

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

2019

Qualification Report

Contents

Introduction	3
Qualification Grade Distribution.....	4
Theory Exam.....	5
Grade Boundaries.....	5
.....	6
Chief Examiner Commentary.....	7
Synoptic Assignment.....	9
Grade Boundaries.....	9
Principal Moderator Commentary.....	10

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.

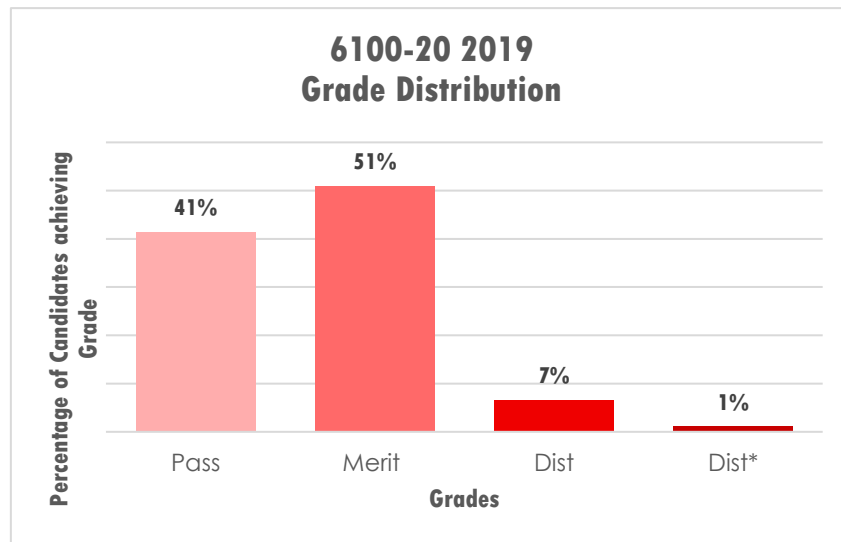
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 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 2019 (Spring)
 - June 2019 (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

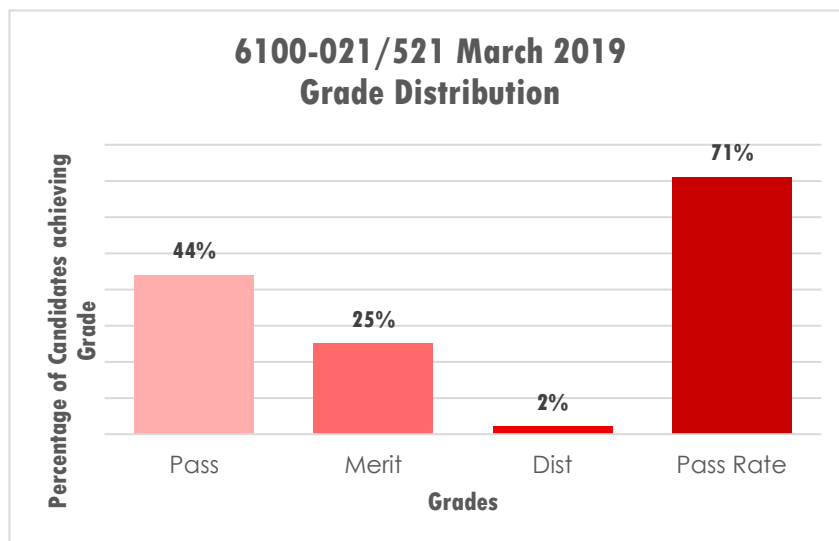
Grade Boundaries

Assessment: 6100-021/521
Series: March 2019 (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 approximate distributions of grades and pass rate for this assessment:

