

6100-32

**Level 3 Advanced Technical Diploma for
Professional Chefs (Patisserie and
Confectionery) (450)**

2018

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.

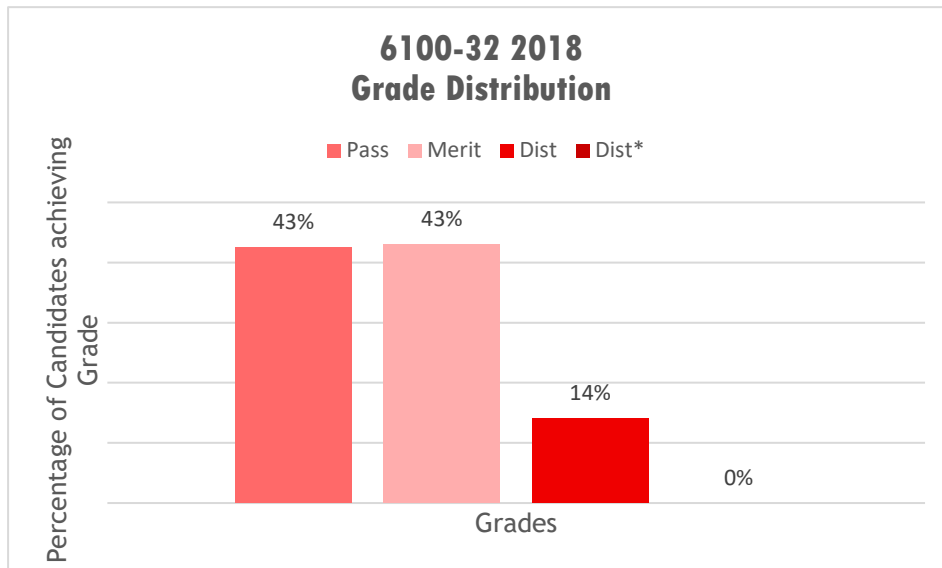
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

The document provides commentary on the following assessments;

- 6100-034/534 Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionery) – Theory exam
 - March 2018 (Spring)
 - June 2018 (Summer)
- 6100-035 Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionery) – 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

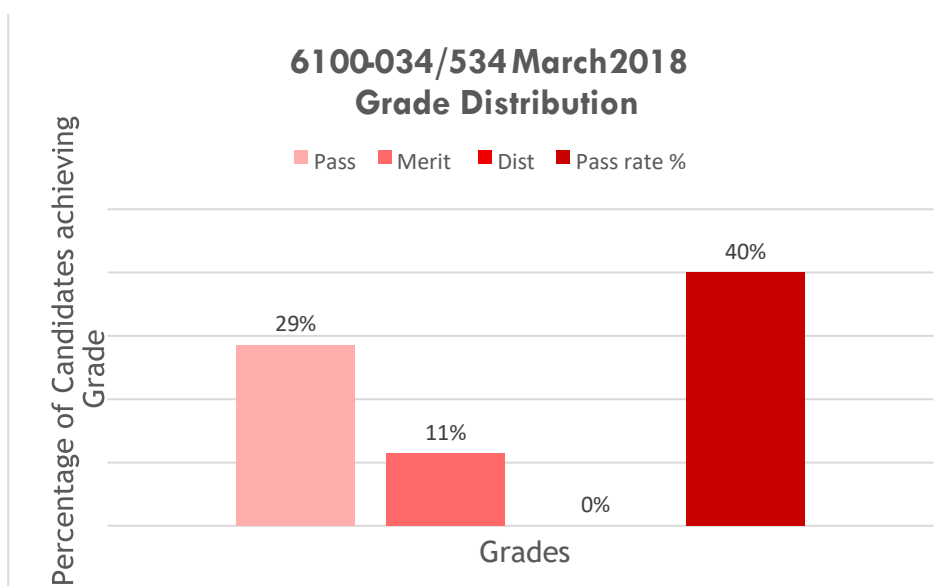
Grade Boundaries

Assessment: 6100-034/534
Series: March 2018 (Spring)

