

6100-31

**Level 3 Advanced Technical Diploma for
Professional Chefs (540)**

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.

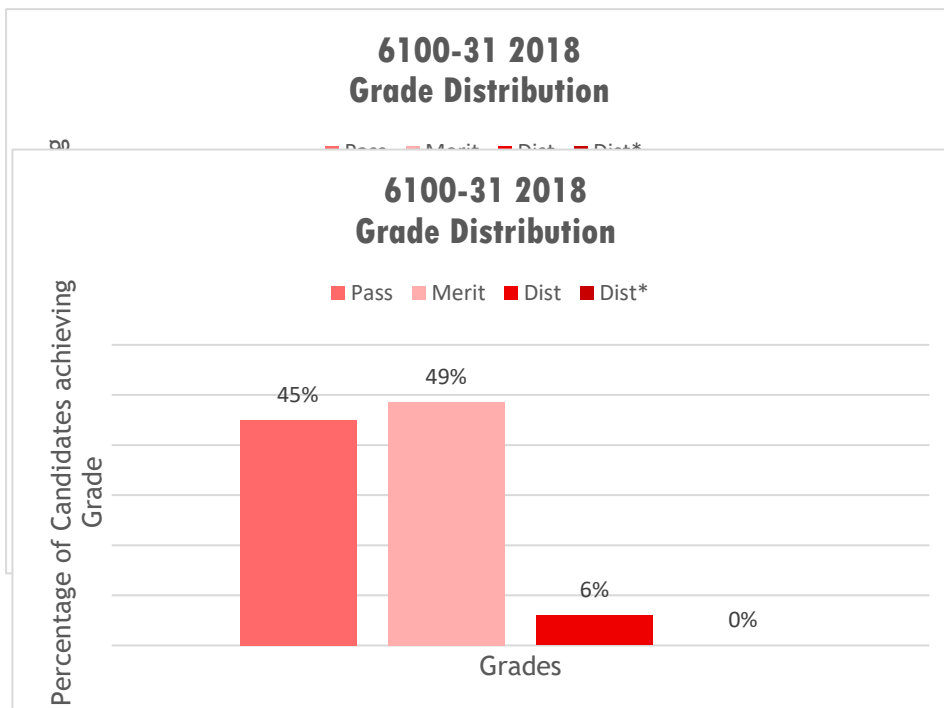
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6100-032/532 Level 3 Advanced Technical Diploma for Professional Chefs – Theory exam
 - March 2018 (Spring)
 - June 2018 (Summer)
- 6100-033 Level 3 Advanced Technical Diploma for Professional Chefs – 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

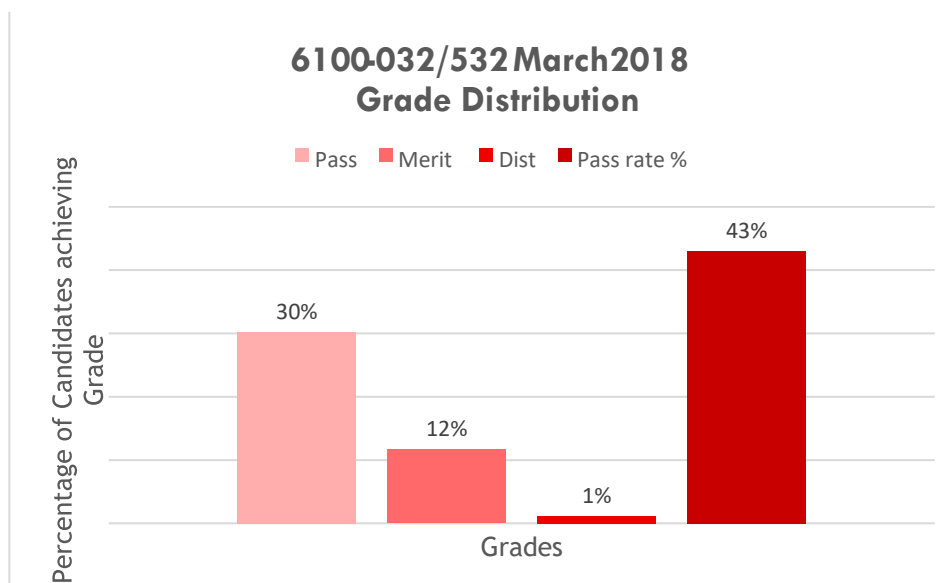
Assessment: 6100-032/532

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	28
Merit mark	37
Distinction mark	46

