

6100-30

**Level 3 Advanced Technical Diploma in
Professional Cookery (450)**

2018

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.

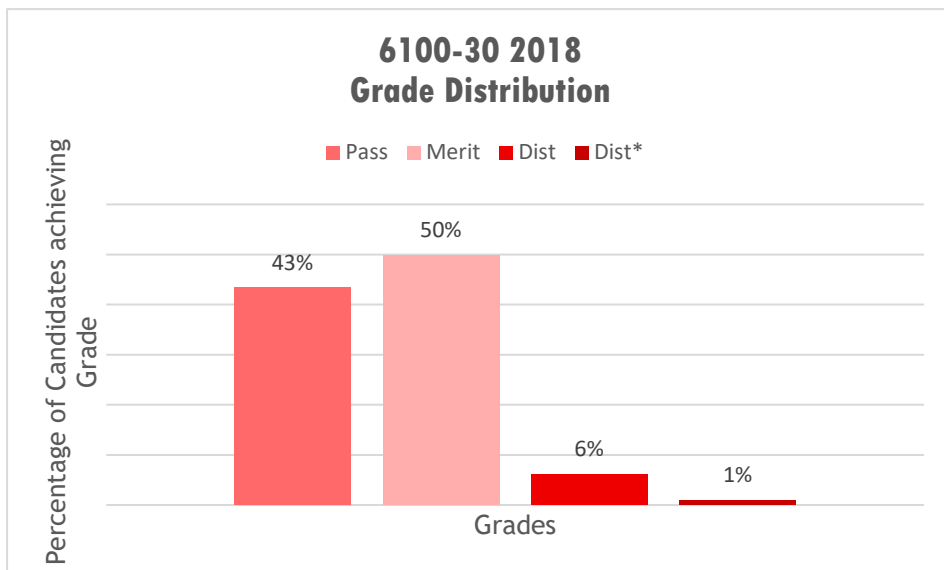
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2018 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 6100-030/530 Level 3 Advanced Technical Diploma in Professional Cookery – Theory exam
 - March 2018 (Spring)
 - June 2018 (Summer)
- 6100-031 Level 3 Advanced Technical Diploma in Professional Cookery – Synoptic Assignment

Qualification Grade Distribution

The 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

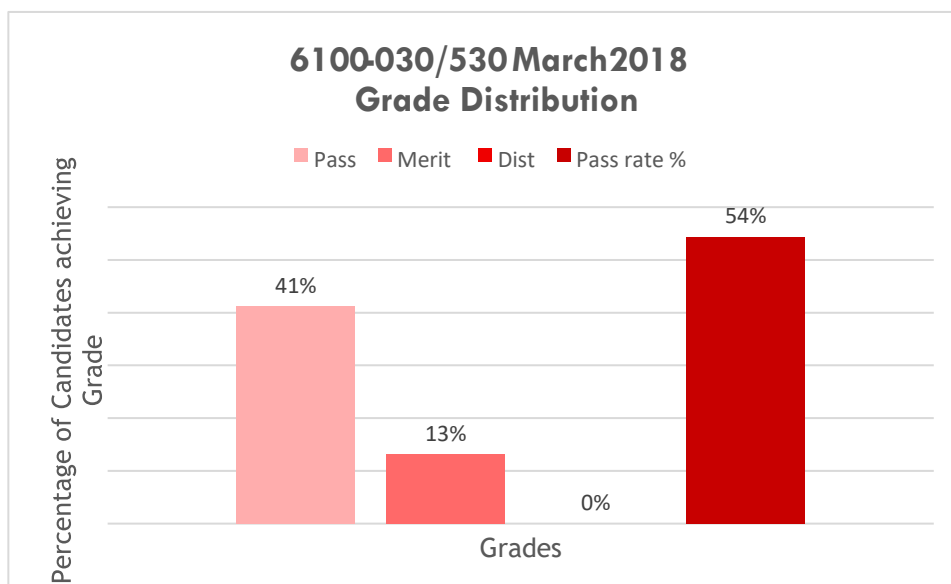
Grade Boundaries

Assessment: 6100-030/530
Series: March 2018 (Spring)

