

# **6100-20 Level 2 Technical Certificate in Professional Cookery (450)**

**2022**

**Qualification Report**

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# Foreword

## Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results.](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g. Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

## Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

# 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.

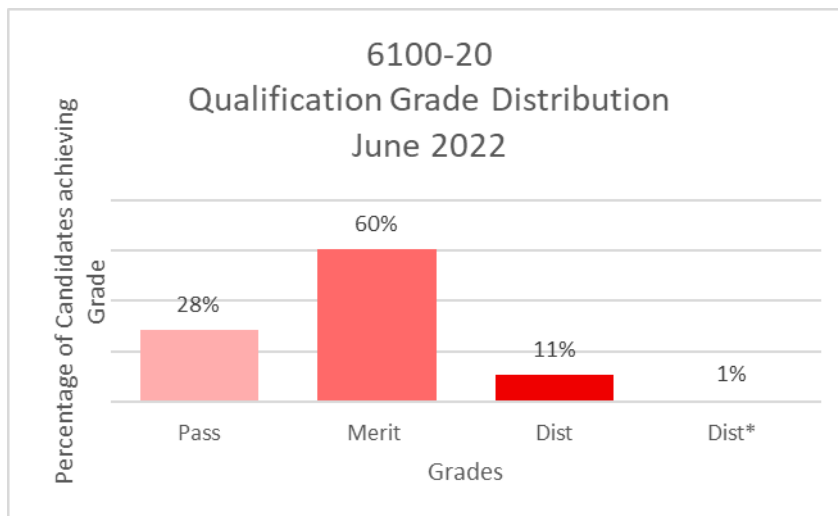
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 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 Professional Cookery – Theory exam
  - March 2022 (Spring)
  - June 2022 (Summer)
- 6100-022 Level 2 Professional Cookery – Synoptic Assignment

# Qualification Grade Distribution

The approximate 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

## Theory Exam – March 2022

### Grade Boundaries and distribution

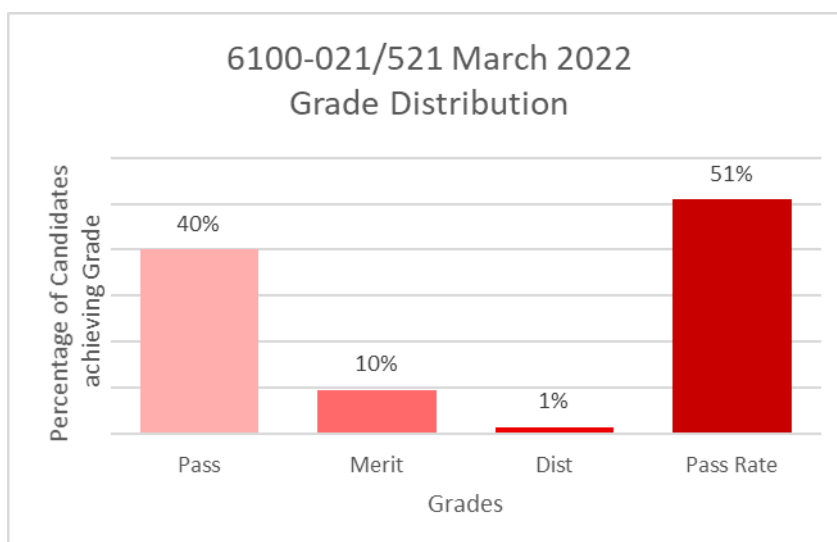
Assessment: **6100-021-521**  
Series: **March 2022 (Spring)**

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	30
Merit mark	43
Distinction mark	56

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:

