

6100-030/530 – Level 3 Advanced Technical Diploma in Professional Cookery – (450)

2022

Qualification Report

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Foreword

Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results.](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g. Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

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.

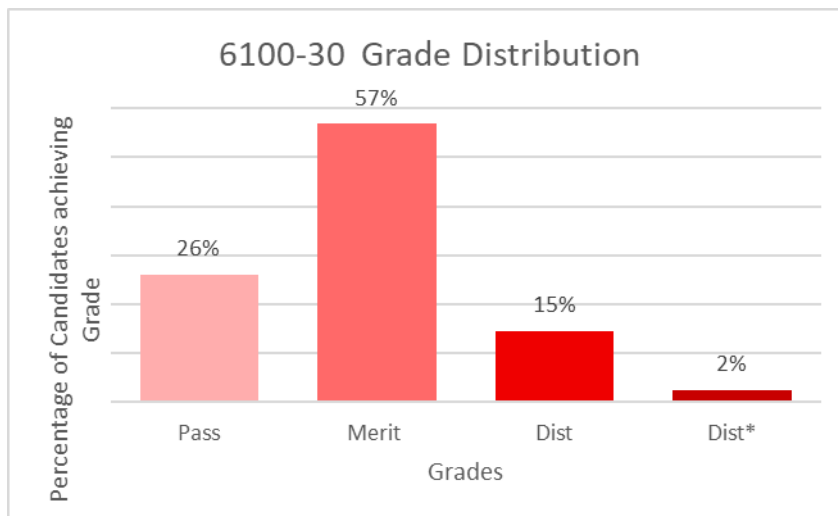
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 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 2022 (Spring)
 - June 2022 (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

Theory Exam – March 2022

Grade Boundaries and distribution

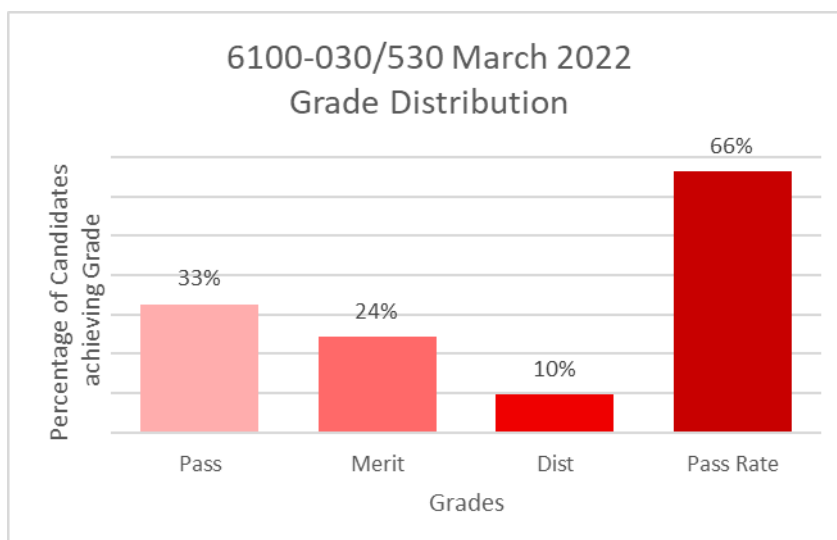
Assessment: **6100-030/530**
Series: **March 2022 (Spring)**

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

Total marks available	70
Pass mark	29
Merit mark	38
Distinction mark	48

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:

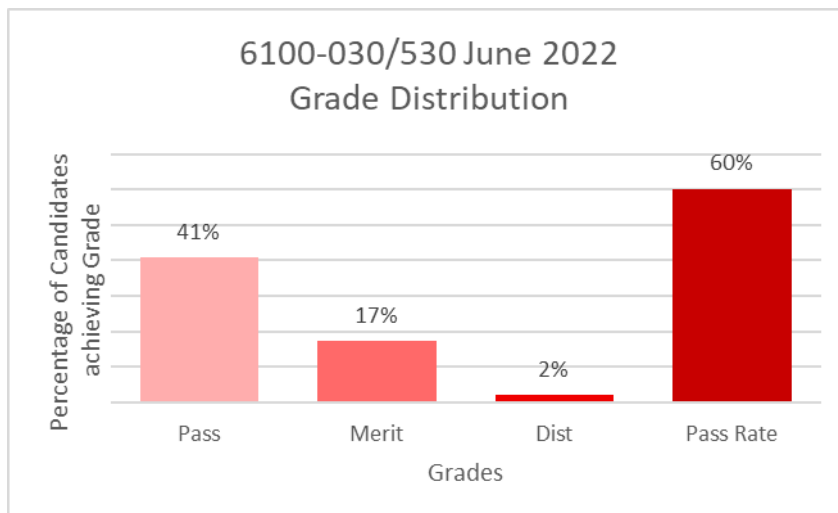


Assessment: **6100-030/530**
Series: **June 2022 (Summer)**

Below identifies the final grade boundaries for this assessment:

Total marks available	70
Pass mark	25
Merit mark	34
Distinction mark	44

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



Chief Examiner Commentary

6100 – 030/530 Level 3 Professional Cookery – Theory exam

Series 1 – March 2022

Overall, candidates performed well for this exam. There was a good response to the majority of questions as well as some very comprehensive responses to the extended response question. Some candidates demonstrated very good depth and breadth of the topic areas and were able to achieve a distinction grade. Performance on topics and AO1/AO2 questions was similar to past series where candidates are able to identify but not explain.

