



6100-20 - Level 2 Technical Certificate in Professional Cookery

2024

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.

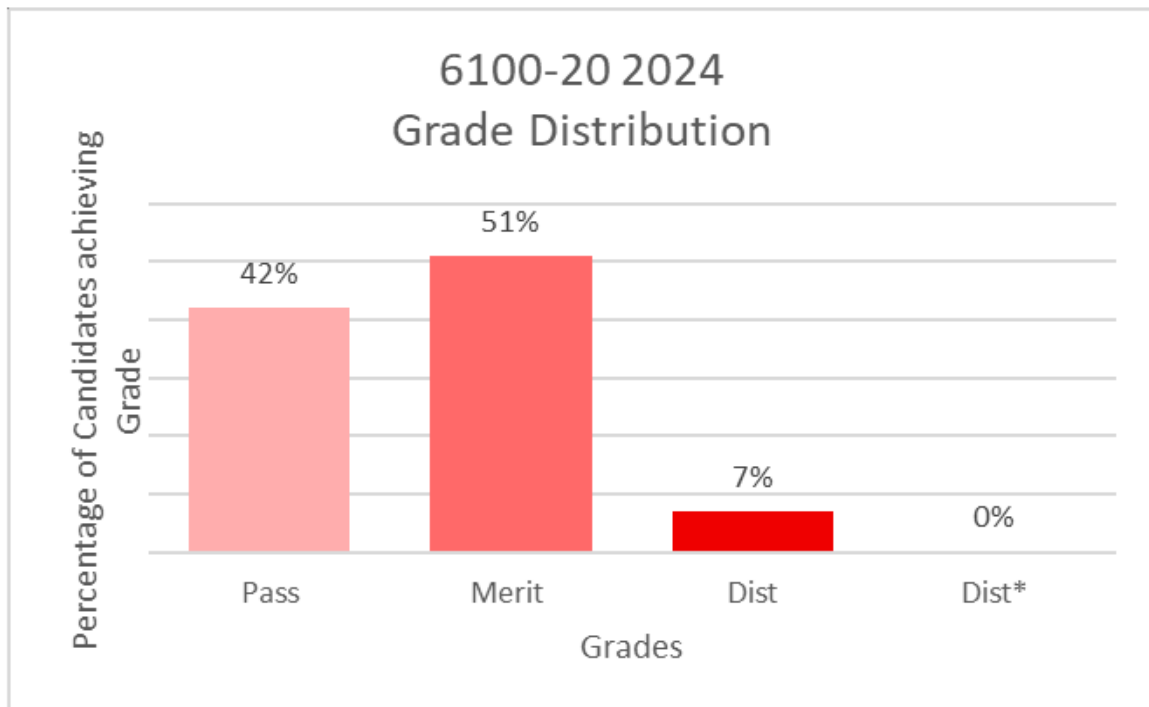
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2024 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 6100 – 521 Level 2 Professional Cookery – Theory exam
 - March 2024 (Spring)
 - June 2024 (Summer)
- 6100 – 022 Level 2 Professional Cookery – Synoptic Assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



