

**6100-30 Level 3 Advanced Technical Diploma in Professional Cookery**  
**6100-530 Level 2 Professional Cookery - Theory exam (1)**

March 2022 Mark Scheme

Q no.	Acceptable answer(s)	Guidance	Max mks	Ref
Q1	<p><b>1 mark for each of the following, up to a maximum of 5 marks:</b></p> <ul style="list-style-type: none"> <li>• Broken nails (1)</li> <li>• Bits of equipment (1) e.g. screws, bolts, oil</li> <li>• Wrappings (1)</li> <li>• Plasters (1)</li> <li>• Loose hair (1)</li> <li>• Sneezing (1)</li> <li>• Jewellery (1)</li> <li>• Bones (1)</li> <li>• Plastic (1)</li> <li>• Glass (1)</li> <li>• Pest dropping / pests or parts of (1)</li> <li>• Dirt (1)</li> </ul>	<p><b>Accept any other suitable answers.</b></p> <p><b>Accept 1 example for each bullet point.</b></p>	5	<p>301 01.01</p> <p>AO1</p>
Q2	<p><b>1 mark for each identification, up to a maximum of 4 marks. 1 mark for each description, up to a maximum of 4 marks:</b></p> <ul style="list-style-type: none"> <li>• <b>The HASAWA</b> (1) - provides general legislation to protect staff, customers, visitors and contractors safe when they are on site (1).</li> <li>• <b>COSHH</b> (1) - provides guidance for the safe handling of substances that can cause injury and/or illness/even death (1).</li> <li>• <b>RIDDOR</b> (1) – to report injuries, illnesses and near misses so to provide rights to those concerned and prevent such incidents happening again (1).</li> <li>• <b>Manual Handling Regulations</b> (1) - to prevent injuries (primarily to the back/spine) caused through poor manual handling (1).</li> <li>• <b>PPE Regulations</b> (1) – for employers to provide staff with the protective clothing/equipment they require to do their jobs (1).</li> </ul>	<p>Accept any other suitable description for each piece of legislation identified.</p> <p><b>Do not accept:</b> Natasha's Law – to protect consumers</p>	4	<p>301 01.02</p> <p>AO2</p>

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Q3	<p>1 mark for each of the following, up to a maximum of 5 marks:</p> <ul style="list-style-type: none"> <li>• Using purchasing specifications (1)</li> <li>• Managing/minimising waste (1)</li> <li>• Utilising trimmings and off-cuts for other dishes/products (1)</li> <li>• Training staff (1) – to increase skill/minimise waste</li> <li>• Buying seasonally (1)</li> <li>• Reducing energy costs – use of induction/switch things off when not in use (1)</li> <li>• Applying sales mix analysis / menu engineering – producing more accurately to demand (1)</li> <li>• Negotiating for best price with suppliers/checking costs (1)</li> <li>• Standardise recipes/dish costings (1)</li> <li>• Standardise service equipment (1)</li> <li>• Good stock control (1)</li> <li>• Checking that storage equipment is working properly (1)</li> </ul>	Accept any other suitable response.	5	302 02.04  AO1
Q4	<p>1 mark for each of the following, up to a maximum of 1 mark:</p> <p>a) The material / food costs incurred to produce a dish or product (1).</p> <p>b) The profit remaining from the sale of a dish/product after subtracting the cost of sales (1).</p> <p>c) The profit remaining from sales after subtracting all costs (1).</p> <p>d) General business costs that are shared across departments (1) e.g., telephone, insurance, utilities</p>	Accept similar/appropriate wording for these descriptions.	4	6100. 302.0 3.03  AO2
Q5	<p>1 mark for each of the following, up to a maximum of 4 marks:</p> <p>(a) 77%</p> <p>(b) 29%</p> <p>(c) £25.00</p> <p>(d) £3.78</p>	<p>Calculator allowed.</p> <p>Only correct answers accepted.</p> <p>Accept answer without £ or % sign.</p>	4	302 02.03  AO2

<p><b>Q6</b></p>	<p><b>1 mark for each of the following, up to a maximum of 4 marks:</b></p> <ul style="list-style-type: none"> <li>• Drumstick (1)</li> <li>• Thigh (1)</li> <li>• Suprême / mini suprême (1)</li> <li>• Breast (central area) (1)</li> <li>• Breast split into two (1)</li> </ul>	<p>Similar descriptors accepted but not other cuts.</p>	<p><b>4</b></p>	<p>6100. 306.0 1.02  AO1</p>
<p><b>Q7</b></p>	<p><b>1 mark for identification, up to a maximum of 3 marks. 1 mark for each description, up to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• <b>Poached chicken dish (1)</b> – chicken breast/roulade placed into simmering water/liquid/sous vide/water bath (1), sauce usually made from the liquid (1).</li> <li>• <b>Stewed chicken dish (1)</b> – diced/small pieces of chicken (1) cooked in its accompanying sauce, covered and simmered gently until cooked (oven or burner/top) (1).</li> <li>• <b>Braised chicken dish (1)</b> – chicken on the bone, either cuts or whole (1), placed into liquor/sauce with vegetables, covered and placed into an oven (1).</li> <li>• <b>Steamed chicken dish (1)</b> – chicken breast placed into a traditional/bamboo steamer/pressure steamer (1) and cooked in water vapour (1).</li> <li>• <b>Boiled chicken dish (1)</b> – soup made from chicken stock (1) whole boiled chicken with vegetables (1)</li> </ul>	<p>Accept any other suitable description for each chicken dish identified.</p>	<p><b>6</b></p>	<p>6100. 306.0 2.04  AO2</p>
<p><b>Q8</b></p>	<p><b>a) 1 mark for each of the following, up to a maximum of 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Apple tart (1)</li> <li>• Pear bourdaloue (1)</li> <li>• Pear ‘belle Hélène’ (1)</li> </ul> <p><b>b) 1 mark for each of the following, up to a maximum of 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Raspberry mousse (1)</li> <li>• Eton mess (strawberries) (1)</li> <li>• Blackberry fool (1)</li> <li>• Strawberry tartlet (1)</li> </ul>	<p>Accept any other suitable example.</p> <p>Do <b>not</b> accept a combination of the 2 types of fruit as an example.</p>	<p><b>4</b></p>	<p>6100. 309.0 1.01  AO1</p>

