

# **6100-30 Level 3 Advanced Technical Diploma in Professional Cookery (450)**

**2019**

**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.

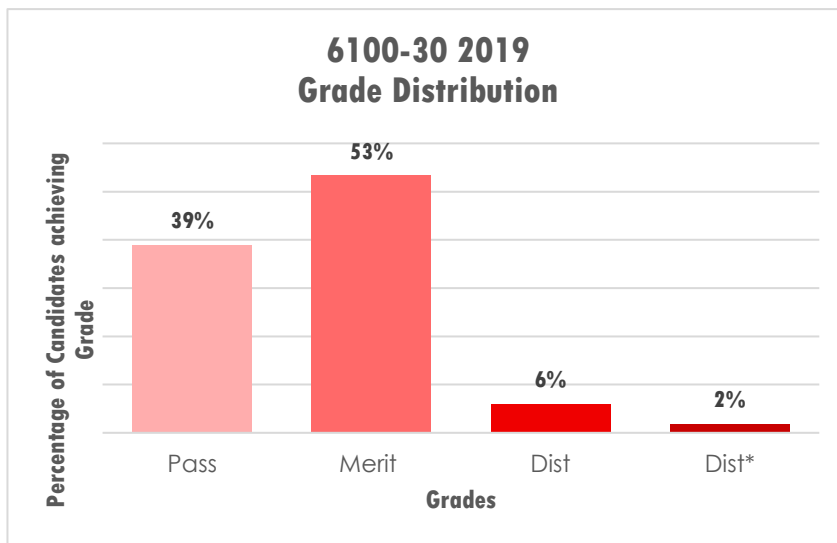
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 6100-030/530 Level 3 Professional Cookery – Theory exam
  - March 2019 (Spring)
  - June 2019 (Summer)
- 6100-031 Level 3 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

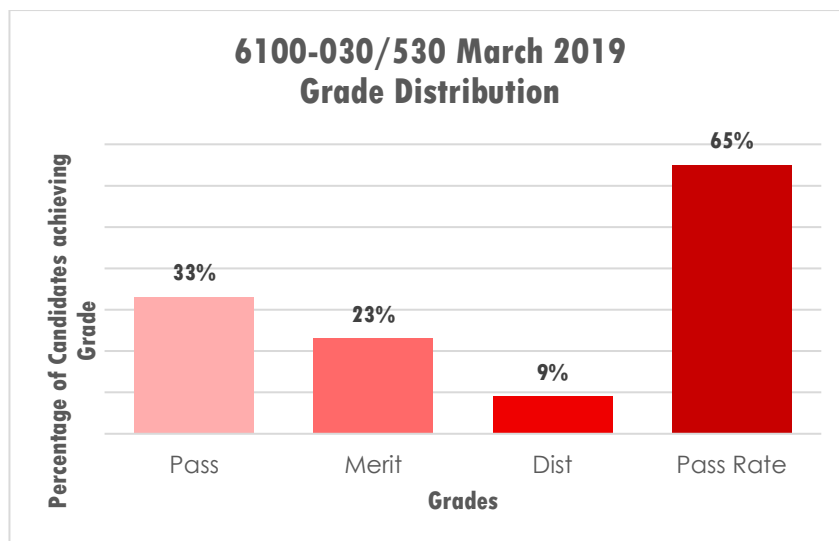
## Grade Boundaries

Assessment: 6100-030/530  
Series: March 2019 (Spring)

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

<b>Total marks available</b>	<b>70</b>
Pass mark	32
Merit mark	41
Distinction mark	51

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

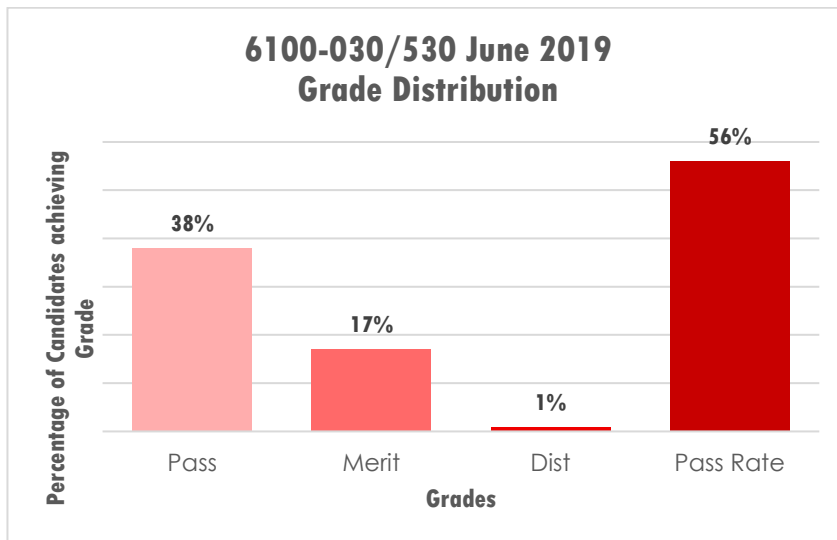


Assessment: 6100-030/530  
Series: June 2019 (Summer)

