



6100-30 Level 3 Advanced Technical Diploma 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.

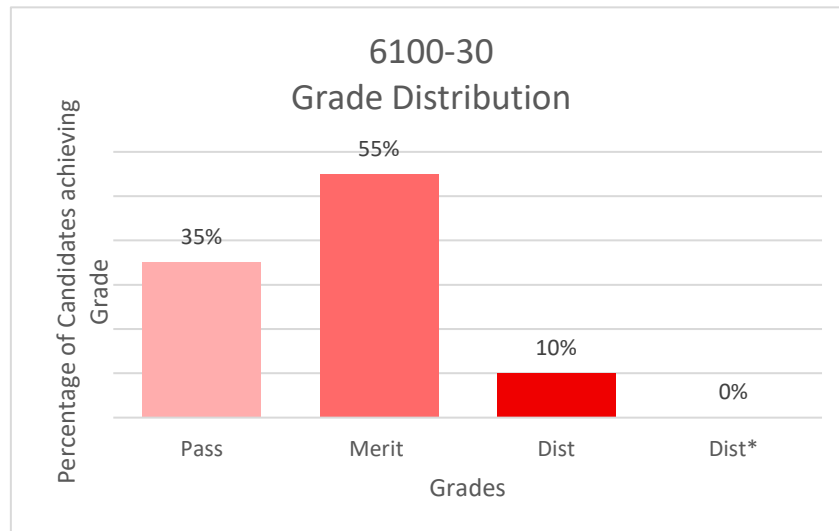
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments 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 – 530 Level 3 Professional Cookery – Theory exam
 - March 2024 (Spring)
 - June 2024 (Summer)
- 6100 – 031 Level 3 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 **13 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