<p><b>Q9</b></p>	<p><b>a) 1 mark for each of the following, up to a maximum of 3 marks.</b></p> <p>Line ramekin with butter and sugar (1). Prepare the base (with flavour) /panada (1). Whisk egg whites to a peak/to aerate (1) and fold into base (1). Place into ramekin and clean edge (1). Bake until cooked and risen and serve immediately (1).</p> <p><b>b) 1 mark for each of the following, up to a maximum of 3 marks.</b></p> <p>Prepare ramekin with collar (1). Prepare sabayon/base (with flavour) (1). Whip cream to a soft peak (1). Prepare (Italian) meringue (1). Fold in cream to base (1) followed by meringue (1). Pour into ramekin exceeding the height of the ramekin and freeze (1). For service, remove the collar to serve (resembling a hot/traditional soufflé (1).</p>	<p>Accept any other accurate answers.</p>		<p>6100. 309.0 1.02</p> <p>AO2</p>
<p><b>Q10</b></p>	<p><b>1 mark for each of the following, up to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Dutch biscuits (1)</li> <li>• Rout biscuit (1)</li> <li>• Langue de chats (1)</li> <li>• Sablé à la poche (1)</li> <li>• Shortbread (1)</li> <li>• Viennese biscuits (1)</li> <li>• Amaretti (1)</li> <li>• Macaroons (1)</li> <li>• Tuilles (1)</li> </ul>	<p>Accept any other suitable answers.</p>	<p><b>3</b></p>	<p>311 01.01</p> <p>AO1</p>
<p><b>Q11</b></p>	<p><b>1 mark for each identification, up to a maximum of 3 marks. 1 mark for each description, up to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Portion size (1) is consistent to specification (1).</li> <li>• Colour (1) is appropriate to the type of gateaux (1).</li> <li>• Taste (1) should taste fresh and carry the flavour of the gateaux (1).</li> <li>• Texture (1) should be aerated/slightly crumply (1).</li> <li>• Consistency (1) should be light/fluffy (1).</li> <li>• Harmony (1) with additional flavours/garnishes (1).</li> <li>• Balanced (1) with other ingredients such as creams/fillings (1).</li> <li>• Presentation (1) should be neat/appealing (1).</li> <li>• Smell (1) should be fresh with no rancid odours (1)</li> </ul>		<p><b>6</b></p>	<p>311.0 2.05</p> <p>AO2</p>

	<p><b><i>For no awardable content, award 0 marks.</i></b></p> <p><b>Band 1 (1-5 marks)</b>  A simple menu produced, showing a basic knowledge of products suitable for a high end four-course menu. Little consideration/awareness given to seasonality and availability of products. Limited knowledge of food safety procedures, high-risk products, allergens and health and safety issues. Limited understanding of planning, advance preparation, volumes and staffing requirements. Minimal knowledge and understanding of appropriate techniques and equipment. Little consideration given to presentation and service requirements.</p> <p>To access the higher marks in the band, the discussion will contain mostly relevant points linked to the theme, together with some justification given to choices.</p> <p><b>Band 2 (6-10 marks)</b>  A considered menu produced, showing good knowledge of products suitable for a high end four-course menu. Good consideration/awareness given to seasonality and availability of products. Good knowledge of food safety procedures, high-risk products, allergens and health and safety issues. Coherent understanding of planning, advance preparation, volumes and staffing requirements. Good knowledge and understanding of appropriate techniques and equipment. Clear consideration given to presentation and service requirements.</p> <p>To access the higher marks in the band, the response will be clear, balanced with accurate points made which are supported and justified. Evidence of all factors has been demonstrated in response.</p> <p><b>Band 3 (11-15 marks)</b>  A comprehensive menu produced, showing excellent knowledge of products suitable for a high end four-course menu. Greater consideration/awareness given to seasonality and availability of products. Extensive knowledge of food safety procedures, high-risk products, allergens and health and safety issues. Extensive understanding of the planning, advance preparation, volumes and staffing requirements. Excellent knowledge and understanding of appropriate techniques and equipment. Thorough</p>	<p><b><u>Indicative content</u></b></p> <ul style="list-style-type: none"> <li>• Menu balance and construction</li> <li>• Knowledge of seasonal ingredients in the UK's summer season</li> <li>• Consideration of costs labour, ingredients, other resources</li> <li>• Skills and knowledge required across the kitchen</li> <li>• Timings</li> <li>• Timings/order of work</li> <li>• Availability – quality of supply</li> <li>• Equipment requirements</li> <li>• Allergy information</li> <li>• Menu descriptions</li> <li>• Target market</li> <li>• Food safety</li> <li>• Health and safety</li> <li>• Legislation – e.g. notification of allergens</li> </ul>	<p><b>15</b></p>	<p>Integration across the units</p>

	<p>consideration given to presentation and service requirements.</p> <p>To access the higher marks in the band, the discussion will be comprehensive, well balanced, fully justified and presented in a logical way.</p>			
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