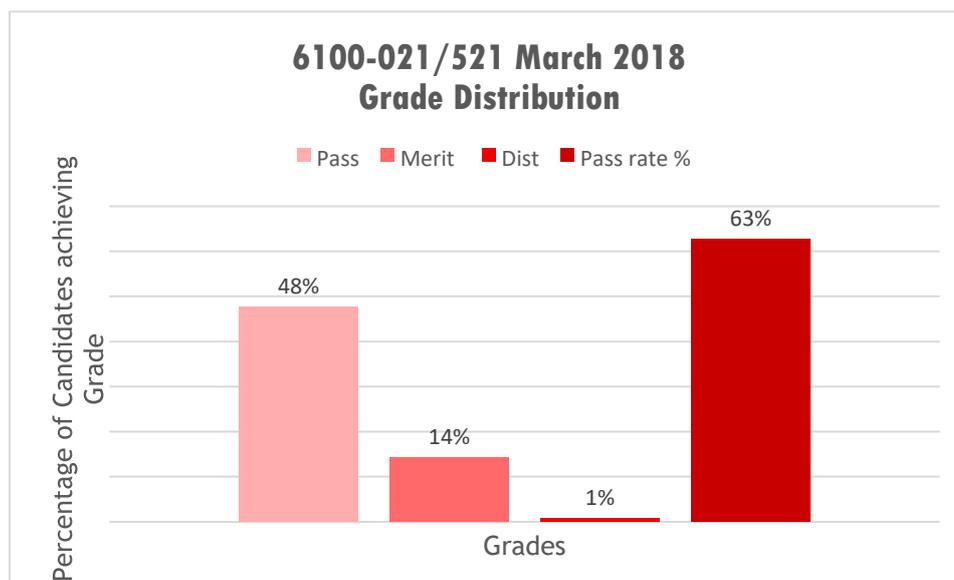
Assessment: 6100-021/521

Series: March 2018 (Spring)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Total marks available	80
Pass mark	31
Merit mark	43
Distinction mark	56

The graph below shows the distributions of grades and pass rate for this assessment;

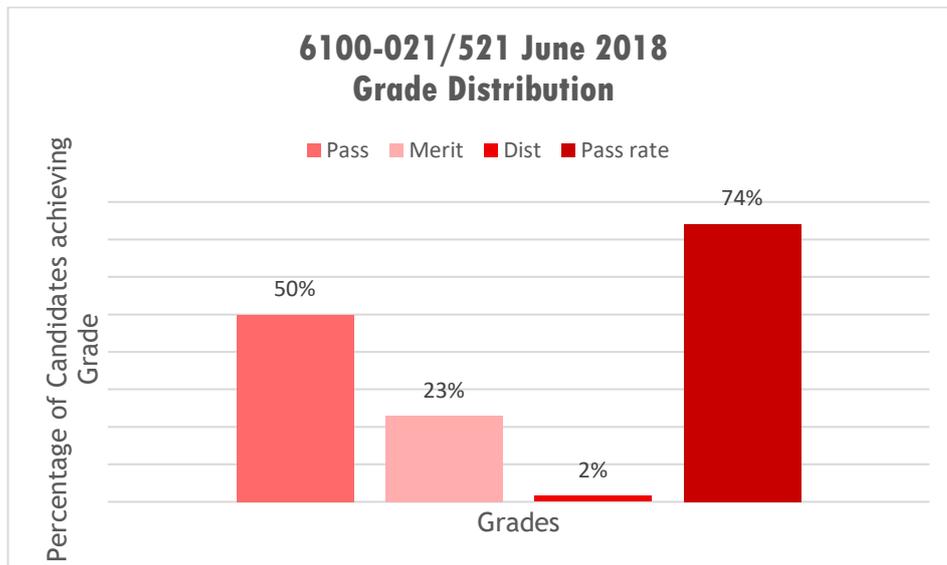


Assessment: 6100-021/521
Series: June 2018 (Summer)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Total marks available	80
Pass mark	31
Merit mark	43
Distinction mark	55

The graph below shows the distributions of grades and pass rate for this assessment;



Chief Examiner Commentary

6100-021/521 Level 2 Technical Certificate in Professional Cookery - Theory exam

Series 1 – March 2018

This was the first cohort of candidates to complete the Level 2 Professional Cookery theory exam.