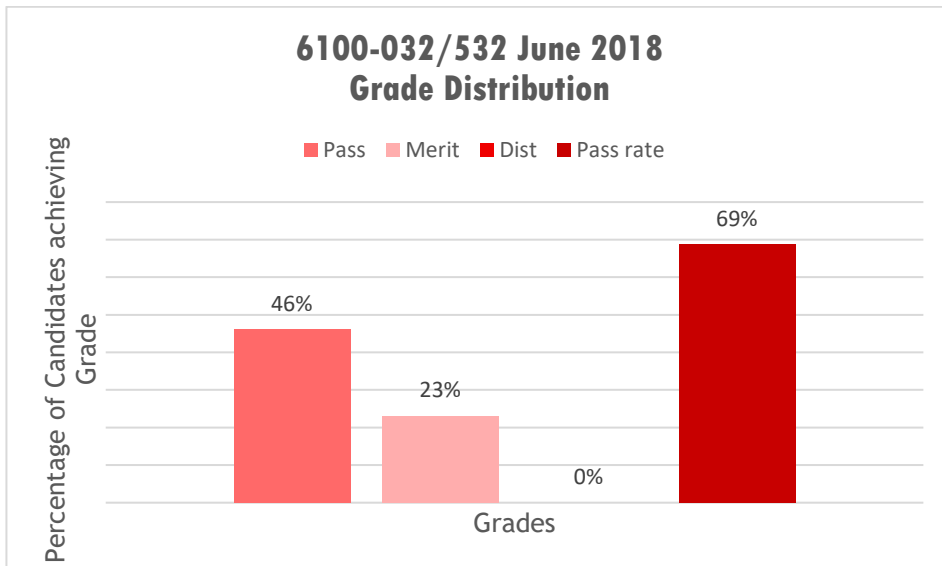
The graph below shows the distributions of grades and pass rate for this assessment;



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

Total marks available	70
Pass mark	26
Merit mark	35
Distinction mark	44

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



Chief Examiner Commentary

6100-032/532 Level 3 Advanced Technical Diploma for Professional Chefs - Theory exam

Series 1 – March 2018

March 2018 saw the first entries for the 6100-31 for the 2018 externally set and marked examinations. It should be noted that future exams will include sampling of some different topics and learning outcomes from the qualification, so this commentary relates to the March 2018 examination only.

The paper produced a broad range of marks from candidates and it was evident that the candidate level of knowledge and understanding varied.

The candidates achieving the higher spectrum of marks showed evidence of reasoning and justification, as well as the recall of knowledge across all the units. Those candidates at the lower end of the spectrum of marks seemed to miss marks often due to not reading the question accurately or through a lack of understanding of the subject being tested.

Where candidates scored lower marks, it was because their answers lacked depth and breadth. There was a lack of knowledge across all candidates with regards to desserts, cakes and sponge units which was evident across three of the pastry and dessert-based questions.

Candidates struggled particularly when they were required to explain their understanding in a structured manner.

They often missed opportunities to gain additional marks as they provided incomplete sentences or one word responses which inadequately demonstrated understanding when the question required them to explain or describe.

This was evident specifically where candidates were required to demonstrate their understanding of the skills and techniques required when producing hot, cold and frozen desserts. Those candidates who lacked knowledge of the ingredient 'carageen' therefore struggled to gain further marks when expanding on how it can be used in the production of desserts. Candidates would therefore benefit from developing their knowledge of ingredients in order for them to then successfully gain marks for their understanding. Candidates who scored low marks, frequently did not use the appropriate technical language expected at this level. This was the case when candidates were asked to explain why the hygroscopic process affects the production of cakes and sponges. To prepare further, centres need to ensure candidates are prepared with all relevant technical terminology that could appear in the paper.

Extended response question

This question allows candidates to showcase their breadth and depth of knowledge of the qualification and apply it to the given context

This question was varied in the way it was answered by candidates. Most responses considered the main factors that derive from this type of menu such as unsuitable ingredients and service style, but used basic and generic language. In order to have gained further marks, all of the appropriate and relevant factors should have been considered. Those responses which did gain higher marks provided some logical and thoughtful points which were explained and justified such as costs, staffing, season and food safety considerations. Menus were submitted by all learners but varied in their appropriateness for fine dining with examples of nachos, bacon double cheese burger and fruit salad with cold custard as suitable fine dining dishes. These were examples of where candidates were unable to demonstrate their breadth of knowledge and focused on a small aspect of the question where they could. In such instances, little marks could be awarded.

