

6100-33

**Level 3 Advanced Technical Diploma for
Professional Chefs (Kitchen and Larder)
(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.

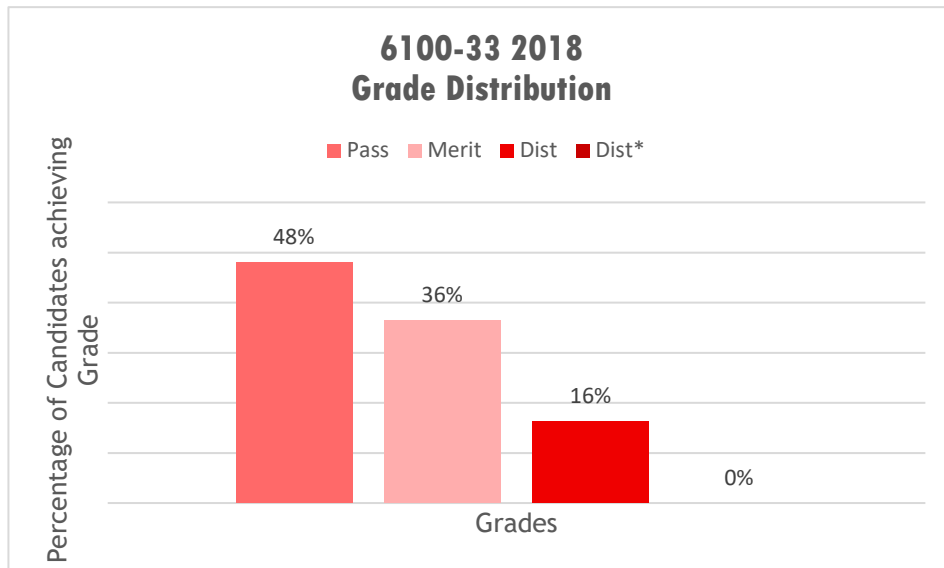
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

- 6100-036/536 Level 3 Advanced Technical Diploma for Professional Chefs (Kitchen and Larder) – Theory exam
 - March 2018 (Spring)
 - June 2018 (Summer)
- 6100-037 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