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

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	42

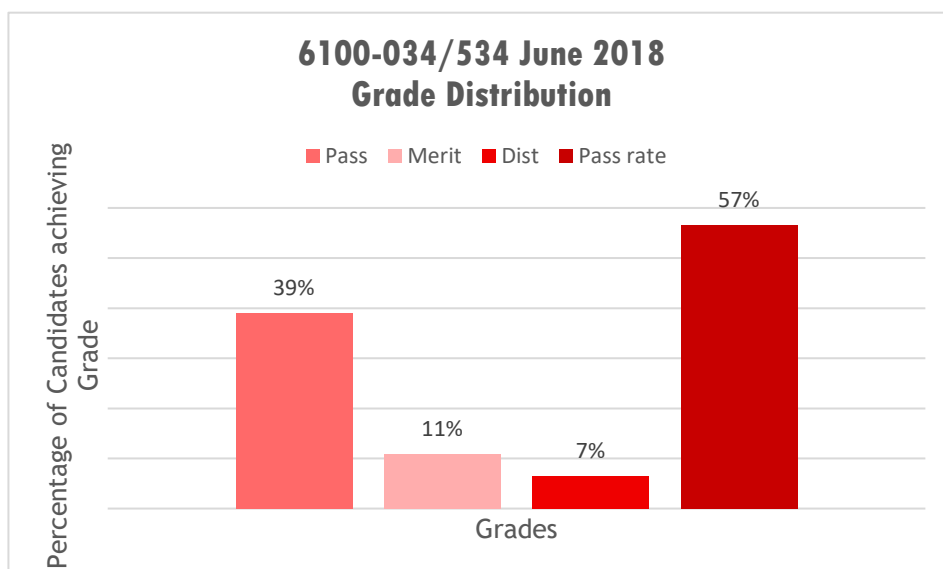
The graph below shows the distributions of grades and pass rate for this assessment;



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

Total marks available	60
Pass mark	23
Merit mark	31
Distinction mark	40

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



Chief Examiner Commentary

6100-034/534 Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionery) - Theory exam

Series 1 – March 2018

This was the first exam for the Level 3 Professional Chefs (Patisserie & Confectionery). Candidates had the opportunity to take the paper based written exam, or online via the City and Guilds Evolve platform.

The paper included a range of question styles to draw out knowledge and understanding, including questions to test learning across generic and subject specialist units giving the opportunity to demonstrate a broad understanding of the qualification. Some of the more challenging questions helped to differentiate between higher and lower scoring candidates.

Often responses were limited because candidates failed to read or interpret the question correctly. Questions using the command verb – ‘describe,’ ‘explain,’ ‘discuss,’ required answers to show cause and effect (how and why) to demonstrate understanding. Candidates would therefore benefit from practising different forms of questions set by the centre to improve their technique in establishing the key components of the questions and what is required in the response.

Many candidates wasted time and space by repeating the question as part of their answer and would benefit by being encouraged to read and re-read the question before answering. For example candidates listed food safety procedures when they were asked to list the responsibilities of an employee. All too often health and safety questions elicited stock responses, where candidates listed procedures regardless of the question being asked. The sustainability question also seemed to trigger automatic responses relating to benefits to the environment when it was asking for benefits to the business. Other examples included ‘how’ not ‘why’ and listing ‘types’ rather than ‘characteristics.’

Knowledge of technical content was good overall, understanding less so. Some confused gelatinisation with gelatine, and the functions and uses of gums and gels was a weak area. Most candidates were able to identify the link between eggs and the aeration of sponge products but explanations of how this was achieved were poor as was the storage procedures for cakes and sponges. Few were able to identify the correct procedures for each or make a comparison between the differences and similarities.

As expected, breadth of knowledge was strong for the higher scoring candidates but less so when it came to depth, with an average score of just under 50% correctly answering the AO2 questions.

