

# **6100-021/521 – Level 2 Advanced Technical Diploma in Professional Cookery – (450)**

**2023**

**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.

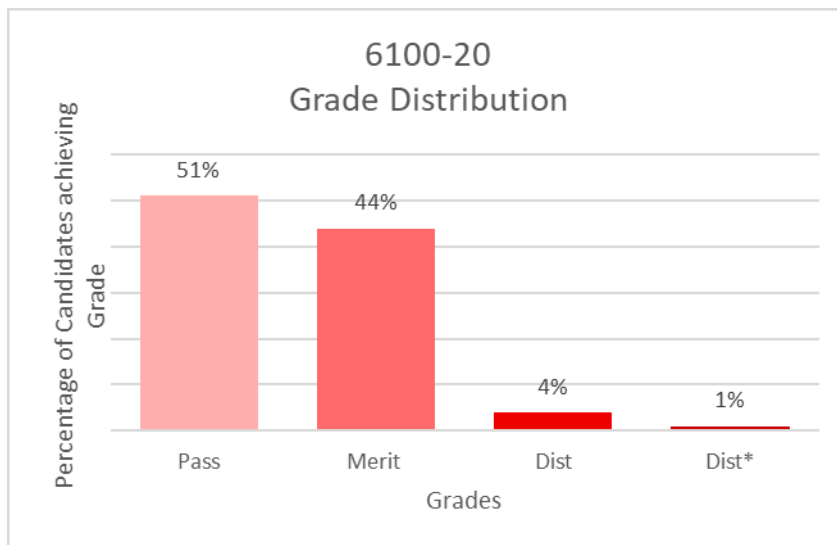
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 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 2023 (Spring)
  - June 2023 (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 2023

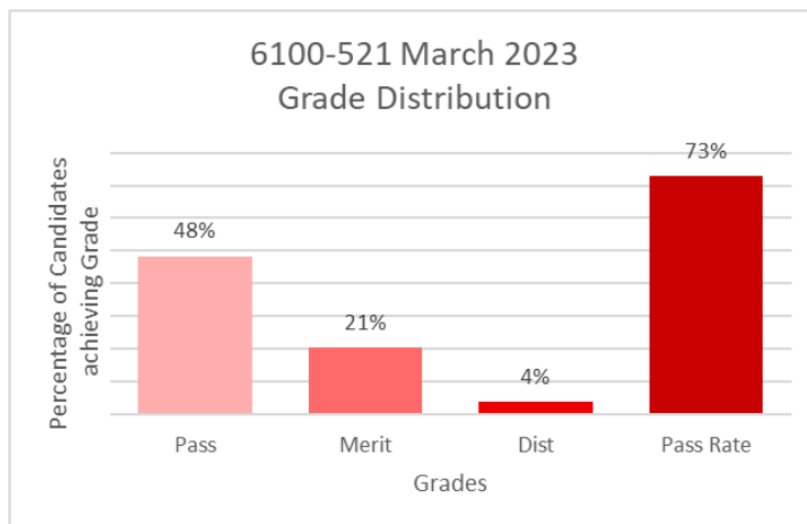
### Grade Boundaries and distribution

Assessment: **6100-021/521**  
Series: **March 2023 (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	31
Merit mark	43
Distinction mark	56

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:

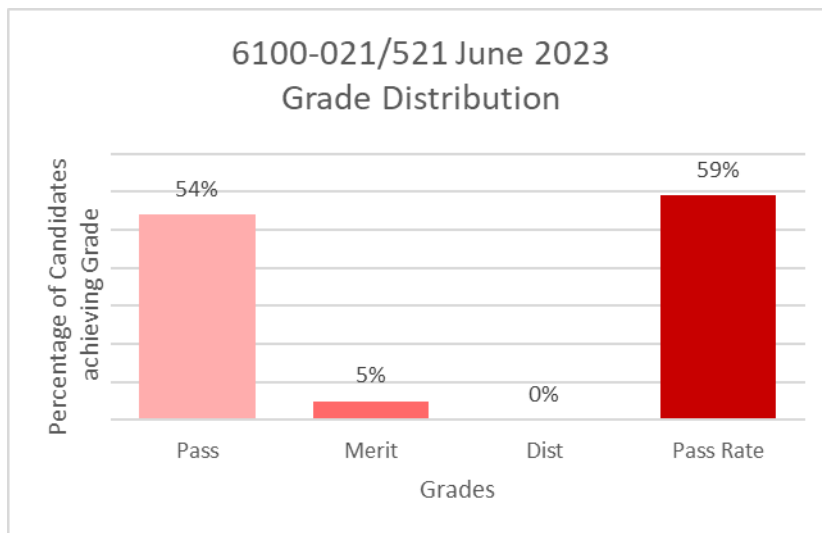


Assessment: **6100-021/521**  
Series: **June 2023 (Summer)**

Below identifies the final grade boundaries for this assessment:

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

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)

Overall, candidate performance improved from the March 2022 series. The paper covered a wide range of topics across the qualification, the questions were designed to differentiate between higher and lower scoring candidates. The paper offered a range of both recall of knowledge (AO1), and understanding (AO2), questions and provided opportunities for the candidates to apply their knowledge and understanding across the qualification to a practical context in the extended response question (AO4). This question paper was slightly more accessible than the previous series, which is reflected in the grade boundaries.

Candidates provided some good responses demonstrating both breadth and depth of knowledge and understanding across the paper. Most candidates were able to show good knowledge on the topic area of pest control. Most candidates scored well on the topic areas of understanding a balanced diet, and tools and equipment which were consistently well answered. Candidates performed well on identifying root vegetables for roasting, with many accessing the top marks available. Candidates showed weakness in the topic area of hospitality establishments and their impacts, many were unable to state the correct characteristic of the establishment. Some candidates confused regional with international in their responses, and some candidates omitted the question. Candidates missed opportunities to gain marks on the topic of types and characteristics of different knives and cutting equipment. On the question for explaining considerations for roasting vegetables, there were some candidates that misunderstood what was being asked and began stating the process of cooking. Candidates also found the question on stock management considerations challenging, with many candidates rewording the question as an answer. Many candidates did not take wider considerations into account which resulted in lower marks achieved.

In relation to the extended response question candidates were asked to provide a dessert menu for a competition. Candidate responses were better overall than on previous papers, the majority of candidates achieved marks in bands 1 and 2 with a few candidates achieving lower band 3. Candidates that were limited to band 1 did not identify a suitable dessert menu and included bakery items such as doughnuts. Many lost marks by not including relevant detail on the wider aspects of a competition. There was a proportion of very generalised answers which appeared to not link to the brief, resulting in some candidates achieving bottom of band 1 or 0 marks. Higher scoring candidates chose ambitious and creative menus and wrote about the wider aspects in detail, clearly linking their responses to the dessert competition brief and adding a conclusion to their responses. In conclusion, centres would benefit from encouraging candidates to interpret command verbs correctly, to attempt all the questions, to include and apply industry terminology and to read the extended response brief carefully, then plan their responses to fit the scenario rather than including generic information.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here [Professional Cookery qualifications and training courses | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/qualifications/6100-021-521-level-2-professional-cookery-theory-exam)

## Series 2 – June 2023

122 candidates took the June 2023 assessment, 107 on My Markis and 15 on Evolve. Marks across the cohort were slightly lower than on the previous June 2022 paper although both papers were comparable in terms of range, suitability and level of difficulty. The paper covered a wide range of topics across the qualification, with questions designed to differentiate between higher and lower scoring candidates.

Some candidates demonstrated good understanding across the paper, but others struggled with answering and misreading the questions. Higher achieving candidates showed evidence of reasoning and justification with their responses.

Areas of weakness included the AO1 topic on the preparation methods of baking, where candidates' responses included references to incorrect types of pastry. Responses to the AO1 topic about the quality points of grilled products, often included points suggesting that candidates may not have read the question correctly as referenced incorrect products. Another example of a poorly answered AO1 question was the maintain health and safety by implementing control measures, where candidates either did not read carefully or misunderstood what was being asked.

An AO2 area which was identified to be a weakness was on control measures that can be implemented to reduce the risk of accidents in the hospitality industry and their purpose, many candidates could not identify the correct procedures to follow or put answers that did not cover the topic. Candidates also were not able to gain many marks on the topic of producing baked products often selecting responses that were not linked to the area being assessed. A topic of strength was the AO2 topic of understand stock management and sustainability in professional cookery, most candidates were able to access marks. The higher performing candidates were able to give responses that were linked to the topic areas and demonstrate their knowledge and understanding.