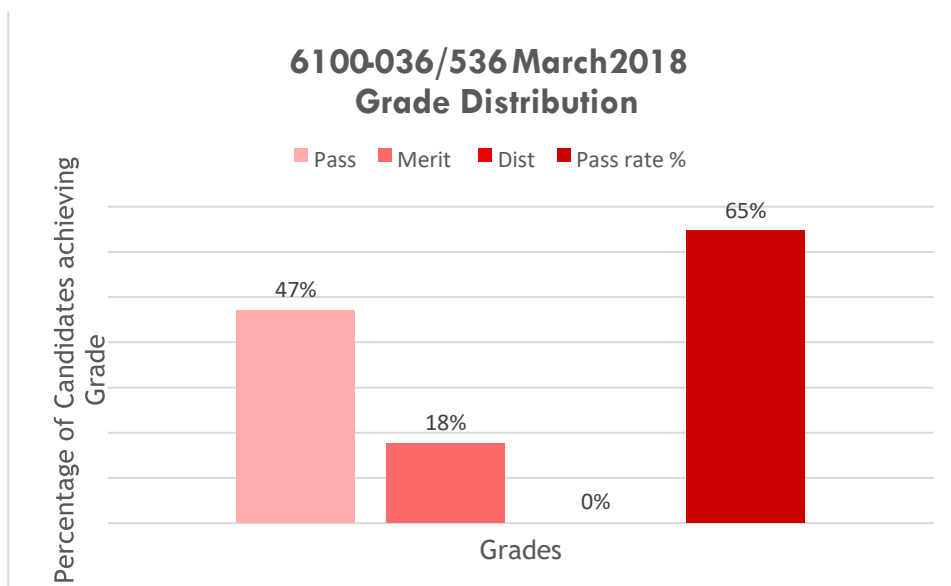
Grade Boundaries

Assessment: 6100-036/536
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

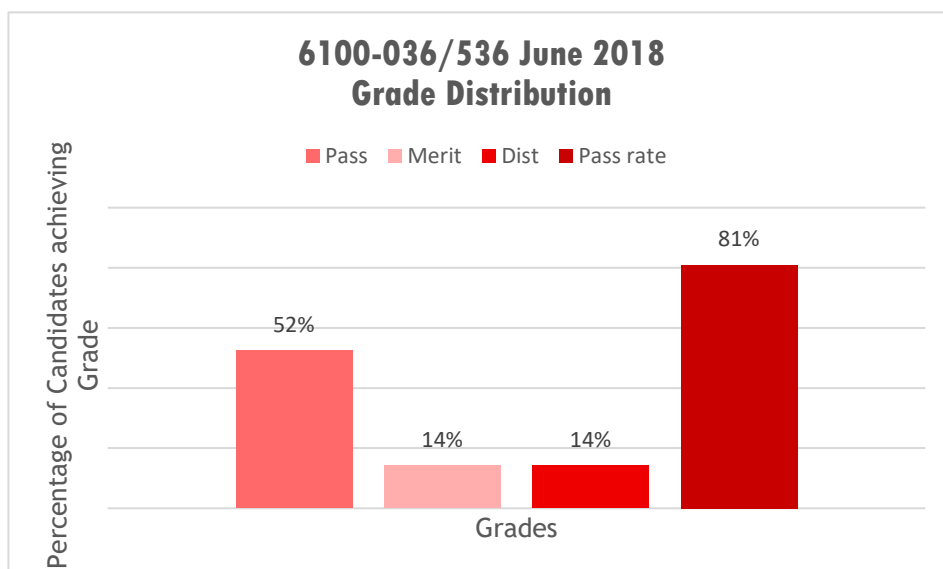
The graph below shows the distributions of grades and pass rate for this assessment;



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

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	41

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



Chief Examiner Commentary

6100-036/536 Level 3 Advanced Technical Diploma for Professional Chefs (Kitchen and Larder) - Theory exam

Series 1 – March 2018

The March 2018 exam externally set and marked for the 6100-33 qualification included a range of question styles to draw out knowledge and understanding across the subject areas of the units.

There was a broad range of total marks achieved for this question paper, showing that the paper differentiated across the candidates, although very few candidates achieved high marks. The candidates achieving the higher marks, showed evidence of reasoning and justification as well as the recall of knowledge across the units assessed. Candidates often missed marks due to not reading the question accurately or their lack of exam techniques e.g. not answering the question according to the command verb used.

Where questions asked candidates to explain or describe, some either stated single-word answers or listed responses rather than fully expand on the identified points. This was the case when asked about a preservation method; responses did not explain the effects of the smoking process on a turkey breast.

Candidates struggled with leadership behaviours and tended to respond with leadership styles. This may be an example of where candidates have not read the question properly.

To prepare, candidates will benefit from practising examination techniques. Candidates need to be encouraged to spend time reading and re-reading the questions before attempting to answer. Candidates need to prepare for the different types and structures of questions contained within the paper and need to be familiar with the variety of command verbs that may be with the paper.

Most candidates showed a good understanding of the role of supervisor in a professional kitchen and were able to explain their planning responsibilities. Candidates achieving lower marks did not provide an explanation of the identified responsibilities.

Extended response question

This question allows the candidate to showcase their breadth and depth of knowledge of the units and apply it to a given scenario.

Most candidates only considered the main factors and did not access the higher marks that could be gained for this question. They did not consider all of the appropriate and relevant factors in order to reduce costs, while maintaining staffing levels.

Those responses which did gain higher marks, provided some logical and thoughtful points which were explained and justified. Some candidates were unable to demonstrate their breadth of knowledge, but focused on a small aspect of the question where they could. In such instances, little marks could be awarded.

To access the higher marks in the band, candidates need to submit a comprehensive discussion, which is logical and well balanced. Conclusions and/or recommendations, which fully justify the candidate choices, should be included.

Series 2 – June 2018

The June 2018 exam externally set and marked for the 6100-33 qualification included a range of question styles to draw out knowledge and understanding across the subject areas of the units.

There was a broad range of total marks achieved for this question paper, showing that the paper differentiated across the candidates, although very few candidates achieved high marks. Those candidates achieving the higher marks, showed evidence of reasoning and justification as well as the recall of knowledge across the units assessed. Candidates often missed marks due to not reading the question accurately or through lack of exam techniques e.g. not answering the question according to the command verb used.

Where candidates scored lower marks in their responses, candidates lacked the detail required when asked to 'explain' or 'describe' and therefore needed to fully expand on the identified points, instead of stating single-word answers or listing responses. This was demonstrated by some candidates in the question asking to describe factors to consider when purchasing ingredients from a sustainable source.