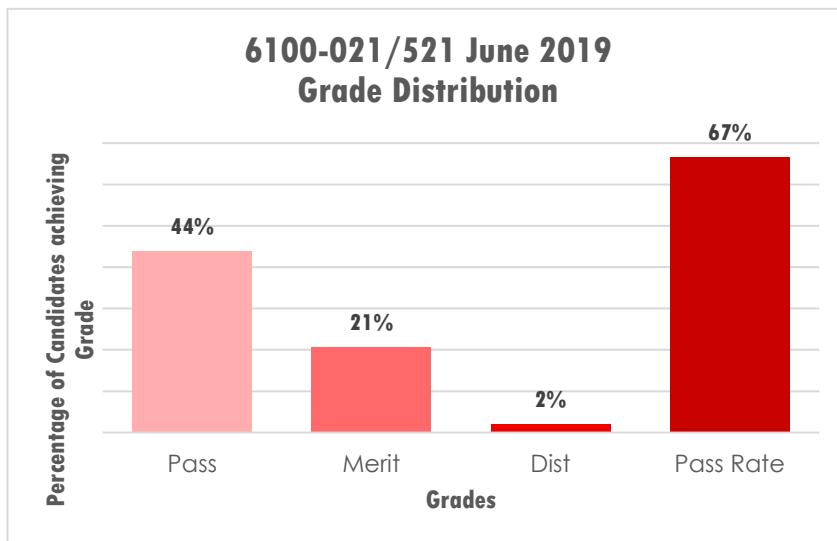


Assessment: 6100-021/521
Series: June 2019 (Summer)

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	56

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



Chief Examiner Commentary

6100-021/521 Level 2 Professional Cookery - Theory exam

Series 1 – March 2019

This was the third cohort 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 the candidates attempted all of the questions and there were some good responses which showed both depth and breadth of knowledge, particularly in the final extended question.

As with previous series, candidates often missed marks on AO2 questions because they failed to read the question correctly or due to gaps in exam techniques. Where questions required candidates to describe, explain or discuss, some candidates failed to expand on their response and therefore did not achieve the full range of marks available.

Candidates would benefit from increased preparation on how to answer these types of questions by practising reading and re-reading questions before answering. Candidates could also review past papers to familiarise themselves with the use of command verbs.

Some candidates displayed increasing breadth and depth of understanding across the paper, particularly on the storage and use of chemicals. However, some responses were more relevant to a domestic kitchen or focussed on the use of specific chemicals such as D10.

Candidates struggled to answer the multinational franchise question, for example, some listed specific franchise outlets as opposed to listing characteristics.

Many candidates also struggled to demonstrate understanding of the techniques required to roast a chicken. Some candidates gave inaccurate and unusual responses, for example suggesting different cooking techniques prior to roasting.

It was also evident that some candidates were unable to describe a combination oven and misinterpreted the question by writing about a domestic dual fuel cooker.

Extended Response

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. However, many candidates did not achieve the full marks available due to a lack of justification for their choices, recommendations not being made or conclusions not reached. Many candidates concentrated their response specifically on the food required for the elderly, rather than discussing the function itself. Candidates would benefit from practising reading the question carefully and then responding in full. Responses should expand on the wider aspects and be linked to the theme of the question to enable higher marks to be achieved.

Series 2 – June 2019

The June 2019 Level 2 Professional Cookery theory exam was externally set and marked.

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 2019 paper.

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 key nutrients in the diet and maintaining and using knives and cutting equipment.

Most candidates attempted all AO2 questions in the paper, and some showed good understanding of techniques that are used for roasted products and around understanding different dietary requirements when planning a menu to a specific diet.

It appeared that some candidates missed marks because the questions were misread, for example, listing the results of accidents rather than the causes. 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.

Gaps in knowledge and understanding was evident where candidates were asked about different types of bain-marie, with the majority of candidates struggling to answer and many did not attempt it at all. Another example was around the storage of knives, which highlighted some candidates struggling. Some candidates suggested knives should be kept away from children, from which one can infer that they were thinking of a domestic environment, rather than a professional one.

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.

Extended Response

The extended response question is designed to draw on knowledge and understanding from across the units. Candidates performed similarly to March 2019, with some being able to achieve a higher mark for the extended response having discussed more of the wider issues around the brief. Some candidates focussed strongly on one small aspect of the brief but this did not allow them to attain the higher marks.

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 and therefore unable to reach the higher marks available.

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.

