

# **6100-021/521 – Level 2 Professional Cookery – Theory Exam**

**March 2020**

## **Examiner Report**

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## Introduction

This document has been prepared by the Chief Examiner, it is designed to be used as a feedback tool for centres to use in order to enhance teaching and preparation for assessment. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit examinations for City & Guilds Technical qualifications.

This report provides general commentary on candidate performance and 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 the **March 2020** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;  
**6100-021/521 – Level 2 Professional Cookery – Theory Exam**

# Theory Exam – March 2020

## Grade Boundaries and distribution

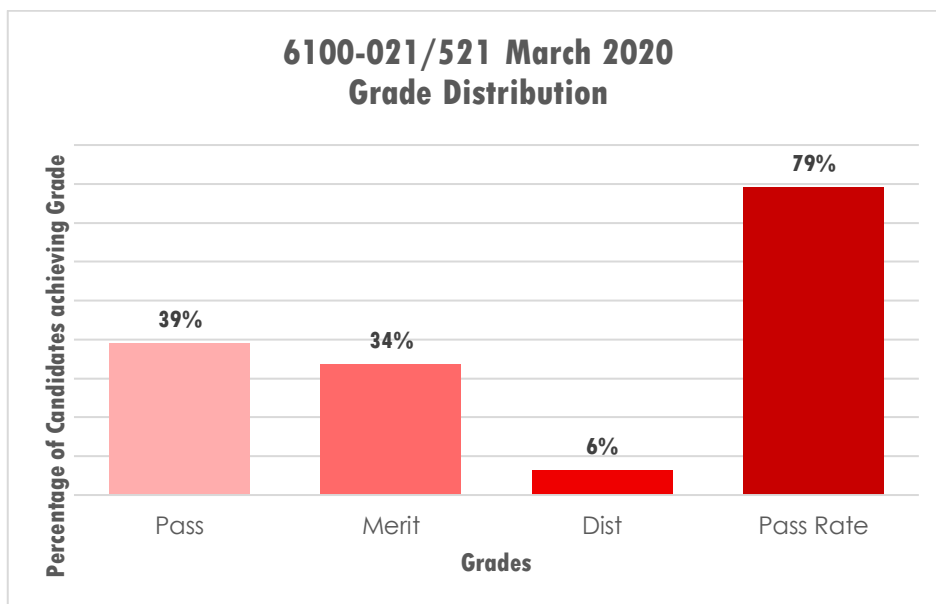
Assessment: 6100-021/521

Series: **March 2020**

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

<b>Total marks available</b>	<b>80</b>
Pass mark	31
Merit mark	43
Distinction mark	56

The graph below shows the approximate distribution of grades and pass rates for this assessment:



# Chief Examiner Commentary

## General Comments on Candidate Performance

**Assessment component: 6100-021/521**

### Series 1 (March) 2020

This was the fifth cohort to complete the Level 2 Professional Cookery exam. The exam was externally set and marked. The paper was fair and offered opportunities across the ability range and questions helped differentiate between higher and lower scoring candidates. The level of difficulty was comparable to the March and June 2019 papers.

Most candidates attempted all the questions and there were responses which demonstrated both depth and breadth of knowledge, especially in the final extended question. Some candidates were able to demonstrate depth of understanding and breadth of knowledge across the paper, with those achieving higher marks overall able to demonstrate reasoning, as well as recall, across the majority of responses.

The majority of candidates were able to demonstrate some breadth of knowledge in AO1 questions, in particular questions focusing on small equipment and on roasting, although some responses focussed on raw beef rather than cooked beef. The question on regulations was also challenging for many candidates.

As with previous papers, candidates often missed marks, particularly on AO2 questions, because they misunderstood or failed to read the question correctly, or due to gaps in exam techniques. Some candidates failed to expand on their responses when asked to describe, explain, or discuss and were therefore unable to maximise their marks. Candidates could review past papers to familiarise themselves with the use of command verbs.

Many candidates displayed increasing breadth and depth of understanding and gave some good responses to AO2 questions across the paper, particularly on food safety, although a few responses referred to pets in the kitchen. Some candidates were unable to correctly describe the roles and behaviours in a professional kitchen. The majority of candidates were able to accurately describe the finishing of a specific dish, but gaps in knowledge and understanding were evident on the question about a piece of large equipment; candidates wrote about its use rather than its maintenance. Many candidates struggled with the questions on nutrition, often confusing fat with sugar, and on cooking techniques, giving inaccurate responses, for example describing food preparation rather than cooking.

Candidates would benefit from practising exam techniques and 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 and should structure their responses clearly.

The extended response question is intended to draw on knowledge and understanding from across all of the units. In comparison to previous series, more candidates were able to achieve marks within the higher bands although the majority fell within the lower bands and many responses were generic rather than linked to the brief. Many candidates did not justify their choices, make recommendations, or conclusions, and were unable to achieve full marks as a result. Some candidates focussed strongly on one small aspect of the brief but this did not allow them to attain the higher marks. For example, many candidates concentrated their response specifically on the food required for vegans, rather than discussing the wider aspects of the function. For those candidates achieving a lower mark for this question, some provided lots of information but gave little justification, recommendation, or conclusions for their decisions, whereas others provided a briefer response. In both cases such approaches meant they were unable to reach the higher marks available. Candidates would benefit from practising reading the question carefully and then responding in full. Responses which expanded on the wider aspects,

and were linked to the theme of the question, accessed the allocation of higher marks. Practice at answering these types of questions by planning and considering their responses, with consideration given to the wider aspects, should help to enable candidates to achieve higher marks.