Overall, AO1 responses did not pose an issue in most cases. Some incorrect responses were given to the questions where candidates were asked to describe the four elements required to allow bacteria to grow, and list the quality points needed to be considered when buying fresh chicken.

AO2 questions still posed some problems with a number of candidates, hence the overall marks were relatively low throughout for AO2 questions; this can be attributed to candidates not fully expanding on their answers. For example, most candidates achieved some marks when asked to describe a HACCP procedure. Weaker responses identified some of the steps of the procedure but gave little or no explanation. Stronger responses included more detailed reasoning which is required for AO2 responses. Candidates achieving a lower overall mark did not attempt some of these questions. This resulted in more gaps in knowledge being demonstrated and opportunities to gain more marks missed.

Extended response question

This question allowed the candidate to showcase their breadth and depth of knowledge of the units assessed in the qualification and apply it to a given context.

Most candidates only considered the main factors and did not recognise the amount of marks that could be gained for this AO4 question. They did not consider all of the appropriate and relevant factors in reviewing and implementing procedures to control contamination which limit their opportunities to access marks in higher bands..

Those responses which did gain higher marks provided some logical and thoughtful points which were explained and justified. Some candidates were unable to demonstrate their breadth of knowledge, but focused on a small aspect of the question where they could. However, few marks could be awarded in such instances.

Synoptic Assignment

Grade Boundaries

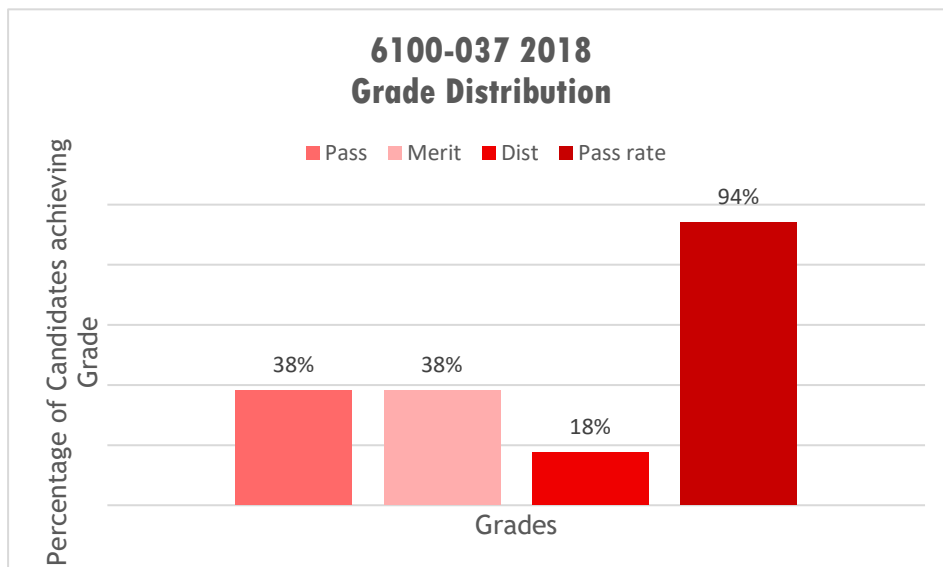
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6100-037

Series: 2018

Total marks available	60
Pass mark	25
Merit mark	36
Distinction mark	47

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 assignment covered a broad range of topics from across the qualification and considered a range of recall, understanding and 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. They were also able to produce a creative additional dish. These candidates on the whole, had made an excellent job of producing a variety of canapés. They were produced to the correct size with a good balance of flavour and texture. The terrine had an excellent flavour and was served with an appropriate garnish and chutney which added colour and texture. 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 a standard and introduced colour to the dish. The sauce had been reduced and had a depth of flavour. A lot of thought and research had gone into the additional dish to make sure it could be served within the menu and that it reflected current trends in gastronomy.

In comparison, candidates achieving lower marks presented a safe idea based on well-established ideas and concepts. However, they 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. At times, the fish course was poor with very little use of shellfish. The lamb was often poorly prepared with an inappropriate garnish and/or sauce selected. The lamb was also sometimes over cooked and dry. Very little thought had gone into the additional dish and it was poorly presented, with some candidates explaining it was food they like and cooked at home as their rationale.

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 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 additional European dish and some of the garnishes for the lamb. Marks achieved for the additional dish were from across the bands. Candidates in the higher band had researched the dish and had a good understanding of the gastronomy influence, whereas 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 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 and 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.

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.