For the extended response question, the majority of candidates did not appear to understand the brief. The question was not asking candidates about their knowledge of chocolate, its characteristics or how it is tempered. They were asked to discuss how to approach the task of replacing a main patisserie ingredient with an alternative brand, in this instance dark chocolate. The majority interpreted the brief as needing to replace dark chocolate with milk or white or with dishes that did not use chocolate, or discuss ingredients that (in their opinion) paired well with chocolate.

Few covered more than 50% of the indicative content and only 14% included sufficient detail to access the mid and upper bands. Most could only provide very basic information with at best, simplistic explanations. Only a few were able to produce evaluation criteria, which was ‘fit for purpose.’ To access the higher marks in the band, candidates need to submit a comprehensive discussion, which is logical and well balanced. It should include fully justified reasons for their recommendations and conclusions conclude appropriately.

Series 2 – June 2018

This is the second exam for the Level 3 Professional Chefs (Patisserie & Confectionery). As in previous series, candidates had the opportunity to take a paper based written exam or online via the City& Guilds Evolve platform.

The examination paper assessed the generic units and specialist units within the qualification. It included a range of questions designed to draw out knowledge and understanding, which helped to differentiate between the higher and lower scoring candidates.

Responses to the AO2 style questions were at times limited. Candidates need to make sure they interpret the command verb correctly in order to achieve maximum marks. Where candidates are asked to 'describe', 'explain' or 'discuss' responses need to be expanded on further.

Candidates must read the questions carefully. An example of where this did not happen is when candidates described how to control pests rather than how pests can contaminate a professional kitchen.

Similar to the previous exam series, some candidates wasted time and restricted writing space by writing out the question before answering. Candidates should be advised on how to best utilise their time during examination conditions in order to perform to their best.

The question relating to leadership styles was very low scoring for all candidates. The communication question, which was testing candidates' knowledge and understanding of supervisory skills, was answered better with some achieving full marks.

It was evident that candidates lacked knowledge particularly in the area of cakes and sponges. Few candidates were able to describe the cake making process beyond the most basic terms and no one correctly described the particular method used when making a Sachertorte.

Overall, questions based on generic units received higher marks, whereas the specialist patisserie units scored lower marks. A handful of candidates demonstrated good breadth and depth of knowledge across the paper.

For the extended response question, most candidates understood the brief. The majority of candidates focused on the dietary requirements however, this was only one aspect of the brief. Candidates needed to consider all other aspects of the scenario and take an integrated approach in order to achieve more marks.

A few candidates thought about other aspects within the indicative content, including menu balance, serving suggestions, garnishes and the identification of high-risk products. Some also demonstrated an understanding of the challenges and gave some suggestions for appropriate alternatives.

Overall, candidates needed to show well thought out and considered ideas from the information provided in the brief that were justified. Demonstrating knowledge and understanding from across the qualification would then allow candidates to obtain marks within the higher bands.

Synoptic Assignment

Grade Boundaries

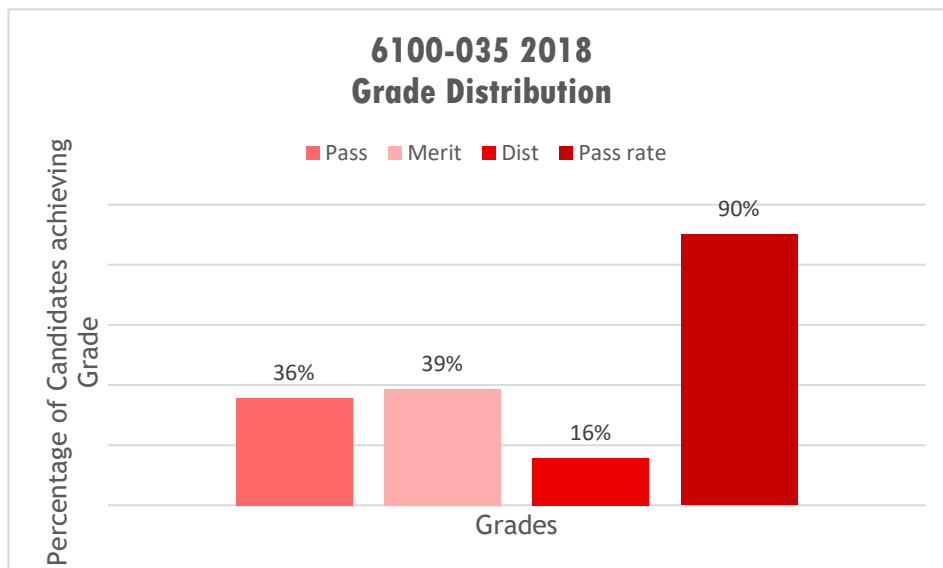
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6100-035