The ERQ required candidates to plan a summer barbecue and responses were mostly in Band 1. Some candidates suggested totally unsuitable dishes including beef stroganoff and jam roly-poly. Higher scoring candidates linked their response to the scenario with imagination and explored the wider factors, justifying their choices. This aligned them to the higher band descriptors.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here.  
[Professional Cookery qualifications and training courses | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)



## Synoptic Assignment

### Grade Boundaries

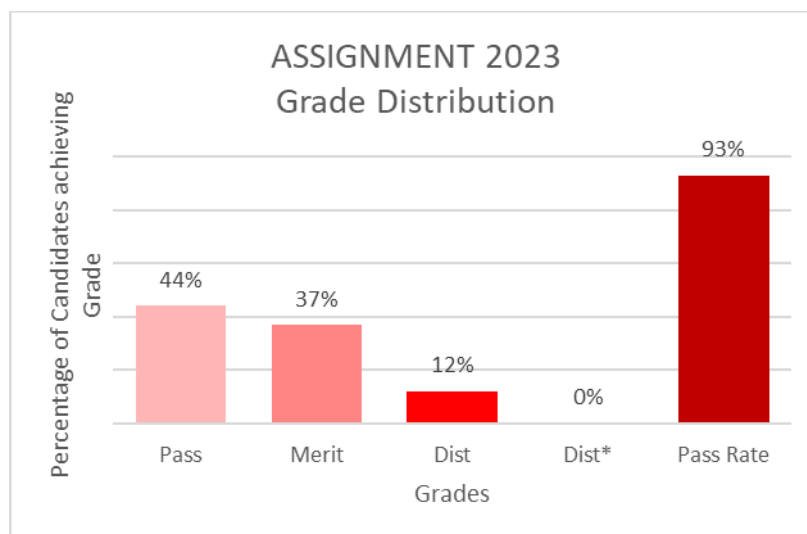
Below identifies the final grade boundaries for this assessment:

Assessment: **6100-022**

Series: **2023 (Summer)**

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	36
Distinction mark	48

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: 6100-022**

**Series: June 2023**

## Principal Moderator Commentary 2023

The synoptic assessment covered a range of topics from across the qualification and required the candidates to plan, prepare, cook and finish two portions of cheese beignets with tomato salsa, grilled, marinated chicken thighs, Mediterranean vegetables and braised rice and caramelised pineapple with reduced cream sauce and coconut shortbread. They were also required to evaluate their performance across tasks 1 and 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 specific risk assessment and food safety risk assessments for their dishes as well as an allergen chart and considered evaluation (Task 3). Lower performing candidates struggled with the written tasks in Task 1 and 3. Higher performing candidates were easily able to produce the starter, main course and dessert in sequence, but others found this more challenging.

### Task 1

Almost without exception, candidates' work was much stronger in Task 2 than in either of the written tasks. Most candidates produced generic health and safety, food safety and allergen documents rather than linked to the dishes in the brief. Candidates produced time plans but many omitted any service times and only listed how many minutes they thought each task would take. Higher performing candidates included multi-tasking and expected service times in their plans and tended to score higher marks in AOs 1 and 2 as a result.

### Task 2

Centres provided specific menus for all three courses and candidates could choose how to present them. Most candidates followed their time plan and higher performing candidates demonstrated presented all their dishes withing the time allowed with attention to detail.

### Task 3

Overall candidates produced evaluations with varying degrees of success. Some reflected on their performance through both tasks and noted where they could have improved, others merely replicated their time plans and lost marks as a result.

## Assessment Objectives

### AO1 – Recall of knowledge.

Most candidates demonstrated good recall of knowledge from across the qualification which was supplemented by their practical activities. There were some inconsistencies in some of the allergen charts and some markers had not commented on this. Health and safety and food safety assessments were often generic and not linked to the dishes in the brief.

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

Many candidates demonstrated good health and safety and food safety during their practical assessment, but food temperatures were often not recorded, and plates were not always the correct temperature. Higher scoring candidates wrote evaluations which showed understanding of preparation and cooking techniques and the theory on which they are based.

### AO3 – Application of practical/technical skills.

Candidates worked withing legal requirements for health and safety and food safety and most candidates demonstrated skill in preparing, cooking and finishing their dishes. Higher performing candidates worked with confidence throughout the assessment.

**AO4 – Bringing it all together.**

Most candidates were able to satisfactorily bring all three courses together within the time allowed. Higher performing candidates could problem solve as necessary and produced detailed and justified descriptions of their performance in Tasks 1 and 2.

**AO5 – Attending to detail/perfecting.**

Higher performing candidates were focussed during the assessment and took pride in the presentation of their dishes and themselves. This was due to careful planning and led to clean and calm work. Lower performing candidates rushed to produce their dishes and paid little attention to the presentation of their dishes or 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