

6100-31 Level 3 Advanced Technical Diploma for Professional Chefs (540)

2019

Qualification Report

Contents

Introduction	3
Qualification Grade Distribution.....	4
Theory Exam.....	5
Grade Boundaries.....	5
Chief Examiner Commentary.....	7
Synoptic Assignment.....	9
Grade Boundaries.....	9
Principal Moderator Commentary.....	10

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.

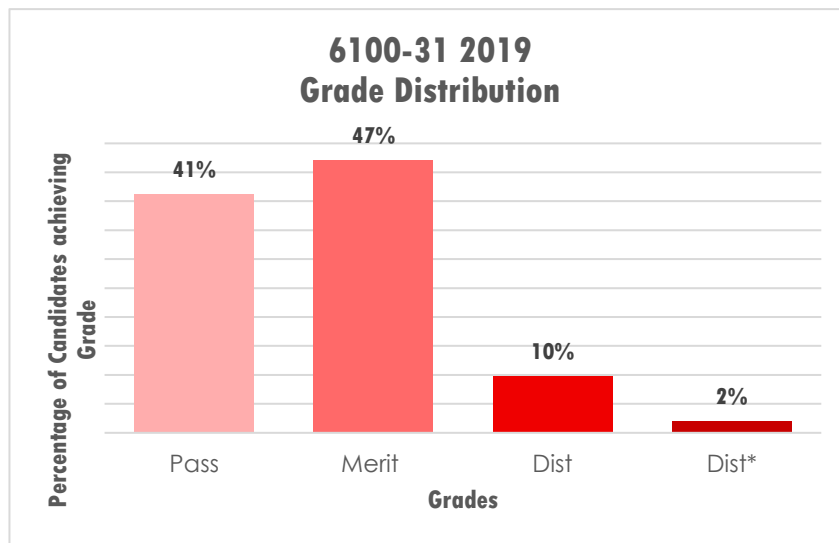
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6100-032/532 Level 3 Professional Chefs – Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
- 6100-033 Level 3 Professional Chefs – 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

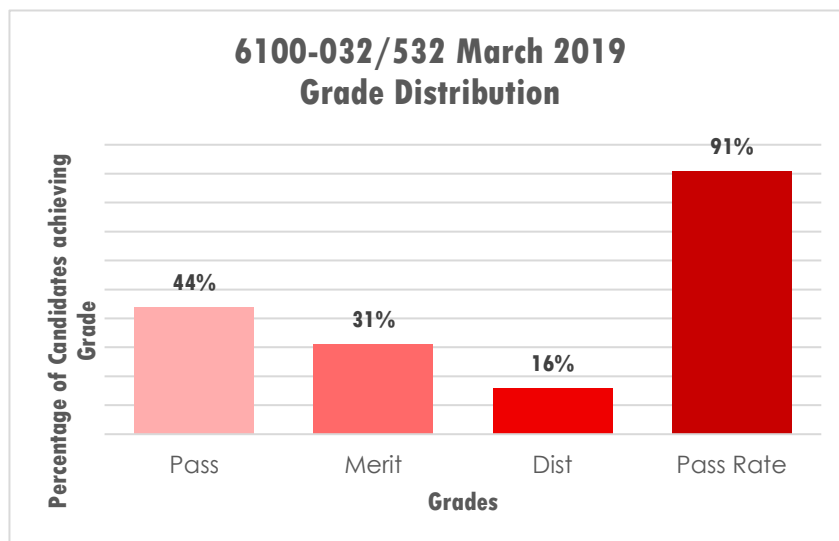
Grade Boundaries

Assessment: 6100-032/532
Series: March 2019 (Spring)