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

Total marks available	70
Pass mark	27
Merit mark	37
Distinction mark	47

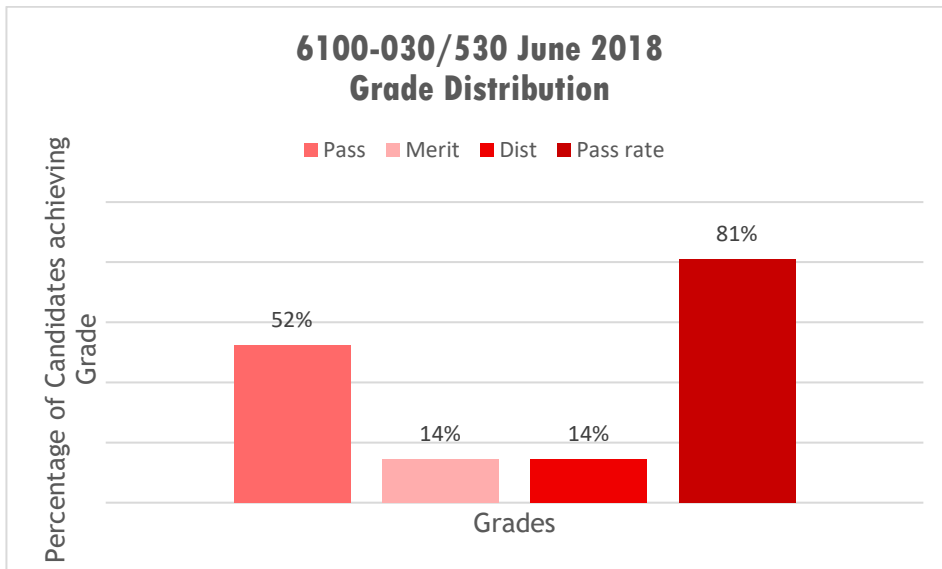
The graph below shows the distributions of grades and pass rate for this assessment;



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

Total marks available	70
Pass mark	27
Merit mark	36
Distinction mark	45

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



Chief Examiner Commentary

6100-030/530 Level 3 Advanced Technical Diploma in Professional Cookery - Theory exam

Series 1 – March 2018

The paper included a range of question styles to draw out knowledge and understanding across the subject areas of the units. Some of the questions gave candidates the opportunity to achieve some straightforward marks.

Most candidates showed a good understanding of how waste should be disposed of from a professional kitchen. A minority of candidates discussed food waste in terms of how it could be used in other dishes rather than the importance of disposing waste from a professional kitchen. This is an example of where candidates have not read the question carefully and missed available marks.

Candidates scored highly when answering the question relating to the use of specialised equipment, as they were able to identify the various efficiencies and qualities a commercial microwave can bring to a professional kitchen.

Candidates showed reasonable knowledge of the preparation techniques used to produce a Swiss roll but very few candidates achieved more than two marks for knowing the impact time would have on the standard of the finished product. Marks were generally awarded for the correct temperature for rolling to stop cracking and the fact that under/over cooking would result in problems when rolling (e.g. too brittle to roll if overcooked).

Other areas of challenge included food preferences and special dietary requirements, the process for caramelisation and the effect cooking methods have on the nutritional value of poultry. These questions helped to differentiate between higher and lower scoring candidates.

There was a mixed response to the calculation question; some candidates gained full marks and a few gained none. With factual (numerical) questions, answers are either correct or incorrect, with no scope for discussion or opinion. In these circumstances, candidates need to apply the correct formulae/calculation to achieve the correct answers. The last three marks of this question were removed due to a reported error.

The extended response question is intended to draw on knowledge from across the qualification. This question required the candidates to consider the suitability of a menu and suggest appropriate alternatives where necessary. A significant majority of candidates did not answer this question very constructively, with many missing key points and not identifying issues with the menu based on the scenario.

