

# **6100-32 Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionery) (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.

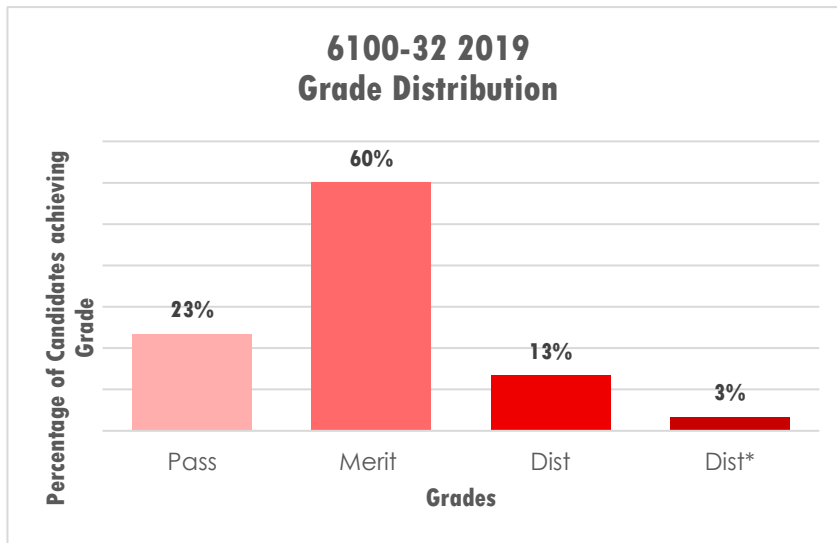
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6100-034/534 Level 3 Professional Chefs (Patisserie and Confectionery) – Theory exam
  - March 2019 (Spring)
  - June 2019 (Summer)
- 6100-035 Level 3 Professional Chefs (Patisserie and Confectionery) – 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

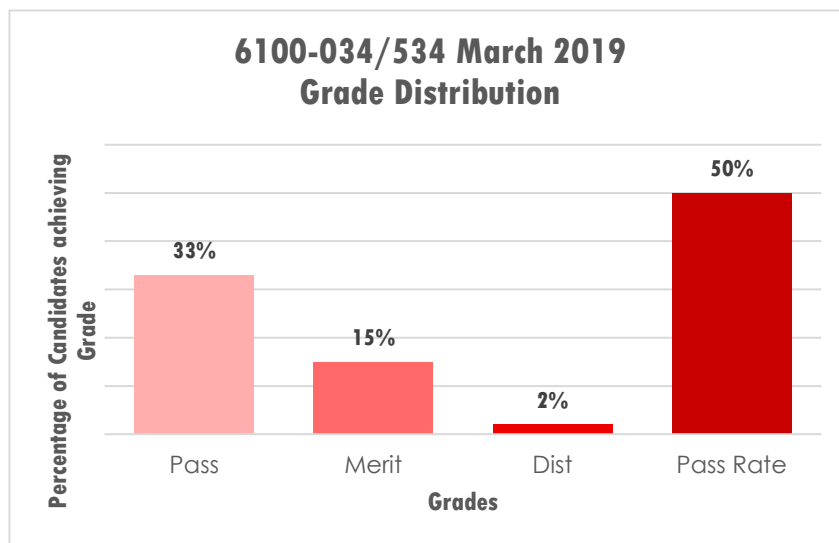
## Grade Boundaries

Assessment: 6100-034/534  
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>60</b>
Pass mark	23
Merit mark	31
Distinction mark	40

