



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

November 2017 Version 1.1

Guide to the examination

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 2 Technical Certificate in Professional Cookery**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

1. Details of the exam

External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

Exam requirements of this qualification

- **Level 2 Professional Cookery** – Theory Exam (2 hours 40 minutes)

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

When does the exam take place?

The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* <http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

At the start of the programme of study, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the *Qualification Handbook*.

Form of exam

The exam for this qualification can be taken either on paper (6100-021) or online (6100-521).

Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

How the exam is structured

Each exam has a total of 80 marks and is made up of:

- approximately 10 -12 short answer questions
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 Recalls knowledge from across the breadth of the qualification	31%
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	50%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	19%

Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at www.jcq.org.uk.

To make a request for special consideration, please contact: policy@cityandguilds.com

Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)
[Applying for access arrangements on the Walled Garden](#)

2. Content assessed by the exam

Professional Cookery

The exam assesses:

- **Unit 201: Safe working practices for the hospitality industry**
- **Unit 202: Introduction to professional cookery**
- **Unit 203: Tools and equipment used in professional cookery**
- **Unit 206: Baking, roasting and grilling**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks per section
201 Safe working practices for the hospitality industry	LO1 Know the legislative requirements applicable to the hospitality industry	<ul style="list-style-type: none"> 1.1 Legislation applicable to the hospitality industry 1.2 Employer and employee responsibilities 	16
	LO2 Maintain food safety	<ul style="list-style-type: none"> 2.1 Follow hygienic personal practices 2.2 Maintain a hygienic working environment 2.3 Handle food safely 2.4 Allergenic ingredients or contaminants 2.5 Sources of food contamination 2.6 Identification and control of pests 	
	LO3 Maintain health and safety	<ul style="list-style-type: none"> 3.1 Factors that contribute to the risk of accidents 3.2 Common injuries and their causes 3.3 Maintain health and safety by implementing control measures 	
202 Introduction to professional cookery	LO1 Understand the different characteristics of hospitality establishments and professional kitchens	<ul style="list-style-type: none"> 1.1 Characteristics of hospitality establishments 1.2 Types of professional kitchens 1.3 Areas within professional kitchens 	15

	LO2 Understand the job roles and required behaviours in a professional kitchen	2.1 Job roles 2.2 Required behaviours	
	LO3 Understand nutrition, dietary requirements and cookery methods	3.1 Key nutrients and their impact on health 3.2 Dietary requirements of different groups 3.3 Cookery methods 3.4 Production of food to suit nutritional or dietary requirements	
203 Tools and equipment used in professional cookery	LO1 Use knives and cutting equipment throughout the food production process	1.1 Types and characteristics of different knives and cutting equipment 1.2 Maintain and store knives and cutting equipment 1.3 Use knife skills and cutting equipment	15
	LO2 Use tools and small equipment throughout the food production process	2.1 Types and characteristics of tools and small equipment 2.2 Maintain and store tools and small equipment 2.3 Use tools and small equipment	
	LO3 Use large equipment throughout the food production process	3.1 Types and characteristics of large equipment 3.2 Maintain large equipment 3.3 Use large equipment	
206 Baking, roasting and grilling	LO1 Produce baked products	1.1 Selection of food items for baking 1.2 Apply preparation methods for baking	19

	1.3 Apply techniques to produce baked products 1.4 Apply finishing methods for baked products	
LO2 Produce roasted products	2.1 Select food items for roasting 2.2 Apply preparation methods for roasting 2.3 Apply techniques to produce roasted products 2.4 Apply finishing methods for roasted products	
LO3 Produce grilled products	3.1 Select food items for grilling 3.2 Apply preparation methods for grilling 3.3 Apply techniques to produce grilled products 3.4 Apply finishing methods for grilled products	
		Total marks for sections: 65 marks
		Integration across units*: 15 marks
		Total marks for exam: 80 Marks

* *Integration across units*. These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

3. Guidance

Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
Analyse	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
Calculate	Work out the answer to a problem using mathematical operations
Compare (...and contrast) (or describe the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
Define	Give the meaning of, technical vocabulary, terms, etc.
Describe	Give a detailed written account of a system, feature, etc (..the effect of...on...) the impact, change that has resulted from a cause, event, etc (..the process..) give the steps, stages, etc
Differentiate between	Establish and relate the characteristic differences between two or more things, concepts, etc
Discuss	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
Distinguish between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
Evaluate	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc)
Explain	Make (a situation, idea, process, etc) clear or easier to understand by giving details (..how..) Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.