Series: 2018

Total marks available	60
Pass mark	22
Merit mark	35
Distinction mark	48

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



Principal Moderator Commentary

The synoptic assignment for 2018 tested a full range of specialist pastry skills across all ten units that make up the qualification, requiring candidates to draw on their knowledge and understanding and apply creativity to 'bring it all together'.

As expected, a range of abilities were demonstrated across all aspects of the assignment. It was evident candidates were more comfortable with the practical element than the theoretical aspects. Candidates in all centres were well supported with adequate facilities and suitable equipment.

For Task 1, candidates had a realistic workload to complete within the time allowed. For Task 3, centres need to ensure that candidates have the required skills to complete an honest and detailed evaluation, commenting on performance across all three tasks.

Assessment Objectives

AO1

Most candidates used the allergen chart provided in the assessment pack and most were accurate. It was good to see those that listed ingredients stated the correct amounts, the equipment needed and a clear method describing the appropriate techniques using the correct terminology. All candidates observed, selected and correctly used appropriate tools and equipment.

AO2

For the risk assessment, some candidates included basic detail whereas others strongly reflected their choices. Where centres do create templates, candidates should be encouraged to reflect their choices. For the time plan, some candidates used this as a working document. Many were well thought out with accurate timings. Some candidates gave unrealistic timings and at times included too much detail to be useful as a working document.

For the rationale, the majority of candidates linked this to the theme of the function. However, candidates would benefit from adding more detail to their rationale by justifying their choices for their chosen design.

Candidates demonstrated their creativity in the dishes produced. Higher scoring candidates were more creative and used imaginative flavour combinations that applied across the whole menu. Lower scoring candidates produced less imaginative ideas and made safer choices.

Where questioned during the practical, candidate responses varied but all were able to demonstrate basic knowledge and understanding.

AO3

All candidates observed worked within legal safe limits. A full range of practical abilities was seen across the centres. Candidates placed in the higher band demonstrated refined, dextrous skills with meticulous working methods executed with confidence. For candidates placed in the lower band, frequently observed faults included poor handling, insufficient resting and over, or undercooking of the pastry items or poor execution of the petit fours, such as Dutch biscuits with no pattern. Time management was on the whole good, with the majority of candidates finishing on or ahead of time despite in some cases setbacks and re-making of dishes. Use of resources was also good overall. Recipes were mostly accurate with occasional over production. The majority took care to wrap, label and store pastry trimmings.

AO4

Higher band candidates were able to apply knowledge and understanding to produce dishes to a good standard safely and hygienically, utilising the resources at their disposal. Some were able to change

course when circumstances dictated or when things did not go to plan. A minority were thrown off course when they had to re-make a dish allowing it to affect their performance.

Not all dishes came together on the day; some required a re-design on the day. The majority of candidates demonstrated a good grasp of gastronomy and produced desserts that balanced flavour, texture and colour to good effect while remaining true to the brief.

A05

All candidates demonstrated high standards of personal presentation and professionalism. Most candidates satisfied the requirements of the brief and presented products of the correct type, size and number. The quality varied as expected and a minority presented products that were below the standard expected at this level. At the higher end, candidates who demonstrated meticulous care and attention to detail produced dishes that looked and tasted impressive with only the odd imperfection.

Centre-pieces varied but were of a good standard overall. Some suited their purpose better than others and all but one reflected the theme. As these are assessed entirely on appearance, at least one good photograph of the finished piece showing detail is essential which was not always the case.

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 i.e. be pastry specific. 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.