Grade Boundaries

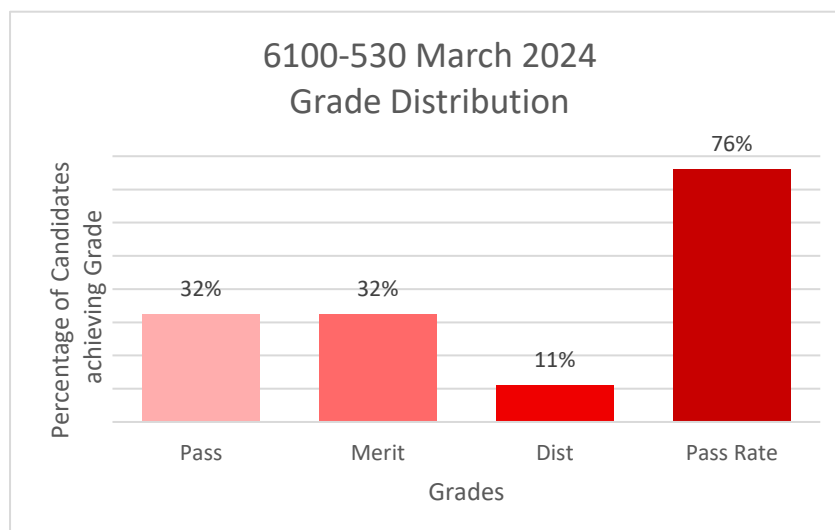
Assessment: **6100-530**

Series: **March 2024**

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

Total marks available	
Pass mark	29
Merit mark	38
Distinction mark	48

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

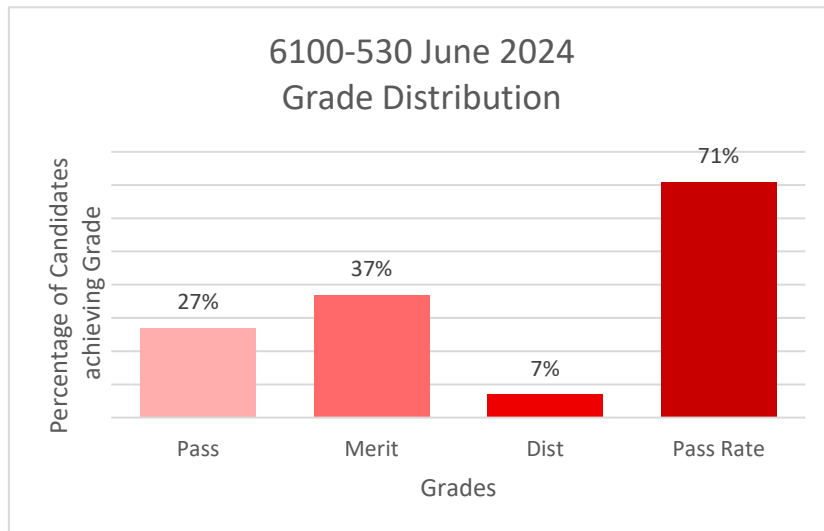


Assessment: **6100-530**
Series: **June 2024 (Summer)**

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

Total marks available	
Pass mark	29
Merit mark	38
Distinction mark	48

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



Principal Examiner Commentary

6100-530

Series 1 (March)

The cohort of candidates performed reasonably well in many areas of the March 2024 paper. The paper enabled candidates to show their breadth and depth of knowledge and understanding of a range of topics across the qualification. Overall, there was a good response to most questions, as well as some comprehensive responses to the extended response question. Performance was comparable to the last couple of series, with a few areas proving challenging for most of the cohort. Generally, the cohort performed well across recall of knowledge questions. Questions where detailed knowledge and understanding were required proved more challenging and provided a mix of responses. Compared to March 23, the paper was deemed marginally more accessible, and more in line with previous papers, which in turn is reflected in the grade boundaries.

Most candidates demonstrated good knowledge of the principles of a balanced diet, with many candidates able to achieve full marks. Furthermore, candidates also demonstrated good recall of knowledge on production techniques of biscuits, cakes, and sponges, in particular, sugar batter and sabayon; although only a minority of candidates were able to identify correct examples of products made using a sabayon or sugar batter, and through chemical raising agents.

Candidates demonstrated understanding across the vocational question, mainly personal responsibilities for food safety and controlling hazards. Perhaps this may be as the practice is a familiar activity when entering and working in kitchens, which the candidates would do regularly during practical classes. Furthermore, when asked to explain control measures to minimise risks in a professional kitchen, the candidates' answers demonstrated understanding, with many providing valid examples. Some candidates provided answers linked to procedures such as HACCP but missed opportunities to gain higher marks as did not elaborate on how such procedures link to minimising a risk.

Most candidates were also able to demonstrate understanding of preparation methods for cooking poultry, with the higher achieving candidates showing breadth of understanding across a range of techniques.

Candidates demonstrated some understanding of sales analysis, with many candidates able to achieve high marks. On the other hand, calculations provided more of a challenge for the majority of the cohort on the question relating to VAT. However, there was a noted increase in candidates able to pick up some marks compared to previous series. This may be due to centres gaining experience in topics where candidates do historically struggle and attempting to address this.

Candidates generally demonstrated weakness in their knowledge and understanding of financial control in a professional kitchen, particularly direct costs.

Candidates missed opportunities to gain marks when demonstrating knowledge of yield management; the question generated many answers that were related to stock and waste management, but not specifically about yield. On the other hand, higher achieving candidates were able to demonstrate breadth of knowledge within their answers.

Candidates demonstrated a weakness in production techniques of desserts and puddings. Many candidates inaccurately discussed techniques for making the dessert in the question. On the other hand, candidates were able to demonstrate knowledge on evaluating dessert quality but missed

out on gaining higher marks due to the linked descriptions being generic and not linking to the desert noted in the question.

The extended response question asked the cohort to write a menu to celebrate the opening of a new college restaurant and to celebrate the diverse local community. Nearly all candidates provided a menu with the inclusion of wider considerations in making the event a success and some general considerations, obtaining marks at the lower end of band 2. An increased number of candidates, in comparison to previous series, had a response that provided a justified proposal and some creative thoughts, meeting the wider aspects of the brief and gaining higher marks into band 3.