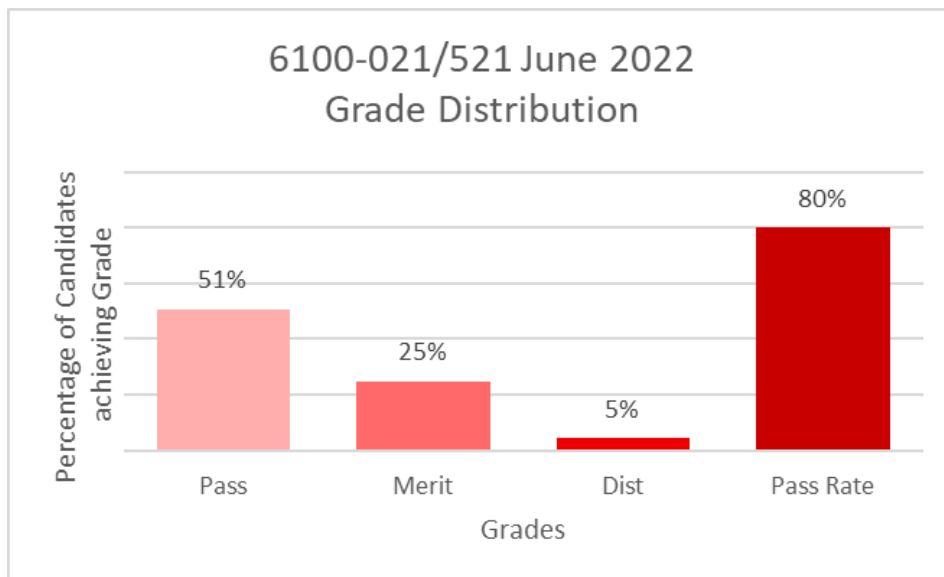


Assessment: **6100-021-521**  
Series: **June 2022 (Summer)**

Below identifies the final grade boundaries for this assessment:

<b>Total marks available</b>	<b>80</b>
Pass mark	27
Merit mark	39
Distinction mark	52

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks:



## **Chief Examiner Commentary**

### **6100-021-521 Level 2 Professional Cookery - Theory exam**

#### **Series 1 – March 2022 (Spring)**

This was the seventh cohort to complete the Level 2 Professional Cookery exam. The paper was fair and offered a range of questions designed to differentiate between higher and lower scoring candidates across the ability range. The majority of candidates attempted most of the questions and there were some good responses demonstrating both breadth and depth of knowledge across the whole paper including the extended response question.

Some candidates displayed both breadth of knowledge and depth of understanding across the paper, particularly on the different characteristics of hospitality establishments and professional kitchens and understanding job roles but the majority of candidates struggled in these areas. Responses to the use of large equipment in the food production process attracted a mixed result with a minority achieving full marks.

As in previous years, candidates often missed marks because they either failed to read correctly or had not understood the question. This could be due to gaps in exam techniques when the candidates failed to expand on their responses (describe, explain, propose) and therefore were unable to gain full marks. Candidates should be familiar with the use of command verbs found in previous versions of the exam and practising reading and re-reading questions before answering could improve outcomes.

Weaknesses were shown with some of the recall questions with including the questions on safe working practices, roasting and grilling.

For the extended response question, which seek to draw together knowledge and understanding from across the units, candidates were given a brief to propose a suitable two course buffet lunch. Whilst a few answers were better than on previous papers, the majority of candidates lost marks on this question, by not answering the first part correctly. Many candidates wrote about the wider aspects of running an event in very generalised terms with little or no link to the brief and omitted suggesting a buffet menu. Many lost marks by not justifying their decisions or failing to provide any recommendations or conclusions.

Candidates will benefit from practising examination techniques when preparing for this examination. Candidates also need to be prepared for the different types and structures of questions contained within the paper, including the variety of command verbs. They should be ready to read each question carefully and to respond clearly to the question given in the depth required. It is suggested that planning of the extended response question could support candidates in achieving better performance.

**Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here**

[6100-20 technicals exam guidance 2019 v1-1-pdf-pdf.ashx \(cityandguilds.com\)](https://www.cityandguilds.com/~/media/2019/06/6100-20_technicals_exam_guidance_2019_v1-1-pdf-pdf.ashx)



## **Series 2 – June 2022 (Summer)**

Overall, there was an improvement in the performance of the June cohort when compared with the previous series in March. Most candidates attempted the questions and demonstrated some breadth and depth of knowledge across the paper including the extended response question. The paper was fair and offered a range of questions designed to differentiate between higher and lower scoring candidates across the ability range.