Many candidates discussed the importance of catering for dietary requirements and allergies. For those candidates that recommended alternatives, these were often limited and did not support or improve the point being referred to.

Overall, candidates did not score high marks in the extended response questions. To access the higher marks in the band, candidates need to submit a comprehensive discussion, which is logical and well balanced. Conclusions and/or recommendations which fully justify the candidate's choices should be included.

Series 2 – June 2018

As with the March series, the paper included a range of question styles to draw out knowledge and understanding from across the subject areas of the qualification. Overall, candidates achieving the pass mark and above were able to show a reasonably broad level of understanding across the units.

Answers to the AO2 questions where candidates needed to 'explain' or 'describe' were better compared to previous series. Candidates attempted to expand on their identified points further which allowed them to gain more available marks.

As a cohort, candidates struggled to identify examples of legislation and, in many cases, provided examples of good practice as an aspect of legislation.

The majority of candidates also struggled with the questions on finance. It was evident that this was a topic that candidates need to practice more.

Overall, candidates were able to identify a range of acceptable responses for why vanilla soufflé would not rise. However, individually they tended to only identify a couple of the required techniques, which limited their opportunity to achieve the maximum marks available. This question required candidates to include more detail to demonstrate an overall understanding. Candidates would benefit from structuring their response in a more logical and thoughtful way.

The extended response question is intended to draw on knowledge from across the qualification. For this question, some candidates were able to achieve a mark in the mid and higher band.

Most candidates identified a few issues or recommendations within their response. The wider issues that were commonly discussed by candidates included the consideration for customers with allergies, dietary needs and the importance of cost control and food safety.

On a number of occasions, candidates recommended alternatives, some with more justification than others. Service considerations, seasonality, staffing, logistics, and customer profile, amongst many other factors were not mentioned and needed to be considered with detailed justifications to demonstrate knowledge and understanding across the units.

To obtain the higher marks, candidates needed to discuss the wider considerations and provide strong justifications for each with well thought out discussions.

Synoptic Assignment

Grade Boundaries

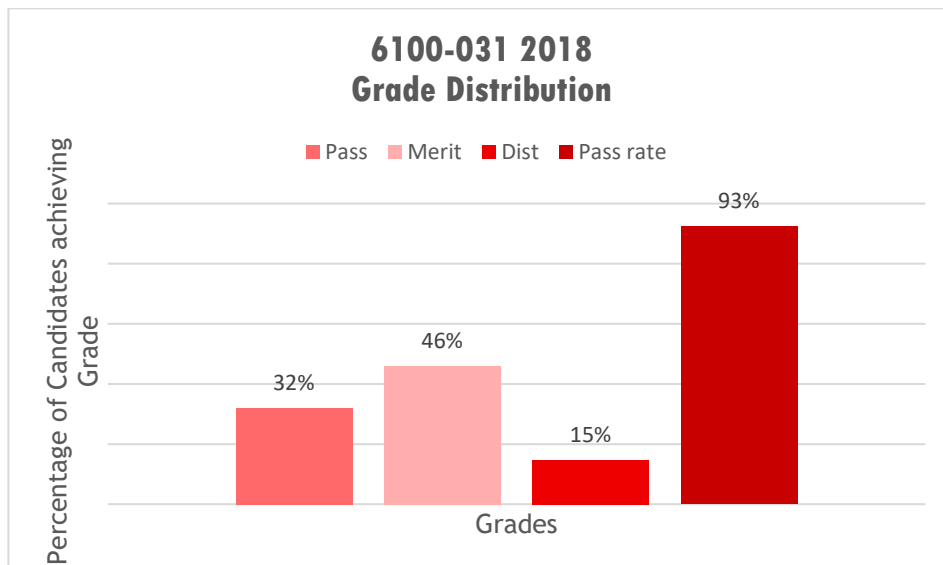
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6100-033

Series: 2018

Total marks available	60
Pass mark	24
Merit mark	37
Distinction mark	50

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



Principal Moderator Commentary

The synoptic covered a broad range of topics from across the qualification and considered a range of recall, understanding, practical, bringing it together and attention to detail to meet the brief with candidates achieving marks from across the bands.