There was a reported error to one question within the online version of the assessment. This was taken into account in the marking and awarding to ensure no candidates were disadvantaged.

Candidates answered recall of knowledge questions (AO1) reasonably well. For example, on the topic of keeping food safe, most candidates were able to identify common physical contaminants. Most candidates scored well on the topic of monitoring financial performance when stating ways in which chefs can control food costs. Many candidates were also able to evaluate the quality of a fresh fruit gateau by identifying the key features they would look for and explaining how they would evaluate each example. The majority of candidates were able to identify appropriate cuts of poultry, soft and hard fruits and suitable biscuits.

In terms of performance of candidates' understanding (AO2), the questions crossed a range of topics. On the topic of health and safety in the professional kitchen linked to legislation, candidates generally scored well by providing examples. One common incorrect answer was the reference to HACCP, which is a safety system rather than legislation. Others mentioned aspects of regulatory training without specifying the connecting legislation.

Candidates continue to struggle with knowledge and understanding of financial management within professional kitchens. Many candidates struggled with financial terminology and on financial calculations which required candidates to calculate a range of missing information based on given financial data. This is an area that candidates have previously found challenging. Teaching should concentrate on practising calculations.

On the topic of cooking methods for poultry, many candidates were successful in identifying methods but were not able to describe them to achieve full marks. On the topic of production of desserts, candidates correctly explained creating a hot dessert however, responses to a frozen dessert were poor, with many candidates simply repeating their answers for the hot dessert with the addition of freezing upon completion.

Candidates will benefit from practising examination techniques when preparing for this examination. Candidates also need to be prepared for the different types and structures of questions contained within the paper. They need to be familiar with the variety of command verbs, as well as the need to read each question carefully in order to respond clearly to the question given.

Extended response question

The extended response question allowed candidates to showcase their knowledge and understanding from across the qualification to produce a menu for a given brief. As per previous years, the quality of answers to the extended response question varied from the bottom of band one to the top of band three.

A significant number of candidates focussed on the wider factors of kitchen operations but lacked focus on the specifics of the brief. The lower scoring candidates tended to write lengthy responses but failed to provide a menu on which to base their answers and demonstrate depth of understanding, which limited opportunity to achieve higher marks.

There were also some excellent responses with highly seasonal and creative menus provided, alongside the factors a chef would have to consider in the development and delivery of their menu to customers. To gain further marks, candidates need to consider additional factors that are appropriate and relevant to the given scenario and provide explanations and justifications.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available at

<https://www.cityandguilds.com/>

[/media/productdocuments/hospitality_and_catering/hospitality_and_catering/6100/6100_level_3/6100_30/centre_documents/technical_exam_guidance/6100-30_technicals_exam_guidance_2018_v1-1-pdf.ashx](https://www.cityandguilds.com/media/productdocuments/hospitality_and_catering/hospitality_and_catering/6100/6100_level_3/6100_30/centre_documents/technical_exam_guidance/6100-30_technicals_exam_guidance_2018_v1-1-pdf.ashx)

Series 2 – June 2022

The cohort of candidates generally performed reasonably well in this series with a very good performance by candidates in some cases. Overall, there was a good response to most questions as well as some very comprehensive responses to the extended response question. Performance was comparable to last year with a few areas proving significantly challenging for much of the cohort. This was mostly in the areas of testing understanding.

Candidates answered questions requiring evidence of knowledge and recall reasonably well. For example, most candidates were able to gain marks by identifying ways in which poor personal hygiene can have consequences when working in a professional kitchen.

In another of the questions testing recall, some candidates stated considerations when planning menus (e.g., style, target customer, seasonality), rather than resource requirements needed to plan menus. However, a good proportion of candidates were able to provide a good range of examples of the requirements to consider when planning menus.

In other areas of knowledge recall, most candidates were able to provide correct answers. For example, when asked about liquids that can be used as a marinade for poultry many candidates were able to attain the full marks available. However, some candidates listed unsuitable liquids such as cream and butter. Candidates performed in a similar manner when asked to identify biscuits to accompany desserts where some candidates identified biscuits that were unsuitable e.g. digestives. Candidates also struggled to identify a suitable cake to accompany an afternoon tea many stated pastries.

In terms of understanding, candidate answers were variable. For example, when asked to describe the process of risk assessment, many candidates were able to identify controls,/actions, for example, the use of signage, PPE or training, but fewer were able to explain the process of controlling hazards in a professional kitchen.