Synoptic Assignment

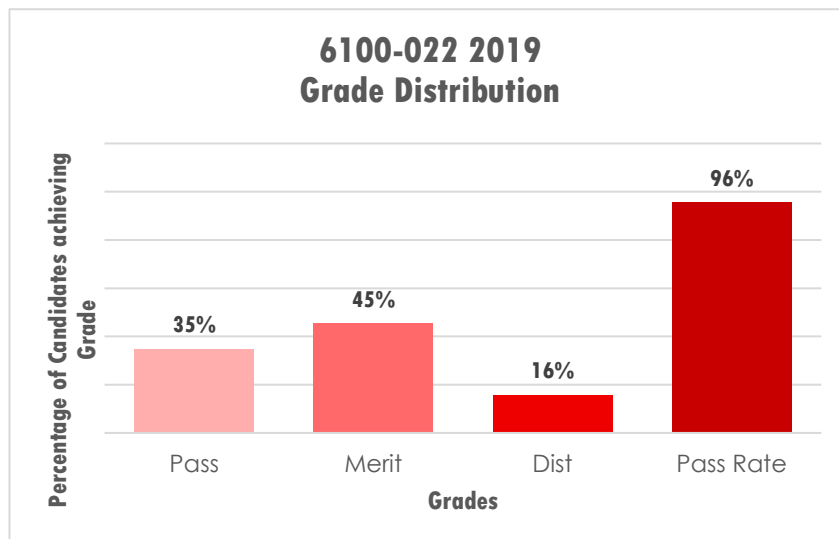
Grade Boundaries

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

Assessment: 6100-022
Series: 2019

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:



Principal Moderator Commentary

This is the second cohort of learners to take the Level 2 Professional Cookery synoptic assignment. This assessment covered a range of topics across the whole qualification, with the objectives covering recall of knowledge, understanding, practical skills, bringing it all together, including problem solving, and attention to detail. Candidates achieved marks across all three tasks and most candidates produced sufficient theory work in Tasks 1 (planning) and Task 3 (evaluation). The vast majority of students completed Task 2, the practical, in the time allowed although some candidates found this very challenging.

Task 1

Evidence for this task varied, with some candidates using individual or centre produced charts and tables, to bulleted notes and lists. Some candidates included sketches of how they intended to present their dishes, but few had the time to implement these. A few candidates produced all the necessary evidence for Task 1 and demonstrated some good organisational skills by transferring their time plans and cooking notes in preparation for the practical.

Task 2

The majority of candidates used the paperwork from Task 1 during their practical and many annotated their documents as they worked through their assessment.

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

Candidates attaining higher marks for each objective confidently demonstrated consistently refined skills and working methods and produced higher quality dishes. Those achieving lower marks produced more basic dishes with less-refined techniques, less attention to detail when presenting their dishes and creating flavours.

Task 3

The content of many evaluations had improved since 2018, with carefully considered and detailed comments provided, but others were a basic review of what had been done in Task 2 with little or no suggestions of how to improve.

Assessment Objectives

AO1 – The majority of candidates demonstrated a good range of knowledge from across the qualification and produced the required documentation for Task 1. Some candidates used centre produced templates, however the information was often generic and had not been adapted for the assessment.

AO2 - There was evidence of understanding across the tasks and most candidates demonstrated health and safety and food safety during their practical task. This was not always recorded in the paperwork. Candidates who were unable to work to time due to poor planning or understanding lost marks in this section. Evaluations were mainly concerned with the final dishes rather the whole process.

AO3 – 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 messy. Candidates achieving higher marks were confident and skilled and their dishes were prepared, cooked and presented well. Some candidates struggled to complete their practical work in the time and presented their dishes very late which affected their overall mark.

AO4 – Candidates applied their knowledge from the syllabus, and from their experience in the workplace, to complete the assignment. Those in achieving higher marks demonstrated clear understanding of all the topics and solved any problems with confidence. Those achieving lower marks struggled when things did not go according to plan. In almost all cases, candidates' work was much stronger in Task 2 than in either of the written tasks.

AO5 – Candidates gaining the higher marks maintained their focus throughout and presented their dishes with style and flair. Dishes from candidates gaining fewer marks were presented without finesse, often by those who appeared rushed.

Best Practice to Centres

- Centres must ensure that task instructions are followed carefully as specific guidance is included for 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 are adapted to match the context of 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 justify their comments on the candidate's performance and tailor feedback to be specific.
- Candidates must produce the dishes as outlined in the brief.
- Centres should ensure that candidates are prepared on how to reflect and evaluate performance across the tasks.
- Markers must relate their justification of marks to the band descriptors and should ensure that hand-written comments are legible as quality can be lost when scanning in evidence.