Candidates would benefit from practicing examination techniques when preparing for these examinations. Candidates also need to be prepared for different types and structures of questions contained within the paper. Candidates should familiarise themselves with command verbs, and read each question carefully, ensuring the correct depth of understanding has been applied when required.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here: [6100-30 technicals exam guidance 2018 v1-1-pdf.ashx \(cityandguilds.com\)](https://www.cityandguilds.com/~/media/2018/04/6100-30_technicals_exam_guidance_2018_v1-1-pdf.ashx)

Series 2 – June 2024

The paper enabled candidates to show their breadth and depth of knowledge and understanding of a range of topics across the qualification. Overall, the cohort of candidates performed reasonably well in many areas of the June 2024 paper with good responses to most questions, including some comprehensive responses to the extended response question. Performance was comparable to the March series, with a few areas proving challenging for most of the cohort. Candidates generally performed reasonably well across recall of knowledge questions, although the recall of knowledge in the finance areas was mixed. Questions where detailed knowledge and understanding were required proved more challenging and provided a mix of responses. Performance across areas of understanding was also mixed, with some questions answered well and others not demonstrating the required depth and breadth of understanding.

Most candidates performed well in the recognition of the importance of keeping food safe and maintaining a healthy and safe professional kitchen, although some candidates were unable to clearly distinguish between Food safety and Health and safety legislation. Some candidates stated safety systems (HACCP), which although highlights knowledge, does not form legislation, therefore missed out on achieving higher marks. Most candidates also performed well in recognising ways in which chefs can take responsibility to ensure food is safe to serve. Candidates also showed understanding in designing dishes for special diets, with many candidates achieving maximum marks.

Nearly all candidates were able to demonstrate good knowledge in producing desserts and puddings, as well as an understanding of the preparation and processing techniques used to produce biscuits, cakes and sponges, with the majority of candidate achieving maximum marks.

Most candidates were able to demonstrate knowledge on monitoring the financial performance of a professional kitchen. Although the cohort struggled in other areas of finance on this paper, a reoccurring theme across each series, some candidates were able to demonstrate understanding of calculating dish costs and selling prices.

Most candidates struggled in monitoring the financial performance of a professional kitchen; all candidates appeared to struggle to demonstrate understanding in applying calculations of wastage, with some candidates not attempting the question.

Higher achieving candidates were able to show knowledge across joints and cuts of poultry, whereas most other candidates were only able to gain minimum marks. The higher achieving candidates were able to show understanding of how to interpret dish specifications and present desserts and puddings through clear explanations, therefore, gaining higher marks. Other candidates were able to demonstrate knowledge, but were unable to clearly link explanations, therefore, missing out on opportunities to gain full marks.

Most candidates demonstrated limited knowledge and understanding in production techniques of desserts and puddings. Many candidates inaccurately discussed techniques for making the dessert in the question, with many describing unsuitable methods.

Candidates would benefit from practicing examination techniques when preparing for these examinations. Candidates also need to be prepared for different types and structures of questions contained within the paper. Candidates should familiarise themselves with command verbs, and read each question carefully, ensuring the correct depth of understanding has been applied when required.

Extended response question

The extended response question asked the cohort to write a menu to promote poultry and desserts during the Christmas season. Most candidates provided a menu with the inclusion of some wider considerations in making the event a success and some general considerations, therefore, they were able to obtain marks across band 2. The extended response question also produced variation of answers in terms of the accuracy, depth and quality.

Most candidates were unable to gain marks in band 3. To achieve marks in band 3, candidates would need to provide detailed and justified proposals and some creative thoughts, with the majority of wider consideration explained.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here: [6100-30 technicals exam guidance 2018 v1-1-pdf.ashx \(cityandguilds.com\)](https://www.cityandguilds.com/~/media/2018/06/6100-30-technical-exam-guidance-2018-v1-1-pdf.ashx)