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

<b>Total marks available</b>	<b>70</b>
Pass mark	29
Merit mark	38
Distinction mark	48

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



# Chief Examiner Commentary

## 6100-030/530 Level 3 Professional Cookery - Theory exam

### Series 1 – March 2019

Candidates' overall performance in the March 2019 paper improved. The majority of candidates demonstrated a good understanding of the questions in the paper and no question caused any significant difficulty or confusion. Compared to previous series, the paper was deemed to be more accessible for candidates, which was in turn reflected in the grade boundaries.

The majority of candidates performed well on the questions referring to food safety.

Most candidates were able to gain marks in the financial management questions. Candidates interpreted the financial information presented to them well and applied their financial knowledge to a given context allowing them to make correct calculations.

Most candidates achieved marks for the more straightforward questions assessing cuts of poultry and the use of small equipment found in a professional kitchen.

Some candidates showed a lack of understanding of specific financial terminology and would benefit from becoming more familiar with these terms.

Where candidates were assessed on producing poultry dishes, some candidates focused on specifically on chicken as opposed to the overall dish. Candidates should therefore ensure they are reading and interpreting the question carefully in order to provide a more accurate response.

### Extended Response

For this series, there was an improvement in how candidates approached the extended response question. More candidates were able to access the higher marks and fewer were achieving marks in the lower band.

Many candidates covered a wide range of factors and considered the wider implications within their response.

Those candidates who gained the higher marks were able to give a clear and balanced response with justified points relating to the scenario.

## **Series 2 – June 2019**

The June 2019 theory exam saw candidates demonstrating their breadth of knowledge and depth of understanding when responding to some questions.

Many candidates showed a good knowledge of food safety across the paper, in particular when assessed on the importance of food safety in relation to chemicals.

Candidates' knowledge around the quality points of poultry was also reasonable, although some answers were quite generic. Furthermore, the majority of candidates were able to show understanding of different joints and cuts used for poultry, with most gaining marks for this question.

Candidates also performed well when asked about dish design and balanced menus, demonstrating good knowledge of healthy eating.

Many candidates showed knowledge of examples of desserts and puddings, with a significant number of candidates attaining high marks in this area of the paper. Most candidates also gained marks for the more straightforward question around storage of biscuits, cakes and sponges safely, and were able to show some in depth understanding.

Many candidates were able to gain some marks on techniques used to produce desserts and puddings, showing some general understanding of the technique being assessed. However to gain the full marks available in this area, candidates need to ensure they show a more in depth understanding by explaining their points further.

In terms of areas where candidates scored lower marks, there were mixed responses around controlling hazards in the professional kitchen. Some candidates focused their response around more generic health and safety issues and others listed generic food safety procedures without showing an application of knowledge to the question.

Candidates seemed to get confused when asked about menu planning. A few gained a couple of marks, but many candidates described issues linked to sales and profit targets which was not an accurate response.

Candidates' understanding of the purchasing cycle and associated documentation was also mixed. They struggled to provide completely accurate answers, often getting confused with other documentation.

Where candidates were asked about techniques used to produce biscuits, cakes and sponges, some knowledge was displayed, however not all responses were accurate. Candidates should therefore familiarise themselves with the various techniques that can be used.

### **Extended Response**

For the extended response question, there was a range of responses across the cohort. A few candidates achieved the higher marks, demonstrating a more in depth answer which included the wider aspects of the scenario. The majority of candidates achieved marks in band 1 or band 2. Many candidates discussed seasonality, allergens and gave some suggestions of alternative ingredients, which were suitable for vegetarians and/or vegans.

However, relatively few covered the depth and breadth of the question, and did not mention the surrounding details of resources, customer base, profit margins and targets as well as the skills requirements and numbers of staff available to provide the type of service outlined in the brief.



The extended response question is an opportunity for candidates to demonstrate relevant knowledge and understanding from across the qualification and apply it to the scenario. Responses should include considerations and justifications.