This data is based on the distribution as of **22 August 2024**

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 2024

Grade Boundaries and distribution

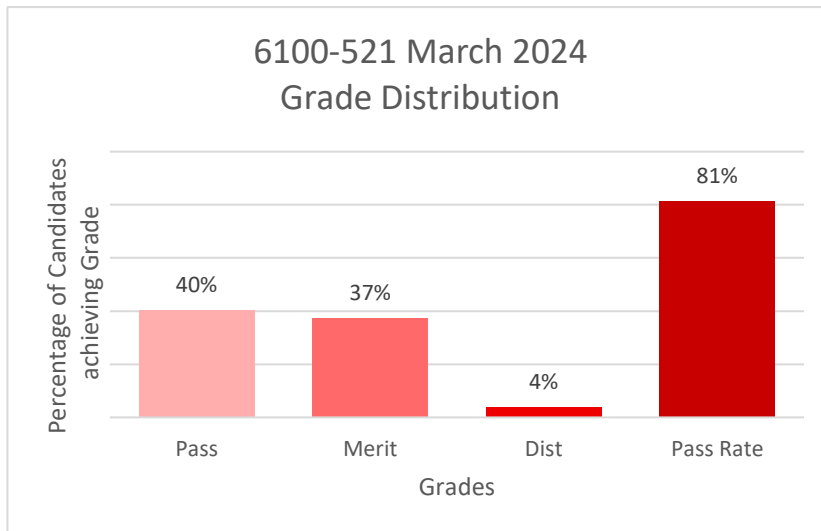
Assessment: **6100-521**

Series: **March 2024 (Spring)**

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

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

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



Theory Exam – June 2024

Grade Boundaries and distribution

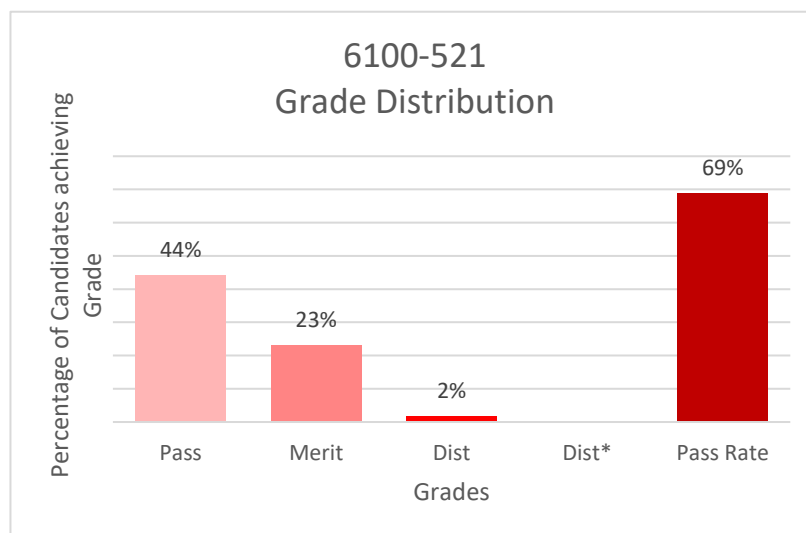
Assessment: **6100-521**

Series: **June 2024 (Summer)**

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

Total marks available	
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

6100-521 Level 2 Professional Cookery – Theory exam

Series 1 (March 2024)

The paper covered a wide range of topics across the qualification and offered candidates the opportunity to gain marks on both breadth and depth of knowledge, with questions designed to differentiate between higher and lower scoring candidates. It was noted that there was an increase in candidates attempting more questions than in previous series of this examination. The paper offered a range of recall of knowledge questions and understanding questions across the topics within the qualification. Opportunities for the candidates to apply their knowledge and understanding across the qualification to a practical context was provided within the extended response question.

The majority of candidates attempted most of the questions and there were some good responses demonstrating both breadth and depth of knowledge across the paper and extended response question. Most candidates did well on recall of knowledge questions; candidates demonstrated knowledge on appropriate food items for baking, with many gaining full marks. On the other hand, some candidates struggled to recall knowledge on hygienic personal practices and large kitchen equipment.

Most candidates demonstrated understanding of safe food handling practices and maintaining small tools and equipment, with higher achieving candidates able to show depth of understanding to achieve higher marks. Candidates also demonstrated understanding of roasting techniques, with some candidates able to apply this across the breadth of techniques.

Candidates were not able to show full knowledge on grilling and poaching, often not providing linked explanations and, therefore, missing opportunities to gain further marks. Candidates showed knowledge on required behaviours and teamwork; however, many candidates missed opportunities to gain full marks due to candidates relating their responses to the benefits of teamwork.

The question on sustainability considerations proved to be a discriminatory question, with many candidates providing linked explanations, whilst other candidates focused on stock management, missing out on achieving higher marks.

Extended response question

The Extended Response Question was attempted by the majority of candidates, all achieving marks in bands 1 or 2. Candidates in band 2 were able to produce a suitable menu with some links to wider implications of the brief (timings, health and safety, allergens). Higher scoring candidates chose ambitious and creative menus and wrote about the wider aspects in detail, clearly linking their responses to the dairy competition brief, and adding a reasoned conclusion to their responses. However, some candidates missed out on the opportunity to gain further marks as they did not identify a suitable menu or linked their choices to the requirements of the brief.

In conclusion, centres would benefit from encouraging candidates to interpret command verbs correctly, to attempt all the questions and to include correct industry terminology. Centres should encourage candidates to read the extended response brief very carefully and then, plan their responses to fit the specific scenario, as this would enable them to demonstrate depth of knowledge. The inclusion of generic information only demonstrates recall, not understanding, and prevents candidates from gaining maximum marks.

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/0-6100-521-20-technicals-exam-guidance-2019-v1-1-pdf-pdf.ashx)

Series 2 (June 2024)

61 candidates sat the June 2024 theory exam, across 18 centres. The candidates' performance overall was similar to the June 2023 series. The paper was fair and offered a wide range of questions across the breadth of the qualification. The paper offered a range of recall of knowledge questions and understanding questions. Opportunities for the candidates to apply their knowledge and understanding across the qualification to a practical context were provided within the extended response question.

The majority of candidates attempted most of the questions and there were some good responses demonstrating both depth and breadth of knowledge across the paper.

Most candidates were able to demonstrate knowledge on cutting equipment, as well as legislative requirements applicable to the hospitality industry, with higher achieving candidates gaining maximum marks. All candidates were able to demonstrate knowledge across producing roasted products techniques, however lower achieving candidates struggled to demonstrate breadth of knowledge, therefore, missing out on opportunities to gain maximum marks. The majority of candidates were unable to demonstrate knowledge on terminology of areas within a professional kitchen, and lower achieving candidates were unable to demonstrate breadth of knowledge on finishing methods to roasted products.

Many candidates were able to pick up marks and demonstrate knowledge and understanding on questions on maintaining food safety, however, some candidates missed opportunities to achieve marks, as, although their answer showed knowledge of food safety and allergens, it was not linked to crustaceans and molluscs.

Candidates would benefit from ensuring they are reading the questions thoroughly to ensure they are providing appropriate responses.