Overall, there has been an improvement in the examination preparation of candidates from previous series last year.

Series 2 – June 2018

June 2018 saw the second series for the 6100-31 externally set and marked examinations.

For many candidates, this exam was an opportunity to resit. Overall, it was evident that candidates performed better in this series compared to the previous one. Both papers were comparable and balanced.

There was a broad range of total marks achieved for this question paper showing that the paper differentiated across candidates. Those candidates achieving the higher spectrum of marks showed evidence of reasoning and justification as well as the recall of knowledge across all the units. This was evident especially within the AO2 questions.

Those candidates at the lower end of the spectrum often missed marks due to not reading the question accurately, through lack of understanding of the topic being tested or not fully explaining their responses. For questions achieving lower marks, this was because the responses lacked the depth and breadth required. Similar to the March series, there was a lack of knowledge across all candidates with regards to the desserts, cakes and sponge units; this was evident across three of the pastry and desert-based questions.

Many of the candidate's responses describing the Roux brothers' influence on gastronomy focused on a roux based sauce as opposed to their influence. Candidates should therefore ensure that they answer the question being asked.

Where a pastry and desert-based question asked candidates to 'explain' or 'describe', some either stated single-word answers or listed responses rather than fully expand upon their identified points, which mainly appeared to be due to a lack of subject knowledge. This was the case when candidates were asked to explain why the inversion process affects the production of cakes and sponges. Often, candidates who scored lower marks did not use the appropriate technical language expected at this level.

Extended response question

This question allows candidates to showcase their breadth and depth of knowledge of the qualification and apply it to the given context.

This question was varied in the way it was answered by candidates. Most responses considered the main factors in terms of managing and supervising food safety in a professional kitchen but many of the responses used basic and generic language and often lacked structure. In order to have gained further marks, all of the appropriate and relevant factors should have been considered. In a lot of cases, the responses listed the food safety topics required rather than discussing and expanding on their responses.

Those responses which did gain higher marks provided some logical and thoughtful points which were explained, structured and justified, such as detailed temperature control, binary fission, HACCP and ways to measure that the training had been effective. Some candidate's responses only focused on one or few areas concerning food safety limiting their ability to demonstrate their breadth of knowledge. In such instances, few marks could be awarded.

Synoptic Assignment

Grade Boundaries

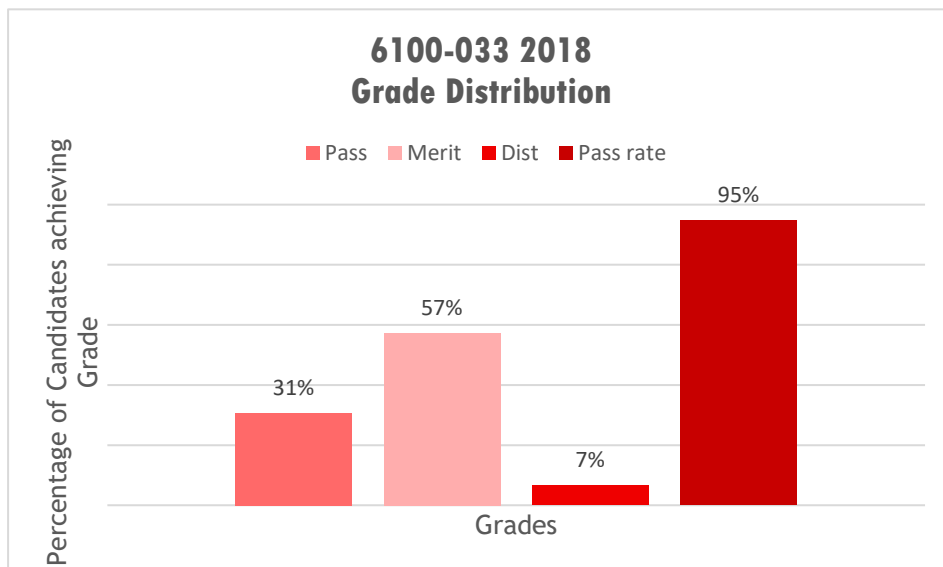
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6100-033

Series: 2018

Total marks available	60
Pass mark	24
Merit mark	36
Distinction mark	49

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



Principal Moderator Commentary

This is the second year this style of qualification for the new 6100 qualification series has been available. However, for some centres this was the first time they have delivered this qualification. The synoptic covered a broad range of topics across the qualification and considered a range of recall, understanding, practical, bringing it together and attending to detail to meet the brief with candidates achieving marks across the bands.