The paper was fair and offered opportunities across the ability range. The types of questions helped to differentiate between higher and lower scoring candidates. The majority of candidates attempted most of the questions and some gave good responses displaying both breadth and a developing depth of knowledge.

Candidates often missed marks because they failed to read the question correctly or due to gaps in the exam techniques, for example, not answering the questions according to the command verb required – describe, explain, discuss. This was a common theme across all AO2 questions as many candidates gave simple answers but did not provide the reasons or justification required, therefore not achieving the full range of marks available. Despite this, some candidates did display breadth and depth of knowledge and understanding across the paper, particularly on sustainability.

Most candidates also showed a good understanding of effective communication, however, some need to be careful not to confuse verbal and body language.

Candidates struggled to answer the AO1 commodity questions. For example, few understood that cereals referred to the crops, rather than brands of breakfast cereals. Also, when identifying suitable cuts for grilling, some candidates simply wrote 'beef.' Many candidates were unable to state the features of a fine dining restaurant and responses showed they were not clear on the characteristics of this type of establishment.

To prepare, candidates will benefit from practising examination techniques. Candidates need to be encouraged to spend time reading and re-reading the questions before attempting to answer. Candidates need to be prepared for the different types and structures of questions contained within the paper and need to be familiar with the variety of command verbs that may be with the paper.

The extended response question is intended to draw on knowledge and understanding from across units. For most, this question was poorly answered, with the majority of candidates only producing a menu and a plan of work, rather than looking at the wider aspects of the brief. This resulted in lower marks being awarded for this question. Candidates missed the wider aspects of preparing for a function and gave little justification, recommendation or conclusions for their decisions. Practice at answering these types of questions and planning and considering their responses would enable candidates to aim for higher marks.

Series 2 – June 2018

The June 2018 exam was externally set and marked for the 6100-20 qualification and included questions across the units as given to centres in advance. It was a second opportunity to sit the theory paper for the first cohort of candidates on this qualification.

The paper was fair and offered opportunities to candidates across the range of abilities. The types of questions helped to differentiate between higher and lower scoring candidates and the level of difficulty was comparable to the March paper.

Candidates would benefit from practising exam techniques. They need to be encouraged to spend time reading the questions thoroughly and noting the command verbs before attempting their answers. In addition, they should be prepared for the different types and structures of questions within the paper e.g. when asked to list 5 things, it would be recommended to structure their responses clearly.

It appeared some candidates missed marks because the questions were misread, for example, describing standalone kitchens rather than centralised production kitchens. Others did not respond correctly to the command verbs and listed simple answers rather than explaining the reasons and were therefore unable to access the full range of available marks. Few candidates knew what a brassica was or why a trussing needle would be used, often confusing it with a temperature probe. Responses to the extended question were limited.

Candidates also struggled with the question on techniques for grilling pork chops, giving answers which described grilling equipment rather than methods.

Some candidates did demonstrate depth of understanding and breadth of knowledge across the paper, particularly on the questions about controlling food deliveries and reducing accidents. Those achieving higher marks showed evidence of reasoning as well as recall across the majority of responses.

The extended response question is designed to draw on knowledge and understanding from across the qualification.

Some focussed strongly on one small aspect of the brief but this did not allow them to attain the higher marks. Others gave little justification, recommendation or conclusions for their decisions and the majority of candidates were therefore unable to reach the higher bands.

Practice at answering these types of questions and planning and considering their responses should help to enabled candidates to achieve higher marks.

Synoptic Assignment

Grade Boundaries

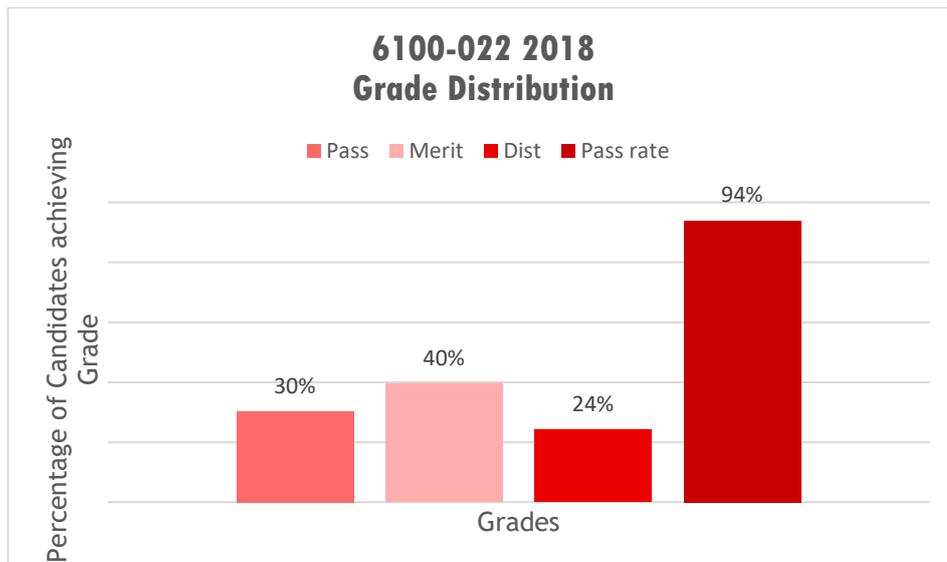
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6100-022