A high number of candidates were able to show understanding across a range of topics including understanding cookery methods, nutrition and dietary requirements, with higher achieving candidates able to achieve maximum marks as they were able to provide linked explanations. Higher achieving candidates were able to demonstrate some knowledge across characteristics of hospitality establishments and professional kitchens, however, missed out on opportunities to gain higher marks as were unable to provide linked explanations.

Extended response questions

The brief required the candidates to create four dishes to promote the use of seasonal produce, with the majority of candidates achieving marks in bands 1 and 2. Most candidates wrote a menu aligning at least two of the four courses to the brief and some candidates included some justifications and lists of the wider aspects but without describing them in detail and linking them to the brief. Candidates in band 2, were able to produce a suitable menu, with some links to some wider implications of the brief (timings, allergens). To achieve higher marks candidates would need to provide a detailed menu with strong links to the competition brief, showing creativity, justifications and clear links to the wider implications.

In conclusion, centres would benefit from encouraging candidates to interpret command verbs correctly, to attempt all the questions and to include correct industry terminology. Centres should encourage candidates to read the extended response brief very carefully and then plan their responses to fit the specific scenario as this would enable them to demonstrate depth of knowledge. The inclusion of generic information only demonstrates recall not understanding and therefore prevents candidates from gaining maximum marks.

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/2019/04/6100-20-technicals-exam-guidance-2019-v1-1-pdf-pdf.ashx)

Synoptic Assignment

Grade Boundaries

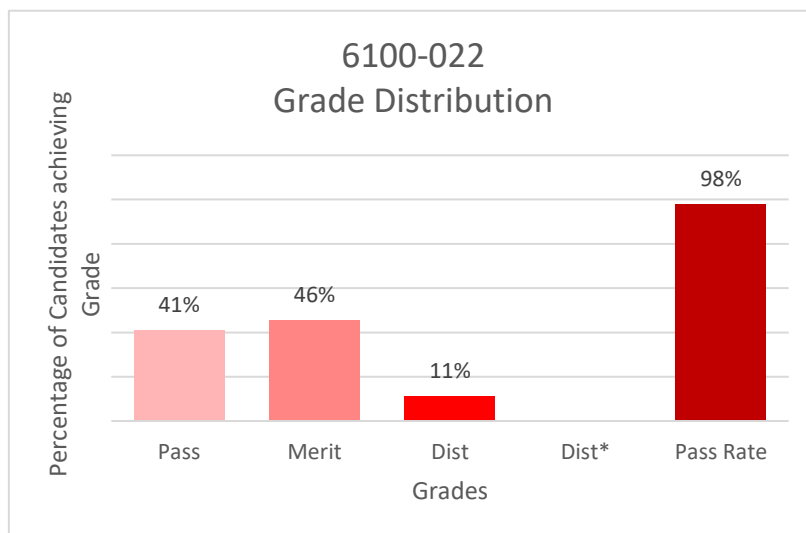
Assessment: **6100-022**

Series: **2024 (Summer)**

Below identifies the final grade boundaries for this assessment:

Total marks available	60
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

6100-022 Level 2 Professional Cookery – Theory exam
June 2024

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 grilled sardines with chermoula sauce, lamb tagine, Moroccan salad, chocolate mousse and *langues de chat* biscuits. 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 dish specific risk assessment and food safety risk assessments for their dishes as well as a correctly completed allergen chart and reflective and detailed evaluation (Task 3). Lower performing candidates struggled with the written elements in Task 1 and 3. Higher performing candidates were easily able to produce the starter, main course and dessert in a logical sequence, but others found this more challenging.

Task 1

Most candidates produced health and safety, food safety and allergen documents, however, some of these were generic. The higher achieving candidates were able to link these to the specific dishes that they were producing. Candidates produced time plans; however, some candidates time plans lacked detail. To achieve higher marks, candidates would need to provide in-depth time plans, highlighting opportunities to multi-task and with links to service times.

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 presented all their dishes, and showed attention to detail, within the time allowed.

Task 3

Overall candidates produced evaluations with varying degrees of success. Higher achieving candidates provided honest and reflective evaluations, detailing areas in need of improvement, and some candidate discussed how this could be implemented. Some candidates did not provide the same level of depth, and their evaluation was more descriptive, therefore missed out on achieving higher marks.

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 which resulted in candidates missing out on opportunities to gain higher marks.

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, together with suggestions for improvement.

AO3 – Application of practical/technical skills.

Candidates worked within 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, often demonstrating a good command of multi-tasking.

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 preparation (Task 1) and performance (Task 2)

AO5 – Attending to detail/perfecting.

Higher performing candidates were focussed during the assessment and took pride in the presentation of their dishes, they were able to demonstrate thorough planning, and this led to clean and calm work. Lower performing candidates struggled to demonstrate thorough planning and generally rushed to produce their dishes and paid little attention to the presentation of their dishes.

Best Practice to Centres.

- Centres must ensure that candidate evidence, including photographs, is correctly named 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, justified 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 to be 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 and lost marks as a result. Centres should prepare candidates to both reflect on and evaluate their performance across Tasks 1 and 2.