Synoptic Assignment

Grade Boundaries

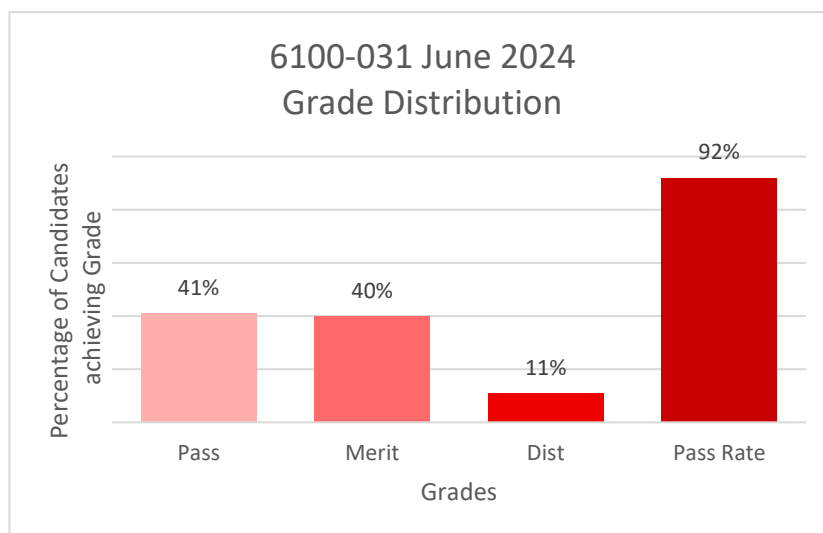
Below identifies the final grade boundaries for this assessment:

Assessment: 6100-031

Series: 2024 (Summer)

Total marks available	60
Pass mark	26
Merit mark	37
Distinction mark	49

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



Principal Moderator Commentary

The Level 3 Professional Cookery synoptic assignment covered a broad range of topics from across the qualification and required the candidates to plan, produce a four-course meal (including an additional vegetarian main course option) and evaluate their performance. To achieve marks from across the assessment objectives, candidates needed to demonstrate recall of knowledge, understanding, practical skills, bringing it all together, and attention to detail. Some candidates completed the theory work required in Task 1 but struggled with the pressure of producing the whole menu following their plan in Task 2. In Task 3, the evaluation, most candidates produced honest accounts of their performance, with some contradicting the recorded comments on the Practical Observation form. Some of the candidates' evaluations were a narrative of the time plan and events with no critical comments of their performance across Tasks 1 and 2 and did not address the critical questions on the Evaluation form provided. In some cases, the evaluation was not completed under supervision and exceeded the word count.

Task 1

Some higher scoring candidates working independently were able to plan and meet the task requirements more effectively. Some candidates did not contextualise their risk assessments relating to health and safety and food safety to take into consideration the dish task requirements for the practical. Some centres failed to acknowledge this and marked work on the generic risk assessments the candidates completed. Centres should encourage candidates to use the templates provided and relate the risks to each dish they produce. Those candidates that did contextualise showed more knowledge and understanding and tended to score higher moderated marks in AO1 and AO2.

Most candidates did not consider the importance or evidence that recordings of temperatures for storage and cooked products should be taken. Time plans varied in style and content and were mainly followed by candidates in the practical Task 2. However, some time plans followed the time taken for each task, instead of target times to complete each stage of the plan, and failed to identify that when multi-tasking, dish presentation times (HH:MM), food safety and monitoring were required.

Candidates were required to calculate the selling price of the main dish, including gross profit and VAT. There was variation across the cohort on how this was achieved, with inaccurate ingredient costs that made the selling price unrealistically expensive. In most cases the final calculated selling price was not a sum that would be seen on a typical menu. Higher scoring candidates justified their selling price, and therefore, were able to gain higher marks. Errors in the calculations of ingredient costs were not always noted by tutors on the CRF and marks were placed in the incorrect band.

Candidates would benefit from this activity being practiced. It would be beneficial if the centres reviewed and captured this when marking and internal moderating.

Candidates' recipes for dishes were a mix of centre generated or individually researched. Higher scoring candidates had planned and practised how the dish and any additional garnishes would be presented.

Task 2

Most centres had split the assessment over two days, allowing candidates to reflect overnight and review their time plan.

Most centres captured evidence of candidates working within legal requirements on the PO and CRF. All centres should use the template of examples from the marking guide on the Practical Observation form taken from the assessment objectives to make comments during the practical observation, as this will justify the correct band and mark that has been agreed for both internal and external moderators. When service times and temperatures of the dishes were noted on the form, it allowed the moderator to see that dishes were served in line with a typical restaurant service. Recipes and the time plan from Task 1 were referred to extensively, with candidates gaining the higher marks demonstrating refined skills and working confidently and consistently to prepare, produce, and finish dishes. In comparison, candidates achieving lower marks were unable to demonstrate some basic skills, which reflected in the quality of the final dishes produced or were unable to present all the dishes within the time limit.