When asked to describe the importance of protein in the diet, candidates generally scored highly in this question, with many gaining the full three marks. Only a few students were not able to explain at least one function of protein as part of a balanced diet.

As per previous papers, candidates generally struggled with the finance/calculation's questions. In some parts of the question covering dish costing and pricing. In the second finance question, most candidates were not able to correctly calculate the selling price of dishes based on differing rates of VAT, with very few applying the correct calculations and gaining the 3 marks available.

The cohort of candidates also struggled to answer this question about the uses of chicken mousseline. The most popular correct answer was using a chicken mousseline as a filling/stuffing in the preparation of a ballotine. There were a few examples of other correct uses, although this was quite irregular.

When asked to describe the use of sponges in desserts, many candidates provided examples of sponges and cakes rather than ways in which sponges are used in the production of desserts. The most popular correct answers were the use of a sponge as a base for a mousse, as a layer in a trifle and/or Tiramisu. When asked to describe methods of aeration, there was a varied response. Many candidates were able to describe aspects of cake making but, in many cases, unable to link methods of aeration to the correct ingredients, processes and an exemplar product. The two processes that were used correctly were the mechanical production of a sabayon to produce a genoise sponge and the chemical and creaming process to produce a Victoria Sandwich.

As per previous years, the quality of answers to the extended response question varied considerably from the top of band one to the midpoint of band three. With the odd exception, the cohort of candidates was able to provide a good range of factors that need to be considered when planning for a pop-up restaurant at a summer food festival. Nearly all candidates were able to provide responses which were at least scoring marks at the top of band one, with many securely into band 2 and a significant minority providing detailed and accurate responses in band three.

In summary, there was comparability between the March 2022 paper and the previous series, with the questions set at a similar level and covering the same topics. This enabled a fair examination comparison between series, although it should be noted that some of the questions testing understanding may have proven more challenging.

Synoptic Assignment

Grade Boundaries

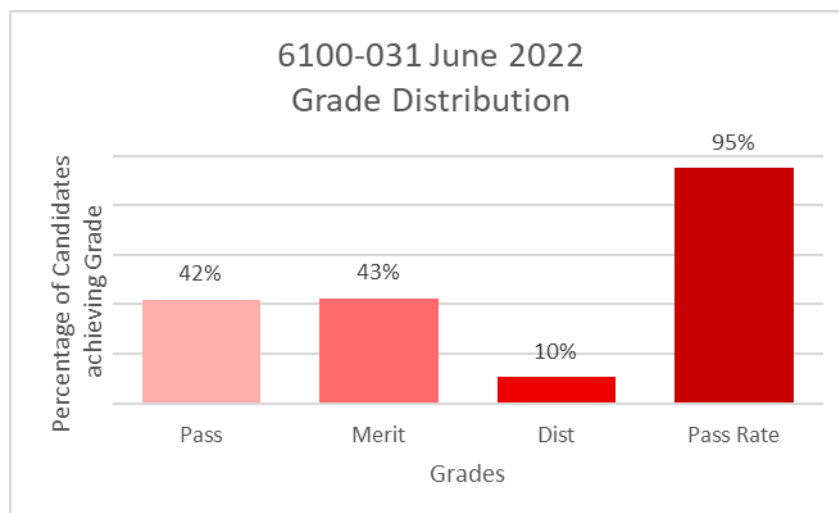
Below identifies the final grade boundaries for this assessment:

Assessment: 6100-031

Series: 2022 (Summer)

Total marks available	60
Pass mark	22
Merit mark	34
Distinction mark	46

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



Principal Moderator Commentary

Assessment component: 6100-031

Series: June 2022

Principal Moderator Commentary 2022

The 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. 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 in line with a typical restaurant service 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 candidates did not contextualise their risk assessments relating to health and safety and food safety to take into consideration the requirements for the practical. Some centres provided generic templates for the candidates to complete, or candidates submitted completed centre assessments. Instead, centres should encourage candidates to use the templates provided and 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 or evidence that recordings of temperatures for storage and cooked products were taken.

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, dish presentation times (hh:mm), 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 how this was achieved with inaccurate ingredient costs 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. Errors in the calculations were not always noted by tutors on the CRF. Going forward centres should make sure this is reviewed and captured when marking and moderating.

Candidates' recipes for dishes were a mix of centre generated or individually researched however few considered the theme of the menu brief. 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 the time plan from Task 1 were referred to extensively with candidates gaining the higher marks had 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 Alternative Main Vegetarian dish was often incorrectly presented by candidates as a separate course instead of in line with a typical restaurant service i.e. alongside the other main course dish.

Task 3

Overall candidates produced honest accounts of the tasks and in a few case 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. 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 by re writing the time plan 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 however, many candidates did not adjust these to the synoptic which limited the candidate's 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 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, 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, 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 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 those provided in 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, VAT and menu price.
- 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 using a tablecloth to prevent reflections. Please ensure the candidate's name and number does not obstruct the view of the product