Give example(s) illustrate/	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc
Give a rationale	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
Identify	Recognise a feature, usually from a document, image, etc and state what it is
Justify	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
Label	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
List	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
Name	Give the (technical) name of something
Propose	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
Select	Choose the best, most suitable, etc, by making careful decisions
State	Give the answer, clearly and definitely
Summarise	Give a brief statement of the main points (of something)

Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:	Example question	Example question:
<p>Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>State four unhygienic personal behaviours that must be avoided in a food environment. (4 marks)</p>	<p>1 mark for each of the following, up to 2 marks.</p> <ul style="list-style-type: none"> • Nail biting • Touching head/face • Smoking in the food environment • Sneezing/coughing • Tasting with fingers
<p>Structured Response Questions These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'</p>	<p>a) When preparing a chicken for roasting, state two reasons why the wishbone should be removed. (2 marks)</p> <p>b) When cooking a suprême of salmon, compare two effects of steaming with shallow frying. (4 marks)</p>	<p>a) 1 mark for each of the following, up to 2 marks.</p> <ul style="list-style-type: none"> • To make carving easier • To improve efficiency/reduce wastage <p>b) Award 1 mark each for identification of the effect and 1 further mark for an appropriate expansion.</p>

'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

Maximum of two marks for identifying the effect.

- Texture (1) - shallow fried would have a crisp outer texture / steamed would have a more uniform texture (1).
- Flavour (1) - shallow fried would have a more developed flavour (caramelisation) / steamed would not impart any additional flavour (1).
- Colour (1) - shallow fried would have a light golden brown appearance / steamed would result in a paler appearance or at least will not add any colour (1).
- Nutritional value (1) - shallow fried would increase calories and fat content / steamed would not add any calories or fat content, instead retaining nutritional value (1).

Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

Example question

Your supervisor has given you a list of mise-en-place required for the lunchtime menu. The list contains the following, and must be completed within four hours:

- 4kg turned potatoes
- 1kg mirepoix of vegetables
- 20 oranges, segmented

- 5 chickens, cut for sauté
- 3 lemon soles, filleted and skinned
- 16 dessert apples, peeled, cored and cut into jardinière.

Produce a plan for the production of the mise-en-place.

(15 marks)

Mark scheme

Indicative content

- Points of clarification required from supervisor (e.g. which items are needed first, or how they will be used)
- Prioritisation of work/tasks
- Realistic timings for respective commodities
- Resource selection (e.g. appropriate knives, colour coded chopping boards, appropriate storage and wastage containers)
- Food safety considerations (e.g. hazards, risks and control measures)
- Health and safety considerations (e.g. hazards, risks and control measures)

Band 1 (1 – 5 marks)

Minimal recognition that some items may need preparing before others. Timings may be unrealistic or inaccurate. Limited range of suitable resources identified. Minimal references to food safety or health and safety requirements. Little or no justification has been given for the choices made. The response may be disorganised and/or ambiguous in content.

To access the higher marks in the band, the discussion will contain mostly relevant points.

Example band 1 response

There are a number of different food commodities that need to be prepared and I would need to consider how these are going to be prepared and stored before use in lunch service. I would start off with preparing the apples, these would be peeled and then cut into batons this would probably take the longest as it is difficult task to do, as I would like to get them all the same size. The next job would be turning the potatoes as these can also be difficult to do, I would then do the oranges and would segment them and store them in orange juice to keep them fresh and juicy. The next would be

mirepoix of vegetables and try and keep them even shape so that they cook evenly. The next item would be the preparing of the chicken for sauté. These would have to be stored in a fridge to stop bacteria from spreading, they would be stored on the bottom shelf. The final task would be preparing the Dover sole and filleting them and skinning them and putting them in the fridge to stop food poisoning.