# Synoptic Assignment

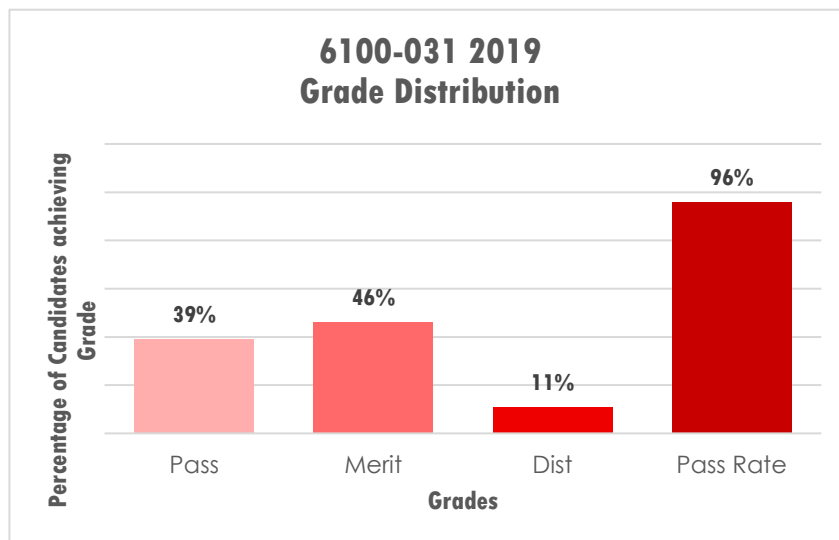
## Grade Boundaries

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

Assessment: 6100-031  
Series: 2019

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	36
Distinction mark	49

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



## Principal Moderator Commentary

The synoptic assignment covered a broad range of topics from across the qualification and required the candidates to plan, produce and evaluate their dishes.

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.

Overall, it was evident that some candidates struggled with the theory work required in Task 1 and 3, whilst others struggled with the pressure of producing the whole menu using a variety of techniques in Task 2.

### Task 1

Some higher scoring candidates working independently were able to plan and meet the task requirements more effectively.

Most risk assessments relating to health and safety and food safety were completed to a good standard with centres providing appropriate templates for candidates to complete. However, many candidates produced generic risk assessments and did not contextualise their response to take into consideration the requirements for the practical. Those candidates that did contextualise showed more knowledge and understanding and tended to score higher marks in AO1 and AO2. Many candidates did not capture recordings of temperatures for storage and cooked products.

Time plans varied in style and content and were mainly followed by candidates in the practical Task 2. However, some time plans were too complex for the candidate to follow and failed to identify where multi-tasking, food safety and monitoring was required.

Candidates were required to calculate the selling price of the main dish including gross profit and VAT. There was variation across the cohort around this, there were examples where the calculations were incorrect and there were examples where the accuracy of the individual ingredient costs made the selling price unrealistically expensive. This was not always noted by tutors on the CRF. Going forward centres should make sure this is reviewed and captured when marking.

Candidates' recipes for dishes were a mix of centre generated or individually researched. Higher scoring candidates had planned 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 allow some elements of dishes to cool and set. More centres had kitchen assistants available for candidates to complete cleaning tasks and were careful this did not include cleaning the candidate's workspace.

Only some centres captured evidence of candidates working within legal requirements on the CRF. All centres should be encouraged to capture around this as part of the practical observation. Recipes and time plans from Task 1 were referred to extensively.

Candidates gaining the higher marks demonstrated refined skills and worked confidently and consistently to prepare, produce and finish dishes. In comparison, candidates achieving lower marks lacked quality in the final dishes produced or failed to present all the dishes within the time limit.

The Victoria sponge for an afternoon tea was often incorrectly presented by candidates as a dessert or without the finishing detail and portioning precision required.

### **Task 3**

Overall candidates produced honest accounts of the tasks and their comments were taken into consideration to confirm marks awarded in the assessment objectives. Few candidates referred to the photographs of the finished dishes. 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 marked candidates showed limited attention to detail and would benefit from further practice of writing self-evaluations.

### **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. Although acceptable, many candidates did not adjust these to the synoptic which limited the candidate's ability to demonstrate knowledge and understanding. Higher scoring candidates completed 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. Many of the candidates had errors in their calculation of costs of the main course.

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 but did not take into account the planning in Task 1. Higher scoring candidates were able to show an in-depth evaluation reflecting on menu and time planning, 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 developed 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, unable to adapt or correct errors and frustration, some candidates 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 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. Centres must comment on the candidate's performance in Task 2 on the Practical Observation form and across all tasks on the Candidate Record Form.
- Centres must ensure that where centre produced pro-formas/templates are used, candidates must adapt them to match the synoptic assignment. It is important that these pro-formas do not inhibit the candidates from demonstrating knowledge and understanding giving opportunity to achieve marks within a higher band.
- Centres must check all candidates have the correct formula for working out costings and individual ingredient costs are correctly calculated when working out the selling price. Candidates must show working out clearly distinguishing gross profit, selling price and VAT.
- Centres should prepare candidates on how to reflect and evaluate performance across Tasks 1 and 2.
- Centres should ensure that photographs show the candidates work in the best possible light and from the best angle. Please ensure the candidate name and number does not obstruct the view of the product.