Series: 2018

Total marks available	60
Pass mark	24
Merit mark	34
Distinction mark	48

The graph below shows the distributions of grades and pass rate for this assessment;



Principal Moderator Commentary

This is the first cohort of learners to take the Level 2 6100 Qualification. The synoptic covered a range of topics across the whole qualification and the objectives were to cover recall, understanding, practical skills, bringing it all together, including problem solving, and attending to detail. Candidates achieved marks across all three bands. The majority of candidates produced sufficient theory work in Tasks 1 and 3. The vast majority of candidates completed their practical tasks in the time allowed although some found this more challenging than others.

Task 1

Evidence for this task varied from bulleted notes to carefully produced and detailed charts demonstrating considered and planned preparation.

Task 2

The majority of students used the paperwork from Task 1 during their practical, with many annotating their documents as they worked through their assessment.

All candidates worked within legal requirements for the industry but this was not always evidenced clearly, especially with temperature testing and recording.

Candidates attaining higher bands confidently demonstrated consistently refined skills and working methods and produced high quality dishes. Those achieving lower bands produced more basic dishes with poorer techniques, presentation and flavour.

Task 3

Evaluations varied from detailed and reflective comments on the whole synoptic assessment, to a basic review of each dish demonstrating little thought about how to improve.

Assessment Objectives

AO1 – Recall of knowledge

The majority of candidates demonstrated a good range of knowledge from across the qualification and produced the documentation for Task 1. Where candidates had used centre produced templates, they had not been adapted to fit the assignment. Centres must therefore ensure that where templates are produced, they must include the correct information. The majority of centres produced the evidence required for the synoptic assessment.

AO2 – Understanding of concepts, theories and processes

There was evidence of understanding across the bands and most candidates demonstrated health and safety and food safety during their practical assessment. However, this was not always recorded in the paperwork. Evaluations were mainly concerned with the final dishes rather than the whole process.

Candidates would benefit from reflecting on their performance across all of the tasks.

AO3 – Application of practical/technical skills

The majority of candidates worked within industry guidelines and personal presentation was good, and in some cases excellent. Poor performance was usually due to poor planning and understanding and a few candidates became stressed and untidy. High performers were confident and skilled and their dishes were prepared, cooked and presented well.

AO4 – Bringing it all together

Candidates applied their knowledge from the syllabus to complete the assessment and those in the higher bands demonstrated clear understanding of all the topics. They were also able to solve any problems easily without becoming flustered. Those in the lower band struggled when things did not go according to plan. In almost all cases, candidate's work was much stronger in Task 2 than in either of the written tasks.

AO5 – Attending to detail/perfecting

Candidates in the highest band maintained their focus throughout and presented their dishes with style and flair. Dishes from candidates in the lower bands were presented without finesse, often by candidates who appeared rushed.

Best Practice to Centres

- Centres must ensure that task instructions are followed carefully as specific guidance is included around each task.
- Centres must ensure that evidence is labelled and annotated as required and set out in the guidance.
- Centres must ensure that where centre produced pro-formas/templates are used, they must be adapted to match the synoptic assignment. It is important that these pro-formas do not inhibit the candidates from demonstrating knowledge and understanding and therefore achieving marks within a higher band.
- Centres must comment on the candidate's performance and tailor feedback to be specific.
- Candidates must produce dishes as outlined in the brief.
- Centres should prepare candidates on how to reflect and evaluate performance across the Tasks.
- Markers must relate their justification of marks to the band descriptor and should ensure that hand-written comments are legible as quality can be lost when scanning in evidence.