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

Total marks available	70
Pass mark	30
Merit mark	40
Distinction mark	50

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

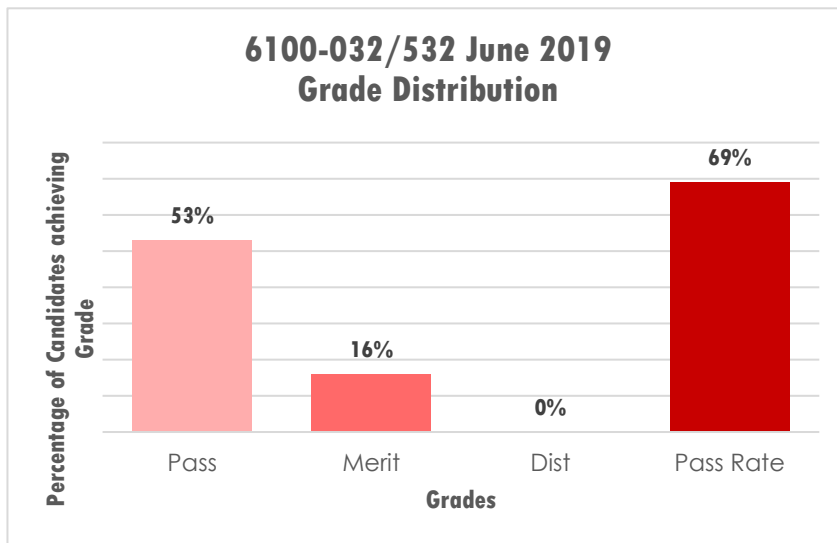


Assessment: 6100-032/532
Series: June 2019 (Summer)

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

Total marks available	70
Pass mark	28
Merit mark	38
Distinction mark	48

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



Chief Examiner Commentary

6100-032/532 Level 3 Professional Chefs - Theory exam

Series 1 – March 2019

March 2019 saw the third series for the 6100-31 for the 2019 theory exams.

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 paper produced a broad range of marks, which showed differentiation across the cohort.

Overall, it was evident that there has been an improvement in the examination preparation of candidates from the previous series last year. The majority of candidates correctly interpreted the command verbs used such as 'describe,' 'explain' and 'state.' There was also evidence of planning in the extended response questions.

Higher achieving candidates showed evidence of reasoning and justification as well as the recall of knowledge required across all the units whereas lower achieving candidates often missed marks due to not reading the question accurately or due to a lack of understanding of the subject.

Where candidates scored lower marks, it was because their answers lacked the depth and breadth required to achieve the full range of marks available. Candidates were able to demonstrate more knowledge in the desserts, cakes and sponge units, compared to previous series. Some candidates tended to struggle with demonstrating understanding of specific pastry processes and techniques which led to them being unable to achieve the maximum marks available.

Some candidates did not always use the appropriate technical language expected at this level. This was evident when candidates were asked to describe the techniques used to produce sabayon-based desserts. Candidates would therefore benefit from revising relevant technical terminology.

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.

Majority of candidates created innovative menus and responses included the main factors to be considered, such as target audience, local ingredients, dish production and style. However, not all menus suggested were appropriate and sometimes were too simple to be considered for fine dining, for example, fruit salad and ice cream; in these cases, few marks could be awarded.

Many candidates also used basic and generic language within their responses. In order to have gained further marks, more detail was required, and all of the appropriate and relevant factors should have been considered and justified.

Those candidates who did gain higher marks provided some logical and thoughtful points which were explained and justified such as costs, staffing, seasonality and food safety.

Series 2 – June 2019

It was evident that there was a slight improvement in candidate responses to both AO1 and AO2 questions from the March 2019 series.

There was a broad range of total marks achieved for this question paper showing that the paper differentiated across candidates. Those candidates achieving higher overall marks showed evidence of reasoning and justification as well as the recall of knowledge and understanding across all the units. They also showed breadth and depth in their responses which was evident across most topic areas.

Candidates demonstrated understanding in the questions focusing on factors that influence eating choices and techniques to produce hot, cold and frozen desserts, with most being able to gain some marks in these areas. Candidates also showed a breadth of knowledge when asked about particular fillings and inserts used to produce cakes and sponges.