Some candidates struggled with the theory work required in Task 1 and 3 and others with the pressure of producing the whole menu using a variety of techniques within 7 hours.

Task 1

Candidate's evidence for this task varied between detailed, researched planning that had taken a wide variety of areas into consideration, to a few notes that simply listed what they would do.

Task 2

With the exception of the time plan, some candidates did not use the paperwork produced in Task 1, for example the temperature documents, to support the practical activity. The importance of these documents is explained within the Task 1 guidance.

All candidates worked within legal requirements but this was not always evidenced.

Candidates gaining the higher marks demonstrated refined skills and worked confidently and consistently to prepare, produce and finish dishes. In most cases, these candidates had made an excellent job of filleting the fish with very little if any waste. The fillets were pan fried evenly with a good colour and the garnishes and sauces accompanied the fish extremely well. The stuffed belly pork had been well prepared with very little waste. This preparation was evident when the dish was presented in neat slices with a good ratio of stuffing to meat. The pork was well cooked and had been probed to make sure it was at the correct temperature. The choice of starch and vegetables were appropriate, served to a high a standard and introduced colour to the dish. The sauce had been reduced and had a depth of flavour. The quality of the crème caramel was very good; with no air bubbles and a good colour to the caramel.

In comparison, candidates achieving lower marks lacked quality in the final dishes produced. Some candidate's cut of vegetables used for the soup was not paysanne. The fish and pork had been poorly prepared, and inappropriate garnishes and sauces were selected. The pork was sometimes dry or slightly burnt and the crème caramel was not always set.

Task 3

Candidates gaining higher marks for this evaluation not only reflected on the finished dishes but on the whole assignment. Lower marked candidates showed limited attention to detail and would benefit from expanding on their points made and self-critique further.

Assessment Objectives

AO1 – Recall of knowledge

Most candidates demonstrated a good range of knowledge from across the qualification. Some candidates included centre produced hazards and risks documents, which should have been adjusted for the synoptic. Using centre templates is acceptable but centres must ensure that they do not limit the candidate's ability to demonstrate knowledge and understanding. Not all documentation listed as 'evidence required' within the assessment pack was produced. Some candidates used the incorrect formula for working out food costs and a number of candidates did not show any calculations which limited the band grade that could be awarded.

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. The majority of candidates produced all of the required paperwork, however very few candidates recorded all required

information. Evaluations tended to be honest and accurate, picking up on issues identified with the dishes. Most candidates concentrated on the dishes specifically rather than including an overall evaluation of the synoptic.

AO3 – Application of practical/technical skills

Candidates worked within legal requirements for health and safety. On the whole personal presentation was very good. Candidates in the higher band showed refined skills and worked confidently and consistently. For some, lack of planning resulted in candidates being stressed, working untidily and not completing all dishes, such as the chocolate truffles or parts of the main course including the vegetables and/or the reduction sauce.

AO4 – Bringing it all together

Candidates used their knowledge and understanding to bring together information from across the topics to complete the synoptic. Candidates in the higher band demonstrated a clear relationship between these stages from concept through to production. Candidates in the lower band made straightforward links. It was clear that most candidates were stronger in the practical.

AO5 – Attending to detail/perfecting

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 in the presentation of the final dishes. Some candidates did not complete all the dishes and also took limited pride in maintaining their personal presentation and work area. This was evident where a number of candidates had chocolate marks on their chef's whites, whereas candidates that had support with the washing up tended to look more organised.

Best Practice to Centres

- Centres must ensure that specific task instructions are followed carefully.
- 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 must be adapted to match the 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 comment on the candidate's performance and tailor feedback to be specific.
- Centres must make sure that candidates have the correct formula for working out costings.
- Centres should prepare candidates on how to reflect and evaluate performance across the Tasks.
- Candidates must produce dishes as outlined in the brief.
- Candidates must show working out clearly.
- Markers must relate their justification of marks to the band descriptor and should ensure that hand-written comments are legible as quality can be lost when scanning in evidence.