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

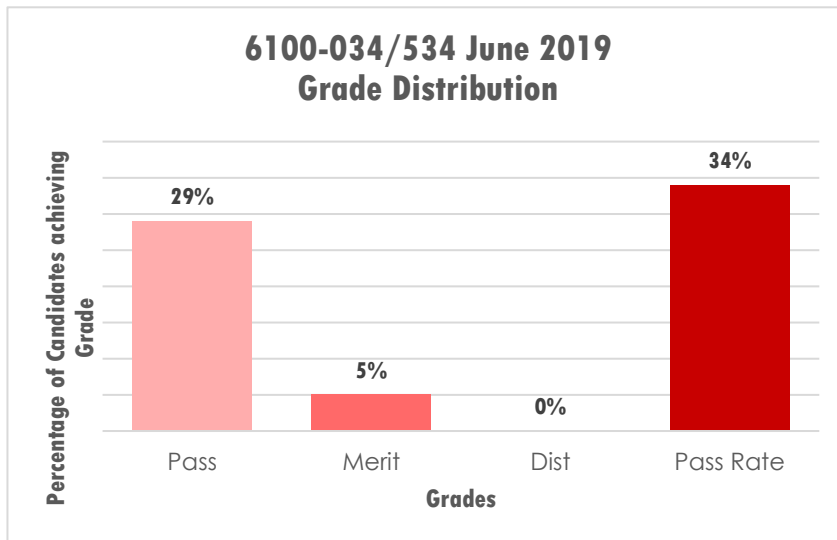


Assessment: 6100-034/534  
Series: June 2019 (Summer)

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

<b>Total marks available</b>	<b>60</b>
Pass mark	23
Merit mark	31
Distinction mark	40

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



# Chief Examiner Commentary

## 6100-034/534 Level 3 Professional Chefs (Patisserie and Confectionery) - Theory exam

### Series 1 – March 2019

This was the third exam for the Level 3 Professional Chefs (Patisserie & Confectionery) theory exam.

As in previous series, the paper included a range of questions assessing candidates on the generic and specialist units designed to allow candidates to demonstrate knowledge, understanding and integration across the units. This helped to differentiate between the higher and lower scoring candidates.

Overall, candidates were able to demonstrate reasonable knowledge from across the content. Some candidates demonstrated their ability to expand their knowledge and show depth of understanding.

For AO2 style questions Some candidates were not able to achieve full marks because they did not sufficiently expand their answers when asked to 'explain' or 'describe'. Most candidates could name or identify relevant points, however missed the opportunity to gain full marks.

This was evident where candidates were asked to explain the advantages of named items. Most gave an overview of the items but provided little detail.

Where candidates were asked to list procedures or precautions, responses tended to be minimal, and lacked the detail required to achieve maximum marks.

Some candidates were able to list quality points of patisserie products in detail, however the question required expansion and therefore they did not provide a full response.

Where candidates were tested on sustainability, many focused their response on saving the planet. However, the question was assessing more specifically around the benefits of sustainable sources.

Candidates therefore need to ensure they are reading the question carefully.

Questions focussing on supervisory aspects were often answered from the viewpoint of an operative rather than a supervisor, or with responses leaning towards the more obvious aspects of a supervisor's job role. Candidates should therefore ensure that they are responding to the question as appropriate.

### Extended response

The extended response question produced mixed results, with a few candidates achieving higher marks.

A few candidates did not suggest the required number of dishes for the menu. Many dish choices suggested were unimaginative or not suitable for an à la carte menu. Most dishes tended to be simplistic, such as fruit salad, and often main ingredients were repeated, for example some menus had two or three dishes where the main ingredient was chocolate. Most candidates gave little consideration to variety in terms of a balance between hot, cold and frozen dishes. Most candidates made reference to seasonality but not all dishes and their ingredients accurately reflected it. Overall, knowledge of diets was good but not always applied correctly. Some higher scoring candidates were able to name alternative ingredients, but the majority referred to for example, vegan butter or gluten free flour rather than specifying an alternative or offering dishes that avoided the wrong ingredient(s). Candidates achieving marks in the mid and upper bands presented information in a clear format with more imaginative choices, a range of considerations and relevant justifications.

## **Series 2 – June 2019**

As in previous series, the June 2019 theory paper included a range of questions covering generic and specialist units designed to give candidates the opportunity to demonstrate knowledge, understanding and integration across the units.