Those candidates achieving lower overall marks often missed marks due to not reading or interpreting the question accurately or lacked the knowledge and understanding required of the topic being tested. In particular, candidates struggled to show understanding on topics assessing different types of dining experiences, pairing food and beverages, and producing hot, cold and frozen desserts. Some candidates were able to gain marks where some knowledge was demonstrated, however needed to expand on points made to show the level of understanding required.

Candidates should ensure they read all parts of the question carefully, including the command verb used, such as 'explain' or 'describe' to ensure they provide an accurate response.

Overall, the candidates showed some evidence of knowledge from across the topics areas with the majority being able to answer all of the questions in some manner. Candidate achieve some of the marks available.

Extended response question

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.

This question showed differentiation between the higher scoring and lower scoring candidates and was varied in the way it as answered.

Most responses considered some of the main factors linked to the scenario, but focused mainly on two or three points such as the menu, equipment needs, allergens and food safety. Candidates achieving the higher marks for this question, provided some logical and thoughtful points which were explained and justified such as equipment, storage, menus, staffing, cost and resource considerations.

In order to gain the highest marks for this question, candidates were expected to discuss more of the appropriate and relevant factors, such as regional products. Those candidates achieving a lower mark needed to consider the menu and its suitability for the event outlined in the brief. In these instances, candidates focused in on a small aspect of the question where they could, and therefore didn't demonstrate the required breadth of knowledge and understanding.

Synoptic Assignment

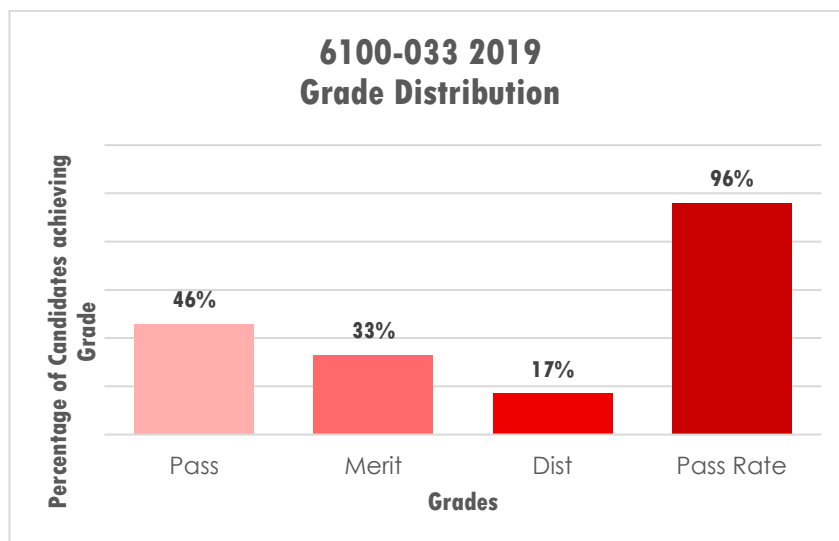
Grade Boundaries

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

Assessment: 6100-033
Series: 2019

Total marks available	60
Pass mark	25
Merit mark	37
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.

Candidates in centres who decided not to split the time over two days found in some instances it impacted on their concentration and creative finish.

Some centres and candidates did not appear to recognise the format of the tasting menu, and should ensure that dishes are presented appropriately according to the brief.

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 & 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.

In addition to the set tasting menu, candidates were required to design a classic Escoffier dish with a modern twist. Most candidates were able to research and presented a variety of dishes following the brief well.

Candidates' recipes for the other 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.

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.

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 their 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 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 comment on the candidate's performance in Task 2 on the Practical Observation form and across all tasks on the Candidate Record Form.
- Centres should prepare candidates on how to reflect and evaluate performance across Tasks 1 and 2.
- Centres should follow the guidance on photographic evidence detailed in the synoptic assignment. Care should be taken to avoid any candidate or labelling blocking aspects of the dish.