Task 3

Overall, candidates produced honest accounts of the tasks; only in a few cases their comments conflicted with those on the PO and CRF forms. These were taken into consideration by the moderators to confirm marks awarded in the assessment objectives. Few candidates referred to the photographs of the finished dishes, but most commented on how they could improve in the future.

For those candidates gaining higher marks, the evaluation not only reflected on the finished dishes but on the whole assignment. They also recognised how they would improve and justified their recommendations.

Lower achieving candidates showed limited attention to detail by rewriting the time plan and would benefit from further practice of writing self-evaluations using the questions on the template. In some cases, the evaluations exceeded the recommended word count.

Assessment Objectives

AO1 – Recall of knowledge

Most candidates demonstrated a good range of knowledge from across the qualification. Centres produced hazards and risks documents for candidates to use; however, many candidates did not adjust these to the tasks, which limited their ability to demonstrate knowledge and understanding. Higher scoring candidates completed the risk assessments provided in the assessment pack or used their own documents, demonstrating a wider depth of knowledge.

AO2 – Understanding of concepts, theories and processes.

Candidates showed a range of understanding across the bands. Most candidates demonstrated an understanding of applying food safety and health and safety working practices; however, very few candidates recorded and evidenced food temperature controls. Most of the candidates had used the correct formula, but not adjusted or justified their calculation of costs of the main course to a selling price on a menu. Evaluations tended to be honest and accurate, picking up on issues identified with the dishes. Some evaluations focused on the dishes produced in Task 2 as a narrative of the time plan but did not consider the planning in Task 1. Higher scoring candidates were able to show an in-depth evaluation, reflecting on menu and time planning and cooking, and showing an understanding of the wider professional cookery concepts and theories.

AO3 – Application of practical/technical skills

Candidates worked within legal requirements for food safety and health and safety in safe kitchen environments. Most candidates showed sufficient levels of skills and work practices to prepare, produce and finish dishes. Candidates in the higher band showed refined skills and worked confidently and consistently.

AO4 – Bringing it all together

Most candidates were able to bring together their knowledge, understanding and skills to reflect on the preparation, production and finishing of their dishes. Due to a lack of planning, some were unable to adapt or correct errors, and did not present all dishes within the time limit, affecting their overall mark. Candidates who used purposeful experimentation and plausible ideas and experience, demonstrated a clear relationship between these stages, from concept complexity through to production and presentation, to achieve marks in the higher band.

AO5 – Attending to detail/perfecting

Most candidates produced and presented dishes to a satisfactory standard. Candidates in the higher band presented precise dishes and were highly focused on all tasks. These candidates took pride in maintaining their personal presentation and work area to a high professional standard.

Candidates in the lower band showed limited detail and planning in the presentation and execution of the final dishes. Some candidates did not complete all the dishes within the time limit and took limited pride in maintaining their personal presentation and work area.

Best Practice to Centres

- Centres must ensure that evidence is consistently labelled and uploaded as set out in the guidance. A checklist is recommended to ensure all elements of Task 1 have been completed, marked and uploaded.
- Centres must only comment on the candidate's performance in Task 2 on the Practical Observation form, but across all tasks on the Candidate Record Form.
- Centres should annotate dish serving times on the PO form; this will show the moderator that dishes are served broadly in line with a typical restaurant service.
- Centres must ensure that where candidate or centre produced pro-formas/templates are used, they are adapted to match those provided in the synoptic assignment. It is recommended candidates use the forms provided and to contextualise the food safety and health and safety tasks for each dish in Task 2, demonstrating knowledge and understanding, and giving opportunity to achieve marks within a higher band.
- Centres must check all candidates have been taught the correct formula for working out costings and that individual ingredient costs are correctly calculated when working out the selling price. Candidates must show their working out, clearly distinguishing gross profit, selling price, VAT, justifying their menu price.
- Centres should prepare candidates on how to reflect and evaluate performance across Tasks 1 and 2 and use the Task 3 form provided.
- Centres should ensure that photographs show the candidates' work in the best possible light and from the best angle, perhaps using a tablecloth to prevent reflections. Please, ensure the candidate's name and number does not obstruct the view of the product.