Band 2 (6 - 10 marks)

Recognised some items may need preparing before others, and suggested a logical sequence. Timings generally realistic and accurate. Correctly identified suitable resources for majority of the tasks. Linkages have been made with food safety and health and safety requirements. Some justification may have been given for the choices made. The response will demonstrate reasonable organisation and structure.

To access the higher marks in the band, the response will be clear, balanced with accurate points made which are supported and justified.

Example band 2 response

The first thing to consider would be which of the tasks take the longest to prepare and I would prepare a time plan. The most time consuming job would be the preparation of the turned potatoes, this would be completed and then they should be stored in cold running water. The next task would be the completion of the apples for jardinière, this is once again time consuming and may take about 30 minutes to complete. The next task would be prepping the chickens for sauté; this needs to be done in the raw preparation area away from any cooked products to reduce the risk of cross contamination. Once prepared this should be stored on the bottom shelf of the fridge away from cooked items.

The next stage would be to prepare the Dover sole into fillets. This is tricky and requires some skills to ensure that no flesh is wasted as this is an expensive commodity. This would be stored in the fridge once it has been prepared. I would then prepare the oranges by peeling and then segmenting them and storing them in a small amount of orange juice to keep them moist and fresh. The final task would be to prepare the mirepoix of vegetables, this is a fairly simple task and can be achieved easily and quickly.

It is important to remember food safety at all times. If I was unsure of any preparation method or required advice, I would ask the supervisor for clarification.

Band 3 (11 – 15 marks)

All tasks are prioritised in a logical sequence. Timings are realistic and accurate. Correctly identified suitable resources for all of the tasks. Food safety and health and safety requirements have been fully integrated into the response. Choices made are justified and explained. The response will be presented in an organised and structured format.

To access the higher marks in the band, the discussion will be comprehensive, well balanced and presented in a logical way with conclusions and/or recommendations that are fully justified.

Example band 3 response

It is important to consider many things when planning the preparation of the food commodities, this would include the main factors of storage, food safety, time and how complex it is to prepare each of the commodities.

I would firstly consider what items take the longest to prepare within the time frame and then put them into some sort of time plan; within the time plan I would also consider what area I would need to work in within the kitchen and what equipment is needed for each task.

The first task would be to complete the turned potatoes, this can be time consuming as the potatoes should be turned then stored in cold running water to stop them going brown. The second task would be to complete the preparation of the apples by peeling, coring and then cutting them into jardinière. They should be stored in lemon water to stop them going brown and should then be placed into the fridge towards the top of the fridge away from any raw meats or fish until ready to be used.

The next task should be to complete the chickens cut for sauté, these would be completed in a designated raw prep area using a red chopping board and knife, they should be cut and then stored in a fridge on the bottom shelf away from cooked meats in a container with a date label on, this will reduce the chance of cross contamination from happening. This should take approx. 30 minutes to complete.

The next task would be the preparation of the Dover sole into skinned fillets, these should be prepared using a blue chopping board and knife. Once prepared the fish should be stored in the fridge away from cooked items, once again they should be date labelled. The bones from the fish could be used for a fish stock to avoid wastage. This is an expensive fish so it is important to be careful when preparing the fish, taking time to carefully remove the flesh from the bones.

The next task is to prepare the oranges for segmenting, this should be done using a green chopping board and a small knife. They should be prepared by peeling the skin and then segmenting and storing in a small amount of orange juice in a container in the fridge to stop them drying out.

The final task should be the preparation of the vegetables for mirepoix; this shouldn't take too long as there isn't a large amount of preparation to do.

You would also have to consider what items are going to be used first as this would affect which items would be prepared first and in what order. You would speak to the supervisor at the start and clarify what item needs prepping first. At any stage of prepping if I was unsure I would ask the supervisor for an answer.

If a task is taking longer than planned then there may be a requirement to adjust the plan.

Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will

answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

Towards the end of the exam

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

City & Guilds

Qualification homepage: www.cityandguilds.com/qualifications-and-apprenticeships/hospitality-and-catering/hospitality-and-catering/6100-professional-cookery which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: www.cityandguilds.com/techbac/technical-qualifications/resources-and-support

Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>