Some candidates struggled with the theory work required in Task 1 and 3, whilst some candidates found the pressure of the 8 hour practical part of the synoptic challenging, having to produce the whole menu using a variety of techniques within a time. Centres had the option to split this time. Candidates in centres who decided not to split the time found in some instances it impacted on the concentration and creative finish.

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, temperature documents. The importance of these documents is explained within the Task 1 guidance. Centres must therefore ensure they read all guidance carefully. All candidates worked within legal requirements but this was not always evidenced.

Candidates gaining the higher marks demonstrated refined skills and work practices confidently and consistently to prepare, produce and finish dishes. In most cases, these candidates had made an excellent terrine. It had an excellent flavour and was served with an appropriate garnish and chutney which added colour and complementary flavour. The lamb had been well prepared with very little waste. Some excellent, well thought out ideas of serving two elements of lamb including offal was observed; it was well cooked and combined well. The choice of starch and vegetables were appropriate, served to a high standard and introduced colour to the dish. The sauce had been reduced and had a depth of flavour. Some excellent individual cheesecakes were presented with an excellent combination of flavours, well garnished, with a variety of sauces, chocolate work and/or fruit. There were some interesting sauces and ice-creams served with the hot rhubarb dessert which demonstrated creativity. A lot of thought had gone into the signature dish to make sure it could be served within the menu and that it reflected current trends in gastronomy. They were also able to produce a creative signature dish.

In comparison, candidates achieving lower marks presented a safe idea based on well-established ideas and concepts, however lacked quality in the final dishes produced. Some candidate's terrine was lacking flavour with a poor quality chutney which did not complement the flavour of the terrine. The fish course was often poor with very little use of shellfish. The lamb was at times poorly prepared with inappropriate garnishes or sauces selected and sometimes over cooked and dry. For some, the cheesecake was not always set and was garnished poorly which made it look unappealing on the plate.

With regards to time, candidates achieving the higher marks completed all of the dishes on time whereas lower marked candidates did not complete every dish.

Task 3

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

Assessment Objectives

AO1 – Recall of knowledge

Most candidates demonstrated a good range of knowledge from across the qualification and produced the relevant documentation for Task 1. Some candidates included centre produced documentation hazards and risks which should have been adjusted for the synoptic assignment. Not all documentation was produced as identified in evidence required within the synoptic assignment.

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 the 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. Work methods and work practices were variable across the bands. The candidates in the higher band showed refined skills and work practices confidently and consistently to achieve the brief. Lack of planning resulted in some candidates being stressed, working untidily and not completing all dishes, including the cheesecake and some of the elements from the main course. Marks achieved for the signature dish were from across the bands. Candidates in the higher band had researched the dish and had a good understanding of the gastronomy influence. Candidates in the lower band presented a safe idea with little understanding of gastronomy.

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 to production. Candidates in the lower band made straightforward links. It was clear that most candidates were stronger in the practical situation rather than the theory aspect.

AO5 – Attending to detail/perfecting

Candidates in the higher band presented dishes in a crisp and precise way, including the main course with both elements of lamb, potatoes, vegetables and sauce, and were highly focused on all tasks. These candidates also tended to take pride in maintaining their personal presentation and work area to a high professional standard consistently throughout their work.

Candidates in the lower band showed limited detail in the presentation of the final dishes. Some candidates did not complete all the dishes, including the garnish for the cheesecake or some of the elements for the terrine. They also took limited pride in maintaining their personal presentation and work area. This was evident where a number of candidates' chefs' whites were more unclean, whereas candidates that had support with the washing up tended to look more organised.

Best Practice to Centres

- Centres must ensure that task instructions are followed carefully as specific guidance is included around each task.
- 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.
- Candidates must produce dishes as outlined in the brief.
- Centres should prepare candidates on how to reflect and evaluate performance across the Tasks.
- 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.