Candidates performed better on the AO1 recall questions, compared to the AO2 understanding questions. The majority of candidates were able to demonstrate some breadth of knowledge in AO1 questions, in particular questions focusing on causes of accidents, types of injuries in a professional kitchen, sourcing of sustainable food, uses of food processors, and quality check on scones.

Most candidates attempted all AO2 questions in the paper, and some showed good understanding of vegan diet and the role of the kitchen porter, higher scoring candidates also showed understanding of cleaning mandolins.

Gaps in knowledge and understanding was evident where candidates were asked about sources of bacterial pathogens and uses of a steel.

As with previous years some candidates missed marks because the questions were misread, for example, misreading the word 'gammon' for 'salmon' when salmon was the focus of another question in the paper. Others did not respond correctly to the command verb in the question, such as 'describe' and 'explain'. These questions required the candidate to expand on their reasons in order to access the full range of marks, as opposed to a simple list of answers being provided as a response.

### **Extended Response**

The extended response question is designed to draw on knowledge and understanding from across the units. This series candidates were given a brief to create a three-course meal for a competition.

A few candidates responded well to this question identifying and expanding on many of the requirements of the brief and justifying their decisions. However, many wrote about the wider aspects of the scenario in very generalised terms, often just listing wider factors to consider with no link to the brief or their menu selection and missed opportunities for gaining marks by failing to provide any recommendations or conclusions or not justifying their decisions.

Some candidates missed opportunities to gain marks by basing their menu on the synoptic dishes, and not linking their response back to the brief focus of preparing for a competition. Candidates should be encouraged to read the extended response question fully when answering to make sure their responses cover all aspects of the brief.

Overall candidates would benefit from practising examination techniques when preparing for this examination, in particular familiarising themselves with the use of command verbs found in previous versions of the exam and practising reading and re-reading questions before answering. Candidates should be encouraged to read each question carefully and to respond clearly to the question given in the depth required. It is suggested that planning of the extended response question could support candidates in achieving better performance.

## Synoptic Assignment

### Grade Boundaries

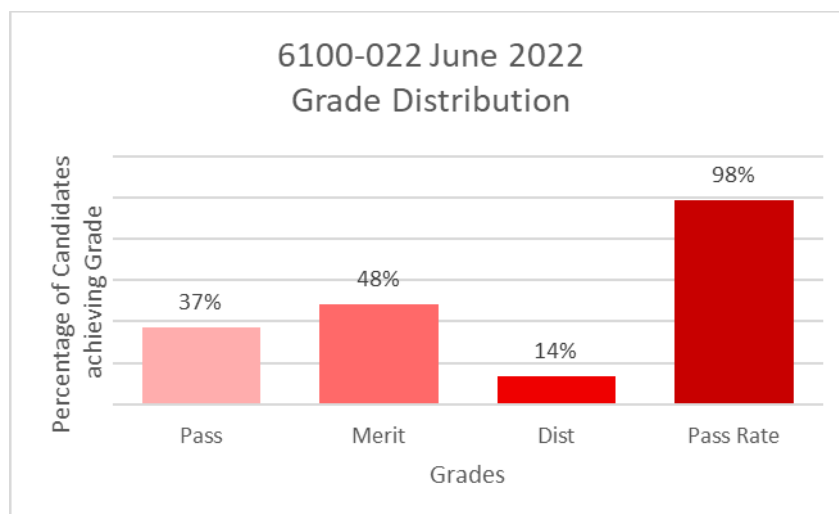
Below identifies the final grade boundaries for this assessment:

Assessment: 6100-022

Series: June 2022 (Summer)

<b>Total marks available</b>	<b>60</b>
Pass mark	21
Merit mark	33
Distinction mark	45

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks:



# Principal Moderator Commentary

**Assessment component: (6100-20-022)**

**Series: June 2022**

## Principal Moderator Commentary 2022

The synoptic assignment covered a range of topics across the whole qualification and candidates were required to plan, prepare, cook and finish two portions of Greek salad with pitta bread, herb crusted baked fish with ratatouille and sauté potatoes and steamed sticky toffee pudding with toffee sauce. They were also required to evaluate their performance across Task 1 and Task 2.