Candidate performance in this series was better when addressing questions from the generic units such as current influences on eating and drinking and one of the specialist units around specialist equipment used in a professional kitchen. A few candidates were able to demonstrate a good depth and breadth of knowledge across the paper.

Overall, candidates struggled to show the required depth of knowledge and understanding required in order to gain the maximum marks available. Often, responses gave a general explanation or overview of the subject rather than addressing the specifics asked for in the question.

This was evident where a question asked for candidates to 'list the benefits,' and responses often focused on the subject, as opposed to concentrating on the specific benefits. Similarly, where questions asked for an explanation of a procedure or process, candidates tended to respond by listing or describing, instead of explaining the effects of those procedures. Candidates should therefore ensure that they read the question carefully before responding to be able to provide a more accurate response and gain more marks.

Candidates demonstrated limited understating of techniques used to produce hot, cold and frozen desserts, only a few could identify more than one or two suitable techniques.

The majority of candidates were not able to demonstrate understanding of cakes and sponges, with very general quality points provided as a response and were therefore not specific or appropriate to the cake/sponge given. Candidates would benefit from understanding various techniques used in the production of cakes and sponges and the specific quality points for different products.

When assessed on the impact of individuals on gastronomy, it was clear that candidate knowledge was limited. Candidates need to develop their knowledge in this area.

It was also evident that some candidate responses were more applicable to the main kitchen rather than the pastry kitchen, for example, when referring to cross contamination, raw meat was frequently used to illustrate the point. Candidates should keep in mind the type of kitchen they are working in when answering questions, demonstrating a deeper understanding.

### **Extended Response**

The extended response question gives candidates the opportunity to demonstrate depth and breadth from across the qualification.

A few candidates considered the wider implications when discussing their choices and therefore gained a higher overall mark.

Overall, the majority of candidates achieved a mark in band 1 and some in band 2. Dish choices were often basic and lacked imagination, for example fruit salad and ice cream. Other dishes suggested were unsuitable for the event, giving little consideration to the scenario. In most cases, the dishes had very limited variety between types, textures, hot and cold. Most candidates mentioned seasonality but not all dishes accurately reflected it. Some candidates did not discuss the cost implications for the event or suggest alternative dishes or ingredients as required.

To achieve the higher marks for this question, candidates should present a well-considered response, taking into account the wider aspects and provide justifications throughout.



# Synoptic Assignment

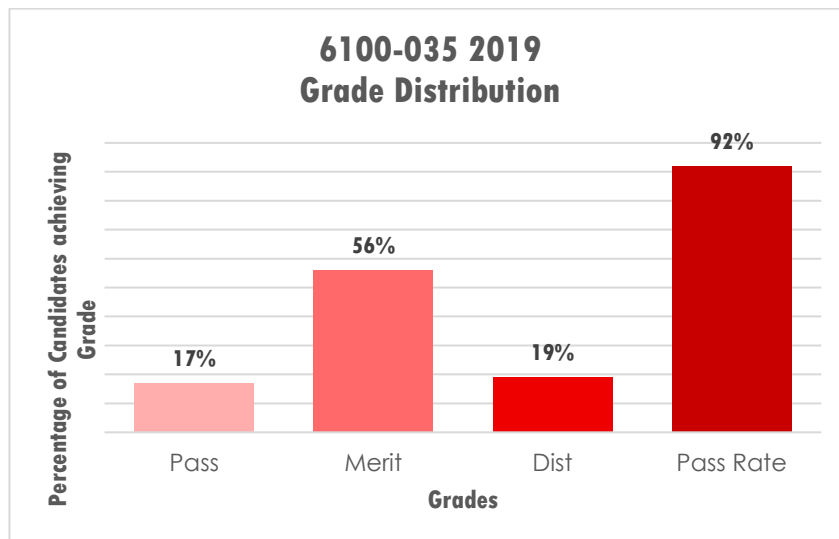
## Grade Boundaries

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

Assessment: 6100-035  
Series: 2019

<b>Total marks available</b>	<b>60</b>
Pass mark	22
Merit mark	35
Distinction mark	48

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



## Principal Moderator Commentary

The synoptic assignment for 2019 assessed a range of skills across the units. This required candidates to draw on their knowledge and understanding to bring it all together.

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

**Task 1** - Candidates had a realistic workload to complete within the time allowed. Candidates gaining the higher marks had a better understanding of the risk assessments for the health and safety and food safety.

**Task 2** - Candidates gaining the higher marks demonstrated precise skills and worked confidently and consistently to prepare, produce and finish dishes. In particular the lamination of the yeast products and finish on the mousse. Most candidates in the higher bracket were able to relate the theme to the task. In comparison, candidates achieving lower marks lacked quality and accuracy in the final dishes presented. Some candidates did not complete all elements of the task.

Many candidates wasted sugar by not being prepared enough to do all the sugar products with one batch, with some candidates needing to produce several batches.

Centre pieces varied but were of a good standard overall. Centres need to remember that the centre piece is only one item in the synoptic; some candidates spent far too much time on this, to the detriment of the rest of the products.

**Task 3** – Candidates need to ensure their evaluations are honest and detailed, commenting on performance across tasks. The majority of candidates only commented on their final dishes and did not evaluate their whole performance.

### Assessment Objectives

#### AO1 – Recall of knowledge

Candidates demonstrated their knowledge through the correct use of tools and equipment. In most cases candidates accurately completed the allergen chart provided. It was good to see ingredients being listed with the correct amounts, as well as the required equipment. Clear method describing the appropriate techniques were provided with the use of correct terminology.

#### AO2 – Understanding of processes

For the risk assessment, some candidates included basic detail whereas others strongly reflected their product choices. Where centres provide templates, candidates should be encouraged to reflect their product choices. With the time plan, most candidates used this well 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, only some of candidates linked this to the theme. However, candidates would benefit from adding more detail to their rationale by justifying their choices for their chosen design.

When questioned during the practical, most candidates were able to demonstrate basic knowledge and understanding.

### **AO3 – Application of practical**

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. A full range of practical abilities was seen across the centres. Candidates achieving a higher mark for this assessment objective demonstrated professional practical skills with meticulous working methods, completed products with confidence and their final dishes showed some level of refinement.

### **AO4 – Bringing it all together**

Candidates in the higher band were able to apply knowledge and understanding to produce dishes to a good standard safely and hygienically. Some were able to change course when things did not go to plan or when needed. A small minority were thrown off course and this affected their performance when they had to re-make a dish. The majority of candidates understood flavour combinations, and this was demonstrated in the production of the mousse with the filling. Where a theme is set, candidates need to ensure that the theme is clearly defined in their choice of products, some candidates missed the opportunity to gain additional marks by not choosing an insert that related to the brief. Candidates need to ensure they evaluate across all tasks as this will enable them to access the higher bands.

### **AO5 – Attention to detail**

The majority of candidates satisfied the brief and presented products that were 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. Candidates who scored well demonstrated meticulous care and attention to detail and produced dishes that looked and tasted excellent with only small imperfections.

The majority of candidates demonstrated high standards of personal presentation and professionalism. Centre pieces varied but were of a good standard overall. Some suited their purpose better than others, but not all reflected the theme.

### **Best Practice to Centres**

- Centres must ensure that task instructions are followed carefully as guidance is included around each task, while also allowing candidates to make choices, which in turn could then lead to them achieving higher marks.
- Centres must ensure that where centre produced pro-formas/templates are used, candidates must adapt them 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 giving opportunity to achieve marks within a higher band.
- Centres should prepare candidates on how to reflect and evaluate performance accurately and honestly across all the tasks.
- 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. Coloured tablecloths should be avoided as these make it difficult to see the product produced.
- Tutors 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.

- Tutors must comment on the candidate's performance on both days of the synoptic if it is split into two sessions.
- Tutors must ensure feedback is specific to each candidate and not general.
- Tutors must ensure that the CRFs capture the evidence of all tasks and not just Task 2.