Candidates were marked against 5 assessment objectives: recall of knowledge, understanding, practical skills, bringing it all together and attention to detail.

Higher performing candidates were able to produce a time plan, health and safety and food safety charts together with a correctly completed allergen sheet (Task1) and a relevant evaluation (Task 3) but lower performing candidates struggled with the written tasks in Tasks 1 and 3. The requirement of producing a starter, main course and dessert in sequence, to a satisfactory standard and within the fixed time frame was demonstrated with ease by higher performing candidates but others found this more challenging.

### **Task 1**

In almost all cases, candidates' work was much stronger in Task 2 than in either of the written tasks.

Most candidates produced a generic response to the task related to Health and safety and food safety rather than one tailored to the requirements of the assignment

Most candidates produced their own time plans, although many did not show presentation times and only listed how many minutes, they thought each task would take. Higher performing candidates were able to include multi-tasking in their plans and tended to score higher marks in AOs1 and 2.

Some candidates used centre generated food allergen templates rather than using the one provided in the assignment documents. These should be checked carefully to avoid mistakes and omissions.

### **Task 2**

Centres provided specific menus for the three courses and candidates could choose how to present their dishes.

Most candidates followed their time plans and higher performing candidates were able to produce their dishes within the time frame and with attention to detail.

### **Task 3**

Candidates' evaluations varied quite widely with some reflecting on the whole assignment and including suggestions for improvement or identifying where things had gone wrong. Others simply documented the tasks they had carried out and lost marks as a result.

## **Assessment Objectives**

### **AO1 – Recall of knowledge**

Most candidates demonstrated a good range of knowledge from across the qualification which was supplemented in their practical activities. Some allergen sheets had been completed incorrectly and some markers had not picked this up. Some health and safety and food safety comments were generic rather than task related.

### **AO2 – Understanding of concepts, theories and processes**

Many candidates demonstrated good health and safety and food safety during their practical assessment although food temperatures were often not recorded. Higher scoring candidates wrote evaluations which showed an understanding of preparation and cooking techniques and the theory which underpins them.

**AO3 – Application of practical/technical skills**

Candidates worked within legal requirements for food safety and health and safety, and most candidates showed good skills in preparing, cooking and finishing the dishes. Higher scoring candidates worked with confidence throughout.

**AO4 – Bringing it all together**

Most candidates were able to bring the three courses together satisfactorily in the time allowed. Higher performing candidates were able to problem solve where necessary and give detailed and justified descriptions of their performance across both Task1 and Task 2.

**AO5 – Attending to detail/perfecting**

Higher performing candidates were focussed during the assessment and took pride both in the presentation of their dishes and themselves. Careful planning resulted in clean and calm working practices. Lower performing candidates produced their dishes in a rush and with little attention paid to presentation of the food or of themselves.

**Best Practice to Centres**

Centres must ensure that candidate evidence, including photographs, is correctly labelled and uploaded as set out in the guidance. Photographs of the dishes should be taken on a tablecloth to prevent reflections and should be checked to ensure clarity.

Although it is expected that some observer / tutor comments are hand-written, scanning had affected the quality of some documents.

Centres should ensure that evidence is always matched to the correct AO and to the correct band within each AO. Close attention should be paid to both AO descriptions and to the band descriptors to ensure comments in CRFs and POs accurately reflect those in the band to which they are assigned.

Observer comments should be aligned to examples found on the marking grid and checked to ensure they form an accurate description of strengths and weaknesses seen in practical performances. Purely documenting the sequence of the activity does not give sufficient detail for accurate marking. In addition, copying the wording used in these examples without explaining what the candidate did to reach this standard is to be avoided.

The Practical Observation form is to be used for detailed comments on Task 2 and the Candidate Record Form is used to holistically record candidate performance across all three tasks. Care should be taken to consider comments made in Task 3 when writing the CRF as they have conflicted with those of the marker in some instances.

Centres must ensure that centre produced proformas do not prevent candidates from gaining higher marks by demonstrating knowledge and understanding by producing their own.

Overall, many candidates produced a narrative of the time plan for Task 3 with little reflection or critique. Centres should prepare candidates to both reflect on and evaluate their performance across Tasks 1 and 2.